University of MUSTAPHA Stambouli

Mascara

جامعة مصطفى اسطمبولي معسكر

Faculty of Letters and Language

Department of English Language

The Use of ICTs for Enhancing EFL Student's Reading Skill and Vocabulary Development

---

Thesis Submitted to the Department of English Language and Literature in Fulfilment of the Requirements for the Degree of Doctorate in Didactics of English Language

Presented by: **Supervised by:**

 Mrs Djamila Bouderba   Prof. Habib Yahiaoui

Jury Members:

Prof.	**Abdellah Baraka**	**Chairman**	**University of Mascara**
Prof.	**Habib Yahiaoui**	**Supervisor**	**University of Mascara**
Prof.	**Mohamed Mellouk**	**External examiner**	**University of Sidi Belabes**
Dr	**Toufik Bouakel**	**External examiner**	**University of Chlef**
Dr	**Mohamed Amine Driss**	**Internal examiner**	**University of Mascara**
Dr	**Djamila Benchennane**	**Internal examiner**	**University of Mascara**

Academic Year: 2023-2024

To the memory of my father Boubakeur May God Almighty bless his soul

Dedications

To my beloved mother

To my husband Abes for his continuous encouragement and support

without

him this thesis might not have been accomplished.

To my sweet daughter Assinette and my son Boubakeur

To my brother Mohamed

To Kadiro, Aness and Boubakeur Saned

To all my family

Acknowledgements

Abstract

The use of ICT in education is increasing due to the technological advances taking place around the world. Nowadays, teachers use versatile technological tools such as computers, the Internet, interactive whiteboards and other ICTs in the teaching and learning process. This research provides an overview of the importance of ICTs in improving EFL students' reading skill and vocabulary development. In terms of data collection, three data collection tools are put in place to ensure validity and reliability. These tools are as follows: firstly, a questionnaire was distributed to second-year EFL students. In addition, two interviews were conducted, one with EFL teachers who teach reading comprehension and the written expression module at the University of Mascara, and the other with older-generation EFL teachers who have more experience in teaching reading as a skill. In addition, classroom observation is a third tool for collecting the necessary data. Therefore, this study includes second-year EFL students, new-generation EFL teachers and old-generation EFL teachers. The data were analysed both quantitatively and qualitatively. The results revealed that ICTs are rarely used in EFL classrooms. These findings called for the implementation of an online ICT training course to address the new condition imposed by the coronavirus.

Table of Contents

Chapter One: Literature Review

1.2 Section One: Reading as a Language Skill

Chapter Three: Discussion and Results Interpretation

Chapter Four: Implications and Recommendations

List of Appendices

List of Tables

List of Figures

List of Bar-Graphs, Pie-Charts and Diagrams

List of Acronyms and Abbreviations

B.A: Bachelor of Arts

CD- ROM: Compact Disc Read-Only Memory

Covid 19: CoronaVirus Disease appeared in 2019

DEAR: Drop Everything And Read

DIRT: Daily Independent Reading Time

DTU: Discovery Teaching Unit

E-book: Electronic book

EDX : Electromagnetic Data Exchange

EFL: English as a foreign language

E-learning: Electronic Learning

ELT: English Language Teaching

ERIC: Education Resources Information Center

ESP: English for specific purposes

FTU: Fundamental Teaching Unit

FVR: Free Voluntary Reading

Go: Giga octet

HDD: Hard Disk Drive

ICTs: Information and communication technologies

NIHE: National Institute of Higher Education

IBM: International Business Machines Corporation

iOS: iPhone Operating System

IT: Information Technology

ITE: Institute of Technology and Education

L2: Second Language

LMD: Licence Master Doctorate

LMS: learning management system

LRC: Learning Resource Center

MA: Master degree

MHz: Megahertz

MPEG: Moving Picture Experts Group

Mo: Mega octet

MTU: Methodology teaching Unit

M-W: Merriam-Webster

NRP: National Reading Panel

NTCE: National Council for Teacher Education

PC: personal computer

PDF: Portable Document Format

PPT: Power Point format

OS: operating system

SPSS: Statistical Package for the Social Sciences

SQUIRT: Super Quiet Reading Time

SSR: Sustained Silent Reading

STAT: Statistic

STT: Students Talking Time

TEFL: Teaching English as a Foreign Language

TTT: Teacher Talking Time

TV: Tunurs & Video

TV: Television

UCM: University Center of Mascara

UK: United Kingdom

UNESCO: United Nations Educational, Scientific and Cultural Organization

U.P.S: Uninterruptible Power Supply

USD: United States dollar

USSR: Uninterrupted Sustained Silent Reading

VLC: VideoLAN Client

VLS: Vocabulary Learning Strategies

WebCT: Web Course Tools

General Introduction

General Introduction

During this current era, there have been rapid changes and incredible advances in the field of Information and Communication Technologies (ICTs henceforth), which have led to creativity and innovation in various fields in many countries around the world. This rapid evolution of teaching and learning processes and the result of the massive evolution of ICTs, has required Algeria to commit itself to this field to cope with the changes underway. To this end, the higher education system in Algeria has called for real efforts to develop creative approaches and find innovative methods and new tools to meet the needs of the new digital world. It is also about making the teaching and learning process easier for teachers and learners.

The evolution of technology has sparked a lively debate among educators and a plethora of studies have been undertaken to evaluate the use of ICT in the EFL classroom. In the past, ICT was limited to the use of computers and telecommunications to store, retrieve and transmit information. However, the concept has been broadened to encompass many aspects of computing and technology. ICT has experienced incredible growth and momentum in its role as a crucial component of success in the EFL classroom, particularly in the teaching of the four language skills: reading, listening, speaking and writing.

Accordingly, receptive skills are associated with reading and listening, while productive skills are associated with speaking and writing. Until the end of the nineteenth century, language learning was dominated by written skills, but reading rapidly gained importance in social, professional and academic contexts. In the world of teaching and learning, reading is seen as a fundamental skill, playing an essential role for students learning English as a foreign language. It is seen as a crucial source of input and as one of the most effective ways of increasing exposure to the target language, both in the classroom and beyond. However, despite the vast amount of literature highlighting the significance of reading in the teaching of EFL learners. EFL teachers fail to teach this skill because they stick to traditional methods instead of trying innovative methods to enhance it.

The language that opens the doors to the world is English. With this in mind, teachers of English must pay particular attention to the development of this language in general and the development of reading as a skill in particular. It is widely believed that traditional methods of language teaching remain the dominant method in EFL classrooms. Language teachers therefore need to take a step forward to help learners acquire good reading skill and vocabulary. The

integration of ICT as an effective new technique will help to achieve this goal. In fact, with the increasing use of information and communication technologies in education, EFL teachers need to become familiar with the technological tools they need to use in the reading comprehension classroom, including the use of digital resources and online tools.

Under the harsh conditions of the coronavirus pandemic that has been imposed all over the world, including Algeria. ICT is now seen as a panacea for overcoming all the obstacles facing students and teachers in the learning and teaching processes at the department of English at the University of Mascara. For EFL teachers who were reluctant to incorporate ICT into their teaching process, the arrival of covid 19 made them discover the advantages of integrating ICT into education. As technology has become an absolute necessity, authorities at Mascara University decided to move strictly toward online and blended learning as alternative ways of the learning process, such as using the university's web pages, applications and like platforms Zoom and Moodle as innovative tools to meet the requirements of distance teaching and learning processes and also to prevent the spread of disease and guarantee students learning beyond the university gates, as this, in turn, can offer learners a plethora of learning benefits to improve their English language skills.

Reading, as one of the basic language skills, is the driving force behind language learning, particularly English. In this context, reading is seen as a vital skill to be developed because it enhances the target language being learned. Teachers and educators should look for reliable tools and creative instructions to appropriately integrate ICTs in teaching reading comprehension as a module, in addition to encouraging learners to read as much as they can using digital libraries in addition to online dictionaries or vocabulary glossaries that have the potential to aid learners in attaining a deeper understanding.

Based on the results of the research work entitled ''The Use of ICTs for Enhancing EFL Students' Reading Skill and Vocabulary Development'' which was conducted by the researcher during the period (2017- 2023), a set of challenges and constraints emerged at various levels. Firstly, the study was conducted in the department of English at the University of Mascara the fact that there are many other English departments at other universities in the country. Secondly, the sample population only consisted of second-year EFL students, although there are many other levels in the department learning the reading comprehension and written expression module, such as first year EFL students, in addition to EFL master`s students. However, all the mentioned levels are related with learning reading skill as a module for only one semester except the second year EFL students'

level. In this regard, the researcher decided to conduct the study with second year EFL students since they learn the reading comprehension and written expression module in both semesters, which consequently gives the researcher more opportunities to gather data on whether EFL teachers integrate ICT into EFL reading comprehension sessions or not. Therefore, to suggest some beneficial recommendations and suggestions such as an online reading course and an online ICT training course as an attempt to help EFL teachers integrate ICT into the teaching process, which in turn helps learners improve their reading comprehension and vocabulary acquisition.

Back to the significant role of digital learning as the latest and trendiest version of education in higher education institutions around the world. Algeria, like the rest of the world, is striving to implement and thus develop the integration of e-learning, with the aim of taking full advantage of modern technology and improving students' language skills, as well as creating an interface for e-learning. E-learning uses cutting-edge technologies such as mobile applications, platforms such as Zoom, Moodle, e-books, digital libraries, online dictionaries .... to cite but a few. Actually, For the sake of making the students` learning process interesting and engaging. ICTs play a predominant role in the education and knowledge development of EFL students.

The first thing that comes to mind when we hear the word education is a picture of gaining knowledge by sitting in a classroom with tutors and fellow students. But the trend now, with the appearance of covid 19 pandemic, is to sit in front of screens, alone, and listen to online sessions. This study aims to adopt ICT as a new language teaching/learning technique to improve the reading skills and vocabulary development of EFL students and to encourage EFL teachers to integrate ICT into EFL classroom, particularly in reading comprehension sessions, and not to depend solely on their traditional teaching methods.

On the basis of the above discussion and taking into account the objective of the study, the current study attempts to answer the following research questions:

1. What is the current position of teaching reading at the Algerian University?

2. What are the effects of the use of ICTs in enhancing students' reading and vocabulary development?

3. Do EFL teachers at English language department at Mascara University implement ICTs to enhance their students' reading and vocabulary development?

The following hypotheses were formulated based on the above questions:

- Teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one.

- ICTs have a positive impact on improving students' reading skills and vocabulary development.

- EFL teachers rarely use ICTs inside the classroom to empower their students' reading skills and vocabulary development.

In order to test the above hypotheses, answer the research questions, obtain a wide range of information and seek the views and perspectives of EFL teachers and students on the usefulness of ICT in the teaching and learning of reading and vocabulary development. This study is based on qualitative and quantitative models. The tools used were a questionnaire, two interviews and classroom observation.

The respondents of this survey are EFL teachers and second year EFL students at the Department of English, University of Mascara, Faculty of Letters and Languages during the academic year 2018-2019. It is worth mentioning that EFL teachers are less interested in integrating ICT into reading comprehension sessions. This study attempts to support and encourage the use of ICT in the teaching and learning of reading skill and vocabulary acquisition.

The main reason for this study was to encourage and support EFL teachers and EFL students to use ICT as an innovative tool in teaching and learning reading skill and vocabulary development. In other words, EFL teachers and EFL students could benefit from an online reading lesson and an online ICT training course specifically tailored to the ICT needs of EFL teachers, thus meeting their demands and increasing their motivation to integrate ICT into reading comprehension teaching sessions.

The current work is essentially made up of two main parts: theoretical and practical, with a total of four chapters. The initial chapter reviews relevant literature and provides an overview of reading as one of the basic language skills. Next, this chapter discusses theories related to improving reading as a skill and vocabulary development when using ICT. In addition, it examines the position of reading as a skill in the new LMD system compared with the Classical one. Regarding the second chapter, it describes the target population and the different instruments used for data collection, such as the questionnaire for EFL students, two semi-structured face-to-face interviews for EFL teachers and a classroom observation used as the last research instrument, which means that a mixed methodological approach was used in this research to enrich the data from different perspectives. On the other hand, analyzing, describing, reporting, and interpreting the results gathered from the questionnaire, interviews and classroom observation is the objective of the third chapter. The final and fourth chapter contains a more in-depth discussion of the results, reflecting on the research hypotheses and providing a number of recommendations and suggestions for future studies that should be considered when it comes to ICT integration in teaching and learning processes in general and in reading comprehension sessions in particular.

Chapter One
Literature Review

Chapter One: Literature Review

1.4 Section Three: ICTs in Teaching and Learning Processes

1.1 Introduction

The review of the literature chapter is a combination of three sections. Generally, they deal with the theories related to enhancing reading as a skill and vocabulary development when using ICTs. More specifically, the first section addresses reading position as a skill in the new LMD system compared to the Classical one and significant definitions of reading as a skill. In addition to the importance of reading in learning and teaching processes, this essential skill is explained. Meanwhile, the second section presents a definition of vocabulary and its importance in the learning process. Furthermore, answering why EFL students need vocabulary and how they learn it. Finally, the last and third section offers various definitions of the term ICTs each part alone. Besides mentioning its effect on reading skill and vocabulary development.

1.2 Section One: Reading as a language skill

Reading is considered the chief cornerstone for success at school, at work, and in society (Feiler (2007); Gee, (2015a, 2015b, 2015c); McCarty, (2005); Olson, (2009), cited in Hedgcock and Ferris (2018, p. 2)). Reading is an essential task in our daily life. It appears in our everyday rituals such as: reading newspapers, street signs, dealing with language messages online or printed forms, and reading headlines on TV….. As Seidenberg (2017, p. 3.) points out:

> Reading is one of the few activities you do every day whether you want to or not. Street signs, menus, e-mails, Facebook posts, novels, ingredients in Chex Mix. You read for work, school, for pleasure; because you have to, because you want to, because you can't help it. That is a lot of practice over a long period. If it takes thousands of hours to become an expert at something like chess, we readers are in grandmaster territory.

Accordingly, reading plays a vital role in social, academic, and vocational processes. It is among the four basic skills that receive a significant amount of literature, emphasizing its prominent role in general education and acquiring knowledge in particular.

1.2.1 Definition of Reading as a Language Skill

Researches on defining this essential skill are many. Alderson (2000, p. 28) states: "reading is considered as "…an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become absorbed". Li and Wilhelm (2008) mentioned the same idea when they defined reading as a source of enjoyment. Reading is a receptive and active process of decoding and understanding the meaning of written words. As Longman (1992, p. 863) explains, "reading is to look at and understand something printed or written." However, reading as a process is not as simple as defined by the dictionary. In this vein, Koda (2005, p. 227) defines reading as "a complex, multifaceted pursuit requiring the continuous deployment and integration of multiple operations […] reading is a constellation of interfaced capabilities, ranging from mechanical mappings to more sophisticated conceptual manipulations, such as reasoning and inferencing".

Reading is a receptive skill, as Chastain (1988, p. 4) explains: "sometimes erroneously called a passive skill because the reader does not produce messages in the same sense as a speaker or writer. Reading is a receptive skill in that the reader is receiving a message from a writer". The prevailing emphasis on reading as an essential skill drew more research attention in comparison to the other skills, which led to many visions about the nature of this skill, such as Tesser's (2005, p. 5), who claims that reading "requires not only the decoding of symbols (cognitive approach) but also the construction of meaning by the reader." In other words, interpreting graphic symbols and building the meaning of these decoding words are the vehicles of the reading process. Lado (1961, p. 62) points out that reading "… consists of grasping meaning in language through its written representation. This definition is intended to emphasize the language itself and the graphic symbolization that represents its".

Reading is a complicated process (Alderson, 2000). Pulido (2009, p. 66) defines reading as "a complex cognitive process where the reader, using previous knowledge, interacts with information in the text to construct and integrate meaning confirms the same view." This process consists of both recognition and comprehension. As Patel and Jain (2008, p. 113) state: "reading means understanding the meaning of the printed word. It is an active process that consists of recognition and comprehension skill".

Reading is a dynamic process in which the reader searches for connections of ideas in the text (Mckee, 2012). For the sake of grasping the meaning of the text, the reader tries to

interact with the decoding words by using a set of linguistic or systemic rules as Nunan (1991, p. 64) states:

> The reader processes each letter as it is encountered. These Letters or graphemes are matched with the phonemes of the language, which it is assumed the reader already knows. These phonemes, the minimal units of meaning in the sound system of the language, are blended together to form words. The derivation of meaning is, thus, the end process in which language is translated from one form of representation to another.

The same idea is mentioned by Grellet (2004, p. 7), who believes that "reading is a constant process of guessing, and what one brings to the next is often more important than what one finds in it." In this vein, reading is one of the basic skills of language acquisition that makes the reader approximately grasp the meaning of the idea or the words of the writer as Harmer (2007, p. 99) points out: "reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it".

Traditionally, reading is a process that requires decoding each word in the text with the consistency of understanding these words and putting them into some contextual understanding, which is based on the reader's pre-requisites (Stanovich, 1986). This implies that reading is a profoundly puzzling process that consists of not only decoding words but maintaining correct pronunciation, comprehension with the involvement and the interaction of several cognitive, metacognitive, linguistic, and sociolinguistic variables as Hudson (2007, p. 10-11) contends:

> Reading involves the interaction of an array of processes and knowledge. It involves basic decoding skills such as letter recognition, higher-level cognitive skills, such as inferring, and interactional skills, such as aligning (or not-aligning) oneself an author's point of view.

According to Birch (2002), reading is defined as an unconscious, mental, complex process since various information and knowledge must be collected for learning and acquisition. In the same context, Zhou (2008, p. 27) defines reading as "a multivariate skill

involving a complex combination and integration of various cognitive, linguistic, and non-linguistic skills."

Simply put, reading plays a crucial role in Acquiring knowledge. As Goodman (1988, p. 12) states: "reading is a long-distance discussion between the reader and the author… there is an essential interaction between language and thought in reading… The writer encodes thought as language, and the reader decodes language to thought".This indicates that the book is the only space where the reader and the writer can meet through communicating feelings, understanding, and sharing the writer's ideas in a written form.

1.2.2 Parts of Reading

Reading is the process of looking at letters, punctuation marks by using eyes then transforming them into words, sentences, and paragraphs by the brain to get meaning from them (Setiawan 2017). This is on the one hand; on the other hand, teachers and students must pay attention to the pronunciation, the rhythm, and the correct tone while reading is performed loudly. Brown (1989) asserted that there are several types of reading mainly used for teaching and learning purposes: A. Oral - B. Silent – C. Intensive which is divided into (a. linguistic b. content) and D. Extensive which is divided into (a. skimming b. scanning), as cited in MacLeod (2018, p. 1). Research in these domains have offered somewhat disparate findings such as Patel and Jain (2008, p. 29), who suggest that there are only "two parts of reading: reading aloud and Silent reading" Each one of the afore-mentioned parts is elaborated as follows:

1.2.2.1 Aloud Reading

Aloud reading is a valuable instrument in the teaching and learning processes, especially for vocabulary acquisition, as Gibson (2008) argued. However, other studies show no specific difference between silent reading and aloud one in vocabulary acquisition, such as McCallum et al. (2004), who believe that there are nuances between the two modes of reading which shows that silent reading is a more efficient instrument than oral reading in evaluating EFL students' reading comprehension. Because it excludes vocalization, which may harm reading comprehension, other studies suggest that there is the equity between both types, and it is essential to blend them in any reading program. This suggestion has been observed while EFL students were reading loudly or silently in the classroom, which proved that both types are beneficial.

Reading as a receptive skill can help improve both productive language skills (speaking and writing) and sensory skills (listening and reading), as Patel and Jain (2008, p. 29) explain: "reading aloud helps develop the speech habit." Gibson (2008) cited that aloud reading could improve speaking skills through linking sounds and alphabetic improvement. In the same trend, Elizabeth (2004, p. 286) clarifies that "aloud reading means reading a book by producing sounds audible to others." This is on one side; on the other side, reading aloud paves the way, especially for shy students to reduce their shyness and speak spontaneously and independently with self-confidence since their pronunciation and rhythm are controlled and corrected by their teacher during class activities. In this vein, the implementation of oral proofreading while EFL students read loudly is helpful in the enhancement of the writing skill since they are in the face of new written sentences, which might not have been spoken before. To recapitulate, the main aim of reading aloud is to improve speaking ability and improve pronunciation.

1.2.2.2 Silent Reading

For many decades and until nowadays, silent reading has been a standard component of most reading programs (Garan and DeVoogd, 2006). We can define these modes as reading thoroughly in a quiet way it means without making any sounds or even moving one's lips as Elizabeth (2004, p. 287) supports: "silent reading means reading something without producing sounds audible to others." The chief purpose behind reading silently is to boost reading ability among EFL students and assist them in comprehension and vocabulary acquisition.

Thus, they become strong readers with a big desire and motivation to read more as Yoon (2002) discusses how students can become strong readers through the effectiveness of silent reading on their reading attitudes and basis.

Silent reading plays a crucial role in helping students read with easiness, simplicity, and fluency without paying attention to pronunciation mistakes. In silent reading, students can easily manage their own material pace or speed. According to Garan and DeVoogd, (2006), silent reading is an operative strategy for supporting reading growth in students. Patel and Jain (2008, p. 29) confirm this view, who points out that " Silent reading is the more efficient way of reading and more useful in life." Some teachers allow a "Private Reading" time for students to read anything they like without having a report on what they've read. In addition, they give the students the right to choose the most suitable, enjoyable, and meaningful materials (i.e., texts or books) for them to read. Collie and Salter (1987, p. 6) argue:

> If [the text] is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon the learner's linguistic and cultural knowledge. It is important to choose books, therefore, which are relevant to the life experiences, emotions, or dreams of the learner.

This method of reading is called the "SSR" (Sustained Silent Reading). Other researchers have different labels for it, such as DIRT (Daily Independent Reading Time), Uninterrupted Sustained Silent Reading (USSR), Drop Everything And Read (DEAR), FVR (Free Voluntary Reading), and SQUIRT (Super Quiet Reading Time) (Garan and DeVoogd, 2006; Gardiner, 2001). Regardless of its name, its unique purpose is to demonstrate the joy that reading can bring and develop lifelong readers and learners. According to Carrell and Eisterhold (1983, p. 567), "[SSR program is] based on student-selected texts so that the students will be interested in what they are reading. Students select their reading texts concerning the content, level of difficulty, and length". In the same line of thought, Yoon (2002) believes that the students' opportunity to choose among texts while using SSR in the reading sessions has greatly affected creating positive reading attitudes. In addition to these purposes, SSR creates a motivating atmosphere for students in the classroom that enables them to build confidence in

their ability to work alone, in pairs, or even in groups. SSR has the power to increase the amount of time that students spend reading independently outside the classroom.

The amount of time that teachers devote to implementing SSR is approximately ten to thirty minutes every day, depending on the grade level and the ability of the students to read quietly. Many studies show that there are disagreements about this pace. However, with strong criticism of silent reading, the National Reading Panel (NRP) underscores that SSR is not effective in promoting reading growth (National, 2000), other teachers still implementing SSR are now wondering eliminating SSR would be a wiser use of instruction time (Fisher, 2004).

1.2.2.3 Ear Reading

In many parts of the world, kids used to hear bedtime stories from their grandparents. "The developmental transformations that mark the way to reading expertise begin in infancy, not in school," as Wolf (2007, p. 223) stated. Even nowadays, in schools, teachers follow the same way of reading that our parents used to do because this mode can help students improve their listening ability and have a positive effect in reducing students' restless. However, with the advancement of technology nowadays, audiobooks also replace teachers and parents in the reading loudly process. And this lead to the appearance of a new part of reading on the floor of learning called ear reading. As mentioned above, reading may enhance in one way or another the other language skills. Briefly, ear reading is the amalgamation of reading aloud and silent reading in a digital form. In other words, ear reading is listening to books or additional information rather than using one's eyes. Moreover, it can be practice through listening to books or other information and following the print book if it is available at the same time. According to (Kennedy 2014), audio books give students access to the vocabulary, literary language, and content that they need to keep growing and developing while receiving explicit phonics instruction and the fluency practice that enables their eye reading to catch up with their ear reading.

Reading a book needs the decoding of each word. However, the audiobook has the advantage of reading aloud to the listener, which helps connect the book's information with the book teller. This feature is beneficial for students with dyslexia, blindness, low vision, or fluctuating vision because they may not use regular print. In other words, students who cannot

read specific content at all or cannot read for a long time. ICTs open up a world of reading to them by offering new reading strategies that can replace the ancient ones, such as the "Auditory support" strategy that provide to them a multi-sensory reading approach by making them read and comprehend the e-text easily by listening to the e-text by using the computer voice. This latter may replace the 'Live reader' that represents any person (a teacher, a peer, a colleague, or parents) that freely offers to read the text to those typical students, especially if paper copies in Braille are not available.

Audiobooks or Auditory support require an excellent listener to make from this listener a good reader, and this will be with the assistance of such programs that have some specification that allows the listeners to manipulate the text. For instance, by highlighting necessary or incomprehensible words and choosing the book teller's voice that they like (the student can choose the voice), the reading unit, and the number of words spoken per minute. In addition, many tools are available to simplify the process, such as dictionaries and spellcheckers. Moreover, the listener in this program has the advantage to reply, go back, re-read and scan the text, the sentence, or even the words at any time because "Most people do not listen with the intent to understand; they listen with the intent to reply." Covey (2004).

1.2.3 Types of Reading

Extensive and intensive reading are two approaches that appeared as a result of the dissimilarities between researchers about the nature of reading as a language skill as Raimes (1983, p. 51, quoted in Nwabudike and Anaso, 2013, p. 36) states:

> There are two ways of reading we can ask our students to do: extensive reading or close reading. They can read whole stories or whole books, where they have so much to read that they cannot stop to look up every unfamiliar word or to translate every sentence […]. Or, we can ask our students to do close reading, where they read a short passage and give close attention to all the choices the writer has made in, for example, content, vocabulary, organization.

1.2.3.1 Intensive Reading

It is seldom narrowly that intensive reading is called "Creative Reading" or "Narrow Reading." Because it is an approach that allows the students to support their comprehension by focusing on linguistic or semantic details of reading and thinking intensively in the text via answering various tasks of comprehension, grammar, and vocabulary.

This type is the most helpful method in foreign language classrooms. According to Brown (2007, p. 373), "Students focus on the linguistic or semantic details…Grammatical forms, discourse markers, and other surface structure details for understanding". This indicates that intensive reading makes the learner shifts the emphasis from textual to linguistic.

Hedge (2003, p. 202) states that "Only through more extensive reading learners can gain substantial practice in operating these strategies more independently on a range of materials." That is why the chief aim of this approach is to urge the reader to build more language knowledge rather than practice the skill of reading as Nuttall (1982, p. 23) points out:

> The aim of intensive reading is to arrive at a profound and detailed understanding of the text: not only of what it means but also of how the meaning is produced. The 'how' is important as the 'what,' for the intensive reading is intended primarily to train students in reading strategies.

Accordingly, intensive reading is a valuable method to train students to use reading strategies and achieve complete reading comprehension. According to Paran (2003, p. 40), there are four main reasons that learners may need to practice intensive reading:
- ✓ To help comprehend printed text.
- ✓ To become more aware of text organization to better comprehend.
- ✓ To learn how to use effective reading strategies.
- ✓ To develop general literacy skills necessary to generate productive expression in L2

Additionally, Nation (2009, p. 27) discusses the advantages of intensive reading in various fields such as comprehension, spelling, vocabulary, grammar, information structure, and

learning strategies. However, relying too heavily on intensive reading as the only approach has many drawbacks that appear clearly in the students' low practice of reading during the course because it seems 'boring,' 'unpleasant' and 'testing ' process. Firstly, it is deemed a tedious and unpleasant process because most of the time students are obliged to read small amounts of academic texts under the teacher's control more than once, and they have no chance to have the ability to choose the text as SSR did. Secondly, it is considered a testing process because students are assessed by exercises that usually follow the intensive reading.

1.2.3.2 Extensive Reading

Extensive reading is a beneficial approach that leads the students in one way or another to practice the reading skill as a 'habit.' According to Wagner (2002), the process of reading is considered a habit when it is practiced and repeated. Furthermore, the students will have the opportunity to choose by themselves the books they want to read at any time in the day and with a different setting (SSR), especially with the appearance of ICTs that facilitate the reading process at any moment. So that they will end up developing their vocabulary as Richard and Schmidt (2002, p. 193-194) acquaint that extensive reading is "… reading in quantity and to gain a general understanding of what is read. It is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a linking of reading". Actually, the significance of extensive reading is mentioned and discussed by many pioneers such as Nuttall (1996) has stated that **"**The best way to improve the knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it".

Further, McQuillan (1994) has described extensive reading as a beneficial method of acquiring vocabulary and as means of enjoyment. In this vein, extensive reading is an approach to the teaching and learning processes. It does not only help students to read but also makes them love to read and enjoy reading as a daily habit. In this respect, extensive reading is not just to read for the sake of enhancing vocabulary acquisition but also for the sake that makes the "Learners can build their language competence, progress in their reading ability, become more independent in their studies, acquire cultural knowledge, and develop confidence and motivation to carry on learning." (Hedge, 2003, p. 204-205).

In contrast to intensive reading done in the classroom and which is regularly followed by comprehension questions. Extensive reading is ordinarily done outside the school. It is usually followed by assignments from time to time to build reader confidence and enjoyment. As Day and Bamford (2002, p. 138) point out, "Comprehension questions do not usually follow the extensive reading. It is an experience complete in itself." They have added that "In extensive reading, the learner's goal is sufficient understanding to fulfill a particular reading purpose, for example, the obtaining of information, thee enjoyment of a story, or the passing of time" (ibid). Krashen (2004, p. 147) supports Day and Bamford's words by stating that "When the second language acquires read for pleasure, they can continue to improve in their second language without classes, without teachers, without study and even without people to converse with..". This implies that the readers' goals oriented from this type of reading are to get their own experience and for pleasure that is something rarely done and for general understanding as Nuttall (1996) who believes the main ideas behind reading:

✓ The idea of meaning ;
✓ the transfer of meaning from one mind to another ;
✓ the transfer of a message from writer to the reader;
✓ how we get meaning by reading;
✓ how the reader, the writer, and the text all contribute to the process. (cited in Berardo,2006)

In the context of general understanding, readers in extensive reading do not need to consult dictionaries and check every word while reading because they are going to guess the meaning of such unknown words from the context. In addition, that the books read are chosen by themselves, and most words in these books are understandable. This process is considered as an easy way to learn vocabulary as Powell (2005) believes: "Extensive Reading has been reflected to be a highly successful way of confirming and deepening knowledge of vocabulary and expression [...] developing an implicit understanding of when and how words are used, by experiencing language in context". This shows that reading and vocabulary are related to each other and cannot be separated.

1.2.4 How Reading is Taught at tertiary level in Algeria (The Classical System VS. The LMD System)

When the LMD system appears on the tertiary educational floor, the Classical system quickly becomes fossilized after Years of practice and working hard to stay in teaching and learning trends. For many decades, EFL students used to learn reading and to write separately, which means they have a reading teacher and a different writing teacher. However, the LMD system overwhelms what's left from the Classical system in how the four basic language skills were taught. This change appears in its reparation on learning and teaching processes via integrating writing as an additional skill that should be taught besides reading in the same course, in a stand of giving such courses of each skill alone. Consequently, the name of reading comprehension as a module has changed to written expression and reading comprehension module. So the question that should be asked here is why this change? Why should these two essential skills be taught in a blended way and not separately?

Several investigations have been done to answer these questions and explore the link between the four basic language skills speaking with listening and reading with writing as Harmer(1994, p. 16) claims that "Individual skills hardly ever occur in isolation as language users frequently employ their combination at the same time."
.

To narrow down the scope of our topic, we will focus mainly on the interaction between reading and writing as basic, academic, life skills. According to Hedgcock and Ferris (2018, p. 4), "refer to reading and writing as literate processes." Many researchers concluded that the value of reading as a language skill in the learning process and teaching process is how this essential skill can enhance the other language skills listening as receptive skill, speaking and writing as productive ones. According to Hafiz and Tudor (1989, p. 8), "The subjects' progress in writing skills may be due in part to exposure to a range of lexical, syntactic, and textual features in the reading materials" as well as the nature of "the pleasure-oriented extensive reading."

Undoubtedly, reading and writing are the essential skills needed for academic and vocational success, as Seidenberg (2017, p. 31–32) inserts that:

> the creation of writing was one of the greatest achievements in human history. The development of modern civilization could not have occurred without the massive increase in the creation, retention, and transmission of information that writing afforded. Without writing, there would be no printing press, lightbulb, computer, or Internet.

For the reason that "Writing has a very magical quality not because of anything divine about its origins, but because it greatly increased our brain's capacities" as Dehaene (2009, p. 173) believes. And according to Koda (2013, p. 1) who asserts that "Reading . . . is the dynamic pursuit embedded in two interrelated systems—a language and its writing system—and its acquisition requires making links between the two systems". As a result, "Writing and reading are related," as Fink (2017) claimed. In line with this thinking, many attempts have been made to give a clear glimpse about the connection between reading and writing in teaching and learning processes and how this connection improve EFL students' reading and writing skills at the same time.

According to Smith (2004, p. 27), reading is no different from "any other kind of thought, except that with reading, thought is engendered by a written text. Reading might be defined as thought stimulated and directed by written language."
When EFL students receive writing instruction, they build reading fluency and comprehension at the same time. In the light of the same idea, The National Council for Teacher Education (NCTE) Policy Brief on reading and writing across the Curriculum claims "discipline-based instruction in reading and writing enhances student achievement in all subjects … Without strategies for reading course material and opportunities to write thoughtfully about it, students have difficulty mastering concepts. These literacy practices are firmly linked with both thinking and learning." As quoted in Fink (2017), writing is a core component of reading instruction and assessment.

Great writers read. So EFL students need to be avid readers to be good writers because reading helps EFL students enhance their language and correct their grammar mistakes

unconsciously, as Adams (2014) stated. Otherwise, what EFL students read is often reflected in what they write. It means if they read good books with good written expression, they will nutrient their minds. However, if they read bad books, they destroy their minds by weak expression because "bad books are intellectual poison; they destroy the mind." (ibid)

It is essential to mention that in order to be a good reader, EFL students must think of what they read, not just reading a lot but also paying attention to how the sentences are joined together to form a paragraph. It means "learning to pay attention in different ways"(ibid). Because some many times when you read something, and you cannot remember who and when you read it. In short, learners should adopt a set of techniques and strategies to be competent readers and to develop their vocabulary effectively and appropriately.

Reading and writing are related in many ways. One of these ways is "to connect writing and reading is to use writing as a tool for thinking about text that is read" Miller, McCardle, and Long (2014, p. 37). In other words, reading and writing can be connected through using "MARGINALIA" as a way that writing stands poised to join reading. This latter is to read a book with a pen in hand for the sake of writing several notes down. This latter is considered an excellent method for remembering the author's thoughts and valuable ways to connect ideas, translate the jargon, and have critical thinking while the reading process is conducted.

Reading with taking notes while reading is to write all that cross the reader's mind from reactions, thoughts, comments on something has written or even translate such tricky words, this helps the reader build comprehension and remember all that you read in the print world. However, in the digital world, Ebooks make reading and marginalia look different. With electronic reading devices, readers can find certain things with a click it means more accessible than print book such as navigating a word or anything you want to see it (searching) or taking notes through highlighting interesting words, sentences, paragraphs and even write such comments or thoughts on bubbles by clicking on the keyboard.

To sum up, there is no doubt that reading and writing are two sides of the same coin it means each of these two essential skills cannot be taught effectively without the other. However, The combination of reading and writing doesn't just change only instructions, but it also affects the curriculum. Consequently, the future of reading as a module was ambiguous

because EFL students quite innocently have not yet realized how important it is to read. They don't practice reading every day. They read only if they are obliged to read such a novel or specific texts for the sake of passing the exams or to get marks. In this vein, this shift in teaching reading "devalues the importance of reading and teaching reading at a time when they need more attention, not less," As Seidenberg stated (2017, p. 277). In this case, teachers must be ready to teach reading and writing together or separately in an effective way as Miller, McCardle, and Long (2014, p. 56) claim, "The most effective literacy teachers are those who teach processes of reading and writing, separately and together, in ways that meet individual students' needs and move entire classes of students to greater achievement." Thus, " The more teachers understand the reading-writing connection, the more likely writing is to be part of effective literacy instruction." (Ibid 2014, p. 18)

1.2.5 Brief Review about how Reading should be taught

Many researchers, such as   Jeremy Harmer (1998), provided the answer to this essential question in his book entitled "How to teach English" that contains and covers practical tips and aspects for novice teachers who teach English as a second or foreign language to be good teachers. In The seventh chapter, Jeremy Harmer discusses the issue of how to teach reading by raising several questions.

The key question **"**how to teach reading" requires answers to several sub-questions

A. Why teach reading? Reading is a crucial part of language learning for a set of many reasons:
- ✓ It exposes students to a new language
- ✓ Extensive reading enhance writing
- ✓ It develops their understanding and their imagination
- ✓ It helps them to build their competencies (ibid, p. 68)

B. What kind of reading should a student do? the excellent teacher always face a problem about which type of text should he gives to his student, and the key to answering this question is by identifying what kind of learning where dill with (ibid, p. 68)

C. What reading skills should students acquire? Before reading any text, the learner should have the desire to read first than to pick out the general idea when being interested in it than to learn how to do the detailed comprehension, which is to scan a text and to get his detailed ideas (ibid, p. 69)

D. What are the principles behind the teaching of reading?

Any learner should focus on the benefit of this receptive skill. Because while reading, students need to be engaged with the reading text, especially if they were interested in it. Also, the excellent teacher must pick out the meaning of the content that he reads on either from the text or from the title or the pictures, and he should pay attention to all those details without forgetting the form and the objectives behind the tasks (ibid, p. 70)

E.What do reading sequences look like?

The reading activities should be done just after engaging as the central task, or it could be as follow –up activity to activate the language learnt and to develop their competencies (ibid, p. 71)

1.2.6 Reading Process

The art of reading is not always effortless and fast. Hedgcock and Ferris(2018, p. 22) believe that "The process of reading is, indeed, miraculous for its remarkable efficiency and apparent ease, which belie its underlying complexity. Somehow, people learn to read well without knowing how they do it". Because most reading processes are subconscious (ibid); the complexity and the fundamental of this process are more discussed by Willis (2008, p.1), who argues that reading is a "complex process that begins with phonemes and continues to comprehension of complex text" it means that EFL students must know how to spell words correctly first than going further to understanding complex text. In addition, she added that "The complexity of reading requires multiple areas of the brain to operate together through networks of neurons. This means there are many potential brain dysfunctions that can interfere with reading" (Ibid, p. 2). It means that reading cannot be classified under the umbrella of a single area in the brain. Fraser, Massey-Garrison discussed the same view, and Geva (2016, p. 247) when they claim that skilled reading consists of "an intricate interaction between various aspects of oral language proficiency, word decoding, reading fluency, higher-order language comprehension, inferencing skills, familiarity with various text structures, cultural and background knowledge, and the ability to apply various metacognitive comprehension strategies." However, Seidenberg (2017, p. 3- 4) points out that "We are aware of the result of

having read something that we understood it, that we found it funny; that it conveyed a fact, idea, or feeling not the mental and neural operations that produced that outcome."

Two models prevail first in the arena of the reading process termed bottom-up model, top- down model than the later interactive model that is emerged recently. These models offer a paradigmatic explanation to the question "what goes on in the eyes and mind of a person who is reading and comprehending (or not comprehending) the text" (Davies, 1995, p. 57).

1.2.6.1 The Bottom-up Model of Reading

Readers in this model are grounded on building up the meaning of a text from the first look at the text, letters, and words (pronunciation, semantic value, morphology, .). Second, move to phrases and clauses. Finally, explain the whole text. According to Davies (1995, p. 58), who describes this model as "eyes look, letters are identified and sounded out, words are recognized, words are allocated to grammatical class and sentence structure, sentences provide meaning, and meaning leads to thinking." In short, it is to start understanding all the elements in the text to the whole as Angosts, Sanchez, Alvarez, Cuevas, and Leon (2013, p. 84) state that " The global message of the text is considered the sum of the information in each paragraph. The interpretation of each paragraph is determined by the previous interpretation of each sentence, which is the result of interpreting each word, and so on". It means from the bottom to the top by moving across a scale of linguistic units of a text from the smallest ones to the large ones, as in the following figure
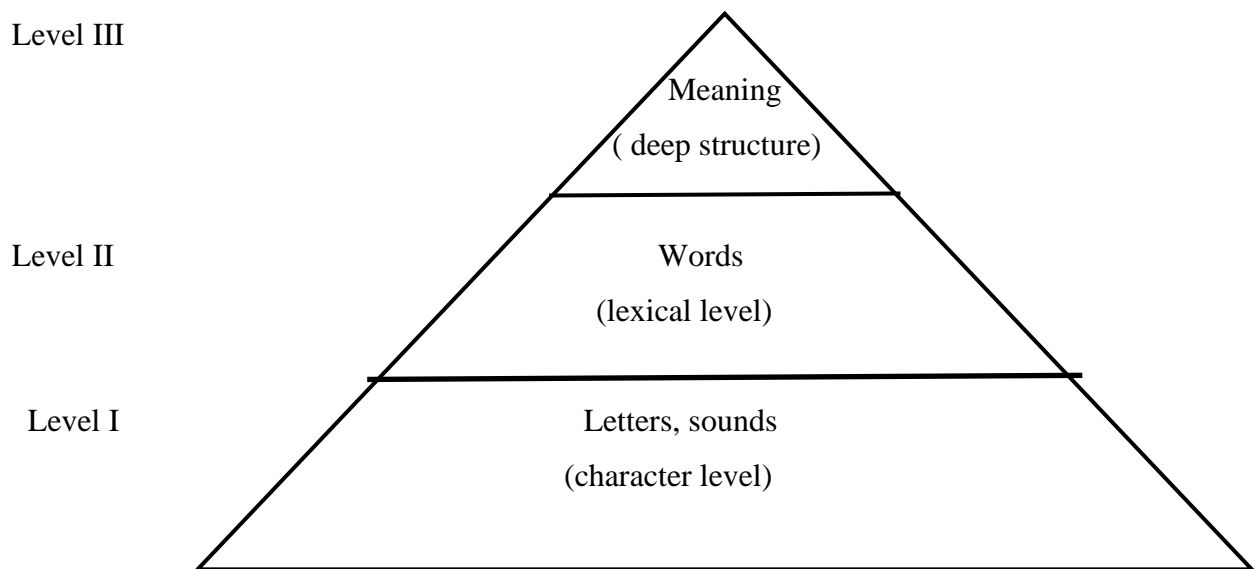
Figure 1.1: The Bottom-Up Processing Model (Adopted from Feng, 2010, p. 156)

The figure above describes the bottom-up processing model as a text-centred move. It means its focus is on detailed linguistic forms and not on the meaning of the whole text. It implies that readers start reading by identifying the small elements in the text letter by letter, word by word, till they reach the meaning of all the text. In this vein, Cobb and Bowers (1999) refer to Nation's (1992) statement that the reader needs to know 95% of the words in the text in order to be successful in academic reading comprehension. In her book entitled "Teaching Reading Skills in a Foreign Language," Nuttall (1996) simplifies the bottom-up processing model by the following metaphoric picture

Figure1.2: The bottom-up processing model (Nuttall, 1996)

This image presents the readers' approach toward achieving a better understanding. Nuttall (1996), by this picture, deemed that the reader with this model is like a scientist with a magnifying glass analysing the details of the text.

The bottom-up processing is also like gathering pieces of a puzzle game to make a picture, piece by piece, and step by step till making the whole picture. Grabe and Stoller (2002, p. 33) point out that the " Bottom-up model suggests that all reading follows a mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text, with little interference from the reader's background." However, if any piece is in the wrong place, this will destroy the whole picture, the same thing, in the bottom-up model, any errors in the word will affect the entire comprehension as Tulving and Gold (1963, cited in Garner, 1987, p. 2) explain that syntactic and semantic processing affects word perception.

There is almost complete unanimity on the non-effectiveness of the bottom-up processing model in offering a complete and accurate reading comprehension since this letter is based mainly on decoding every word in the academic text without any interaction with it. Johnson (2001, p. 271) clarify that the bottom-up processing model is "an incomplete and inaccurate representation of comprehension." In other words, reading comprehension needs more than decoding words because EFL learners might be able to decode every element in the academic text without understanding the meaning of the whole text. As a result, an alternative approach is often advocated by readers, namely top- down model.

1.2.6.2 The Top-Down Model of Reading

Concept-driven models or top-down models are two new terms to a single model of reading that in the early 1970s used to be called Goodman's psycholinguistic model of reading. In contrast to the bottom-up processing model that is part-whole processing of the text; the top-down processing model is the whole-part processing of the text, as the following figure shows:

```
                    Meaning
Level  III         (deep structure)
────────────────────────────────────────

                    Syntax
Level II           (language pattern)
                ─────────────────────

                grapheme/ phoneme
                   correspondence
Level I            letter/ Sound
                     relationship
```
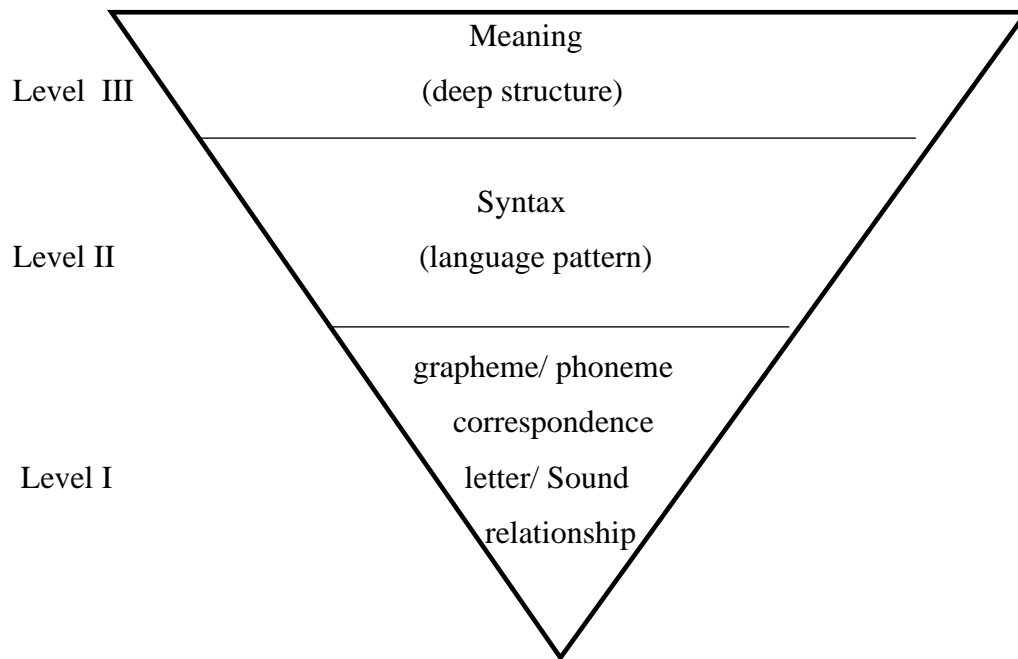
Figure 1.3: Top-Down Processing Model (Adopted from Feng, 2010, p. 157)

The figure above demonstrates that the top-down processing model is based mainly on comprehension, which is build up through "first starting from the meaning of a paragraph (or chunk of text), and later turn to the sentences and words that make up the message" as Angosts, Sanchez, Alvarez, Cuevas, and Leon (2013, p. 84) stated. This model allows the understanding through moving from general statements to specific ones in the text as Davies (1995, p. 58) describes this model as follows: "Eyes look; Thinking – predictions about meaning; Sample sentence as a whole to check to mean; to check further, look at words; Study letters if still uncertain; Back to meaning predictions." In short, the comprehension process needs prerequisite and prediction as essential elements in the top-down processing model of reading. The top-down model states that the reasonable reader should have a good eye view like an eagle as Nuttall (1996) display this likening in the following metaphoric picture:

Figure 1.4: The Top-Down Processing Model (Nuttal,1996)

The top-down model emphasises guessing the meaning of words from the context with recalling the reader's prior knowledge. This latter plays an essential role in interpreting texts. As Tunmer and Chapman (2004, p. 200) state, "context influences text comprehension by facilitating the integration of new information into the reader's knowledge base." In the same view, Sanford and Garrod (2005, p. 205) added that "to understand a discourse, readers have to relate the language input to background knowledge." Recently, Lambe (2017, p. 264) believes that "the top-down model in reading is not just extracting meaning from a text but a process of connecting information in the text with the knowledge the reader brings to act of reading."

Readers in the top-down model depend mainly on their prediction of the meaning of any ambiguous text; in contrast, the bottom-up model focuses only on the language's phonic, syntactic, and semantic systems. However, the Former is not suitable for beginners and those who are used to Bottom-up reading strategies, which might lead to misunderstanding the general idea of the text (because they are used to analysing every word in the text). Consequently, there has been a new reading technique that blends both strategies, which are labelled Interactive model.

1.2.6.3 The Interactive Model of Reading

The reading process is not just one side approach; it is deft coordination between bottom-up and top-down models and the reader shifts effectively from one to the other. This point of view is held by many authors like Nuttall (1996, p. 17), who states: "a reader continuously shifts from one focus to another, now adopting a top-down approach to predict

the probable meaning, then moving to the bottom-up approach to check whether that is really what the writer says." In the same way, Kintsch (2005, p. 126) argues:

> Both top-down and bottom-up processes are integral parts of perception, problem-solving, and comprehension. Without sensory input (bottom-up) we could neither perceive, nor comprehend, nor think. However, perception, comprehension, and thought would be equally impossible without a memory or knowledge component (top-down). It makes no sense to ask whether one is more important than the other: nothing happens without both. So the question for the theorist is not top-down or bottom-up, but how do these processes interact to produce fluent comprehension.

Readers cannot reach the meaning of the text-only if they use both approaches exchangeable and not rely on only one model as Shahidullah (1996, p. 7) points out:

> an interactive process requires the use of background knowledge, expectations, context and so on. At the same time, it also incorporates notions of rapid and accurate feature recognition of letters and words, spreading actively of lexical forms, and the concept of processing such forms automatically.

Comprehension is considered a challenge for many readers, especially for learners who cannot understand what has been read without decoding every element in the text. In this trend, the interactive processing model can help these learners to reach a proper comprehension via the interrelation of decoding words and the interpretation of the text with the link of prerequisite. Consequently, the continuous use of this model lead in one way or another to the improvement of the reader's interest in decoding and progressively interpreting any context.

1.2.7 Reading strategies

As far as reading comprehension is concerned, most EFL readers may not understand many words while reading, especially if we compare them with some readers reading in their language. Therefore, they will have to develop such reading strategies to leapfrog the problems encountered while reading as McNamara et al. (2009, p. 218) believes:

> reading strategies are more useful and beneficial for learners who show a lack of knowledge in the domain of reading, as well as those with lower reading skills, these kinds of learners, are strongly needed to these strategies to achieve reading comprehension.

Overall, many research studies on reading strategies conclude that this latter has a vital role in helping learners facilitate their reading and improve their understanding of what they read. In this regard, Grenfell and Macaro (2007, p. 27) provide that strategies can be taught and learners, as a result, can develop more effective strategic behaviour because many readers unconsciously use reading strategies while the reading process occurs as Hedgcock and Ferris (2018, p. 51) define reading strategies as " an automatic information processing techniques that readers apply unconsciously." Additionally, these two scholars assert that three categories cover different strategies

- **Cognitive strategies**: include techniques and actions that enable readers to complete cognitive tasks during reading (e.g., word analysis, inferencing, summarizing).
- **Metacognitive strategies**: in contrast, regulate cognitive processing, as when readers monitor comprehension or correct inaccurate predictions.
- **Social and affective strategies**: permit learners to interact cooperatively with peers and teachers during literacy events and reading tasks.

<div align="right">Hedgcock and Ferris (2018, p.52)</div>

Reading Strategies play a significant role in providing successful comprehension. The following list that has been provided by the following researchers (Goodman et al., 2016;

Grabe, 2009; Grabe and Stoller, 2011; Hirvela, 2016; Li and D'Angelo, 2016; Pressley,2002; Pressley and Allington, 2014) contains a sample of Reading Strategies.

1- Specify a purpose for reading

2- Plan a reading process

3- Preview the text

4- Predict text structure and contents

5- Verify predictions

6- Generate questions about the text

7- Locate answers to questions

8- Monitor comprehension

9- Repair comprehension failures

10- Adjust reading speed as task and text difficulty require

11- Compare text to existing formal, content, and cultural schemata

12- Connect and compare text to texts previously read

13- Summarize textual information

14- Generate inferences

15- Notice and analyze text structure

16- Re-read

17- Use discourse markers to understand textual relationships

18- Check comprehension accuracy

19- Track reading difficulties

20- Record information through annotation or note-taking

21- Reflect on and discuss what has been learned

22- Reformulate textual information

23- Critique a text, point of view, or author

24- Combine, compare and synthesize information from multiple text sources

Quoted in Hedgcock and Ferris (2018, p. 52)

Accordingly, to be a good reader and to acquire background knowledge is not an easy task. Several studies have shown that reading strategies are an essential basis to build comprehension and fluency.

Building comprehension is very important in teaching/ learning processes since it helps readers think of what they read using different strategies. Li and D'Angelo (2016) state: "the identification of reading strategies, which all readers use and which many believe to be

learnable and teachable" quoted in Hedgcock and Ferris (2018, p. 51). The following figure is a digest of reading comprehension strategies that are developed by the following scholars Pearson, Roehler, Dole, and Duffy (1992)
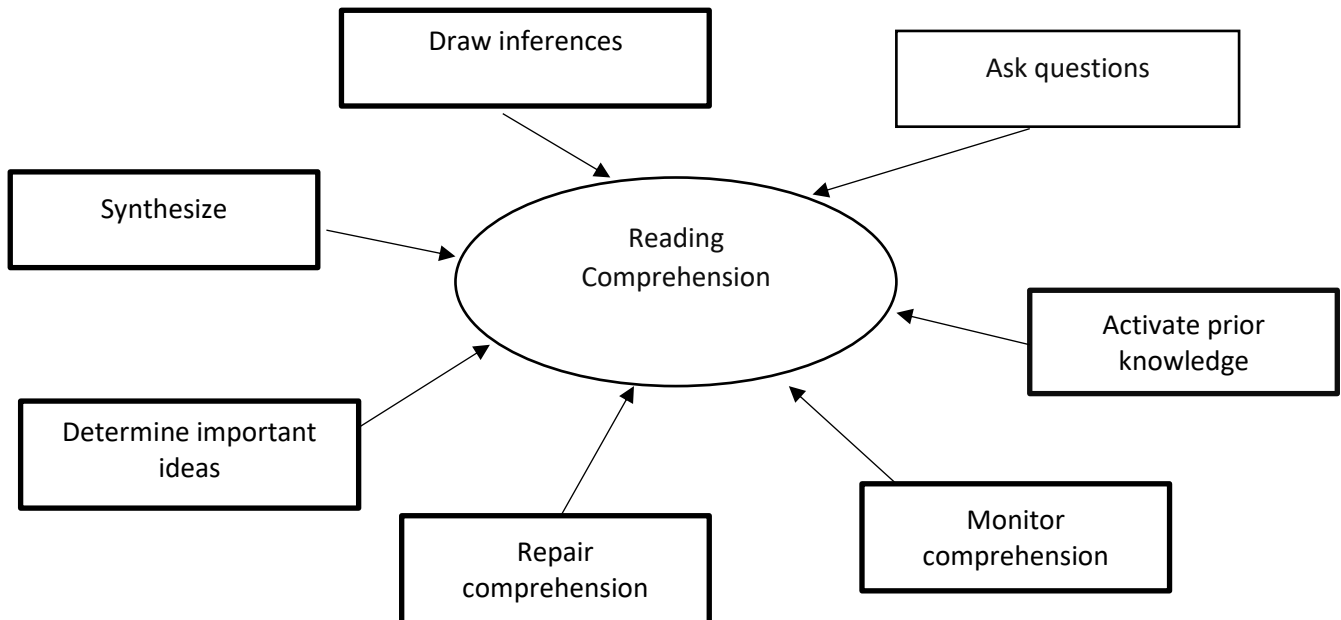
Figure 1.5: Seven strategies for reading comprehension (Adopted from Pearson, Roehler, Dole, and Duffy, 1992, cited in Schmar-Dobler 2003, p. 82)

Pearson et al. (1992, cited in Schmar-Dobler, 2003, p. 82) point out that these seven comprehension reading strategies may distinguish between novice readers and expert ones and between capable and incapable readers.

Each one of these seven comprehension strategies is elaborated as follows:

1. **Activate prior knowledge**: this comprehension strategy makes mental connections between new information and the readers' prerequisite about the topic of a text to build comprehension.
2. **Monitor comprehension**: this comprehension strategy helps the strategic readers when they need to understand different kinds of text.
3. **Repair comprehension:** this comprehension strategy, such as re-reading, aids the strategic readers to move reading back on track when meaning has been lost.

4. **Determine essential ideas**: this comprehension strategy helps the strategic readers to predict and identify the most critical concepts in the text that come before, during, and after reading.

5. **Synthesize:** this comprehension strategy assists strategic readers to check their comprehension by mentally summarize information throughout the reading.

6. **Draw inferences:** Strategic readers make inferences about the text; they combine textual information with prior knowledge.

7. **Ask questions:** In this strategy, the strategic reader will activate prior knowledge, check comprehension, clarify ideas, and focus attention. Throughout the reading of the text on the one hand, and through developed and answered questions.

The above reading comprehension strategies can help readers overcome their reading problems. According to Duke and Pearson, 2002, "teaching [these seven strategies] in collections or packages… help students develop better comprehension" quoted in Schmar-Dobler (2003, p. 82). In the same line of thought, Grabe (2009b) described the reading strategies as "more or less," rather than "all or nothing" quoted in Hedgcock and Ferris (2018, p. 52).

Oxford (1990) suggests such efficient reading strategies that teachers may solicit their students to refine their reading and comprehension.

- **Predicting:** is a technique in which the reader uses such information from the text heading, pictures, titles to predict what comes next; it means to predict what they are going to read, which intern makes them build their comprehension.

- **Skimming**: Skim a text is to look for the preliminary information. It means to grasp what the text is talking about and how this latter is organized in a quick assessment(glance). And this will be achieved only through following some tips such as (reading the title, a short reading of the first paragraph or the first two lines from each section, a quick reading also of the last paragraph or the last two lines from each paragraph, underline key-words)

- **Scanning:** is a strategy used by the reader to search about specific information via a quick-moving eye across the text, as Grellet (1986) illustrates:

When scanning, we only try to locate specific information, and often we do not even follow the linearity of the passage to do so. We are simply looking for whether it be a name, a date, or a less specific piece of information.

<div align="right">Grellet (1986, p. 19)</div>

- **Inferring is to bridge the connection between what you know and** guess the writer's not directly said. To make an inference involve reading clues with readers' experiences to make them comprehend the text.

1.2.8 ICTs and Reading Skill

In the current globalized world, many skills have been affected by technological advancement. Reading is one of the most affected skills. EFL teachers and learners nowadays have an excellent opportunity to meet this digitalization of reading materials such as E-books, webpages, computers, the internet, and others. Alsied and Pathan (2013) have claimed that the use of computers and the internet in reading class

can encourage EFL learners and open opportunities to read widely in foreign language [resulting in] developing vocabulary…mastering important structures in the target language…promote extensive reading; build reading fluency and rate; develop intrinsic motivation for reading; and contribute to a coherent curriculum for student learning

<div align="right">Alsied and Pathan (2013, p. 64)</div>

This represents that reading in the classroom using which ICTs motivate EFL students to read in the new atmosphere. Besides, providing such opportunities to study language: vocabulary, grammar, punctuation.

Over the past couple of decades, transferring information was a significant issue in one's life. The traditional way of that is through printed documents (letters, books, newspapers), whereas through the excellent integration of technology in all the fields. The practice of transferring information has changed and has begun to be replaced by online data. This shift has affected reading skills in general and how people read in a specific way.

According to Shen (2006, cited in Akarsu and Darıyemez, 2014, p. 85) believes that Reading habits of EFL learners have shifted from paper-based to internet-based reading. Since reading is a must in developing other critical language skills such as writing, listening, and speaking.

Additionally, with the arrival of electronic reading devices, readers can read in the classroom or the home and read wherever and whenever. Many researches demonstrate that readers acquire new reading behaviours such as e-reading in the bus or the car, in the train and even in the plain sense, it is easy to carry out cell phones or tablets or I pad in their pockets since these e-reading devices have the advantage of saving the space as no keyboard or mouse is required due to the feature that is associated with touching the screen to read in addition to the element of navigating as Seigentheler, et al, (2012, p. 94) stated. And they added that "e-reading devices with touch screens correlate with better navigation ratings. Participants rated the navigation significantly better for the devices with a touch screen than a device without a touch screen" (ibid). In short, "These new reading behaviour are beneficial for those who have too poor of eyesight to read and for language learners who want to improve their pronunciation skills,[their vocabulary acquisition as well]" as Liu (2005, cited in ibid, p. 85 - 86) claimed. Thus, The shift in reading habits leads to the change of reading comprehension strategies.

Recently, with the rapid growth of technology, print reading may gradually die out and be replaced by online reading since the new digital learners may prefer to read via using the internet for their features such as: having more speed, efficiency, motivation, and more interest to read. Furthermore, the Internet offers them better comprehension and gives them "a great sense of control over what they read and how they read" (Patterson, 2000, p. 76) and a sizable amount of information available on it as well. Since the announcement that students read today on the Internet is not the same, they will read it tomorrow. Consequently, "These features make the Internet an especially challenging reading environment and require readers to apply effective strategies to be successful readers," as Kamil and Lane (1998, cited in Zhang and Duke, 2008, p.132) state.

Reading comprehension strategies at the same time have changed to online reading strategies. The question is, are there any differences between both strategies? Or only those Internet readers have taken the strategies used for reading print text and applied them to the reading of Internet text. Schmar-Dobler (2003, p. 83) in the following table illustrates the comparison of reading strategies in the print and digital worlds.

Table 1.1: Comparison of reading strategies (Adopted from in Schmar-Dobler 2003, p. 82)

	Book	**Internet**
Activate prior Knowledge	A reader recalls experiences and information relating to the topic.	Similar strategies were used.
Monitor and Repair Comprehension	Reader adjusts reading rate depending on the purpose of reading.	Skimming and scanning become crucial for reading the sheer volume of text.
Determine important Ideas	Reader analyses text to determine which parts are important for text.	Similar strategies used.
Synthesize	Reader sifts important from unimportant details to determine the kernel of an idea.	Similar strategies used.
Draw inferences	Reader reads between the lines, using background knowledge and text to help fill in the gaps.	Similar strategies used.
Ask questions	Questions give purpose to reading by motivating the reader to continue.	Guiding questions must be in forefront of the reader's mind or getting lost sidetracked is likely.
Navigate	Reader uses the feature of print text to search for information (e.g., table of contents, glossary, and headings).	Reader figures out features of the internet in order to search for information (e.g., pop-up ads, downloading).

Schmar-Dobler (2003, p. 83), in her empirical study, discusses the connection between Literacy and technology, especially when students read on the Internet. She deduces that there are such similarities in reading comprehension strategies that readers used when they read a print book or e-book. However, even with the similarities between Internet reading and printed text reading, there is only "An additional strategy (navigate) has been added to the model to describe the skills needed by the Internet reader to not only make meaning from the text but also to be able to locate the information within an Internet text." (ibid). In the same context, Conklin(1986, cited in Zhang and Duke, 2008, p. 131) believes that "One of the unique features of the Internet is that it provides readers with a larger reading and navigating space than printed texts."

It is commonly known that reading comprehension is one of the problematic lessons tackled at the tertiary level, teachers must create interactive teaching and learning to make students interest, and this is through integrating ICTs as a crucial tool for learning and teaching success. ICTs can help in increasing "students' motivation to read and enjoy the wealth of pleasure and knowledge," as Willis (2008, p. XIII) explains

Effective teaching is not just a combination of instruction and strategies. It is more than preparing a good lesson by paying attention to the students' needs. It is also to know how the students feel because the good teachers owned their students' hearts first to fully have their heads (i.e. their attentions and interests). However, nowadays, ICT controls the students' hearts and minds.

EFL learners mainly face in reading two chief obstacles. The first one is getting bored quickly because they do not read either inside nor outside the classroom. However, with the significant advance in technology devices of education (e-book, tablet computers, computers, and mobile phones), readers start to become more digitalized to fulfil their reading interests and make because online reading is characterized by numerous features which make reading an enjoyable and exciting activity.

1.3 Section Two: Vocabulary Learning

Most EFL students are over-dependent on dictionaries, especially when they read new books. Empirical studies show that when readers slow down their reading through stop and go while reading a text many times to check such a strange word in the dictionary, they consequently break off their reading continuity thoughts. In this vein, their great spirit for finishing the book is going to be killed as in Nuttall's (1982) words:

> Every time you break off your reading to consult a dictionary, you not only slow down your speed because of the time involved but -more seriously- you interrupt your own thought processes, which should be engaged in following the continued development of thought in the text.
>
> Nuttall (1982, p. 69)

The same thought has been discussed by Brown (2000, p. 323) when he states that "Over-reliance on a dictionary not only slows down your reading but may interfere your comprehension as well." Therefore, can these students avoid destroying their continuity of thoughts while reading?

There is no doubt that the solution to this problem is that students should try to reduce the habit of going to dictionaries whenever they encounter any strange words while reading, and this does not occur in a vacuum. To be free from bonds of dictionaries, readers must build up knowledge of vocabulary that is known as 'the knowledge of the word' (Nation, (1990), (2001); Laufer et al., (2004); Milton (2009), cited in Maskor and Baharudin (2016, p. 261).

1.3.1 The Need for Vocabulary Learning

Many challenges face EFL students during their educational journey of learning English as a foreign language, one of these challenges is to acquire a massive amount of

vocabulary as possible. Vocabulary knowledge changes the way that learners write, speak and listen positively. They can understand easily and speak fluently; in addition to that, they can express their ideas as Richards and Renandya (2002, p. 255) believe: "Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write." In the context of the importance of vocabulary, Wilkins (1972, p. 111-112) states that "… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" quoted in Avan (2015, p. 11). The same view has been discussed by Hubbard (1983), who claims that "the more words a student knows, the more precisely that student can express the exact intended meaning" quoted in Mahroof (2016). Vocabulary also helps students with language production. It means that without adequate vocabulary items, learners cannot communicate efficiently or express their ideas appropriately.

Many scholars have emphasized the value of vocabulary, such as Wilkins (1972, p. 97) who states that "…There is not much value in producing grammatical sentences if one has not got the vocabulary needed to convey what one wishes to say" quoted in Mahroof, 2016. Additionally, Schmitt (2000, p. 55) emphasizes that "lexical knowledge is central to communicative competence and the acquisition of a second language." as quoted in Alquahtani (2015, p. 22). The acquisition of vocabulary is vital for learning English as a foreign language since it plays a vital role in producing appropriate spoken and written texts.
Otherwise, Richards (1980) and Krashen (1989) classify many reasons for devoting attention to vocabulary. "First, a large vocabulary is, of course, essential for mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem." quoted in Alquahtani (2015, p. 23)

Vocabulary plays an essential role in learning any foreign language in general and English in particular. According to McCarthy(1990, VIII), "no matter how well the students learns grammar, no matter how successful the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way" quoted in Avan (2015, p. 11)

Vocabulary knowledge is deemed as a key to understanding what the text is talking about. If readers have less amount of vocabulary knowledge, they will have serious trouble in

reading comprehension since vocabulary plays an essential role in reading comprehension and language comprehension as Nation (2001) argues: "at least 97% of the vocabulary of a text need to be known to gain an adequate understanding of the text." (Cited in Tschirner, 2004, p. 28)

1.3.3 Vocabulary Learning Strategies

Many researchers report that EFL students need a sizable vocabulary to use informal written academic contexts. In contrast to the limited language that they utilize in informal, friendly oral discussions. Brown (2000, p. 305) confirms: "it is true that written English typically utilizes a great variety of lexical items than spoken conversational English. In every day give and take with family, friends and colleagues vocabulary is limited." Thus, EFL students rely heavily on their vocabulary knowledge in their learning and the lack of this knowledge makes them face serious problems. Unfortunately, "vocabulary does not have rules that learners may follow to acquire and develop their knowledge." Alqahtani (2015, p. 23). However, learners should follow such strategies to enhance their vocabulary acquisition.

Vocabulary Learning Strategies (VLS henceforth) is a subset of language learning strategies, as Craven (2014, p. 9) stated. The primary interest of most research on vocabulary learning strategies has been identifying the classifications of VLS are? Schmitt's taxonomy is among the research studies that aim at presenting and identifying lists of VLS. Schmitt (1997) implemented Oxford's (1990) taxonomy classification of language learning strategies that contain Memory strategies, Cognitive strategies, Metacognitive strategies, Affective strategies, social strategies, and Compensation strategies to propose an extensive taxonomy of VLS (Cited in Craven, 2014, p.10). Oxford's (1990) taxonomy of language learning strategies was respectively elaborated as follows:

Oxford (1990) has provided a new taxonomy based on constructing a questionnaire on language learning strategies for individual students. In which she classified language learning strategies into two broad categories: direct and indirect strategies. The former consists of strategies 'that directly involve the target language in the sense that they 'require mental processing of the language' (Oxford 1990, p. 37), while the latter 'provides indirect support for language learning through focusing, planning, evaluating, seeking opportunities, controlling anxiety, increasing cooperation and empathy, and other means' (1990, p. 151).

The subgroups of direct and indirect strategies consist of six classes. Furthermore, Oxford's system includes cognitive strategies, which are the mental processes that learners use to make sense of their learning or accomplish a language task. For example, one type of cognitive strategy is "analyzing and reasoning," which includes the following five learning behaviours (deductive reasoning, analyzing expressions, analyzing constructively, translating, and transferring). Metacognitive strategies help the learners regulate their learning; metacognitive strategies involve planning, organizing, and evaluating one's learning. Affective strategies are related to the learners' emotions, motivations, and attitudes while learning a language. The social strategies enhance language learning through the interaction with others in the target language, for example asking someone to speak slowly. Memory strategies entail the mental processes learners use to make mental linkages that help them store new information in long-term memory. Finally, compensation strategies enable the learners to use the language while listening, speaking, reading, or writing to overcome knowledge gaps. For example, using gestures or body language (for speaking), asking for clarification for (listening), make guesses (for reading), paraphrase (for writing).

Additionally, Catalan (2003, p. 54) as well in her descriptive study that is enrolled about gender differences in the use of VLS, the result of her close analysis shows that "females' greater use of formal rule strategies, input elicitation strategies, rehearsal strategies and planning strategies, and males' greater use of image vocabulary learning strategies." In addition to Gu and Johnson (1996, cited in Craven 2014, p. 11), who identified six strategies for vocabulary acquisition; guessing, dictionary, note-taking, rehearsal, encoding, and activation and many other scholars such as Lawson and Hogben (1996, cited in Bastanfar and Toktam, 2010,p. 160) who distinguish four categories of strategies: repetition, word feature analysis, simple elaboration, and complex elaboration. Nation (2001, cited in ibid) also proposed a different theoretically-oriented taxonomy. Nielsen (2003, cited in ibid, p. 161) makes a distinction between contextualized and decontextualized vocabulary learning strategies.

Usually, when EFL learners encounter many difficult words while reading a text in the classroom. Thus, they look for its meaning by using many strategies such as using a dictionary as a first tool to explain the importance of these words, secondly, reread the sentence in the text with the term, then they try to understand the meaning of the sentence as a whole this is called "The strategic cognitive actions" as Graesser (2007, p. 6, cited in McNamara, 2007) claimed. If dictionaries are unavailable, EFL students are lazy to check the dictionary every time they

come to unfamiliar words. So an alternative strategy is that they depend on their teacher or colleagues' explanation, or they try to guess what these words mean. These are some instances of VLS that students use implicitly to explain a word.

Brown (2000, p. 323) explains that sometimes when students read such a definition of a word in bilingual or monolingual dictionaries only to absorb the meaning of the target words and spending a precious moment looking through all the definitions to decide which one fits. In this vein, students feel that they have forgotten what they are already read, and they are obliged to re-read the paragraph over again or look for the world again. Therefore, teachers advise their students to use clues and make connections and guess the meaning of the unfamiliar word as the best strategies to learn and gain more vocabulary. According to Bottino (1999), many studies show:

> that the efficient reader does not read word by word, but in groups of words, taking what he needs to discover the meaning of the text in an activity which has been called [by Goodman's (1967)] a "psycho-linguistic guessing game". This does not, however, mean random guessing, but principled and guided by two main sources-the text and what the reader brings to it.
>
> Bottino (1999, p. 63)

Teaching vocabulary is about learning words and equipping learners with the vocabulary acquisition strategies needed for their vocabulary development. As an old Chinese proverb demonstrates, "give a man a fish, and he eats for a day, teach him how to fish, and he eats for a lifetime." Likewise, in the process of vocabulary teaching, if learners are taught new words according to the current learning context without further emphasis on learning new words in other contexts, only their immediate problem is solved. (Oxford, 1990, p. 201, quoted in Nemati 2013, p. 8).

To recapitulate, EFL learners are required to select strategies that work well together in a highly orchestrated way, tailored to the requirements of the language tasks (Chamot and Kuper, 1989). Under the guidance of teachers' vocabulary instructions.

1.3.4 Effective Vocabulary Instructions

Students day to day encounter many unfamiliar words in their learning process that hinder their understanding. This problem creates a massive gap in their language, such as writing coherent sentences, paragraphs and showing their knowledge via responding appropriately in any classroom discussions. Hence, teachers may work hard to close these language gaps via robust vocabulary instructions that may help them collect better academic vocabulary knowledge.

Rasouli and Jafari (2016, p. 42) believe that "Word learning involves both intentional (explicit) learning which is the focused study of words, and incidental learning," which happens when the students learn vocabulary by picking up words while they read or they listen to reading aloud. In this sense, students need great attention to the language used; it means to pay attention to the unknown words as highly as possible. Despite, "Conscious attention and noticing are generally the first steps of learning […] learners may not [always] notice the unknown words. That's why incidental vocabulary learning through reading is not always successful."(ibid)

According to Armbruster, Lehr, and Osborn (2001, cited in Rania and Ali Ahmed, 2016, p. 4075), "students can learn vocabulary indirectly, through reading aloud, and through autonomous reading" in short, students extensive reading in addition to their daily experiences with oral or print words in everyday conversations with others, watching TV and videos help them acquire vocabulary indirectly. However, "Students can learn vocabulary directly when teachers target individual words and promote word-learning strategies" (ibid). It means that teachers are the ones who guide students to read and to develop vocabulary acquisition and to have an interest and awareness of words structure and meaning as Joan (2005, p. 5) explains:

Students need to become aware of how written language is different from everyday conversations by drawing their attention to the distinctive structures of written language such as compound and complex sentence structures, phrasing within sentences, how punctuation is used to signal phrasing, and paragraph structure.

Accordingly, knowing a word is more than knowing the word's meaning and understanding the structure and the correct pronunciation of these words. Juel and Defies (2004, quoted in Joan, 2005, p. 4) "Knowledge of a word includes knowing how it sounds, how it is written, how it is used as a part of speech, and its multiple meanings" it means that, When students can speak, write, pronounce and use a word in different contexts successfully, they have the appropriate knowledge and meaning of that word.

Learning vocabulary is an unstoppable challenge since there are unlimited academic words in the educational world. Rasouli and Jafari (2016, p. 42) states there are four tasks for vocabulary learning:

- ✓ **Repetition**: repeating exposure to unfamiliar words more than once enhances vocabulary learning since meeting a word about 8 to 10 times in different contexts helps learners obtain full word knowledge. Thus, the target words stick to learners' minds.

- ✓ **Focus on both meaning and form:** teachers should provide students with opportunities to focus on both form and meaning.

- ✓ **Engagement:** Teachers should teach learners to thoughtfully analyze the target words to think about terms and their use.

- ✓ **Interaction and negotiation:** learners usually acquire the words generally used in oral interaction and everyday negotiation in the classroom.

According to Pressley and Afflerbach (1995, p. 79, quoted in Zhang and Duke, 2008, p. 131), "selectively attentive with the text, for example [makes] reading more slowly when important information is encountered." It implies that teachers' vocabulary instructions can influence students' reading habits.

According to Brown (2000), teachers teach their students to use a set of techniques to help them absorb the meaning of any difficult words that they encounter in their learning. These techniques are as follow:

➢ Look for prefixes (co- inter, un,) that may give clues.
➢ Look for suffixes that may indicate what part of speech it is.
➢ Look for familiar roots.
➢ Look for grammatical context that may signal information.
➢ Look at the semantic context (topic) for clues

Brown (2000, p. 310)

Accordingly, Vocabulary acquisition is interrelated with vocabulary instruction because it focuses on practical vocabulary instruction. It is essential to know how to learn and to acquire vocabulary. Avan (2015, p. 12) believes that "The way teachers teach vocabulary greatly influences how the learners learn the word."

Additionally, Teachers use numerous other techniques that enable their students to remember words, such as firstly "rote-learning." For far too long periods and until nowadays, teachers rely heavily on rote-learning strategy as an essential strategy to makes their students remembering words that they learnt in the classroom, such as recitation, poems, idiom, proverbs. And they try to encourage them to read novels, short stories, especially before they go to sleep. According to Li (2005, cited in Sinhaneti and Kyaw, 2012, p.998), rote-learning is defined as "repetition, memorization, and practising." From here, "Learning is remembering," as Cruz and Escudero (2012, p. 1) claimed. It means that learners need to learn many words, remember them, and use them properly.

Secondly, learning vocabulary is isolated without presenting complete information of the target word. This technique is considered as an insufficient method of vocabulary retention by Waring (2002, p. 9), who asserts: "teaching the words in an isolated way is an inefficient way of teaching vocabulary, and it is doubtful that is a way of teaching help the learner to learn and practice the word accurately and productively" as quoted in Avan (2015, p. 12). However, Many students go directly to dictionaries and translating the target word to the mother language to grasp the meaning of the unfamiliar word faster as Nation (1982) concludes that "learning vocabulary is faster for many learners if the meaning of the word is given through an LI translation first." Quoted in Folse (2004, p. 5). However, the over depending on dictionaries as mentioned above is a bad attitude that teacher may discourage their students from having it, that is to say, not avoid using the dictionary at all, but to use it rationally. Leki (1986, p.6) explains:

> If students can develop the attitude that it is not always necessary to know every word in the text to understand it, reading will become easier, the student will enjoy it more, and will therefore become more inclined to read for pleasure, thus accumulating more comprehensible input and making reading easier. Still… it is not as though the dictionary should not be used, but it should be used judiciously, as an aid to guessing not as a decoder for some secret message.

Finally, EFL students also depend on their interpretation of unfamiliar words in any complex text to the teachers' explanations and translations, especially if EFL teachers reverting in their explanation to the mother language to make sense of new lexis. To put it in Nuttall's words (1982, p. 32)

If [the text] is loaded with new vocabulary and complex structures, it is probably your students, if not yourself, who will resort to translation as the only way of coping. This is not a good solution. If they cannot understand without your explanation or translation, they will be slow to achieve independence. Translation not only slows down their reading speed but also interposes the [first language] instead of letting [the foreign language] speak of itself.

Accordingly, The wise use of vocabulary learning strategies is considered an efficient key that facilitates understanding and remembering new words learned in the classroom and outside of it.

1.3.5 Vocabulary and ICTs

One of the strategies that help EFL learners to develop their vocabulary is by providing the target word with a list of synonyms and antonyms, and this will be practised easily with the assistance of electronic dictionaries. The strategic behavioural actions that EFL students used to practice when they want to locate a word in the print dictionary are turning pages and searching alphabetically according to the first letter of the target word. However, with the appearance of electronic dictionaries, looking for the meaning of unfamiliar words has become easier than before. It takes time only a click on translation in the internet dictionary. Oxford English Dictionary (British dictionary) and M-W Dictionary (Merriam- Webster American dictionary), and others are electronic dictionaries recently available in CDs or downloadable applications or online. These dictionaries offer information about the words' meanings, forms, pronunciations and provide the words' translations in different languages according to the user choices. Electronic dictionaries have a positive impact on acquiring vocabulary via translating the target words from the English language to the English language because many times, the online dictionary gives such translations that does 'not make sense to what is written, especially if the translation of the new words is from the English language to the mother language.

Every day, new vocabulary is offered in these electronic bilingual or monolingual dictionaries, with the advantage of providing definitions, correct pronunciation, phonetic transcription, and even the word's grammatical classification (nouns, verbs, adjectives, adverbs) with another language depending on the users' choices. Haddad and Draxler (2002, p. 177) reckon that "An illustrated bilingual audio dictionary on CD-ROM, produced by teachers and students, enables both to expand vocabulary [….] and audio track ensures proper pronunciation."

Technology has a noticeable impact on learning and teaching processes. Beatty (2003, p. 7, quoted in Zhou 2016, p. 2) states: "any process in which a learner uses a computer and, as a result, improves his or her language in general and in vocabulary learning and instruction in particular."

EFL learners considered vocabulary learning boring, as they have to memorize unfamiliar words and spelling, as Nguyen and Khuat (2003) asserted. However, Internet recently helps students to satisfy their vocabulary interest by making learning vocabulary a fun activity. Yip and Kwan (2006, p. 235) believe that " [online] games could facilitate learners' English vocabulary building." Shin, Sutherland, Norris, and Soloway (2012 as cited in Zhou, 2016, p. 2) refer to the same idea as they state that "the growth of educational games has largely impacted the learning procedures." Meaning that educational games have a significant benefit in motivating learners to have continuity in acquiring and developing vocabulary.

Egbert (2005, p. 4) believes that "learners are learning a language in any context, with, through, and around computer technologies" (cited in Zhou, 2016, p. 2). Well then, learners nowadays prefer to learn with some kinds of educational technologies devices to have a wide range of vocabulary with the integration of sounds, images, and even video to better understand the target word's meaning.

1.4 Section Three: ICTs in Teaching and Learning Processes

An excellent way to think about successful teaching and learning process is to diagnose what these latter need to be effective processes and how EFL teachers can make their students active in the learning process. Haddad and Draxler (2002, p. 34) explain: "An effective teaching/learning process must stimulate intellectual curiosity and offer a sense of enjoyment that will move the students from the passive role of recipients of information to the active role of builders of knowledge." In this sense, they added that "engaging the learner in this process can be the most challenging task for teachers" (ibid). Therefore, ICTs appear on the teaching and learning processes floor as influential instructional aides to engage students in the learning process.

1.4.1 Definition of ICTs

Until this moment, there is no universal definition of the term ICTs because of the constant development and inventions in the digital world. Yet, several illustrations, classifications, and typologies have been introduced to the term ICTs.

Information Communication Technology ICTs is a recently appearing term first introduced by the British scholar Dennis Stevenson in a 1997 report about the role of IT (Information Technology) in UK schools. Tamilsevan et al. (2012, p. 15). The term ICTs covers all aspects of technological devices with automatic control such as computers, networks, mobile phones, and other devices that allow the storage, processing, access, and retrieval of information. Kennewell (2004). As explained by Kennewell, Information Communication Technologies is an umbrella term that covers all types of digital devices that can process and communicate information. Fu (2013, p. 112) believes that the word "information and communication technology includes computers, the internet, and electronic delivery systems such as radios, televisions, and projectors among others, and is widely used in education today." Fu's definition of ICTs is broader than Kennewell's since it includes all electronic delivery systems within ICTs and notes their vast presence in the educational world.

The acronym Information Communication Technology is a combination of three symbolic words that, when put together, indicate the general meaning of digital technologies used for telecommunication and data processing. The "I" in ICT refers to "Information," which generally means the importance and value of information and how data is operated,

manipulated, coded, and shared. The "C" part covers all the data exchange and communications processes, which is usually the job of networks, wires, and satellite links. The final "T" refers to all types of technological devices as part of the communication process. Kennewell (2004).

Tamilsevan et al. (2012, p. 16) believe that ICTs are "technologies that provide access to information through telecommunications. It is similar to Information Technology (IT) but focuses primarily on communication technologies. This includes the internet, wireless networks, cell phones, and other communication mediums". Accordingly, it is a similar term to Information Technology which involves the communication of information. A substantial component of ICTs that participated in the wide use of technologies worldwide is communicating information quickly and easily.

Niebel et al. (2013, p. 6) claim that "Information Communication Technology (ICT) encompasses all technical equipment and facilities that convert, process, save and transfer various types of information in digital form." In other terms, ICTs are technological devices that can process various types of data in digital forms and store them to be retrieved and communicated. Niebel et al. (2013, p. 6) add: "it includes a variety of technologies that can be used for communication and the exchange of data in." ICTs cover a wide range of technologies that share the ability to communicate and share data. These technologies include new evolving devices that permit data communication in an easy way, especially in Education.

ICTs have offered many facilities to the world that helped fast processes, share experiences, cure diseases, improve public health, shorten distances, and improve both individuals and societies. Christenson (2010, p. 15) states in this respect:

> modern information and communication technologies have created a "Global Village," in which people can communicate with others across the world as if they were living next door. For this reason, ICT is often studied in the context of how modern communication technologies affect society.

ICTs have affected every aspect of human life. They are given credit for successfully minimizing the world into a "Global Village," which shares and communicates information unprecedentedly. Additionally, ICTs are present in various contexts in society as a tool for improving everyday life, communicating with remote rural organizations, and developing social skills in general. This idea was further emphasised by Joshi et al. (2010, p. 3), who demonstrate that "information and communication technology (ICT) has contributed immensely to social and economic improvements, such as higher employment and productivity, increasing access to a higher quality of life." The enormous change that ICTs have brought to the social and economic life that the world is witnessing is undeniable. Computers, cell phones, robots, and other digital devices are a "must-have" in today's information society for data processing and exchange and problem-solving. Joshi et al. add that "ICT can generate many positive outcomes if properly designed and implemented: (...) data sharing, and data capture, storage, interpretation, and management". Accordingly, the use of ICTs needs to be under careful consideration and control for optimal results, which shows a need for learning the right ICTs skill to operate and manage processes successfully.

1.4.2 The Use of ICTs in English Language Teaching and Learning

ICTs have introduced a massive evolution to the world of education. This evolution in academe was lead by a shift from traditional to a more innovative and effortless distribution of knowledge. Ibrahim (2010, p. 211) believes that "ICTs have altered the way we teach and learn, taking education to another level." It is a truth academically accepted that ICTs have elevated the world of teaching and learning to a level where countless resources and facilities are available and, therefore, enabled both learners and teachers to collaborate and exchange knowledge. Dina and Ciornei (2013, p. 250) state that ICTs have helped in "further assimilation of knowledge." Since ICTs made "any space a learning space," Ibrahim (2010) they have provided full access to knowledge in addition to new explicit techniques that assist the learner to grasp and communicate knowledge. This is on the one hand; on the other hand, ICTs realise the desire of every EFL student to bring the English language and the culture of native speakers as close as possible since the chance to meet them are rare, and this is fulfilled via communicating with them and hear their speech. Consequently, today's non-native English speakers outnumber native ones, and this is due to the incredible spread of English through

technology as one of the main reasons. In the same vein, Guemide and Benachaiba (2012, p. 37) explain that

> the global spread of the English language is further facilitated by American media products of mass communication such as videos, music, news, magazines, TV programs, and so on. The dominance of English on the Internet reinforces the flow of international information in English and affirms the structure of global communication.

That is why; computer /Language Laboratory sessions are among the first technologies incorporated in universities. As Katoka (2000, p. 4) argues, "the advantages of using computers for language learning can make learning more effective." Moreover, katoka explains that computer technology has been integrated effectively in English teaching and learning processes when he states:

> The use of computers can offer more opportunities for authentic examples of the English language in use and opportunities for realistic communication, both of which can facilitate language learning. For example, learners will have access to a much wider range of real documents written in English for practical purposes, such as advertisements or newspaper articles. Also, learners will feel it easier to write an e-mail message and revise it on a computer than to write with paper and pencil. For these reasons, learners often feel more motivated to practice the language when they use a computer.

> (ibid)

52

ICT supports different kinds of learning, including language; it helps students get information and communicate with each other on a broader range using sounds and pictures. According to Herington (2002, cited in Marina 2016, p. 169), ICT is found to be advantageous in several ways :

- ✓ technology offers a vast source of information in many languages depending on the users' demand
- ✓ Technology allows students to communicate with the world outside, especially with native English speakers. That is why today's non-native English speakers outnumber native ones, and this is due to the incredible spread of English through technology as the main reason.
- ✓ Technology develops learners' autonomy because "autonomy is now a defining characteristic of language learners worldwide," as Little (2007, p. 15)stated.

In this respect, ICTs as a new teaching method have many advantages to offer for both teachers and students. An instance of these advantages include:

- ➢ EFL Teachers can reduce the complexity of the instructions during the session by integrating ICTs. In other words, ICTs help the teacher to explain any complex instruction easily and guarantee better comprehension.

- ➢ ICTs help EFL students accelerate in revising their lessons during exams and have an abundance of information in a short time.

- ➢ ICTs help EFL Students memorise the information through visuals and other means. ICTs contribute to the improvement of the role of the teacher as a facilitator and the role of the student as a learner.

- ➢ Teachers generally agree that the solution for making an EFL course exciting and more enjoyable is integrating ICTs. They can progress students' attendance and concentration by creating interactive classes.

- Through ICTs, EFL Students can be agile, engaged, and empowered participants in a conversation. ICTs encourage passive students to interact with their teachers and with other learners in the classroom via sharing data.

- EFL Teachers and students can save time, energy, and money getting information and exchanging it through ICTs.

- Through ICTs, EFL students can develop their academic and learning skills inside and outside the classroom.

.

1.4.3 ICTs in Algerian Education

The perseverance of the Algerian government toward integrating ICTs makes all the Algerian systems, especially the educational ones, state-of-the-art, and this was after the dense fog that Algeria was lived in it for many decades. However, Algeria nowadays strongly correlates with educational technologies to have a better future of learning and teaching. The question that will be asked here is how Algeria makes its educational system jumps from its uncomfortable zone to the comfortable one in the digital world?.

Most responses tend to tackle the enormous impact of technology in all the Algerian educational system since ICTs instruments have become so essential in teaching and learning processes that "the Algerian government has mandated the Ministry of Post and IT to implement and manage the national ICT policy" as Hamdy (2007, p. 3) stated. In other words, the government is working on fully integrating ICTs in all the fields in general and the educational system in particular. In this sense, the Ministry of education allotted a budget for equipping the entire infrastructure that covered all the different stages from primary education until the tertiary one with computers laboratories with a permanent internet connexion and other cutting-edge technology devices.

The Algerian government recognized that integrating ICTs in the educational system needs more than making equipment available. Thus, the government collaborates with different international organizations such as UNESCO and several countries such as Japan. The former has assisted in the proper integration of ICT in the Algerian education system through several

initiatives, and the latter has provided USD 750,000 as a grant intended to fund teacher-training programs on ICT (Hamdy, 2007, p. 5).

While the Algerian government works on signing several agreements with different organizations and countries, it is also adopted a set of strategies intended to

- Promote the development of e-learning resources.

- Facilitate public-private partnerships to mobilise resources to support
  e-learning initiatives.

- Promote the development of an integrated e-learning curriculum to support ICT in education.

- Promote distance education and virtual institutions, particularly in higher education and training.

- Promote the establishment of a national ICT centre of excellence.

- Provide affordable infrastructure to facilitate the dissemination of knowledge and skill through e-learning platforms.

- Promote the development of content to address the educational needs of primary, secondary, and tertiary institutions.

- Create awareness of the opportunities offered by ICT as an educational tool to the education sector.

- Facilitate sharing of e-learning resources between institutions.

- Integrate e-learning resources with other existing resources.

                                                                          (Hamdy, 2007, p. 5-6)

ICT is also put as one of the curriculum in all the Algerian educational levels (the primary, the middle, the secondary, and the tertiary level) to enhance learning and education. The objectives of mastering ICTs differ from one level to another according to the competencies of the learners; for instance, at the primary and middle schools, the plan is to make the pupils familiarize themselves with computers and makes them at least acquire the ABCs of Information communication technologies. Whereas, in secondary school, the purpose behind teaching ICTs as compulsory subjects is to make pupils have an initiation in ICTs in the French language and such tech- terminologies in English. While technology devices in Universities are highly recommended and widely used to meet the educational demands of the 21st century. It means that students at this level will be able to learn through ICTs more than learning about Technology (Hamdy, 2007).

The Algerian universities nowadays are at the most advanced stage in teaching and learning effectively. This is due to the integration of ICTs devices that create a new educational environment for the users' students, teachers, and administrators by offering such a permanent internet connection, virtual libraries…, etc. Koganuramath (2014, p. 536) asserts that virtual libraries are deemed as "an effective educational tool in the public service" due to the diffusion of different types of university publication (dissertations, articles, papers…, etc.). And he added that it facilitates access to national and international information sources (books, journals, magazines, newspapers, learning materials.) by clarifying that:

> the purpose of a Virtual Library is to underpin learning and acquisition of knowledge, to provide a more solid basis for education and to enhance the quality of life by drawing on digitally available (preferably online) books, materials and journals via ICT-based tools.

(Koganuramath, 2014, p. 536)

To sum up, In Algeria, ICTs gain great applause because it makes teaching and learning processes in all levels more effective, interesting and enjoyable and it is also considered as a panacea that makes teachers and learners face such problems and constraints that may hinder their teaching or learning.

1.4.4 ICTs and Teaching Process

For millennia, technology develops step by step, and this timeline development is sequenced in roughly chronological order. ICTs nowadays reach the most advanced stage in development. In this context, to guaranty a good quality in learning and teaching processes. The stakeholder may know first the right pedagogical way to better use and integrate these educational, technological devices in the teaching and learning process. It means that teachers have to prepare themselves to use technology in the classroom before makes their students ready to acquire knowledge through ICTs (Smyan 2017, p. 61)

EFL courses nowadays are a hybrid of theory and practical learning. Bernhardt (2005, p. 142) states: "a theory is only as good as its practical application." Learning becomes more effective and enjoyable if there is an amalgamation between theory and practical learning via using ICTs in all the stages during the session. According to Nicolas (2006, p. 11), "ICTs would increase motivation, individualize learning, respect cognitive profiles, make learning more fun, more attractive, and more interactive." It means that these new educational technologies create an excellent atmosphere for learning by increasing their motivation and interest to acquire knowledge. That is why integrating ICTs in the EFL classroom was one of the effective methods used in teaching and learning processes. However, implementing ICTs in EFL classrooms is not an easy task. Teachers and administrators should provide answers first to the following main questions:

1- Does the technology facilitate the attainment of course goals?

2- It is cost-effective? Do the benefits outweigh its costs?

3- Are the teachers ready to work with it?

4- Does it help teachers make more efficient use of class time?

(Jones and Sato, 1998. cited in Richards and Renandya, 2002, p. 301)

Undoubtedly, the answers to the above questions will help teachers and students use ICTs appropriately, especially question number three that is tackled with an important issue: teachers' readiness to work with ICTs in the classroom?

Any integration of ICT in the classroom should first begin with teacher training such as seminars, conferences, and complimentary training for the above purpose. This means that teachers should receive specific training in ICTs since the current teaching-learning trend obliges them to use ICTs in all the stages during the session, including presentation, demonstration, interaction, illustration, collaboration, and even instruction. As Haddad and Draxler (2002, p. 9) state: "There are at least five hierarchical levels at which technologies may be used: presentation, demonstration, drill and practice, interaction, and collaboration"

Table1.2: Uses of technologies (Adapted from Haddad and Draxler, 2002, p. 9)

Use	Technologies						
	Text	Audio	Video	Computer	Internet	Data Show	IWB
Presentation	X	X	X	X	X	X	X
Demonstration	X	X	X	X	X	X	X
Drill and practice	X	(e.g : Language lab)		X	X		
Interaction	hyperlink			X	X	X	X
Collaboration				Networked			

Today most language teachers would generally agree that teaching and learning have been changing completely since the transmission of knowledge to new digital generations via ICTs is a cumbersome process as Prasannanshu (2013) claims:

The use of ICT (Information Communication Technology) has tremendously changed the classroom. It is a well-known fact that we learn from several sensory modalities we as individuals learn in different ways. Some of us use primarily the visual mode, others more prominently the auditory route, and yet others would be able to learn better if their senses of touch, olfaction or taste are also involved

Prasannanshu (2013, p. 6)

The paradigm shift from traditional education that occurs only in the classroom to learning outside of it at any time and any place leads to a great change in the students' thinking. Prensky (2001, p. 1) believes that "our students have changed radically. Today's students are no longer the people our educational system was designed to teach". It means that these new students nowadays look for new ways to learn far from the traditional one to have more motivation and be more enjoyable while learning. ICTs drew for them a different path to acquire knowledge. Thus, students recently became in one way or another digital learner or like Prensky (2001) labelled them by "digital natives" when he asks and answers the following question :

What should we call these "new" students of today? Some refer to them as the N-[for Net]-gen or D-[for digital]-gen. But the most useful designation I have found for them is Digital Natives. Our students today are all "native speakers" of the digital language of computers, video games, and the Internet

Prensky(2001, p. 1)

This label is also explained by Bensaada (2013, p. 2), who states that digital natives "are people [who] born during or after the general introduction of ICTs, who grew up with them, who incorporated them into their lifestyle and interacted well with them at an early age."

Nowadays, cooperating among teachers, students, administrators is not enough to make learning and teaching flourish only if this cooperating are combined correctly with the suitable ICTs devices that are recently at the most advanced stage of development to make learning and teaching more effective than before.

1.5 Conclusion

The constant communication with words calls for multiple reading and reading comprehension strategies combined with relevant ICTs. This theoretical chapter tried to cover the vast area of the reading process and its benefits as one of the basic skills on vocabulary acquisition. In addition to the different strategies of comprehension were discussed and the necessity of the integration of ICTs in learning and teaching processes as a new technique to achieve better learning and enhance reading proficiency and vocabulary development.

Chapter Two
Case Study

Chapter Two: Case Study

2.1. Introduction

This chapter seeks to present the case study and methodology adopted in the present research. The current chapter starts with the statement of the problem, research questions, and hypotheses. This chapter highlights reading skills in the English department during the conventional system and the latter's quality during the L.M.D system. The different sources of data, in addition to a complete description of the sample and population, are explained. Further, a detailed description of the various research instruments used to gather information in this investigation is tackled.

2.2 Statement of the Problem

Reading is among the few skills that students practice in the learning process at the tertiary level, that they also use functionally at home, and that most of them are lucky enough to love doing when they are in the classroom or on vacation.

EFL students at different levels, mainly at university, are not interested in reading. One of the leading causes is that students feel bored when reading primarily academic long texts in the classroom such as (novels, long articles, books…….). Besides, the lack of prior vocabulary knowledge may block readers from understanding what they read. This means that EFL students will always be in hunger for vocabulary if they don't read. In this vein, reading comprehension and vocabulary acquisition constitute a big challenge for the students of English as a foreign language. Few teachers show their students the way to improve their reading strategies. Teachers usually assume that students come to university already with a reading package. And they forget that Students nowadays have very little interest in reading, which is essential to fulfilling the education requirements. That is why they must help the students be strategic readers in the print and digital worlds. In this respect, they need new techniques and strategies that may help them to develop this essential skill. Thus, the researcher will research to explore the effectiveness of ICTs as a new technique for better comprehension and vocabulary acquisition. It also has an advantage in facilitating the teaching and learning processes in addition to increasing the students' motivation to read wherever and whenever they are.

2.3 Research Questions

The present study is designed to answer the following research questions:

1. What is the current position of teaching reading at the Algerian University?
2. What are the effects of the use of ICTs in enhancing students' reading and vocabulary development?
3. Do EFL teachers at the English language department at Mascara University implement ICTs to enhance their students' reading and vocabulary development?

2.4 Research Hypotheses

Furthermore, the current study attempts to test the following hypotheses:

- Teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one.
- ICTs have a positive impact on improving students' reading skills and vocabulary development.
- EFL teachers rarely use ICTs inside the classroom to empower their students' reading skills and vocabulary development.

2.5 Significance of the Study

Based on the literature about the importance of reading, and since this is the first time this topic is being tackled at Mascara University, the researcher wants to prove the importance of integrating ICTs in enhancing EFL students' reading skill-developing their vocabulary. In other words, the current research aims to adopt ICTs as a new technique in language teaching / learning through testing its usefulness in enhancing EFL students' reading skill and vocabulary development. If the results will be affirmative and show that ICTs is an essential approach for EFL students nowadays to build comprehension and enrich vocabulary, it is important to encourage students to use ICTs to enhance their reading skill and increase vocabulary acquisition.

2.6 Sample and Population

The participants in this study are second-year B.A. students at the University of Mascara. These students are chosen to be the population of this study and EFL teachers who teach reading comprehension as a module at the English department of Mascara University.

2.6.1 Teachers' Participants

In this study, the role of EFL teachers is to give their point of view concerning the current position of reading comprehension courses in the L.M.D system . the system especially when this module is combined with written expression (a comparison between teaching reading in the classical system and the L.M.D. system and to find out how can ICTs enhance the student's reading skill and vocabulary development. The total number of English teachers (new generation) who teach second-year B.A. students at the English department of Mascara University is only three teachers. Two EFL teachers hold a magister degree in English, and they prepared for their Doctorate. However, the third EFL teacher holds a doctorate in English. However, the number of old generation (more expert) English teachers who teach reading comprehension and written expression module at the department of English is only two teachers. One of these is a professor in the English language, whereas the other teacher holds a doctorate.

2.6.2 Students' Participants

Our study subjects are second-year license students at the English Department of Mascara University in 2018/2019. The total population is (240), divided into (8) groups; with 30 students in each group. Since dealing with the whole population is complex, our sample will be chosen randomly using stratified random sampling. To answer the research questions and test the research hypotheses, quantitative and qualitative data from students' questionnaires and interviews will be collected from (six) groups to overview the ICTs used to enhance their reading skills.

2.7 Significant Dates in the Mascara University History

Here is the story in a few lines of the beginning of the University of Mascara in Mascara city. The University is, indeed, the prevalent part (the heart) of the town development and its culture. The following chronology provides some important historical events related to the creation of Mascara University.

1986 the University of Mascara was created as a national institute of higher education (NIHE)

1992 the National Institute of Higher Education was converted into the University Centre of Mascara (UCM). This evolution was concretised through the extension of the institute by the construction of other annexes such as classrooms, amphitheatres, laboratories, lecture rooms, centre library, refectory. These buildings are well illustrated on the plan below:

The legend for the layout plan (read top to bottom):

- AMPHIS.
- INSTITUTE OF SOCIAL SCIENCES.
- GENERAL ADMINISTRATION.
- CENTRAL LIBRARY.
- AGRONOMY INSTITUTE.
- HYDRAULIC INSTITUTE.
- COMMON CORE INSTITUTE.
- INSTITUTE OF BIOLOGY.
- CIVIL ENGINEERING WORKSHOP.
- MECANIC LABO.
- INSTITUTE OF INFORMATICS.
- HISTORY AND FRENCH'S INSTITUTE

MASCARA UNIVERSITY CENTRE
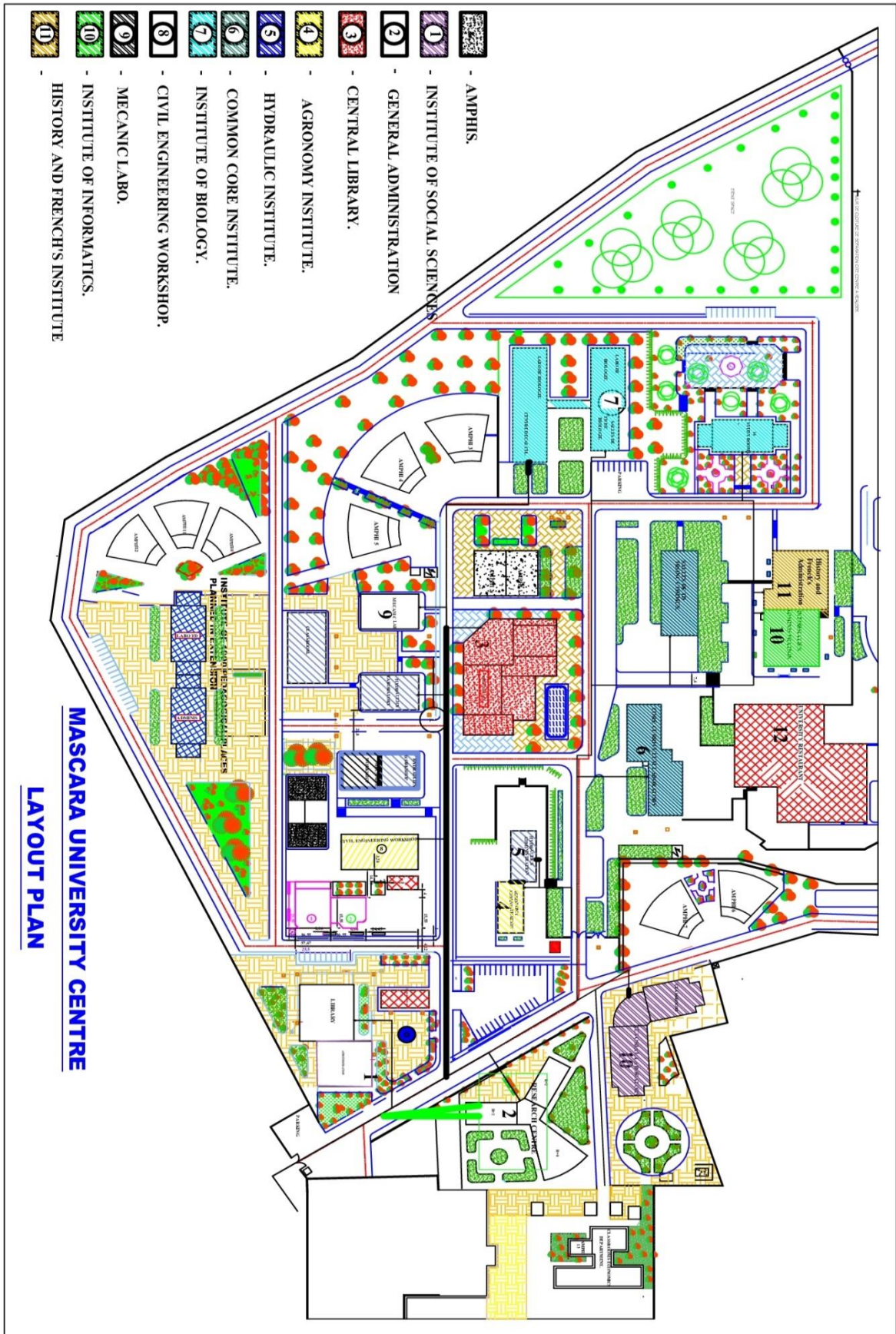
LAYOUT PLAN

Figure 2. 1: Mascara University layout plan (Adapted from Public Equipment Directorate)

As illustrated in the above plan, the procedures of transformation to a university centre through the development and extension works that were carried out during this era to allow the opening of other specialities and fields such as the institute of social sciences, the institute of hydraulics, the common core, the institute of civil engineering, the institute of mechanical engineering, the institute of informatics and the institute of history and French as well.

1996/1997 after the evolution that the university centre of Mascara has witnessed many fields were offered, predominantly: law, letters……etc.

2000 -2001 the first faculty of Humanities and Social Sciences Letters was founded

2008-2009 the University Centre becomes a University of Mascara to promote the number of diplomatic posts.

2014 the University of Mascara was subsequently renamed by Moudjahid "Mustapha Stambouli".

2016-2017 the new university site of Sidi Said was opened for classes in a modest collection of buildings. This latter is made up of two faculties, which are: Faculty of Social Sciences and Humanities, Faculty of Letters and Languages, each of which consists of some departments with powerful reputations for teaching and research success such as the English department. This new site is clearly shown in the following plan:
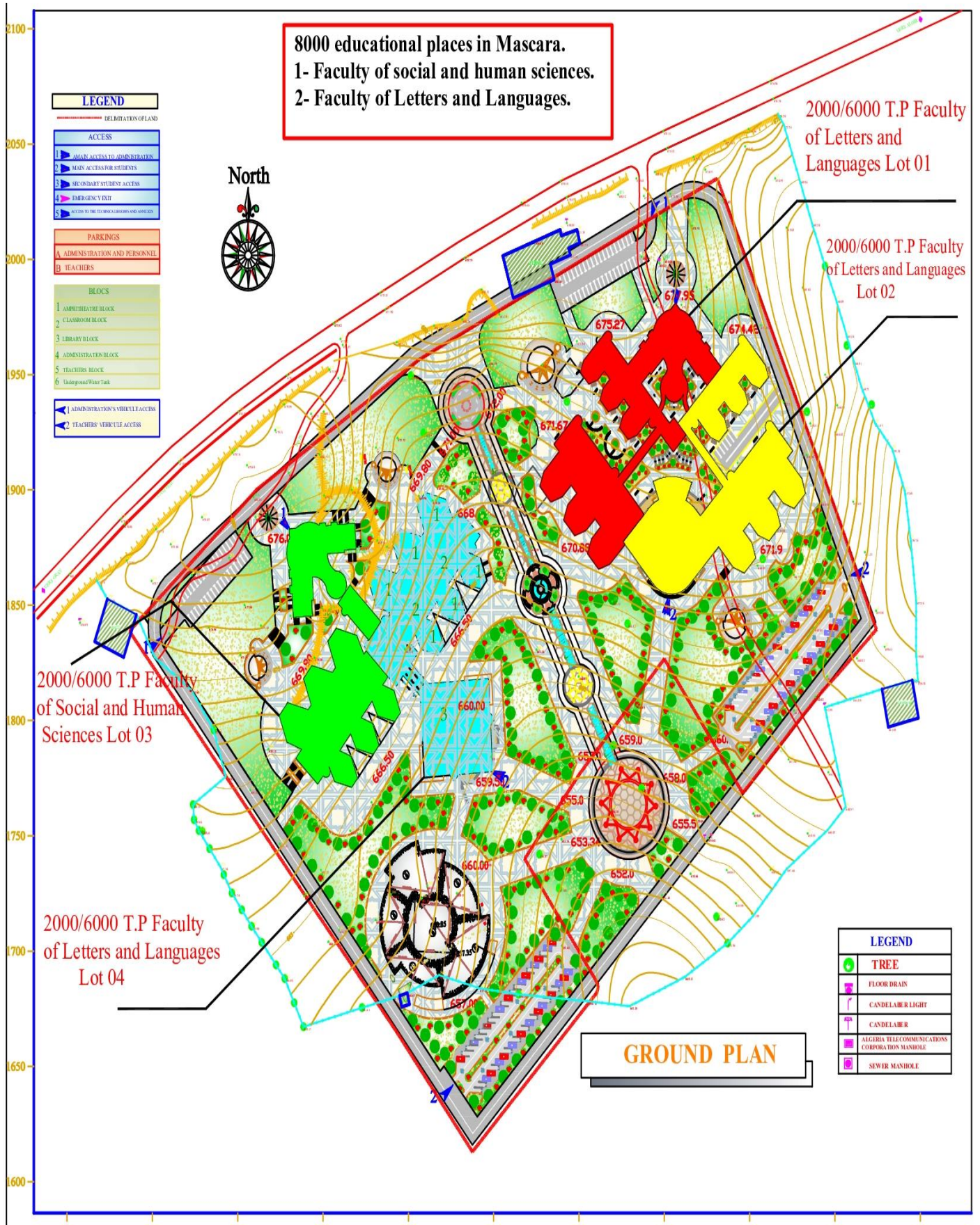
Figure 2.2: Mascara University (Sidi Said) ground plan (Adapted from Public Equipment Directorate)

As shown in the above-ground plan, a new site was created to meet the various challenges imposed on the regional and international scene, particularly in terms of scientific research, which is located in the district of Sidi Said, it was fully exploited at the start of the academic year 2016/2017. It covers an area of 08 hectares and brings together a set of two (02) faculties, as it is mentioned in the previous paragraph, with a capacity of 8000 teaching places:

- Faculty of Letters and Languages.

- Faculty of Humanities and Social Sciences.

The latter also has operating equipment related to the needs of students and teachers, including a university library, a central restaurant, administrative premises, amphitheatres blocks, classrooms, car parks reserved for administrative staff, teachers and students and a language laboratory.

2.8 Language Laboratory: A Quick Glance

As part of the integration of information technology and communication throughout Algerian universities by the authorities, decisions have been taken regarding the creation of language laboratories to enable students to improve their skills in reading, vocabulary, writing, pronunciation and listening. The University of Mascara like other universities in the country has proceeded to the opening of a new language laboratory at the level of the department of languages where it was created in 2007. This equipment is considered as a space favourable to the contact of languages, allowing the students to communicate in various situations. It is managed by the language department administration with the assistance of a language teacher (PhD) whose role is to assist and guide the language teachers.

It should be noted that the laboratory has different types of computer equipment, with a sufficient number of P.C.s most of them are in a good condition, such as microcomputers, Data show, P.C. table including the chair, Whiteboard, A/V Switcher, Uninterruptible Power Supply (U.P.S), Duplex audio box, Micro headphones and Software, all these materials are well detailed in the table below.

Table 2.1: The type of existing hardware in the language laboratory

N	The type of existing hardware	The number	The characteristics of the equipment	Status of materials	Observations
01	Computer	21	Pentium G4400/3300 MHz 4096 Mo HDD: 500 Go	Good shape	
02	Data Show	01		Good shape	
03	Switch	01		Good shape	
04	Table for P.C. including chair	20 + 1 21		Good shape	20 tables + desk
05	Whiteboard	01		Good shape	
06	Switcher A/V	01		Good shape	
07	DC/AC Inverters	21		Good shape	
08	Audio box Duplex	21		Good shape	
09	Microphone + headphone	21		Good shape	
10	Software	20+1		Good shape	20 for student P.C. + 1 for teacher P.C.

To meet the needs of the students, the English department endeavours to work hand in hand with the EFL teachers to acquire the appropriate materials to reach the students' objectives, as indicated in the table above, the language laboratory is equipped with the necessary materials to enable the students to master their skills through the use of ICT.

2.9 The English Department at Mascara University: A Brief Historical Overview

The English department at Mascara University has not always looked the way it does now; much history has come together to form the department we know today. Throughout its history, the creation of this department goes back to the academic year 2000-2001(The university webpage). There are many objectives which the department of English at Mascara University seeks to reach. The most important one is that the department searches for the supply of excellent quality of learning. The objectives of EFL teaching and learning that are set out in this department are similar to the objectives for teaching and learning a foreign language in all the universities across the world that were cited by Rivers (1981, p. 8) in the list below:

1- To develop the students' intellectual power through the study of another language.

2- To increase the students' culture through the study of great literature and philosophy to which the new language is the key.

3- To increase the students' understanding of how language functions and to bring them, through the study of another language, to greater awareness of the functioning of their language.

4- To teach students to read another language with comprehension.

5- To give students the experience of expressing themselves within another framework, linguistically and culturally.

6- To bring students to a greater understanding of people across national barriers by giving them a sympathetic insight into the ways of life and thinking of the people who speak the language they are learning.

7- To provide students with the skills that will enable them to communicate orally, and to some degree in writing, in personal or career context, with speakers of another language and with people of other nationalities who have also learned this language.

The Department of English has grown significantly over the years. Where The first location was in the Ex ITE (Institute of Technology and Education). According to khenouci (2012), who wrote an article in the daily journal (le Quotidien d'Oran) in which he talks about this institution that has not been put into service for three years since 2009. He also added that this institute, which has classrooms, offices, and green spaces, was previously exploited by the Scientific Research and Higher Education sector as a residence for students and an institute for the Faculty of Law. Then, it was used in particular only for students of the English language.

Accordingly, EFL students who were taught now had to study for four years in the former classical system. They were taught different modules that most of them based on enhancing the students' primary language skills (listening, speaking, reading, and writing). The following table mentioned the entire curriculum, from 1st year to the last 4th year.

Table 2.2: The English Curriculum Under The Classical System Former

	Module Title	coefficient
First-year 2007-2008	Arabic	01.00
	Grammar	03.00
	Linguistics	02.00
	Oral Expression	03.00
	Phonetics	02.00
	Reading comprehension	02.00
	Written Expression	03.00
Second-year 2008-2009	American civilisation	02.00
	American literature	02.00
	Arabic	01.00
	British civilisation	02.00
	British literature	02.00
	Grammar	03.00
	General linguistics	02.00
	Oral expression	03.00
	Phonetics and phonology	02.00
	Written expression	03.00

	American civilisation	03.00
	American literature	03.00
	Arabic	01.00
	British civilisation	03.00
Third-year 2009-2010	British literature	03.00
	Linguistics	03.00
	Oral expression	03.00
	Phonetics and phonology	03.00
	Psychology	01.00
	Third world literature	03.00
	Microteaching	03.00
	Psycho pedagogic	03.00
Fourth-year 2010-2011	Seminar of literature	02.00
	Seminar of linguistics	02.00
	TEFL	04.00
	Seminar of Civilisation	02.00

The table above presents the different modules taught in the English department in all semesters, starting from the 1st year of the academic year (2007-2008) until the 4th year (2010-2011).

Whereby EFL students had to attend lectures in the English language such as grammar, linguistics, speaking, phonetics, reading comprehension, written expression, and a module that taught them linguistics in the language. Arab. They studied American / British civilisations and literature, Arabic, grammar, general linguistics, and oral expression the following year.

In the upcoming year (3rd year), they studied American /British Literatures and Civilizations, Linguistics, Oral expression, Phonetics and phonology, and Psychology and

Third world literature as new modules. The last year was devoted to studying only five modules such as Psycho pedagogic, Seminar of literature, Seminar of linguistics, TEFL, and Microteaching as a new module, which trains EFL students to become future English teachers. To this end, EFL students can either do training at the level of the English department through designing a course to teach first-year EFL students at the University of Mustapha Stambouli or by submitting a thesis to obtain a license diploma. If EFL students want to continue their studies, the classical system offers them an opportunity to study two years of Magister if they succeed in the contest, which does not currently exist due to the new reform that is applied in the Algerian Universities, namely the L.M.D. system.

2.10 Teaching English under the L.M.D. System

Algeria, like all other countries, has the privilege of adopting an efficient educational system and in order not to be left out of the globalisation process, Algeria could not remain on the sidelines of the evolution of the world and the authorities decided to adopt a system called L.M.D in 2004. This was introduced by the executive decree n° 04-371 of 21 November 2004 on the creation of the licence diploma "new regime" and this, in the application of law 99-05 (official journal 2004, p. 9)

It is necessary here to clarify exactly what is meant by Licence-Master-Doctorate' or 'L.M.D.' for short. Simply, The L.M.D. is a system of higher education recommending a structure of studies in three (03) cycles:

- Licence or Bachelor
- Master
- Doctorate

Each cycle is elaborated as follows:

The Licence or Bachelor: It recommends the student to follow a three-year training course after the baccalaureate from which it aims to teach students an adequate level of technical skills and abilities. Through these three years of training, the student will benefit from a professional licence which will allow him/her to directly start a professional career, or a non-professional licence aiming only at maturing the students to obtain a diploma which will allow them to access the cycle which follows that is the Master.

The Master: The student is obliged to follow an additional two years of study after obtaining the Bachelor's degree by amassing scientific and technical knowledge to be ready to apprehend,

govern and manage socio-economic activities. Through these two years of study, the student will benefit from a professional Master's degree intended for professional life and an academic research Master's degree which will allow interested students more specifically to access the third cycle and obtain the Doctorate.

The Doctorate or PhD: It lasts for three years and also concludes the university course of study. The Doctorate is based on research training that will enable doctoral students to work in areas of orientation and innovation.

It seems appropriate to go directly to the figure below that is succinctly summarised the structure of this newly adopted system "the L.M.D. system"
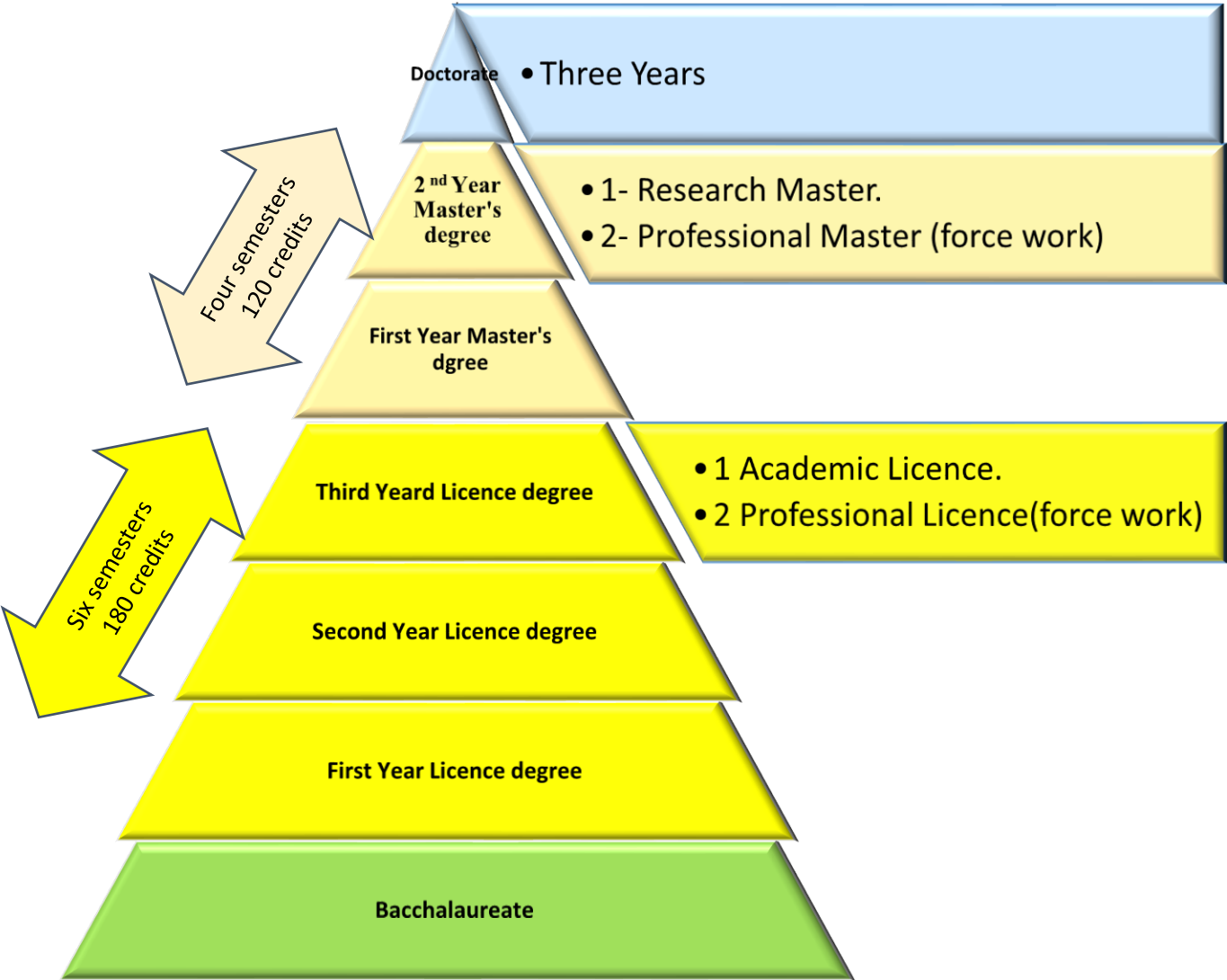
Figure 2.3: The L.M.D. System Structure

Like any reform, the L.M.D. system brings novelty, based on the so-called "credits," which means that students are obliged to gather 180 credits (06 semesters) to pass the next semester. This concerns license students. However, MA students need only 120 credits (04 semesters) to pass the next semester. In both cases, if the students do not achieve the required credits, they may proceed to the next semester with those credits earned, but they will remain in debt until they complete the necessary credits to allow students to graduate. This is, on the one hand; on the other hand, the L.M.D. system allows bringing new pedagogical devices such as the cancellation of some English modules which were in the classical system such as Psychopedagogy, the integration of new modules, for example, Digital Research Methodology, ICT, Chinese as a foreign language, besides the combination between two modules by only one module for instance between Written Expression and Reading Comprehension. The table below describes these modifications:

Table 2.3: The English Curriculum Under The L.M.D. System

	Module Title	Coefficient
First-year 2018-2019	Written expression and Reading comprehension	04.00
	Oral Expression	02.00
	Grammar	02.00
	Linguistics	01.00
	Phonetics	01.00
	Culture and Civilisation	01.00
	Literature	01.00
	Social Sciences	01.00
	Arabic	01.00
	Research Methodology	01.00
Second-year 2018-2019	Written expression and Reading comprehension	04.00
	Oral expression	02.00
	Grammar	02.00
	linguistics	01.00
	Phonetics	01.00
	Arabic	01.00
	Culture and Civilisation	01.00
	literature	01.00
	Translation	01.00
	French	01.00
	Research Methodology	01.00
	Information Communication Technology	01.00
Third-year	Culture and Civilisation	03.00

2018-2019	literature	03.00
	Linguistics	03.00
	Written Expression and Reading comprehension	02.00
	Oral expression	02.00
	Translation	02.00
	English for Specific Purposes (E.S.P. in short)	01.00
	Didactic	01.00
	Communication Sciences	01.00
	French	01.00
	Research Methodology	02.00

In the light of the new reform, as they are mentioned in the table above, several modules have been integrated into the license degree as well as in the masters' degree for the sake of reaching the objectives, which are:

- ✓ The better professionalisation of prospective Algerian workers, teachers, scientists, researchers,
- ✓ To meet both the needs and the requirements of the working life and the different markets.

The Master's program takes place over four semesters of 30 credits. Each semester corresponds to a training period of 14 to 16 weeks before the COVID 19 pandemic and two weeks plus two weeks plus one week period in each semester by the special face-to-face protocol (see Appendix 'D') during the pandemic. These courses are organised in Teaching Units (T.U.) containing the following elements: Fundamental, Transversal, Discovery and Methodological.

Each element is elaborated as follows:

- **Basic or Fundamental Teaching Unit (F.T.U.):** which the basic modules are assembled.

- **Transversal Teaching Unit (T.T.U.):** which contains compulsory language and I.C.T. courses.

- **Discovery Teaching Unit (D.T.U.):** This unit allows students to discover new subjects in

   new fields, so they can broaden their knowledge.

- **Methodology Teaching Unit (MTU):** Which is essentially devoted to training students to learn skills related to the methodology module to enable learners to be able to work actively in the field of research.

Each teaching unit is assigned a coefficient and credit. When the teaching unit is acquired, the credits allocated to it are transferable. A teaching unit consists of one or more subjects; each subject is assigned a coefficient and credits. The teaching of the subject is given in the form of lectures, tutorials, personal work and a final project which takes place in the fourth semester. However, it should be noted that each speciality includes modules, which are indicated in detail in the following table:

Table 2.4: The Different Specialties of The English Academic Master (Resource: Timetables of the English department at Mascara university see Appendices 'I', 'J', 'K' and 'L')

The Different Specialities of the English Academic Master			
Master Literature and Civilisation	Master E.S.P.	Master Translation Arabic - English - Arabic	Master Didactic
- History of British Empire - British Civilisation -University Research Methodology - Translation - Anglo-American History -Research Methodology in Civilisation - History of Ideas - Mastery of concepts - Communication	- Specialized Translation - Discourse Variation in Professional Communities - Curriculum Conception in E.S.P. - Oral and Written Communication Practices - Research Methodology II - Tools of Research: Questionnaire - French - TEFL and Applied Linguistics - I.C.T. (online) - Digital Research Methodology (online)	- Translation English– Arabic - Translation French – Arabic - Translation Arabic- French - Oral and written communication practices - Introduction to interpretation Arabic- English – Arabic - University research methodology - Introduction to interpretation Arabic- French – Arabic - Discourse Analysis - Translation Methodology	- E.S.P. - Research tools "interview" - Syllabus Design - Statistics in Applied Linguistics (Quantitative/ Qualitative/ Mixed) - Psycholinguistic Contexts of Language Teaching - School Legislation - Translation - Chinese - Research Methodology in Teaching - Teaching Approaches in E.L.T.

		- I.C.T. (online) - Digital Research Methodology (online) - Chinese language (online)	

In reality, new online modular courses have been added in this stage (i.e., the Master Degree). to allow EFL students to have as many choices as possible when moving to a professional career. Such as Chinese, Digital Research Methodology and I.C.T. (see table 2. 4).

2.11 The Status of the Reading Comprehension Module in the Department of English at Mascara University

Over the last few years, Algeria has launched a series of reforms to update and refresh the educational system, the L.M.D. One of these reforms paved the way to many general changes at the tertiary level and the EFL curriculum.

EFL practitioners give language skills (listening, speaking, reading, and writing) a great interest in designing any EFL curriculum. The reading comprehension course is considered one of the most important in the English curriculum. This course, therefore, is taught in the English department at Mascara University as a combined module with written expression for three years. This compound module, "Reading Comprehension and Written Expression," is taught twice a week. The allotted time is three hours a week.

EFL curriculum designers' ultimate goal is always to try to rough tune the program with the students' needs in which all the guidelines set forward by the ministry of higher education should be involved. In this module, EFL teachers at Mascara University are supposed to follow a standard syllabus. The table below illustrates the common syllabus of reading comprehension and written expression module within the L.M.D. System at the department of English language (2018-2019)

Table 2.5: The Program of Written Expression and Reading Comprehension Module within the L.M.D. System at the department of English language (2018-2019)

Levels	Program
First Year	Punctuation Marks - Rules of Capitalisation - Nouns - Prepositions- Sentence and its types - Paragraph and its types - Coherence - Titles and Subtitles
Second Year	Types of Reading Comprehension - Outline - Narration - Description - Argumentation - Essays - Word Formation
Third Year	What is academic writing? (Avoid emotive language, Personal stories, Colloquial terms and Ambiguous grammar) Use of a specific register Style Organising the paragraph (unity of idea: topic sentence, supporting sentences and concluding sentence, how to cut whole blocks into paragraphs, join small paragraphs, different types of paragraphs) Sentence transition and combination (linking words and punctuation) Paragraph transition (introductory words in paragraphs) Phrases and words (precision in word choice, avoidance of phrasal verbs, vague pronouns) Errors to avoid in academic writing (faulty agreement, sentence fragments, run-on sentences, faulty parallelism, wordiness) Structure Creating an outline (possible formats: bullet points, entire sentences, section subheadings) Introduction (purpose and content) Body/ discussion (purpose and content) Conclusion (purpose and content) Using sources Quoting Summarizing Paraphrasing Writting a Bibliography

According to the program above, first-year students will be trained to manipulate the different kinds of sentences, precisely simple, compound, complex, and compound-complex sentences. Additionally, they are supposed to know the punctuation marks, capitalization rules, nouns, prepositions, Paragraphs, and their types, coherence, titles, and subtitles. In the second year, teachers devote much time to teaching students the different types of reading comprehension text, namely narrative, descriptive, and argumentative to cite. In the third year, many new lessons are introduced to students to write their thesis, such as using sources, quoting, summarising, paraphrasing to avoid plagiarism, and writing a bibliography at the end thesis.

Yet, even though reading comprehension and written expression module has been taught through a common syllabus, EFL teachers still have a debate over selecting the suitable materials for this combined module as well as wondering how these two skills can be taught together to enable the students to be better EFL readers and writers with a good vocabulary base.

Dissimilar to the previous table about the program of written expression and reading comprehension module within the L.M.D. System at the department of English language, the following table shows the program of reading comprehension module when it is taught in isolation within the classical system at the department of English language (2007-2008).

Table 2.6: The Program of Reading Comprehension and Written Expression Modules within the Classical System at the department of English language (2007-2008)

Module	Level	Program
Reading Comprehension	First-year	Introductory lesson (Definition of Reading) -Types of comprehension (Literal comprehension, Inferential comprehension, Critical or evaluative Comprehension, Appreciative comprehension) - Dictionaries (definition, types of dictionaries) - Constitution of A Card-Index - The Key- Words (Identifying the keyword, Understanding the meaning of the keyword: Identifying a group of words, Identifying the context of the keyword, Identifying the Logical repetition of the vocabulary) - A-List of Useful Key- Words (Compare, Contrast, Criticise, Evaluate, Define, Describe, Discuss, Explain, Justify, Prove, Review or Summarise).
Written Expression	First Year	- Introductory lesson (Definition of Writing) - Types of Writing (Institutional Writing, Expressive or creative Writing) -The preposition - Simple, Complex and Compound sentences - The Use of Capital Letters in English - Punctuation of the English Sentence -Titles and sub- Titles - Paragraph and its types - The transitional - Digrams of comprehension (Definition, Types of diagrams) - Construction Vs Summary -Letters (Definition, parts of a letter)

		- The Introduction of an Essay
		- The conclusion of an Essay
		- Irregular Forms of Plural Nouns

Teaching reading comprehension as a module is not an easy task to do. This module needs an expert and competent teacher as well as requires an excellent syllabus to follow. This will lead us to talk about the teaching of reading skill within the classical system; the reading comprehension module was taught in isolation only for one year (see table 2. 6). The syllabus of this module encompasses the teaching of the different types of comprehension such as literal comprehension, inferential comprehension, critical or evaluative comprehension, and appreciative comprehension. Later on, in the first-year students are introduced to such new lessons (see table), for instance: the types of dictionaries, the Key- Words (Identifying the keyword, Understanding the meaning of the keyword: Identifying a group of words, Identifying the context of the keyword, Identifying the Logical repetition of the vocabulary), as well as, giving them a List of practical Key- Words (Compare, Contrast, Criticise, Evaluate, Define, Describe, Discuss, Explain, Justify, Prove, Review or Summarise)

While scrutinizing the main points concerning the reading curriculum of both systems, it appears that the syllabus is based on teaching the two fundamental language skills, reading comprehension and written expression, at the same time. As far as vocabulary teaching is concerned, it holds an important place in the teaching syllabus.

2.12 Research Design

Since the definition of research design varies among researchers, it is essential to clarify how research design is indispensable in any research as it serves in providing the correct path for researchers to carry out their investigations coherently and logically. The following definition of Kerlinger intends to clarify what is precisely meant by the concept research design

as a plan, structure, and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is to complete the scheme or program of the research. It includes an outline of what the investigator will do from writing the hypothesis and their operational implications to the final analysis of data.

Kerlinger (1986, p. 279)

Moreover, Kumar (2019, p. 87) offers a brief definition of this term, "research design is a procedural plan that the researcher adopts to answer questions validly, objectively, accurately and economically." Along the way, Kumar cited that: "the main function of a research design is to decide, describe, justify and explain how you will find answers to your research questions" ibid. To illustrate, the central role of research design is explaining, proving, and clarifying which methods to proceed to find appropriate answers to their questions.

Expressly, the research design is a deep ocean to delve into. There are various methods of research that can be divided into three classifications: qualitative, quantitative, and mixed-method. Firstly, the qualitative research method is among the approaches that gained interest among researchers since it is a helpful way to answer the "why" question.

The qualitative research method focuses on studying things in an authentic environment through empirical methods such as case studies, observations, and interviews to interpret the problems collecting information, and get findings from a real-world setting. According to Creswell (2007, p. 37), who endorse the idea that: "qualitative research begins with assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem." To illustrate, qualitative research is applied when the researcher attempt to study a particular issue. This amount of attention is given to looking for further details, assumptions, and worldviews, owing to a clear picture and a holistic understanding of the target phenomenon through operating diverse methods.

In contrast to qualitative research, another kind of research method came into existence to collect data. Namely "quantitative research method." This latter addresses the "what," "where," and "when" of the phenomenon. The quantitative method of research is commonly exploited for providing a numerical elucidation of a given matter. Dörnyei and Tagushi (2010, p. 9) point out that:

> After all, the essential characteristic of quantitative research is that it involves categories, view points, and models that have been precisely defined by the researcher in advance, and numerical or directly quantifiable data are collected to determine the relation between these categories and to test the research hypotheses.

As the mentioned quotation indicates, quantitative research is a process of converting certain phenomena into numerical data to connect them to the end that expends them in research hypotheses

Quantitative researchers use several instruments for the sake of collecting data. Hence, the questionnaire is the most applied tool of quantitative research as it supplies access to analysing data numerically in a straightforward way. In either case, the use of mixed methods plays a crucial role in strengthening the reliability of the research seeing that, the quantitative method helps in comprehending phenomenon and the qualitative method cooperates in quantifying it to reach precise data about it. (Blaxter, Hughes and Malcolm, 2010). To put it another way, the mixed method is a combination of quantitative and qualitative approaches. It is still considered an excellent method because of the combined characteristics of qualitative and quantitative research, and at the same time, the opportunities offered to the researcher to collect more information. The table below highlights the aspects of each method.

Table 2.7: Features of Qualitative and Quantitative Research (Adapted from Miles and Huberman 1994)

Qualitative Research	Quantitative Research
The aim is a complete, detailed description.	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed
The researcher may only know roughly in advance what he/she is looking for.	The researcher knows clearly in advance what he/she is looking for.
It is recommended during earlier phases of research projects.	Recommended during latter phases of research projects.
The design emerges as the study unfolds	All aspects of the study are carefully designed before data is collected
Researcher is the data-gathering instrument.	Researcher uses tools, such as questionnaires or equipment to collect numerical data.
Data is in the form of words, pictures or objects.	Data is in the form of numbers and statistics.
Subjective-individuals interpretation of events is important, e.g., uses participant observation, in-depth interviews.	Objective: seeks precise measurement and analysis of target concepts, e.g., uses surveys, questionnaires etc.
Qualitative data is more rich, time consuming, and less able to be generalised.	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail.
Researcher tends to become subjectively immersed in the subject matter.	Researcher tends to remain objectively separated from the subject matter.

The current work relies on a mixture of qualitative and quantitative data collection that investigates the integration of ICTs in the enhancement of EFL students' reading skill and vocabulary development. In fact, mixed method allowed the researcher to have in-depth and better understanding of research problems on the one hand, and to collect richness data on the other hand.

2.13 Sources of Data

The critical question that the researchers must think about during the research process is the suitable sources of data they need when collecting and organising data
When researching, different data collection techniques can be used (primary and secondary) to collect data. Resources of data may help the investigators to discover answers to research questions and test hypotheses.

Primary data means original data that refers to the data gathered by the researcher, i.e., first-hand information. A variety of primary sources can significantly help the researcher to collect information about a situation. The most important sources that provide primary data are the questionnaire, observation, and interview.

The secondary data is the data that has been already done by other researchers in which this type of data comes from other studies, i.e., second-hand information. Sources such as web information, books, articles, viewpoints from the linguists, previous research studies, to cite but a few, are called secondary sources that provide secondary data.

The following table is a summary of the different sources that the researcher conducted when collecting data.

Table 2.8: Sources and Instruments Used for the Study

Sources	Instruments	Observation
- Literature in the Field of integrating I.C.T.s in EFL teaching and learning processes - Literature in the field of teaching and learning Reading skill and vocabulary Literature in the filed of Research Methodology	- Books - Articles - Internet - Recent conference papers	Theoretical Information
Previous Research Works	Theses in the field of integrating I.C.T. in EFL teaching and learning processes Theses in the field of teaching and learning reading skill and vocabulary.	Theoretical Information
English Language teachers	Courses and Observations	Theoretical Information
Students	Questionnaire	Data collection for Practical study
English Language teachers (New generation)	Interview	Data collection for Practical study
More expert English language teachers (Old generation)	Interview	Data collection for Practical study
ICT teacher	View point	Theoretical Information
The head of the English department	View point	Theoretical Information

The research work will be conducted using several sources: books, articles, interviews, and documents produced by psychologists.

2.14 Research Instruments

The researcher needs to apply different techniques and instruments to collect data in any research, such as questionnaires, interviews, and observation sessions. The present investigation requires using these instruments that may vary depending on the nature of the research design and the analysis undertaken. The researcher needs the proper description of data to reap the right results. To this end, "triangulation" is a solution to obtain confirmation of findings. In other words, triangulation is a way of cross-examining results using two or more sources to add validity (Long, 2005, p. 28). Therefore, the researcher is going to use different instruments:

- Questionnaire
- Interview
- Observation.

Each instrument is elaborated as follows:

2.14.1 Questionnaire

Time plays a crucial role in every research project, especially when the researcher wants to quickly deal with a large scale of information. To this end, the use of a questionnaire is the most convenient tool that may help the investigator collect data from many participants in a short period. Recently, ICTs such as email and Facebook have enabled researchers to collect data in a short duration, where the period needed to complete or answer an online survey questionnaire is less than that of a traditional questionnaire. Since the respondents can "fill out a questionnaire in their own time, at their own pace, and fit it into their schedule," as Brown (2001, p. 6) said.

A variety of definitions of the term "Questionnaire" have been suggested. Brown (2001, p. 6) sees it as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." Ellis (2004: 124) gives a further definition of the questionnaire, stating that "the questionnaire remains the best method that requires learners to self-report on some aspect of their language learning." To be precise, the questionnaire is considered one of the best elicit

techniques for researching EFL students. The investigator chose it for its several advantages stated in the following table :

Table 2.9: Advantages of The Questionnaire (Adapted from Kumar 2019, p. 289)

Advantages of the Questionnaire
This approach is less expensive in terms of time and money
The questionnaire is comparatively convenient and inexpensive, especially when it is administered collectively to a study population
The questionnaire offers greater anonymity as there is no face-to-face interaction between the respondents and interviewer.
The questionnaire helps to increase the likelihood of obtaining large and accurate information

It is a truth that the questionnaire gained so much interest among researchers mainly thanks to the several advantages mentioned in the above table. Indeed, the questionnaire as a research instrument plays a vital role in this study due to the following reasons:

1) It requires a short time interval by the participants and is a more practical and flexible way to answer questions.
2) It is necessary to use extensive samples to have reliable results.
3) Participants need to be guaranteed a certain degree of anonymity and be removed from any stress and anxiety of being asked about their private lives in order to receive valid responses, so it is preferable to avoid direct contact between the researcher and the respondents in a questionnaire Cohen et al. (2007)

A questionnaire was designed for EFL students at Mascara University (see Appendix 'A'). It was divided into two sections.

2.14.1.1 Students Questionnaire

In this research work, the researcher has administered a questionnaire to 180 second-year L.M.D. Students in the department of English language during the academic year 2018-2019 at Mascara University. The questionnaire was designed in the English language since the target populations are EFL students. To give students the courage to answer the whole

questionnaire by providing meaningful answers, the researcher starts the questionnaire with a covering letter in which the opening sentence of this letter is "Dear students." The previous sentence is significant as much as the sentence that the researcher promises that the student's answers will be used confidentially and for research purposes. Benni (2000) and Sarantakos (2005) recommend that at any covering letter, the researcher should start his/her letter with "Dear," "Sir," or "Madam" (cited in Alqahtani, 2011, p. 84). Additionally, the investigator in this questionnaire tried to shorten and simplify the questions to guarantee a complete understanding of the questions and avoid any misunderstanding and complexity so that EFL students can quickly answer the questions. Consequently, the main questionnaire types chosen for this study were varied:

- Closed questions
- Open questions
- Mixed questions

Each type is elaborated as follows:

- **Closed questions:** In this kind of question, the researcher suggests a variety of answers to the respondents in which they tick the correct answers.
- **Open questions:** Contrasting the closed questions; in this type of question, the researcher will base on the respondents' answers because there are no proposed answers.

- **Mixed questions:** The researcher in this type of question allows the respondents to choose or select from the suggested answers, and at the same time, they give their different points of view about their choices answers (closed questions + open questions)

All in all, the questionnaire consists of two sections. On the one hand, the first section deals with students' Attitudes towards learning the Reading Skill. On the other hand, the second section asks about integrating ICTs in the Reading Classroom. For that case, 17 questions of different types (open, closed, and mixed) have been asked (see Appendix 'A'). For example, question number one in the first section deals with students' points of view about the significance of reading skills in developing their English level. This question uses a cross-check question proposing four choices: ("very important," "important," "quite important," "not important"). According to Dornyei (2003), a good questionnaire uses cross-check questions to

inform the researcher about the reliability of his/her respondents. This tool enables the researcher to obtain more detailed and richer data since the principal objective of this method is to explore the students' point of view about their reading skill learning and their vocabulary acquisition.

Generally speaking, The EFL students' questionnaire was designed for the following three purposes:

1) to know the knowledge, opinions, ideas, and experiences of the EFL students at Mascara university
2) To collect enough information for the sake of finding solutions to the research problem as well as answering the research question
3) To identify the effect of ICT in enhancing EFL students' reading skill and vocabulary development

2.14.2 Interview

The interview is a method for data collection which aims at gathering information directly from the informants by asking questions. It may also serve the researcher to gain better insight and in-depth about the interviewees' interests, attitudes, opinions, interactions, feelings, and beliefs. As Patton (2014, p. 55) states, the interview consists of "Open-ended questions and probes yield in-depth responses about people's experiences, perceptions, opinions, feelings, and knowledge. Data consist of verbatim quotations with sufficient context to be interpretable".

Many researchers have shown that the interview is a crucial instrument to collect data qualitatively. Silverman (2013, p. 319) states that the interview is "the gold standard of qualitative research." Kvale (1996, p. 14) sees the interview as an interView, that is to say, "an interchange of views between two or more people on a topic of mutual interest." He also argues that:

An interview is a conversation that has a structure and a purpose. It goes beyond the spontaneous exchange of view as in everyday conversation and becomes a careful questioning and listening approach with the purpose of obtaining thoroughly tested knowledge.

Kvale (1996, p.6)

Kvale's definition highlights that the interview is an exchange of perspectives between people who share the same concern in which the interviewer needs to ask questions appropriately and listen actively.

Since the definition of the interview varies among researchers, it is essential to clarify how the term is defined by Cohen, Lawrence, and Morrison (2007, p. 349) as being "a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal, spoken and heard." This definition is close to those of Steven, Robert, and Marjorie (2016, p. 40), who assert that "the interview and observation guide should be regarded as flexible and open to change as the research proceeds." That is to say, asking appropriate questions in the conversation should work hand in hand with active listening to the interviewee's responses to the interviewer's questions. The same idea is expressed by Gillham (2000), who argues that an interview is: "... a conversation usually between two people, but it is a conversation where one person (the interviewer) is seeking responses for a particular purpose from the other person (the interviewee)". Gillham(2000, p. 1). To put it differently, the Interview for Gillham is the transformation of information through conversation between the sender and the receiver in a manageable manner.

Defining the interview goes with Brown (2003) is offering a set of guidelines that give a novice interviewer a clear picture of how to frame the interview's questions efficiently and how to be a good interviewer. These steps are illustrated in the following abridged list

Table 2.10: Guidelines of an Effective Interview (Brown 2003, p. 266)

Guidelines of an Effective Interview
Offer an initial atmosphere of warmth and anxiety lowering
Being with relatively simple questions
continue with level-check and probe questions, but adapt to the interviewee as needed
Frame questions simply and directly.
Focus on only one factor for each question. Do not combine several objectives in the same question
Be prepared to repeat or reframe questions that are not understood

As you can readily see in the table above, every effective interview contains a number of mandatory steps that may help the interviewer be competent in framing questions and clarifying any question if there is a misunderstanding for the interviewee.

Positively, the conversation opens some windows of opportunity for the interviewer to observe the interviewee's nonverbal behaviour, mainly when he/she discusses his/ her main point of view perception and interpretation regarding a given situation. On the one hand, this is; on the other hand, the interview provides the study with evident and authentic data.

For the sake of investigations the importance of ICTs in enhancing EFL students' reading and developing their vocabulary, to gather empirical data, the researcher will conduct two face-to-face semi-structured interviews with EFL teachers (New generation EFL teachers and old generation EFL teachers or more expert EFL teachers). Another reason for implementing two interviews is to answer research questions (1) and (3).

The first EFL Teachers' Interview in this research work consists of 11 questions (see Appendix 'B') that gives a chance for the researcher to answer research question number (3) and for EFL teachers, that are concerned with teaching reading as a module at mascara university to express their thoughts without restrictions. For example, questions 6 and 7 are

asked to figure out whether EFL teachers have ever used ICTs to teach reading comprehension and vocabulary.

The second interview is administered to EFL teachers (who are more experienced in teaching reading as a module at mascara university and witnessed both reforms: the traditional and L.M.D. systems). The questions included in this interview are about 13 questions (see Appendix 'C'). They are meant to provide more data about whether teachers view ICT as a helpful tool in teaching reading and vocabulary as well as seeking to know as much as possible about the details of the EFL tutors' job experience in light of teaching reading skill at mascara university in the past (classical system), up to the present day (L.M.D. system).

One of the secrets of having an effective interview is to allow sufficient time for the interviewee to talk and to comment freely on whatever he/she likes. This is what Bertaux (1981, p. 39) states about "…[giving] a chance to talk freely, people appear to know a lot about what is going on" quoted in Seidman (2006, p. 8).

An interview can generally last around 30 minutes to one hour or more to move into profound elucidation. The length of an interview depends on several issues, including its context and the whole number of participants. In this respect, Brown (2003, p. 167) claims that: "Interviews can vary in length from perhaps five to forty-five minutes, depending on their purpose or context." In a more specific context, "if interviewers are dealing with a considerable number of participants, they need to schedule their interviews so that they can finish one and go on to the next" Seidman, (2006, p. 20). EFL teachers' interviews were conducted in English in this research work, and each one took around 15 to 30 minutes with each interviewee. Moreover, as a way of eliciting details in the research area, the interviewer in this study, before asking questions she described and explained the purpose of the study to the interviewees.

Interestingly, data can be collected by listening to individuals, taking notes, recording their oral responses, or combining methods. In this research work, the researcher, in her interviews, collect data depending on four primary skills/ criteria:

✓ Asking short and straightforward questions

✓ Recording interviewees' responses using the researcher's digital phone

✓ listening actively to the interviewees' answers

✓ Observing nonverbal behaviour of the interviewees

EFL teachers' interviews pave the way for the researcher to know the current teaching of reading skills at Mascara University. It means whether teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one or not. The interviews also help the present study to discover whether EFL teachers at Mascara University implement ICTs to enhance their students' reading skills and vocabulary development.

2.14.3 Classroom Observation

One of the main instruments by which primary data can be gathered is observation. For Kumar (2019, p. 274), observation is "the best approach to collecting the required information." He also pointed out that:

> Observation is one way to collect primary data. It is a purposeful, systematic, and selective way of watching and listening to an interaction or phenomenon as it takes place. Through predominantly used in qualitative research, it is also used in quantitative research.

(Ibid, p. 275)

Kumar's two definitions highlight the importance of observation as a technique that enables the researcher to gather accurate data about what is happening in the research situation. Observation is frequently used to collect data in both quantitative and qualitative studies. The observation in quantitative studies is used to quantify the problem byways of generating numerical data through a checklist or a form to be filled in or completed. In contrast, in the case of qualitative study, the observation is used to understand underlying reasons, opinions, and motivations. It provides rich descriptive data of what happens in the EFL reading classroom through a complete record of all the events that occur in such classrooms

It has commonly been assumed that observation is an inexpensive method for discovering more myriad details about the informants where everything is presented to the

observer directly and in front of him or her. According to "the observation method is the most commonly used method especially in studies relating to behavioural sciences" since it is "…the only way to get direct information on the classroom behaviour of teachers and learners" (Weir and Roberts 1993). In short, a classroom observation is the act of keenly watching the situation of interest in which the researcher will note facts, behaviours, and occurrences about what goes on inside the classroom.

In this research work, classroom observation enables the researcher to have a direct and immediate insight into what is happening in the classroom and how the reading comprehension course is presented to EFL students. Besides, observing if EFL teachers implement ICTs as a new innovative method in the classroom to enhance EFL students' reading skill and vocabulary development also take notes about what EFL teachers do and say in terms of presenting the lesson and activities and the way EFL students work, the way they react during the reading course. To this end, the classroom observation was conducted through a series of observations sessions over the two-semester academic year 2018-2019. While the researcher uses this method, many questions wrecking balls inside her brain need to be answered, for example:

- ✓ What should be observed?
- ✓ How should the observations be recorded?
- ✓ How can the accuracy of observation be ensured?

Kothari(2004, p. 96)

While observing, the researcher sits back and watches how everyone is doing inside the reading classrooms. Based her classroom observation on five elements:

1) Reading classroom setting
2) Interaction in the reading classroom
3) The developmental flow of the lesson/lesson presentation
4) Lesson activities
5) Use of Learning Aids

In the beginning, concerning reading classroom setting, the investigator has tried to observe the following elements:

1. The total number of students

2. Participation of students in the Reading classroom

3. The amount of teacher talking time (T.T.T.)

4. The amount of students talking time (S.T.T.)

5. The role of the teacher in the classroom (source of all the information, facilitator, guider)

The second part of classroom observation is intended to gather information about the students' interaction in the reading classroom on different sides:

1. Students are active.

2. Students are motivated.

3. Students are not motivated.

4. Students are involved in reading comprehension.

5. Students are involved in written expression

6. Students show their interest by asking questions

7. Students are involved in translation.

The third part is devoted to the lesson presentation by observing several elements and figuring out which skill EFL teachers focus on during sessions (written expression or reading comprehension) or they involve both skills in one session.

1. The way teachers early begins the lessons

2. The method that teachers adopt.

3. Teachers focus on reading comprehension

4. Teachers focus on written expression

5. Teachers involve other skills such as listening and speaking skills in sessions.

6. The reading materials that teachers use during lectures

7. Teachers use the English language in explaining difficult words

8. Teachers use the Arabic language in explaining difficult words

9. Teachers use two languages in explaining difficult words

10. Teachers make students guess the meaning of difficult words

11. Teachers make students check the difficult words' meaning by using a print dictionary

12. Teachers make students check the difficult words' meaning by using a digital dictionary on their digital phones

13. The use of dictation

14. Teachers end lessons with an overall summary

The fourth part of classroom observation is devoted to lesson activities by watching very keenly the following elements

1. Teachers emphasise reading texts.

2. The texts are long/short.

3. Teachers emphasise answering questions related to the text in lesson activities

4. Teachers focus on vocabulary in lesson activities through synonyms and opposites questions.

5. At the end of lesson activities, teachers focus on asking the students to summarise the text

The last part of classroom observation is devoted to learning Aids by observing the following elements

1. Teachers use audio-visual materials
2. Teachers use language laboratory
3. Teachers use hand-outs
4. Teachers use the whiteboard
5. Other ICTs used by teachers

2.15 Conclusion

This chapter has introduced and explained the research methodology, design, and data collection methods conducted in this study. The population and the research instruments have also been described at the beginning of this chapter. To obtain adequate answers to the research questions that were earlier asked, it has been essential to compare the status of reading proficiency in the English department during the conventional system and the latter's status during the L.M.D. system. The first part gave an overview of the history of the University of Mascara from its inception to the present day and then paid particular attention to the description of the language laboratory in the English department. The next chapter will deal mainly with the analysis and interpretation of the results of each instrument.

Chapter Three
Discussion and Results Interpretation

Chapter Three: Discussion and Results Interpretation

3.1. Introduction

The present chapter discusses and analyses step by step the data gathered via both variant methods of data collection tools (the students' questionnaire, Teachers' interviews and classroom observation). the quantitative results obtained from the questionnaire will be presented in tables, pie charts and bar graphs. However, the qualitative results collected from interviews and classroom observation are reported descriptively.

In this chapter, the researcher attempts to explore the use of ICT in enhancing EFL students' reading skill and vocabulary development. To obtain clear and reliable results in this research work, a study was conducted containing three parallel research instruments three research questions as well as three hypotheses, which are displayed in the following table.

Table 3.1: Investigation Process

Research questions	Research Hypotheses	Research Instruments
What is the current position of teaching reading at the Algerian University?	Teaching reading as a skill is less highlighted in the new LMD system in comparison to the classical one.	EFL Teachers' Interviews
What are the effects of the use of ICTs in enhancing students' reading and vocabulary development?	ICTs have a positive impact on improving students' reading skill and vocabulary development	EFL Students' Questionnaire
Do EFL teachers at the English language department at Mascara University implement ICTs to enhance their students' reading and vocabulary development?	EFL teachers rarely use ICTs inside the classroom to empower their students' reading skill and vocabulary development	Classroom Observation EFL Teachers' Interviews EFL Students' Questionnaire

The table above reminds the reader of the research questions on which this research work is based. It is of paramount importance for the researcher to apply the appropriate research instrument to the right research question in order to to achieve the targeted answer and reliable results.

3.2. Methods of Data Analysis

The analysis of the collected data is a very important part of every study undertaken by the researcher, as it affects the results of the entire research. The mechanism for analysing the results obtained requires the researcher to present the results in different formats, as indicated in the paragraph above: tables, bar graphs, pie charts (for quantitative results) and notes for qualitative results.

In this study, there was a mixture of qualitative and quantitative data approaches, i.e. a mixed method approach. The researcher must analyse each type of data separately because both qualitative and quantitative approaches "...are used to measure overlapping but also different facets of a phenomenon, yielding an enriched understanding by illustrating, clarifying or elaborating on certain aspects." Dornyei (2007, p. 164)

From the outset of data collection, the researcher must have a clear understanding of what is happening when analysing the data. This is a direct step between hypothesis formulation, data collection, data analysis and interpretation of results.

3.2.1. Quantitative Data Analysis

The most common research methods that have been used in education research are quantitative research methods. Dörnyei (2001) defines quantitative research as the one which used quantifiable data to present viewpoints. It should be pointed out that quantitative analyses were used to analyse the EFL students' questionnaire and were not employed to analyse the EFL teachers' interview questions. The quantitative data provided the researcher with numerical data about the effects of the use of ICTs in enhancing students' reading and vocabulary development in the classroom. Such analyses would help the researcher to estimate if ICTs have a positive impact on improving EFL students' reading skill and vocabulary development or not.

Data analysis is not an easy task to do especially for novice researchers because they are obliged to have solid preliminary training in mathematics and statistics. For some years previously data analysis had been manually done by researchers while following the rules and laws of statistics, including statistical parameters such as mean, mode, median .... etc. The diagram below describes this in detail.

Statistic Descriptive

Central tendency measurements

Dispersion parameters

| The mean | The mode | The median | The variance | The standard deviation | The coefficient of variation |

Scale

Ordinal

Nominal
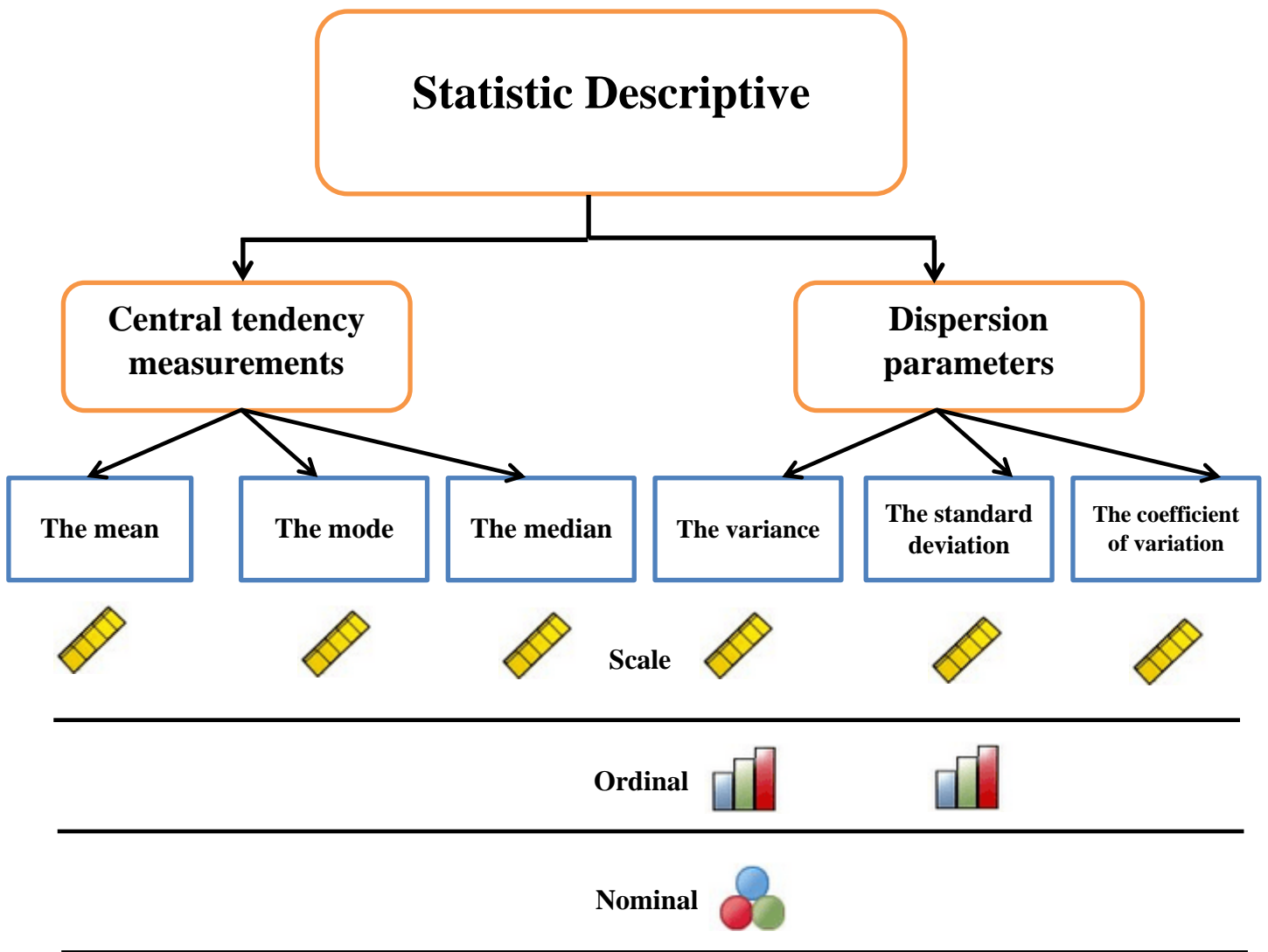
Diagram 3.1: Parameters Characteristics of the statistic descriptive (Chaaouan 2014, p.7)

The above diagram illustrates the different types of statistical parameters and their characteristics that allow the researcher to carry out appropriate descriptive statistics and obtain reliable results. Within each type of statistics, there are several statistical indicators, for example, the mean, variance......etc, the researcher indeed has gathered the main details in the table below.

Table 3.2: Parameters Characteristics of the statistic descriptive (Adapted from Chaaouan, 2014, p. 1-3-5-6-7)

Types of Statistics	Statistical Measurements	The Statistical Indicators
Descriptive statistics	Measures of central tendency, to which a measure received from a range of quantitative values via three different processes	Represents the centre of gravity of all geographic data, the purpose assigned to their use is to avoid extrapolation of all the numbers of the group and is calculated by making the quotient of the sum of all the values of the series by the number of these values.
		The mode is the value that has the largest number of people in a statistical series.
		The median (Me) is the value that lies in the middle of the distribution of data values and divides the sample into two equal parts according to the order of the elements of the population, either increasing or decreasing.
	The dispersion parameters are used to identify the rate of dispersion of the data, as opposed to the central tendency parameters which focus on central values between a set of variables, these parameters alone are not sufficient to give a very precise idea about the distribution of the data of a	The variance is known as the arithmetic mean of the squares of the deviations from the arithmetic mean, it is sometimes called "population diversity", and it is represented by the symbol $Var(x)$ or $(\sigma x)2$.
		The standard deviation, gives an idea of the dispersion of the values of their arithmetic means,

	statistical population, For this reason, one must resort to a distribution study based on dispersion parameters in order to know more and more the degree of dispersion of the statistical series around its arithmetic mean in the sample, and the closer the values of the parameters are to zero, the lower the dispersion becomes, and vice versa. Among these parameters related to the study of dispersion are the variance, standard deviation, coefficient of variation and range.	and it corresponds to the square root of the variance it is also called the standard deviation, that is to say, that the standard deviation equals the square root of the variance. $$\sigma \, x = \sqrt{Var(x)} = \sqrt{\frac{\Sigma(xi - \bar{x})^2}{n}}$$

Unlike descriptive statistics, inferential statistics are concerned with methods of analysis, interpretation and drawing conclusions based on a part (sample) of society to make decisions about the whole statistical community, and therefore inferential statistics deals with generalization, prediction and assessment. In some cases, the conclusions are unclear, so in this case, the measurement will be done using probabilities (El-Beldaoui 2009, p. 17)

As it was discussed earlier, that data analysis was done before in a manual manner since the software option was not available yet. However, over the years, analysis software has gradually emerged to facilitate and speed up the processing and interpretation of data by statistical researchers, such as IBM SPSS, and STAT, to cite but a few.

In this research work, the investigator has chosen to use SPSS software version 26. This latter is initially called Statistical Package for Social Sciences, as noted by EL-kaf (2014, p. 60) the SPSS is software for the statistical analysis of data that is widely used by researchers in

different fields, which it is considered one of the most reliable programs served to acquire detailed and precise answers and to give interesting and informative diagrams for the user.

3.2.2. Qualitative Data Analysis

One of the main purposes of using qualitative analysis for the investigator is to explore and describe facts. Indeed, this type of analysis contributed a great deal to this study since it helped the researcher to have a thorough understanding of the use of ICTs in enhancing EFL students' reading skill and vocabulary development. In addition to permitting the investigator to retrieve information about teachers' views, experiences and the difficulties that they may face, the qualitative analysis also gave the investigator an insight into how things were being occurred in their natural environment.

Furthermore, it is important to note that qualitative data analysis is one of the most significant components of this research work because it can easily "….involve organising, accounting for and explaining the data; in short, making a sense of data in terms of the participants' noting patterns, themes, categories and regularities" as Cohen et al., (2007, p. 461) stated.

In this study, a qualitative analysis was undertaken to analyse the results gathered from the EFL teachers' interviews (new generation) and old generation EFL teachers' interviews. The responses were analysed in terms of themes related to the study objectives. In this way, the researcher could learn about EFL teachers' opinions on the status of reading skill as a module in the LMD system and how it was taught in the traditional system and the EFL teachers' suggestions about the effective integration of ICTs in teaching reading skill and vocabulary development.

Generally speaking, quantitative data analysis was employed by the researcher in this study to analyse the EFL students' questionnaire whereas qualitative analysis was mainly used to analyse the two interviews, i.e. NEW generation EFL teachers' interviews and OLD generation EFL teachers' interviews in addition to classroom observation results.

3.3. Data Analysis and Interpretation

For the sake of reaching the objectives of the present study a questionnaire, interviews and classroom observation were selected by the researcher to collect the compulsory data. This process is 'half the battle' according to Dorneyi (2003); hereafter the subsequent process of analysing and interpreting the obtained data is the other half of the battle for the investigator to make a sense of the research findings.

3.3.1. EFL Students' Questionnaire Results

The EFL students' questionnaire was designed to obtain the information needed to analyse the current situation. The chief purposes of this method were:

- ✓ To figure out the students' point of view about their reading skill learning and their vocabulary acquisition.

- ✓ To explore EFL students' attitudes towards the impact of ICTs in enhancing reading skills and vocabulary.

- ✓ To know the respondents' opinions on integrating ICTs as an innovative method in the reading classroom

It is worth mentioning that, unfortunately, the EFL students' questionnaire was administered to only 162 second-year L.M.D Students in the department of English language during the academic year 2018-2019 at Mascara University, not 180 students and this is due to the absence of 18 students in all the sixth groups that were randomly selected by the researcher. The main purpose of using this questionnaire is to test the hypothesis which states that ICTs have a positive impact on improving EFL students' reading skills and vocabulary development. In addition to testing the third hypothesis which stipulates that EFL teachers rarely use ICTs inside the classroom to reinforce reading and vocabulary. Given the type of questionnaire and the type of students' responses, it can be seen that the analysis of this research instrument is quantitative and not qualitative.

As was mentioned, the SPSS system is the program that was employed by the researcher for the sake of analysing the numerical data of the questionnaire in which frequencies, percentages, mean and standard deviation were calculated for almost every question and the entire sample population. Further, tables, graphs and charts can make a large amount of information obtained from the questionnaire more attractive and understandable for the reader.

Section one: Students' Attitudes towards learning Reading Skill

The first section was designed to explore EFL students' Attitudes toward learning Reading skills. The investigator indeed intended to draw out such facts about EFL students inside and outside the reading classroom. This section contains ten questions, each of which is analysed as follows:

Question 1: To what extent do you think that reading skill is important in developing your level in English?

Respondents were asked to choose between four responses: very important, important, quite important, and not really important. To extract data from EFL students' viewpoints about the significance of reading skill in developing their level in English. The results are presented in the following pie chart in addition to the table.

Table 3.3: Importance of reading skill in developing the student's level in English

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Very important**	101	62,3	62,3	62,3
	Important	49	30,2	30,2	92,6
	Quite important	11	6,8	6,8	99,4
	Not really important	1	,6	,6	100,0
	Total	162	100,0	100,0	
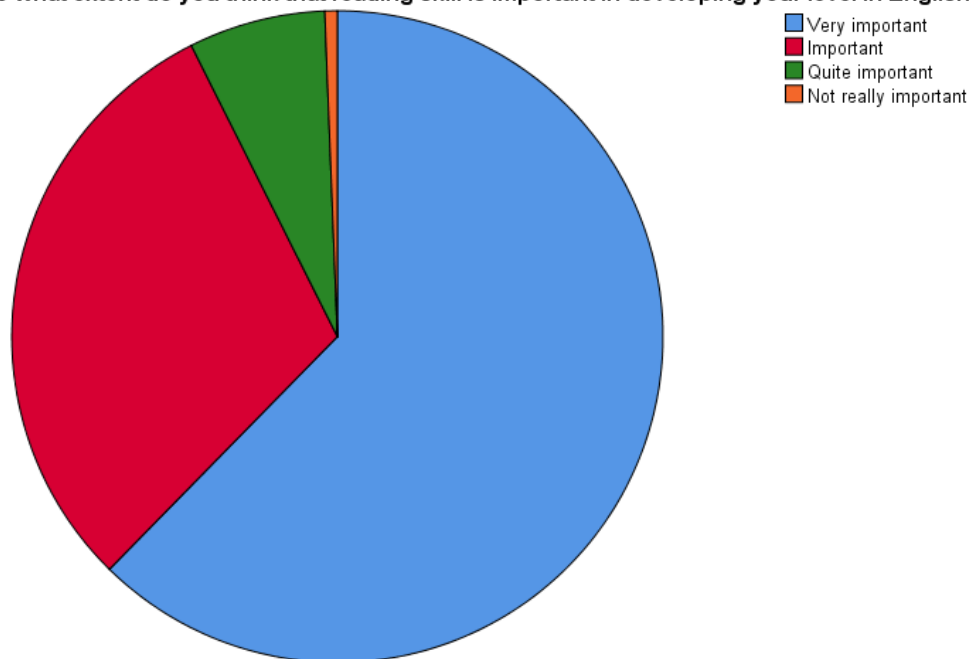
Pie-chart 3.1: Importance of reading skill in developing the student's level in English

The pie chart above shows that (62,3%) of the respondents consider reading skill very important in developing their level in English; whereas, (30,2%) see that reading skill is important. However, a few present (06,8) think that reading skill is quite important and only one student feels that reading skill is not really important to him/her. As a result, the investigator concludes from the pie chart above, that reading skill has great importance in developing the respondents' level in English.

Question 2.1: Do you like reading in English?

In this Closed-ended question, the respondents were given only two optional answers: Yes and No, in the hope of identifying whether EFL students like to read in English or not. The participants' responses are presented in the following bar-graph and noted in the next table:

Table 3.4: Reading in English

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valide	**yes**	151	93,2	93,2	93,2
	No	11	6,8	6,8	100,0
	Total	162	100,0	100,0	
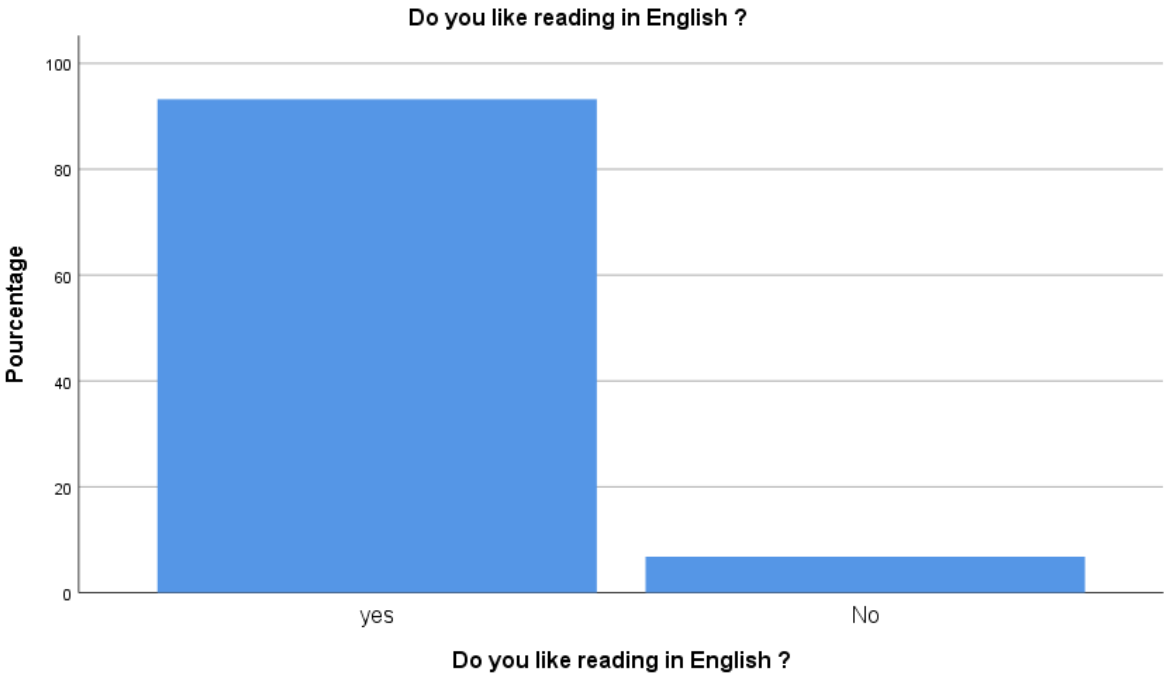
Bar- Graph 3.1: Reading in English

According to the percentage indicated in the table and the bar graph above, the researcher sees that the majority of the respondents (93.2%) confirmed that they like reading in the English language; whereas, only (6.8%) said "No" in other words they don't like reading in English and the main reasons for this aversion are illustrated in the following table.

Question 2.2: If not, could you please explain why

Table 3.5: Main reasons for aversion to reading in the English language

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Boring**	9	5,6	81,8	81,8
	Others	2	1,2	18,2	100,0
	Total	11	6,8	100,0	
Manquant	**Système**	151	93,2		
Total		162	100,0		
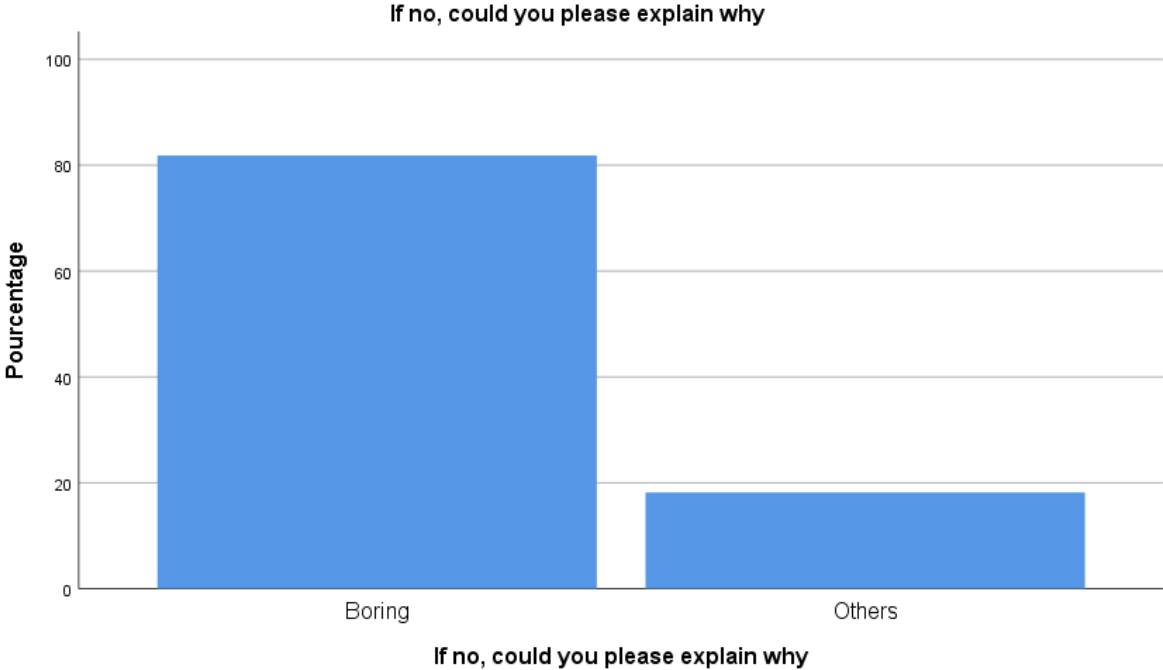
Bar-Graph 3.2: Main reasons for aversion to reading in the English language

This question depends on the previous question's results, of which the respondents who answered "No, we don't like reading in English", about (6.8%), a part of them, about (5.6%) support their answers by a justification that reading in English is boring and a minority of (1.2%) their explanations were various such as:

✓ I like the listening skill more than the reading skill

✓ I hate reading long texts in English, I only like the grammar.

Accordingly, the researcher deduces that the majority of students who hate reading in English have had this feeling because they get bored henceforth they lose their attention.

Question 03: How often do you enjoy your EFL reading comprehension sessions?

The investigator in this question attempts to find out how often EFL students enjoy their EFL reading comprehension sessions. In this vein, the respondents were asked to tick one of the following answers: always, often, occasionally, rarely, never.

Table 3.6: EFL reading comprehension sessions' enjoyment

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Always**	16	9,9	9,9	9,9
	Often	85	52,5	52,5	62,3
	Occasionally	44	27,2	27,2	89,5
	Rarely	15	9,3	9,3	98,8
	Never	2	1,2	1,2	100,0
	Total	162	100,0	100,0	

How often do you enjoy your EFL reading comprehension sessions?
- Always
- Often
- Occasionally
- Rarely
- Never
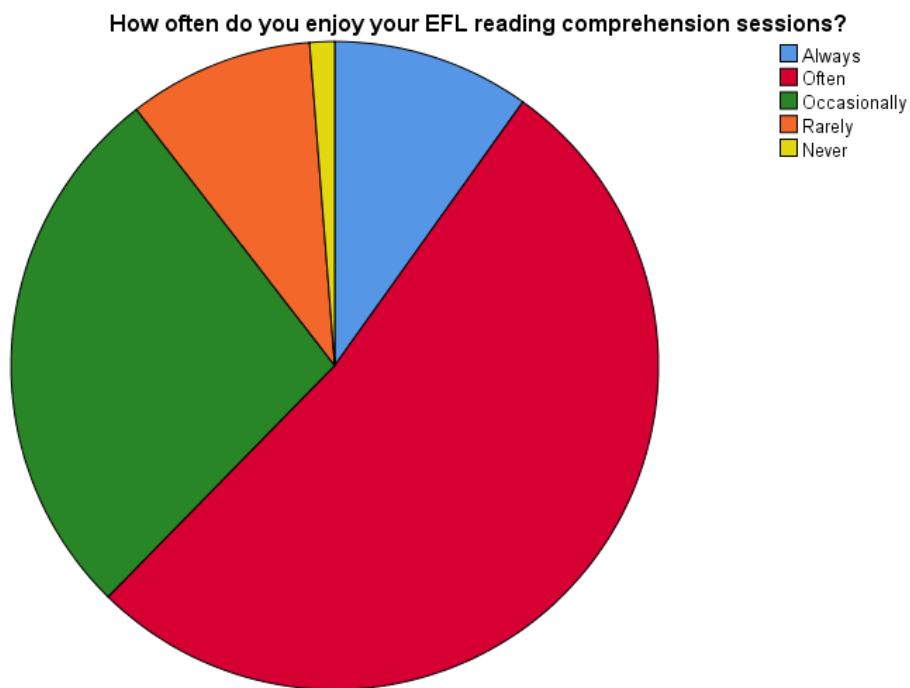
Pie-chart 3.2: EFL reading comprehension sessions' enjoyment

According to the results obtained in the table and the pie chart, half of the population, about (52.5%) have the same point of view, i.e., they often enjoy EFL reading comprehension sessions. 44 (27, 2%) of the participants occasionally enjoy; whereas, 16 (9, 9%) always enjoy and 15 (9.3%) rarely enjoy. Only two of the respondents (1.2%) picked the last choice which is never enjoyed.

Question 04: What kinds of materials are included during reading sessions

In this multiple choice question, respondents were allowed to tick more than one choice. Thus, the coding and analysis were done in a specific way in the SPSS software. For this purpose, the researcher must divide this question according to the number of modalities. In these current conditions, there are three (03) modalities, so the researcher will separate them into three (03) sub-questions in the data entry stage, and then for the analysis process, the variables that are related to the same question must be regrouped, and the dollar sign ($) at the beginning of the question shows that it is multiple response variables and that it has been regrouped. In general, on the table obtained during the descriptive analysis, the column that the investigator should focus on is the observation column. Indeed, the reader will notice that the total percentage exceeds 100%, which is quite normal as this is a multiple choice question, so automatically the number of responses will be greater than the sample size.

Table 3.7: Materials included during reading sessions

		Responses		Percentage of observations
		N	Percentage	
What kinds of materials are included during reading sessions	What kinds of materials are included during reading sessions? **Short text**	150	49,8%	92,6%
	What kinds of materials are included during reading sessions? **Novels**	3	1,0%	1,9%
	What kinds of materials are included during reading sessions? **Short story**	148	49,2%	91,4%
Total		301	100,0%	185,8%

Based on the results obtained in the percentage of observations column, the majority of the sample (92.6%) declared that short texts are included as reading material in reading sessions. While (91.4%) report the short story. On the other hand, only three participants (1.9%) stated that novels are included as reading material in reading sessions.

Question 05: Do you think that these materials help develop your reading proficiency?

For this question, respondents were asked to rate the effectiveness of reading materials in developing their reading skills. To this end, they were asked to choose one of the following responses: Extremely helpful, very helpful, moderately helpful, slightly helpful, and not at all helpful. The following table and pie chart indicate the results.

Table 3.8: Reading materials' effectiveness in developing EFL students' reading proficiency

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Extremely helpful**	23	14,2	14,2	14,2
	Very helpful	80	49,4	49,4	63,6
	Moderately helpful	50	30,9	30,9	94,4
	Slightly helpful	7	4,3	4,3	98,8
	Not at all helpful	2	1,2	1,2	100,0
	Total	162	100,0	100,0	

Do you think that these materials are helpful in developing your reading proficiency?

Legend:
- Extremely helpful
- Very helpful
- Moderately helpful
- Slightly helpful
- Not at all helpful
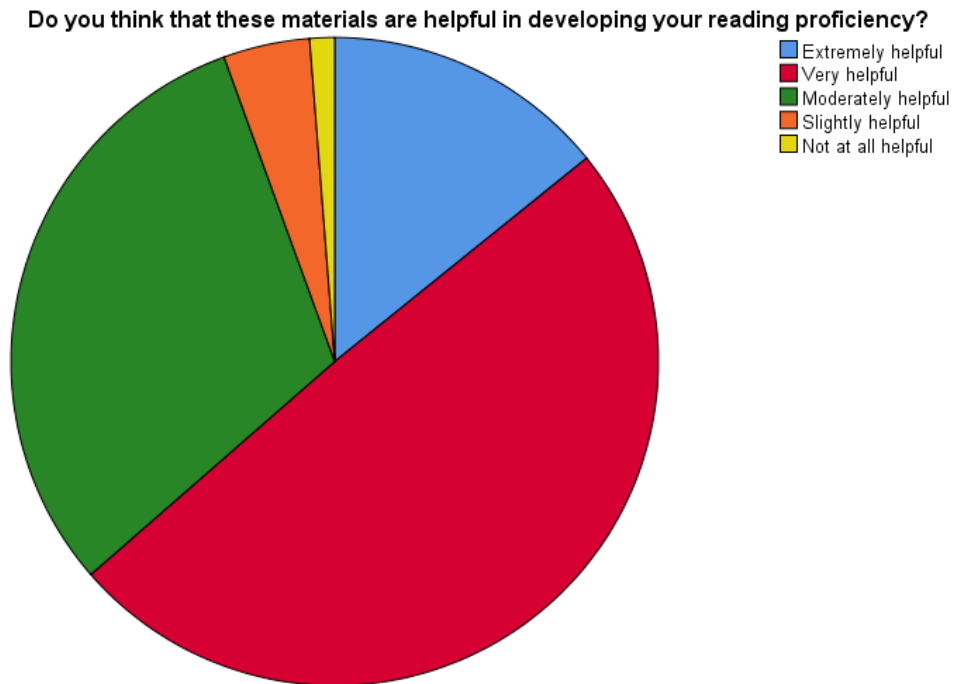
Pie-chart 3.3: Reading materials' effectiveness in developing EFL students' reading proficiency

The results indicate that half of the respondents (49.4%) think that the reading materials used in the reading session are very useful for developing their reading proficiency. On the other hand, (30.9%) of the responses indicated that they were moderately useful, (14.2%) that they were extremely useful, (4.3%) that they were slightly useful and (1.2%) that they were not useful at all.

Question 06: Does the teacher recommend reading outside the classroom?

In this yes or no question, the participants' responses are intended to determine whether the teacher recommends reading outside the classroom. The informants' answers are presented in the following table and Bar-graph:

Table 3.9: Reading outside the classroom

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Yes**	161	99,4	99,4	99,4
	No	1	,6	,6	100,0
	Total	162	100,0	100,0	
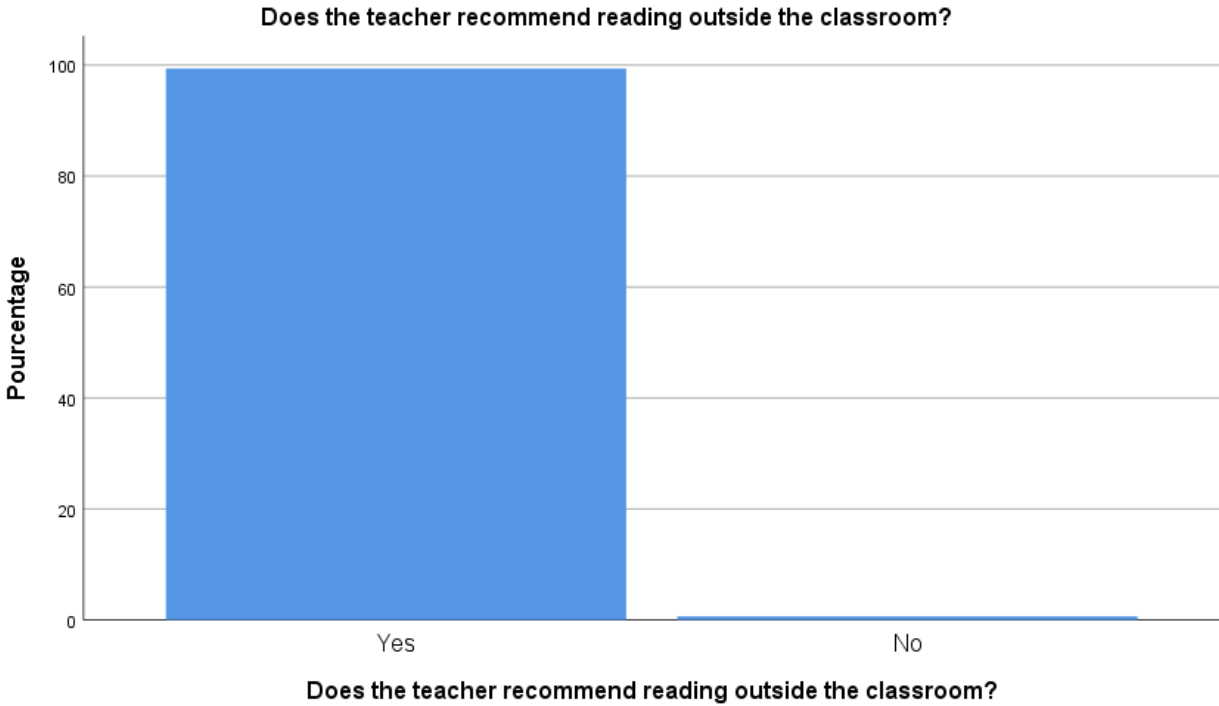
Bar-Graph 3.3: Reading outside the classroom

Being asked about reading outside the classroom, the majority of participants (99.4%) answered yes, the teacher recommends reading outside the classroom. Whereas, only one participant (0.6%) ticked the "No" box.

Question 07: where do you get your reading materials from?

The point behind asking the respondents this multiple choice question is to investigate reading materials sources. As described above in question number four, the respondents were allowed to tick more than one choice.

Table 3.10: Reading materials' sources

		Responses		Percentage d'observations
		N	Percentage	
From where do you get your reading materials?	From where do you get your reading materials? **Library**	29	15,3%	17,9%
	From where do you get your reading materials? **Internet**	160	84,2%	98,8%
	From where do you get your reading materials? **Friend**	1	0,5%	0,6%
Total		190	100,0%	117,3%

From the results obtained in the table, more specifically in the column of percentages of observations, it appears that the majority of participants (98.8%) answered that the Internet is the main source of reading material. While (17.9%) chose libraries as their source of reading. Actually, only (0.6%) conceded that they get their reading material from their friends. In addition, it should be noted that no one indicated that they get their reading materials from their teachers.

Question 08: While reading a text do you understand?

       This particular question aims to determine the participants' responses in terms of discovering their understanding when reading a text. In fact, the researcher gives the respondents three modalities to choose from: Everything you read, some of what you read, and none of what you read. The findings are explained in the following pie chart in addition to the table. Undoubtedly, it is obvious for the reader that the third modality "none of what you read" does not appear in the analysis table, this is quite normal as it was not chosen by any respondent

Table 3.11: Understanding Reading

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	**Everything you read**	11	6,8	6,8	6,8
	Some of what you read	151	93,2	93,2	100,0
	Total	162	100,0	100,0	
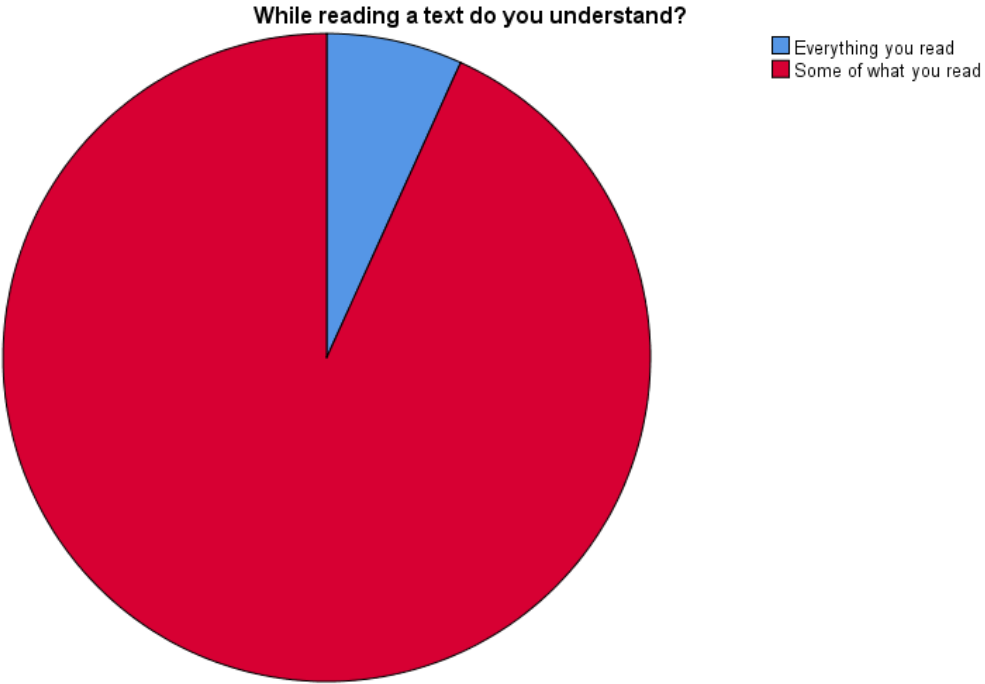
Pie-Chart 3.4: Understanding reading

Concerning what was presented, it was found that the majority of respondents (93.2%) understand some of what they read in a text, but only (6.8%) of the informants mentioned that they understand everything when reading a text. As expected, no one indicated that they did not understand anything when reading a text.

Question 09: When you are reading a passage and you come across a difficult word what strategies do you use?

The intention behind this particular question is to determine which strategy participants can use when they encounter a difficult word. In fact, in this multiple choice question, respondents were allowed to tick more than one choice.

Table 3.12: Strategies for dealing with a vocabulary problem

		Responses		Percentage of observations
		N	Percentage	
When you are reading a passage and you come across a difficult word what strategies do you use?	When you are reading a passage and you come across a difficult word what strategies do you use? **Guessing its meaning**	78	26,6%	48,1%
	When you are reading a passage and you come across a difficult word what strategies do you use? **Asking the teacher**	28	9,6%	17,3%
	When you are reading a passage and you come across a difficult word what strategies do you use? **Asking your friend**	38	13,0%	23,5%
	When you are reading a passage and you come across a difficult word what strategies do you use? **Using printed dictionary**	5	1,7%	3,1%
	When you are reading a passage and you come across a difficult word what strategies do you use? **Using a digital dictionary on your mobile phone**	144	49,1%	88,9%
Total		293	100,0%	180,9%

According to the results provided by the respondents, it seems quite clear that half of the informants (49.1%) used their mobile phone when they encounter a difficult word, whereas (26.6%) of the participants try to guess the meaning of difficult words, only (13%) of

the respondents ask their friends to know the difficult words' meaning, (9.6%), ask their teachers for its meaning, and (1.7%) use a printed dictionary.

Question 10: In your opinion, what is the best way to remember a word you have just learned?

This question was designed to find out participants' opinions on the best way to remember a newly learned word. The results are illustrated in the following table and presented in the next pie chart.

Table 3.13: The best vocabulary memorization technique

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Through reading	73	45,1	45,1	45,1
	Through conversation	26	16,0	16,0	61,1
	Through listening to native speakers	5	3,1	3,1	64,2
	Through Writing	58	35,8	35,8	100,0
	Total	162	100,0	100,0	

In your opinion, what is the best way to remember a word you have just learned?

- Through reading
- Through conversation
- Through listening to native speakers
- Through Writing
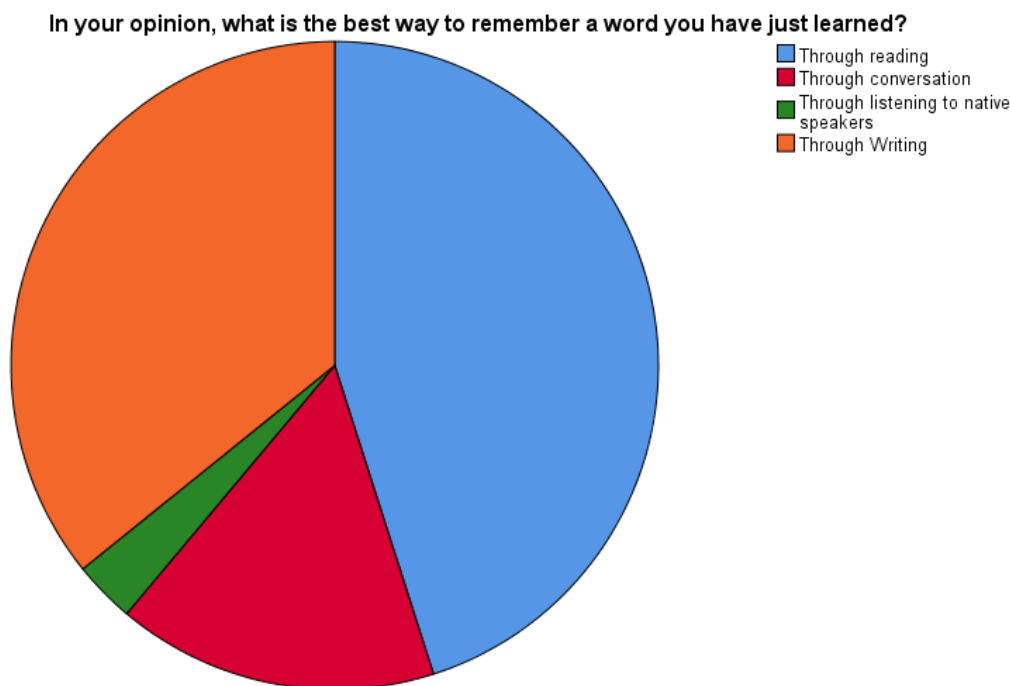
Pie-Chart 3.5: The best vocabulary memorization technique

Based on the results obtained in the above table and pie chart, it can be seen that the largest number (45.1%) of the informants think that the best way to remember a newly learned word is through reading, (35.8%) of them see that through writing they can remember the newly learned word. While (16.0%) of the participants stated that the best way to remember a newly learned word is through conversation and only (3.1%) of them considered listening to native speakers the best way to remember the newly learned word.

Section Two: Integrating ICTs in the Reading Classroom

The second section aimed to obtain information on the integration of ICT in reading classes. In fact, this part of the questionnaire is composed of seven questions that indicate the participants' attitudes towards the impact of ICT on the improvement of reading skills and vocabulary development. In addition, a question was asked for the sake of making their preferred learning method (traditional method/innovative method) perceptible. Finally, this section contains a question that opened the door for the respondents to talk about the most effective ICTs tool for enhancing their reading skill and developing their vocabulary outside the classroom. A question was asked at the end of this section to find out whether respondents had ever had the opportunity to take advantage of the language lab/computer lab.

Question 11: How do you prefer to learn in the reading classroom?

In this question, participants had to choose between two (2) answers; namely the traditional method, and the innovative method (ICTs). If determines the respondents' preferred learning methods. In other words, whether they preferred to learn with ICTs or not. The results are shown in the following table in addition to the bar graph below.

Table 3.14: Students' preferred learning methods

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Traditional methods	14	8,6	8,6	8,6
	Innovative methods (ICTs)	148	91,4	91,4	100,0
	Total	162	100,0	100,0	
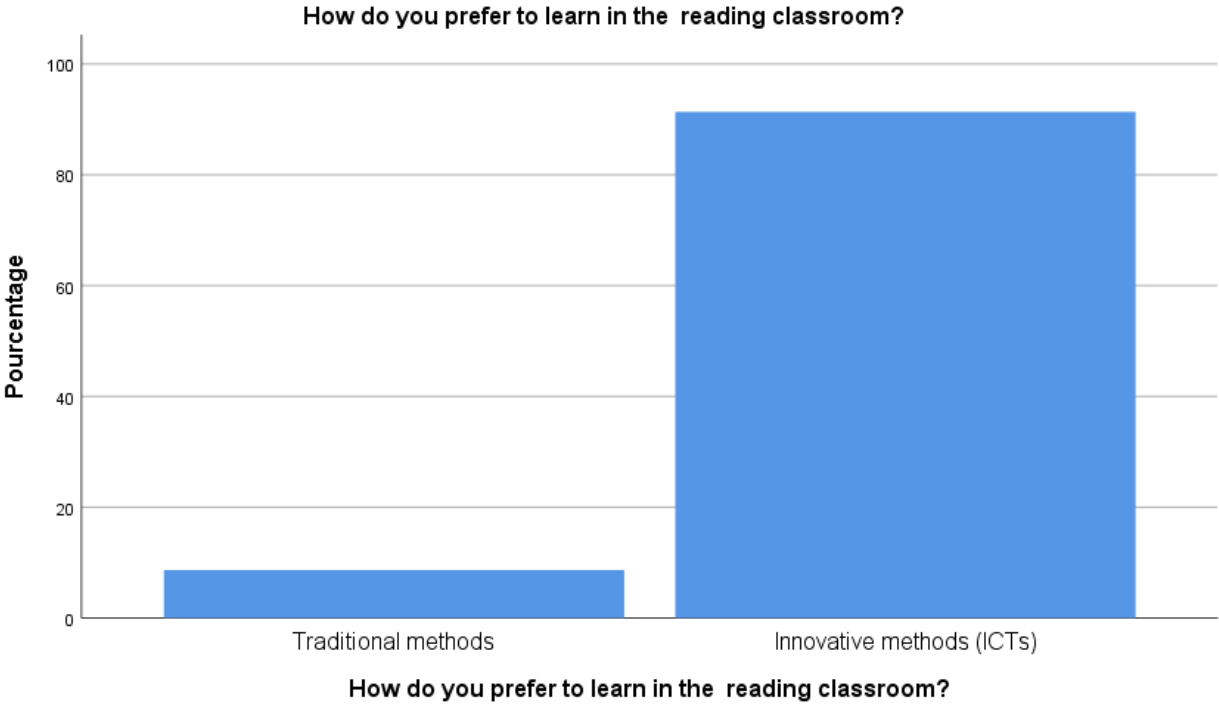
Bar-Graph 3.4: Students' preferred learning methods

The results show that a larger number of respondents (91.4%) prefer learning in the reading classroom with ICTS as an innovative method. Still, (8.6%) of the total sample considered the traditional method to be the preferred method of learning in the reading classroom.

Question 12: How often do your teacher of English use ICTs tools (Data Show, videos, internet, phone, computers, audio-visuals...) in the Reading classroom?

In this close question, the researcher gives the respondents four options to choose from, namely: very frequently, sometimes, rarely, and never. The purpose of this question is to find out how often EFL teachers use ICTs tools such as Data Show, videos, the internet, phone, computers, audio-visuals, etc. in the reading classroom. The informants' responses are presented in the following pie chart and noted in the presenting table. Certainly, it is obvious for the reader that two modalities do not appear in the analysis table: very frequently and sometimes, because they were not chosen by any respondent.

Table 3.15: The use of ICTs tools in the reading classroom

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Rarely	161	99,4	99,4	99,4
	Never	1	,6	,6	100,0
	Total	162	100,0	100,0	
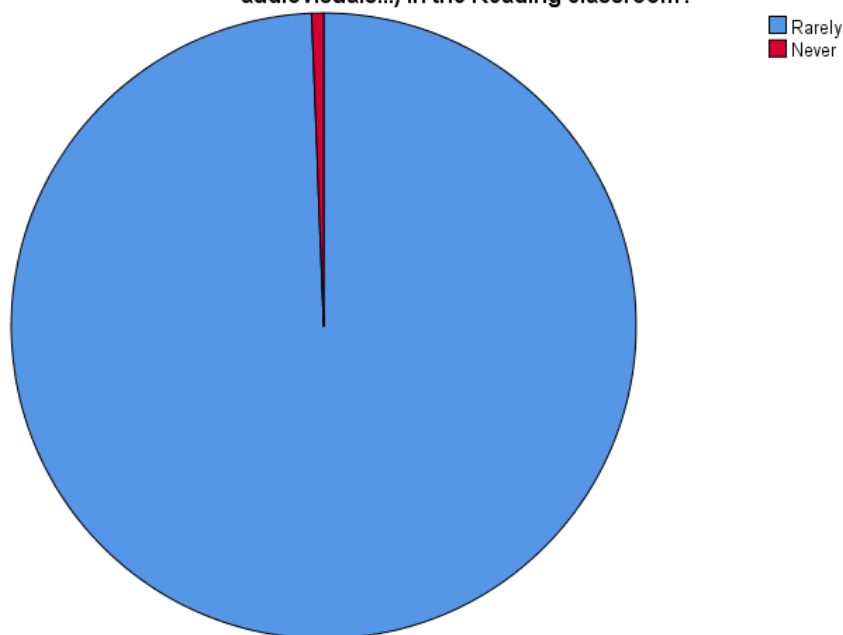
Pie-Chart 3.6: The use of ICTs tools in the reading classroom

Based on the results obtained in the table and pie chart above, it seems quite clear that almost all the participants (99.4%) share the same views,i.e., EFL teacher rarely uses ICT tools (Data Show, videos, internet, telephone, visuals, audiovisuals...) in the reading class. Only one (0.6%) participant mentioned that his/her EFL teacher never uses ICTs in the reading classroom. Whereas, no one reported that ICTs tools were very frequently or sometimes used in the reading classroom.

Question 13: Which tools among the above ones do you find more suitable to develop your reading skills in the classroom?

Question number 13 of this questionnaire asks participants for their views on appropriate ICT tools for developing reading skill in the classroom. The table below consist of five different ICTs tools that help the students to develop their reading skill in the classroom, namely: Data Show, videos, Internet, phone, computers, audio-visuals. Here, respondents were allowed to choose more than one option.

Table 3.16: Appropriate ICT tools to develop learners' reading skill in the classroom

		Reponses		Percentage of observations
		N	Percentage	
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom?	Which tools among the above ones you find it more suitable to develop your reading skills in the classroom? **Data show**	103	39,3%	63,6%
	Which tools among the above ones you find it more suitable to develop your reading skills in the classroom? **Internet**	37	14,1%	22,8%
	Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? **Mobile phone**	29	11,1%	17,9%
	Which tools among the above ones do you find more suitable to develop your reading skills in the classroom? **Computer**	7	2,7%	4,3%

	Which tools among the above ones do you find more suitable to develop your reading skills in the classroom? **Audio-visuals**	86	32,8%	53,1%
Total		262	100,0%	161,7%

Based on the results presented in the column of the percentage of observations, it seems quite clear that (39.3%) of the answers indicate that Data show is the most suitable ICT tool for developing reading skill in the classroom. (32.8%) of the participants choose audio-visuals, (14.1%) of the total sample select the internet, (11.1%) of the respondents picked the mobile phone choice, and a small minority (2.7%) see the computer as the most appropriate ICT tool for developing learners' reading skill in the classroom.

Question 14: Justification

This question depends mainly on the previous question, of which the respondents justified their answers. The following table and bar- graph consist of the main justifications with which all respondents support their answers to question 13.

Table 3.17: Justifications of learners' answers

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Quickly Understanding and well remembering	43	26,5	26,5	26,5
	Very helpful in developing reading and vocabulary	70	43,2	43,2	69,8
	It is more practical and easy to use	9	5,6	5,6	75,3
	It contains pictures and sounds	35	21,6	21,6	96,9
	Others	5	3,1	3,1	100,0
	Total	162	100,0	100,0	
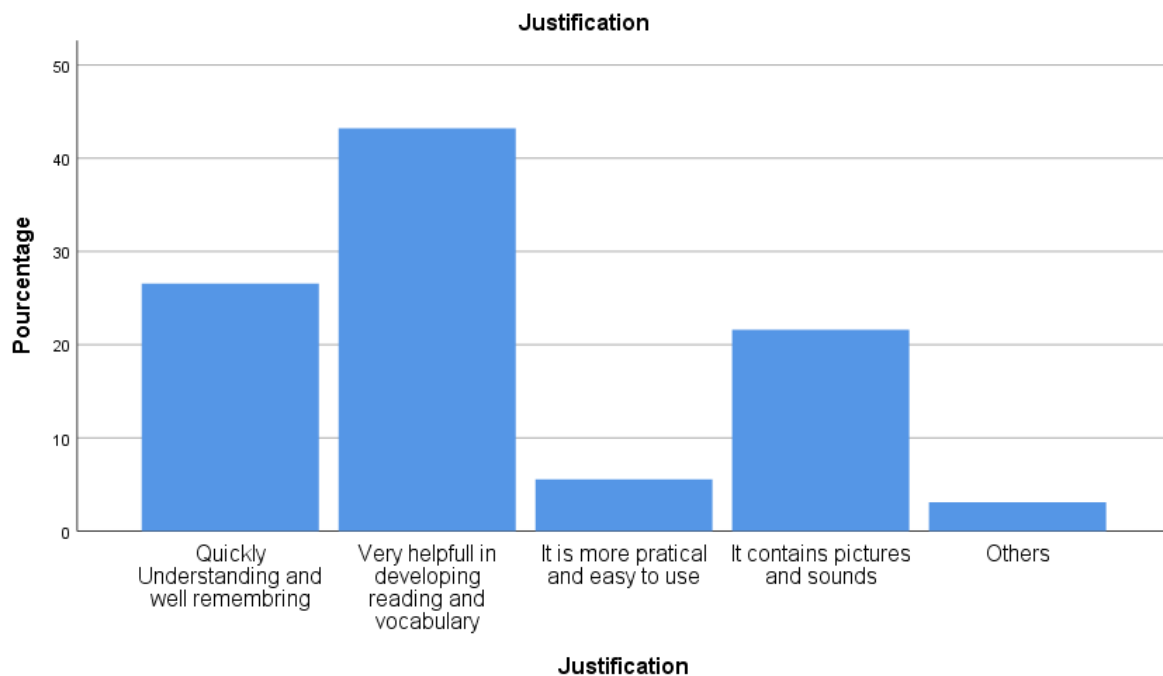
Bar-Graph 3.5: Justifications of learners' answers.

Since the respondents gave varied answers as to which ICT tool was most appropriate for developing reading skill in the classroom. The researcher sought to discover the reasons for these choices. The results in the table above reveal that the majority of the participants (43.2%) justified that in general, these ICT tools were very useful for developing reading and vocabulary. On the other hand, (26.5%) of the respondents justified that these ICT tools help us to understand quickly and memorise well. In particular, (21.6%) shared the same justification, namely that audio-visuals are the appropriate tool for developing reading skill in the classroom, as they contain images and sounds. On the other hand, only 5.6% of the participants justified that the mobile phone is the most appropriate ICT tool for developing reading skill in the classroom, as it is more practical and easy to use. This is in contrast to five participants (3.1%) whose justifications were completely different, for example:

- ✓ The traditional method bores students; the internet is, therefore, the appropriate ICT tool to motivate them to read inside the classroom.
- ✓ The Internet is the main source of information that the learner needs.
- ✓ The Internet is an important e-tool for information and amusement. Reading books on the Internet is a good experience especially as any book can remain in the computer's memory for a long time
- ✓ The mobile phone is the ideal tool for developing reading inside and outside the classroom, as it is small and can be held easily; the learner spends a lot of time using it and reading anything through it.
- ✓ Data show is the right tool to develop reading skill in the classroom because there is no need to print anything to read it.

Question 15: According to you, what is the most effective ICTs tool for enhancing your reading skill and developing your vocabulary outside the classroom? Do not hesitate to state any tool that you feel is the most appropriate.

It was essential to ask this type of question in order to allow participants to express their own perspectives and suggestions regarding the effectiveness of the above-mentioned ICT tools in improving students' reading skill and developing their vocabulary outside the classroom. Participants were allowed to name any new tools that they felt were most appropriate.

As the participants' responses were repetitive, the researcher needed to present these results in a table and illustrate them in the following pie chart using the SPSS program.

Table 3.18: The effective ICTs tool in enhancing learners' reading skill and developing vocabulary outside the classroom

		Frequency	**Percentage**	**Valid Percentage**	**Cumulative Percentage**
Valid	Phone	26	16,0	16,0	16,0
	Digital dictionary	125	77,2	77,2	93,2
	Internet	11	6,8	6,8	100,0
	Total	162	100,0	100,0	

According to you, what is the most effective ICTs tool in enhancing your reading skill and developing your vocabulary outside the classroom ? Do not hesitate to state any tool that you feel is the most appropriate in.

- Phone
- Digital dictionary
- Internet
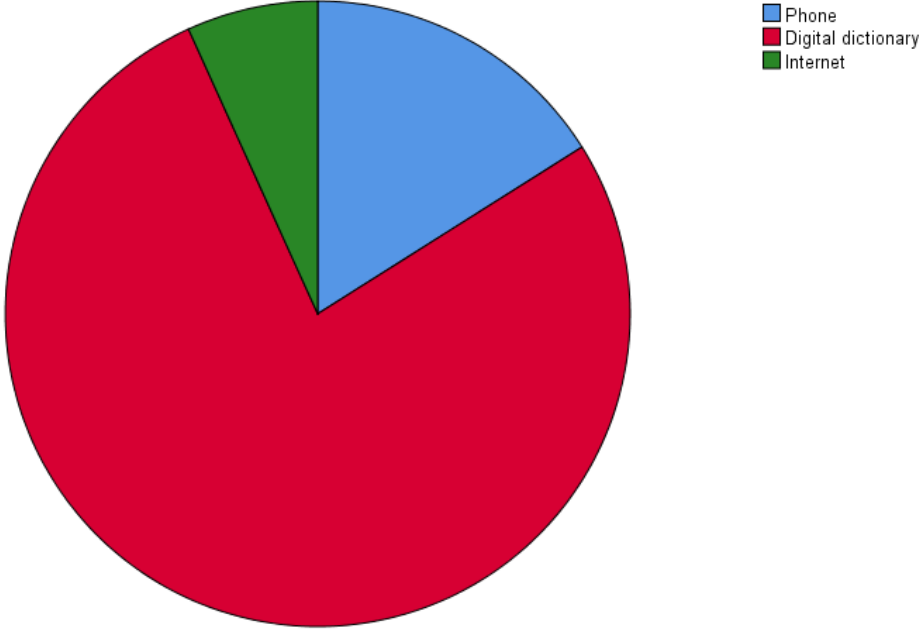
Pie-Chart 3.7: The effective ICTs tool in enhancing learners' reading skill and developing vocabulary outside the classroom

From the results obtained in the table and pie chart above, it seems clear that the majority of respondents (77.2%) consider the digital dictionary as the most effective ICT tool for improving reading skills and developing vocabulary outside the classroom. On the other hand, (16.0%) of the responses were in favour of the mobile phone and a minority of respondents (6.8%) opted for the Internet.

Question 16: Have you ever had an opportunity to benefit from the language lab/computer laboratory?

The intention behind this particular question is to find out how often EFL students have had the opportunity to benefit from the language laboratory. Participants were given a choice of five responses to this question: always, often, occasionally, rarely, never. The participants' responses are illustrated in the following bar graph and table. Without a doubt, the reader will observe that four modalities do not appear in the analysis table: always, often, occasionally and rarely, which is quite normal because the respondents' choice of these modalities was absent.

Table 3.19: The rate of attendance in the language lab/computer lab by EFL students

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Never	162	100,0	100,0	100,0

Have you ever had an opportunity to benefit from the language lab / computer laboratory?
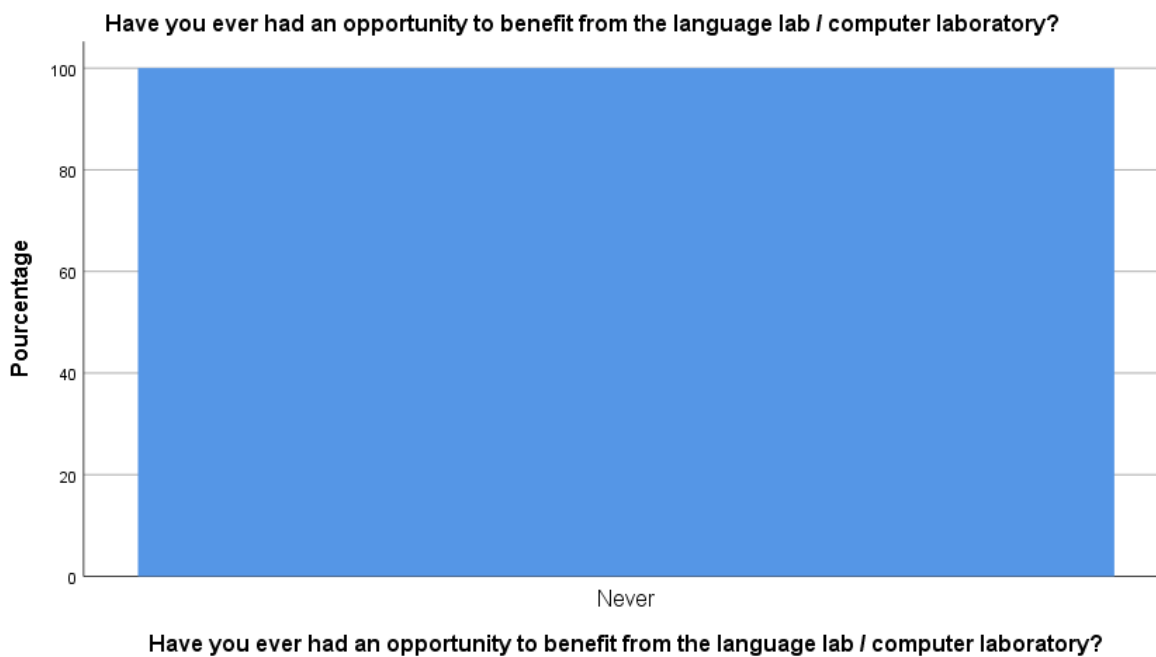
Bar-Graph 3.6: The rate of attendance in the language lab/computer lab by EFL students

As indicated in the bar- graph above, the total number of respondents (100%) said that they have never had the opportunity to use the language laboratory. The participants' responses regarding the rate of attendance in the language laboratory/computer lab, unfortunately, reflect the lack of interest of EFL teachers in taking advantage of these opportunities offered by the faculty. This in turn deprives students of its benefits in the development of all language skills.

Question 17: Do you think that integrating those ICTs tools can actually improve reading skill and contribute to acquiring more vocabulary?

This question aims to examine to what extent participants think that all the ICT tools mentioned in this questionnaire can improve reading and contribute to the acquisition of more vocabulary. For this question, respondents can choose between five modalities: strongly agree, slightly agree, agree, slightly disagree and strongly disagree. The reader will notice that one modality 'Strongly disagree' does not appear in the analysis table, which is quite normal because this modality was not selected by any respondent.

Table 3.20: The integration of ICT improves learners' reading skills and vocabulary acquisition

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Strongly agree	61	37,7	37,7	37,7
	Slightly agree	28	17,3	17,3	54,9
	Agree	71	43,8	43,8	98,8
	Slightly disagree	2	1,2	1,2	100,0
	Total	162	100,0	100,0	

Do you think that integrating those ICTs tools can actually improve reading skill and contribute in acquiring more vocabulary ?

- Strongly agree
- Slightly agree
- Agree
- Slightly disagree
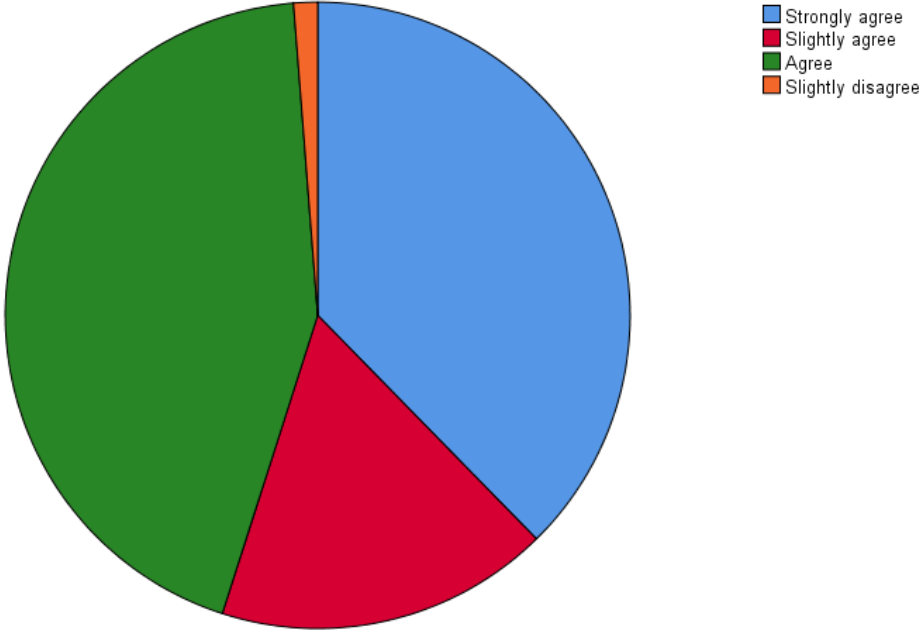
Pie-Chart 3.8: The integration of ICT improves learners' reading skills and vocabulary acquisition

The pie chart above consists of five main categories, one includes the respondents that strongly agree that integrating ICT can enhance reading as well as vocabulary acquisition while other participants slightly agree. Others agree, and others that w slightly disagree. The researcher has observed that half of the respondents (43.8%) agree that the integration of ICT

tools can indeed improve reading skill and contribute to the acquisition of more vocabulary, (37.7%) strongly agree with this idea, (17.3%) slightly agree, and almost none (1.2%) strongly disagree. Further, it should be noted that no one picked the last choice which strongly disagrees.

.

Question 18: To what extent the use of ICTs may impact you positively in developing reading ability and vocabulary?

The researcher designed this question as a final question in the questionnaire to figure out the students' views on the positive impact of using ICT in the development of reading and vocabulary. Similar to the previous question about the integration of ICT improves learners' reading skills and vocabulary acquisition. Respondents in this question are given four options to choose from: significantly, moderately, slightly, and not at all. As a remark, it should be mentioned that the last option "not at all" does not appear in the analysis table, which is quite normal as it was not chosen by any participant.

Table 3.21: The positive impact of ICT on the development of students' reading ability and vocabulary

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Significantly	82	50,6	50,6	50,6
	Moderately	72	44,4	44,4	95,1
	Slightly	8	4,9	4,9	100,0
	Total	162	100,0	100,0	
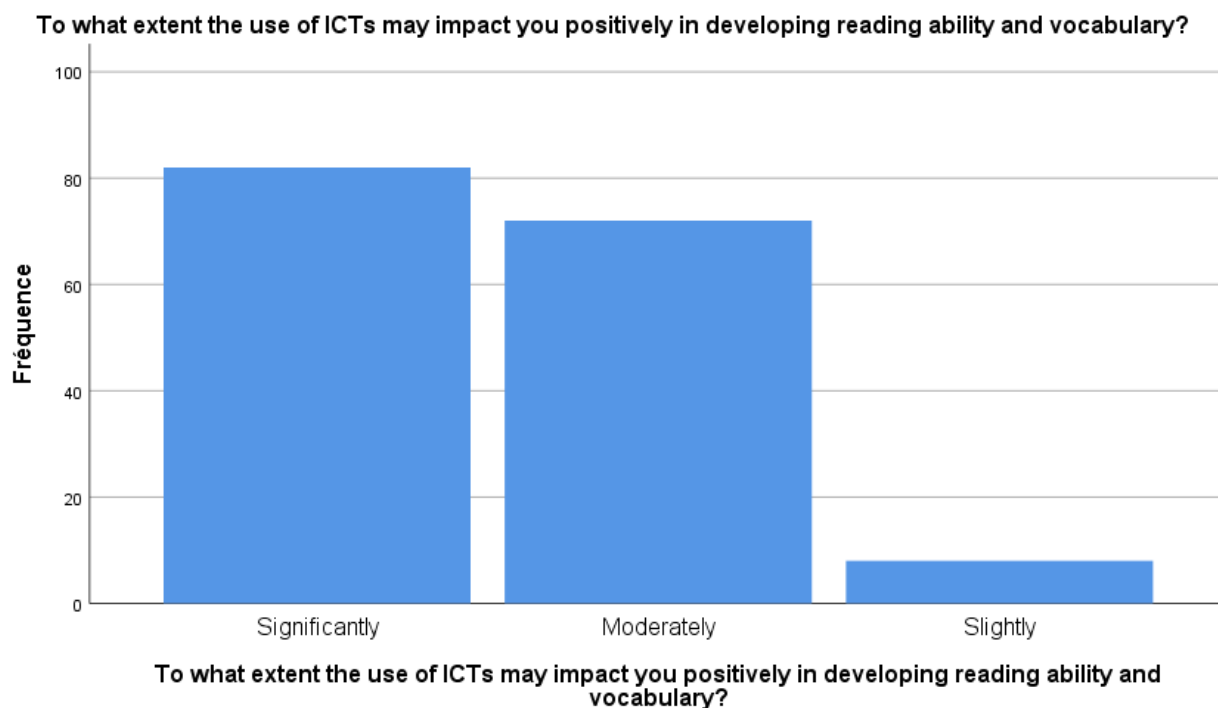
Bar-Graph 3.7: The positive impact of ICT on the development of students' reading skill and vocabulary

On the basis of the collected data presented in the table and bar-graph above, it is clear that half of the respondents (50.6%) state that the use of ICT can significantly have a positive impact on the development of reading skill and vocabulary, (44.4%) of the answers stand for the second choice which is moderate. More specifically, eight participants (4.9%) see that the use of ICT is slightly involved in the development of reading skill and vocabulary. However, no participant ticked the last box which contains the choice "not at all".

3.3.2 Analysis of teachers' interviews

Two face-to-face semi-structured interviews with EFL teachers (New generation EFL teachers and old generation EFL teachers or more expert EFL teachers) were used by the researcher to collect qualitative data in order to answer research questions (1) and (3).

As it was mentioned in the previous chapter that the interviewees' answers were recorded using the researcher's digital phone. As a result, the interview notes were rewritten effortlessly after each interview. The obtained data which emerged out of each interview had been analysed and interpreted qualitatively by the researcher as follows:

The first interview had been conducted with three EFL teachers who are concerned with teaching reading comprehension and written expression module at Mascara University in order to get more information about whether EFL teachers have ever used ICTs inside the classroom to teach reading comprehension and vocabulary. Regarding this interview, two EFL teachers were well disposed to the idea of giving the investigator little time from their period of teaching to answer the questions, while the third EFL teacher was a bit reluctant and she has a negative attitude toward being interviewed. In fact, numerous questions had been asked to the collaborators directly and orally for the sake of obtaining the maximum of evident and authentic data for this research work. The researcher attempts to analyse these data qualitatively as follows:

Questions One and Two:

- Could you please inform us about your experience in teaching the English language?
- What is your experience in teaching the reading skill as a module?

The above two questions were designed to discover how much experience the interviewees have in both teaching English and the reading skill as a module. In response to these two questions, the first interviewee said "My experienced in teaching English is 9 years, to be exact 3 years as partial time teacher in Economic Department at the University of Mascara and 6 years as a permanent teacher at the English Department" she said also "I have been teaching reading skill as a module for about 6 years I plan my syllabus and I have my own lectures". While the second interviewee said "I have been teaching the English language for 5 years it means I have the experience of 5 years in teaching reading skill in English department at the University of Mascara. The Third participant stated that she has experience of 4 years in teaching the English language and only 2 years in teaching reading skill. From the three EFL teachers' responses to the above two questions, the investigator notes that the three teachers have a short teaching experience in teaching English.

Question Three: Could you please give us a general idea about your duration of work concerning the hours of teaching the reading comprehension module for your second-year license?

The target of this question is to have a general idea about the interviewees' duration of work concerning the hours of teaching the reading comprehension module for the second-year

license. Truthfully, all the participants stated that the time allocated for teaching written expression and reading comprehension module for the second year license is that each group is having writing and reading twice a week to be exact 03 hours (1h30 for the course and 1h30 for the TD) is devoted for each group precisely from 08h30 to 10h00 and from 10h00 to 11h30 and also from 11h30 to 13h00 every Monday and Tuesday.

Question Four: There is no doubt that teaching reading skill is not an easy task to do, so could you please inform me if you are following any specific method of teaching this basic skill?

The purpose of this question is to find out whether the participants followed a specific method of teaching reading. In fact, the teachers' answers were different. One of the interviewees said: "What I prefer to use in my teaching process is to give hand-outs about short stories, fables, narrative texts. First, the students are asked to do silent reading, and then make quick discussions about the text as well as the questions". She also stated that "I always emphasise on using the communicative approach", to inform that she follows the "Give and Take" method when teaching reading. The other two interviewees stated that they use the "interactive method" to teach reading, as this method is based on involving students in their learning process through systematic interactions (interaction between teacher and student as well as between student and student). In other words, teachers and learners try to work interactively to encourage students to become active readers.

Question Five: How do you teach vocabulary?

The primary purpose of asking this question is to discover the methodology that the interviewees emphasise when teaching vocabulary. In fact, the researcher concluded from the answers of the respondents that teaching vocabulary is a part of reading texts. In fact, the three EFL teachers that have been interviewed focused on using synonyms and antonyms to teach their EFL students vocabulary. In addition to allowing the students to use their digital dictionaries to check the meaning as well as the right pronunciation of any ambiguous word in the reading text as the next step after guessing its meaning.

Questions Six, Seven, eight and nine:

- In teaching reading comprehension and vocabulary have you ever used ICTs?
- If yes, what kind of tools (software and hardware) have you used?
- How do you evaluate the effectiveness of these tools in the improvement of reading ability and vocabulary acquirement?
- If no, what are the barriers that prevent you from using ICTs in teaching the reading skill.

Being asked if the collaborators used any kind of ICTs tools in teaching reading comprehension as well as vocabulary this question raises many other clarifying questions such as what kind of tools (software and hardware) they used, how they evaluate the effectiveness of these tools in improving reading and acquiring vocabulary this is in case they use such ICTs tools. However, in case they don't use ICTs the question raised here is to discover the barriers that prevent them from using ICTs in their teaching reading comprehension module. In fact, all the interviewees uttered one word "rarely" when the researcher starts asking about the use of ICTs in their teaching process. Sometimes interviewees say things that are so strikingly similar in which the researcher deduces that ICTs tools are infrequently used especially data show and videos that may help the EFL students to be motivated and active in any reading courses.

In response to questions number seven and eight, "If yes, what kind of tools (software and hardware) have you used?" and "How do you evaluate the effectiveness of these tools in the improvement of reading ability and vocabulary acquirement?" one interviewee said "In my teaching process I prefer to use videos and data show at the end of the second semester in which I give the students such videos about short stories, for example, a story about ("Finding Nimo" Cartoon) then I ask them to imagine an end for this story". She further stated "I think that these ICTs tools are so effective to enlarge the EFL students' package of vocabulary as well as train their ears to listen to some native speakers and acquire new vocabulary. However, the other two interviewees stated that they don't see the relevance of integrating ICTs in teaching reading as a module except in two cases that can be summarized as follows:

1- In case of feedback, the teacher can suggest creating a Facebook account where the teacher can invite his/ her students to share ideas and even feedback about a successful method to acquire new vocabulary and to do more practice in reading.

2- In case of enlarging the students' package of vocabulary with the help of digital dictionaries on the students' mobile phones

However, when the researcher asked the participants question number nine which seek to know about the obstacles that prevent them from using ICTs' in their teaching. One interviewee stated, "The problem is not on barriers but I don't see the relevance of using such a method in teaching such module and my students still enjoying the traditional method". The researcher concludes that some teachers have a problem with mentality; in other words, some teachers find it difficult to change their teaching methods and adapt to a new teaching method, especially if they do not know how to use ICT tools. While the other two collaborators confirmed that some difficulties hinder them from using ICTs in the teaching process such as the huge number of EFL students being a big problem because only one data show was available in the administration to work with. In addition to the ignorance of how to use these ICTs tools. Consequently, the researcher deduces that most of the interviewees were not interested in using ICTs tools in their reading sessions.

Question Ten:
-   Do you think that integrating ICTs in the classroom can improve your EFL students' the reading skill and vocabulary?
-   If yes, could you please give us more details?

The investigator asked the above two questions to acquaint with the interviewees' viewpoints concerning the integration of ICTs in the reading classroom. All the interviewees had positive visions for the integration of ICTs especially to improve reading skill and vocabulary. One participant answered, "yes, I do believe in the idea of using ICTs in the reading sessions". She further added that integrating ICTs in the reading classroom lead to a great shift in the atmosphere of learning as well as teaching. In other words, integrating ICTs in the reading classroom can offer a sense of enjoyment in which EFL students will be more interested in the reading sessions plus they will move from the role of passive readers to the role of active readers. Whereas according to the other two participants' responses, they thought that

integrating ICTs in the reading classroom can make a great difference in learning the reading skill and acquiring vocabulary as well and they precisely believed that phones (digital dictionaries) are more beneficial than spoon-feeding especially in teaching new vocabulary with the correct pronunciation.

Question Eleven:

- Do you ever teach reading comprehension module in the computer laboratory?
- If yes, what do you think the advantages are of using this lab?
- If No, why you don't use it?

In these entire questions, two interviewees answered that they have never and ever used a language laboratory in teaching reading comprehension module for the only reason it can't be beneficial to improve EFL students' reading skill and even vocabulary. While the third participant answered, "No, really; I don't know that we have a language laboratory at the department and we are allowed to use it!!!". Consequently, the researcher concluded that EFL teachers are not interested in using language laboratories or even allowing EFL students to learn the reading skill in this new atmosphere. Unfortunately, the language laboratory is neglected by EFL teachers as well as the administration despite all its benefits in facilitating the teaching and learning processes in addition to increasing the students' motivation to read.

Question twelve:

- Have you ever encouraged your students to read outside the classroom?
- If yes, how do you do this?

For these two last questions, there was unanimity of respondents that reading outside the classroom is essential for EFL students to develop their reading skill and acquire more vocabulary. One interviewee stated, "yes, I regularly ask my students to read outside the classroom using printed books, magazines, newspapers or even via the net since most of them have internet access on their phones". While the other participant said, "yes, at the beginning of the year. I ask them to read a novel (free reading) and to succinctly summarize it". Indeed, the third collaborator also focused on free reading in which she gives her students different novel tittles in which they select one novel's title to read it, summarize it, to analyse it.

The second interview's questions are meant to provide information about the current position of teaching reading as a skill at Mascara University that is to say whether teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one or not. Besides, whether teachers view ICT as a helpful tool in teaching reading and vocabulary. The second interview was composed of fourteen questions (see Appendix 'C'), the interview was intended for two EFL teachers who are more experienced in teaching reading as a module at mascara university and witnessed both reforms: The traditional and L.M.D. systems. A question is designed to know teachers' experience in teaching the English language in general and their experience in teaching the reading skill as a module in particular. Furthermore, another question is designed to seek which attitude the interviewees have towards the modifications that happened in teaching the reading skill within the new reform of the LMD system while another one is aimed to figure out teachers' views about incorporating ICTs in the reading classroom to help learners grow with a good reading competence and vocabulary acquisition.

Equally important, the findings which emerged out of this interview had been analysed and interpreted qualitatively as follows:

Questions one and two:

- What is your experience in teaching English as a foreign language?
- What is your experience in teaching reading as a module?

Two questions were asked to figure out how much experience both interviewees have in teaching English in general and in teaching reading in particular. From the teachers' answers to the first question, the investigator notes that both teachers have a long teaching experience as one of them has been teaching for 30 years while the other one has been teaching in this since 1981 which means he has experience of 39 years in teaching English.

In response to the second question, "What is your experience in teaching the reading skill as a module?" One informant said that he has over 4 years of teaching reading skill as a module. While the other informant said that he taught reading for more than 5 years. Hence, the researcher notes that both teachers have approximately the same experience in teaching reading skill as a module.

Question three: Since reading skill today is taught together with written expression in one module what method do you follow in teaching this module?

This question aims to know if the interviewees followed any specific method to teach the reading skill since it is taught today together with written expression. One of the interviewees said that "Written Expression is taught within a Reading" and he has illustrated with an example: "To teach describing people in writing, students are exposed to a reading passage describing a person". While the other interviewee said that "I think am not teaching reading now. I used to teach reading. Nowadays as you have said that reading is tightly linked to writing I think that reading is a good opportunity to enhance writing because reading you know it gives the learner background to start their writing they may read an article and then discuss the article they may comment on the article adds something on the article that would be you know writing. The problem on writing is what we called the writing block so with the help of reading you are going to avoid the writing block because you will have more ideas to write about". And he added an example of a method that he used to follow when he was teaching written expression and reading comprehension module he said "and I remember giving assigning short stories to my students. The stories were open-ended because I wanted my students to imagine an end in writing and every learner has his ending this is how I introduce reading". Consequently, the investigator deduces that both interviewees have the same teaching reading method which is 'Reading a passage to write something.

Question four:

- How can you involve two skills in one session without neglecting any one of these two skills?
- Which skill (reading or writing) do you emphasize more on during the session?

In response to the question, 'How can you involve two skills in one session without neglecting any one of these two skills?" both interviewees answered that if the teacher starts his/her lecture by reading a passage then ask questions on that piece of reading so actually the students are writing something here even if it is short sentences or answers or more of the same. And that is why reading and writing are taught together because there is a tight relationship between these two skills. Concerning the question, which skill (reading or writing) do you emphasize more on during the session? one of the interviewees' responses was "I emphasise on

writing skill more than reading skill during the reading comprehension and written expression module" surprisingly, he focused in his answer on one of the main reasons that make him the emphasis on one skill rather than the other. He stated "I emphasize writing skill during the session because of the policy adopted by the state to rationalise expenditure, which obliged the administration to print papers in minimal quantities during lectures or tutorials or just in necessary cases such as examination papers and timetable postings or deliberation of examination marks…etc. Compared to previous years where printing papers, as well as toner, were available at all times." While the other participant stated that he emphasizes practising written skills more than reading and gives the reason for providing such special attention to written expression more than reading comprehension is that "through writing, you can guess whether the students have read and understood the text". From all the above, the researcher concludes that reading skill was less highlighted by EFL teachers.

Questions five and six:

- Within the new reform of the LMD system, what is your attitude towards the modification that happened in teaching the reading skill?
- If you find that there are defects, what remedies do you recommend to improve the situation?

In response to these two questions, both EFL teachers were ready to lend the researcher a hand by expressing their attitude towards the modification that happened in teaching reading and also by providing some recommendations in which the researcher could reveal some interesting facts about the current position of teaching reading as a skill at Mascara University in the LMD system. First, one Concerning the question "within the new reform of the LMD system, what is your attitude towards the modification that happened in teaching the reading skill?". One collaborator stated, "I think that the modification that happened in teaching the reading skill within the new reform of the LMD system was Not bad! Provided that novice teachers are trained". To inform that he wishes this modification happened after providing novice teachers with a training program on how to deal with teaching the reading skill. While the other interviewee stated that "it is difficult to determine my attitude toward the modification that happened in teaching the reading skill within the new LMD system but generally I think it is acceptable" and he added that "timing is not sufficient, we need more time to teach the two

skills. In the past, in the Classical system, we used to have three hours per week for each skill, which should be at least six hours for each skill. But in the LMD system, the two skills are taught together for only 3hours per week. Therefore, the researcher concludes that both teachers had a positive attitude toward changes in teaching the reading skill, but they saw that there are gaps which need to be filled to improve reading instruction in the LMD system, so they give suggestions such as:

- ✓ Training teachers on how to deal with reading will positively improve the situation.
- ✓ Mainly more time for both skills.
- ✓ More practice for reading and writing skills.

Question seven: What do you think is the best way/ strategy to enhance students' reading skill and develop their vocabulary?

The purpose behind asking this question is to know what is the best way or strategy to enhance students' reading skill and develop their vocabulary. Actually, according to the first participant's response, he emphasizes two strategies "Extensive reading/ Project based on reading". While the other collaborator said: "I think the teacher should choose topics of interest to the learners, if the learners are interested in the text that the teacher provides they will be motivated to read more and henceforth they will acquire more vocabulary." The researcher noticed from the respondent's answers that they used the traditional way to enhance EFL students' reading skill and develop their vocabulary.

Question eight: Have you ever integrated ICT into your teaching?

-If No, why have not you used ICT in your EFL teaching?

This question aims to figure out whether the interviewees integrate ICT in their teaching or not. One of the teachers answered "No". Surprisingly, he further stated that "The faculty lacks the tools". While the other participant stated "Yes, I do, but not regularly " and he added that "first of all, providing PDF story and some time with a data show you can have a reading in front of the whole class and this ensures that everyone is reading first of all and has understood the topic (the idea) as well". Therefore, the researcher concluded that the two interviewees had rarely used ICT in their EFL teaching, especially audio-visual aids such as

computers, videos which can create good learning and teaching atmosphere for EFL students and teachers; on the other hand, ICT can help EFL teachers to present their lessons better, which makes the learners more active and motivated.

Question nine: If yes what type of software and hardware have you used?

  -What did you use the ICT for?

The aim of this question is to know the type of software and hardware that both teachers used and for what purpose ICT is used. In fact, only one of the interviewees answered this question. Interestingly, he said that "My long experience in teaching English as a foreign language has taught me that the use of ICT in teaching is mainly considered as a facility to provide texts instead of printing and so forth. In addition, with the help of a data show, you can highlight an idea in the text. For example, if you click on a word, you can get the definition of that word, its opposite or its synonym. It's a very interesting tool and an amazing option what we can do with just a word". From the collaborator's response, the researcher deduces that teaching experience can help EFL teachers to use the right ICT tools in the right way and for the right purpose.

Question ten: Have you received any training on how to integrate ICTs into your EFL teaching?

-If yes, what type of training did you receive and where did you receive your training?

The aim of this question is to have an idea if the interviewees had received any type of training on how to integrate ICT into their EFL teaching. In response to the question both participants seemed disappointed since they said "No, never" when they were asked, "Have you received any training on how to integrate ICTs into your EFL teaching?". Again, when the participants were asked "If yes, what type of training did you receive and where did you receive your training?" they uttered only two words "self-trained". From the response of both participants, the researcher, unfortunately, found that training on how to integrate ICTs into teaching is totally neglected by the administrative staff, which is a bad sign that needs to be changed, because without training, teachers would face many technical problems during the presentation of lessons. Therefore, EFL teachers found themselves to be outdated in comparison

to the evolution of the computer field to what will affect specifically the student and in general higher education.

Question eleven: What about students' attitudes towards technology? What did you notice? Is it positive or negative?

The purpose of asking this question is to discover the positive or the negative EFL students' attitudes towards technology. One of the collaborators stated "For me, students are fond of using technology even if they do not make the best of technology in the EFL classroom " while the other participant said " As we can see today, every student has his/her own mobile phone and laptop which are used for chatting or surfing the web. I think there is no problem with this digital generation of EFL students because they are not technophobic learners" Accordingly, the researcher concludes that EFL students have a positive attitude towards ICTs in general.

Question twelve: Do you think incorporating ICTs in the classroom can help learners grow with good reading competence and vocabulary acquisition?

-If yes, could you please explain and give us more details?

One reason why the researcher asked this question is to figure out whether teachers think that incorporating ICTs in the classroom can help learners grow with good reading competence and acquire more vocabulary. One of the interviewees said "yes, I am convinced that incorporating ICTs in the classroom can help learners grow with a good reading competence and vocabulary acquisition because nowadays EFL students are more attracted to audio-visual materials. While the other participant believed that "The current generation is more concerned with technology. The answer to your question will be yes, technology will be useful". He further stated that "When we think of technology we think of everything that is in the computer laboratory/language lab, like chat, which helps to improve vocabulary and to have good feedback, we can talk with each other, they make sure they avoid mistakes and speak correct English they won't be valid or corrected by their pairs" in this vein, the researcher deduces that incorporating ICTs in the classroom or even in language laboratory can definitely help learners grow with a good reading competence and vocabulary acquisition

Question thirteen: Relying on your classroom experience, what would you do to stimulate your students and encourage them to improve their reading skill and acquire vocabulary?

In this last question, the interviewees were asked what they do to stimulate their EFL students and encourage them to improve their reading skill and develop vocabulary. One of the participants answered "Encourage students to read extensively" interestingly, he added that "Teachers' collaboration is a must" In fact, the teacher here and relying on his experience in teaching English as a foreign language in general and reading skill, in particular, see that "there is a great need to have a collaboration between Reading Comprehension and Written Expression teachers with Oral Expression teachers" actually, he supports his answer by an example in which he believed that "making EFL students read and present what they read as an oral presentation or poster to their peers can enhance their reading skill and develop their vocabulary". While the other collaborator's answer was as follows "I think here, it is a good idea if you send an email where you put a short story (give them time a week) and ask your students to write a summary of a story and of course, you will mark this homework". He further has stated that "sending homework and waiting for your students' responses through email can enhance their reading and of course, while reading they encounter difficult words that they want to know its meaning and used it so vocabulary will enhance too". Here the researcher completely concludes that teaching experience can help the EFL teacher to be more creative in using any technique to improve EFL students' reading skills and develop their vocabulary, like the technique of asking students to read a story, make a summary and send it in the mail before a deadline for this.

3.3.3. Analysis of Classroom Observation

Seeking of collecting more authentic data, the researcher has used classroom observation as a last research instrument in this research work to gather useful information about implementing ICTs inside the classroom to enhance EFL students' reading and vocabulary development and on what is going on in the reading classroom. For the sake of accomplishing the observation, the researcher indeed has used note-taking as a way to fulfil the task.

As was mentioned in the previous chapter, classroom observation was conducted through a series of observation sessions over the two-semester academic year 2018-2019. Indeed, the observation was linked to five elements: reading classroom setting, interaction in the reading classroom, the developmental flow of the lesson/lesson presentation, lesson activities, and use of learning aids. Thus the findings are divided into five parts, the first part is

devoted to the description of the reading classroom setting, to be precise, the total number of students, participation of students in the reading classroom, The amount of teacher talking time (T.T.T.), The number of students talking time (S.T.T.), The role of each teacher in their reading classroom (source of all the information, facilitator, guider). Whereas, the second part is intended to sort out information about the interaction of students in the reading classroom through observing many elements like students' motivation, students' interest….etc. The third phase is devoted to the description of the developmental flow of the lesson/ lesson presentation by observing the way teachers early begin their lessons and the method that the observed teachers adopt. Also, by figuring out which skills those EFL teachers focus on during their sessions (written expression or reading comprehension) or whether they involve both skills in one session. The fourth part is devoted to the description of classroom activities to be exact, the reading texts used by the teachers (short/long), whether they emphasise only answering questions related to the text in the lesson activities, and whether they focus on vocabulary in the lesson activities only through synonyms and opposites questions….etc. Finally, the last part is devoted to the description of learning Aids, that is to say, ICTs used by teachers in the reading classroom.

3.3.3.1. Reading Classroom Setting

Knowing what is happening inside the reading classroom is not an easy task to do, that is why the investigator starts with the first part of the observation to elicit information about:

1. The total number of students

2. Participation of students in the Reading Classroom

3. The amount of teacher talking time (T.T.T.)

4. The amount of students talking time (S.T.T.)

5. The role of the teacher in the classroom (source of all the information, facilitator, guider)

The researcher had known from the administration that the total number of second-year EFL students is 240 students, divided into eight groups; with 30 students in each group. As might be expected, there were not a lot of absences in all the sessions that the researcher attended since the module is a basic and fundamental module.

Concerning student participation in reading class, it was noted that the majority of students were bored during the sessions; they were silent all the time, which means that the amount of students' talking time is less than the amount of teacher's talking time. It was noticed also that teachers in the reading classes were the sources of all the information as they design the lessons (the reading texts and lessons activities). Only one of the observed teachers, during the lessons, gave students pieces of advice and guidance to facilitate the reading process, for instance, by highlighting any important information in the text read. To be able to review this information later. Remarkably, while the reading process is done. the researcher observed that all the students in this classroom had highlighting pens and tried to pick out all the important parts of the text with these pens.

3.3.3.2. Interaction in the Reading Classroom

In the second part, the researcher focused on seven elements during the observation of the student's interaction in the reading classroom:

1. Students are active.

2. Students are motivated.

3. Students are not motivated.

4. Students are involved in reading comprehension.

5. Students are involved in written expression

6. Students show their interest by asking questions

The observation of the reading class revealed that the majority of EFL students were passive and unmotivated, while few were active. The teachers try to motivate their students, but it was found that the common feeling of the majority of the students is monotony and boredom, as they show no interest in asking text-related questions. The researcher noticed that silence reigns over the class in the middle of the session, as the researcher felt that the class is empty. The students become more and more bored as they read long texts and it is seen that they start to count the time until the session ends.

As outlined in the previous chapter, the reading comprehension course is taught in the English department at the University of Mascara as a combined module with written expression. This compound module, "Reading Comprehension and Written Expression", is taught twice a week. The allotted time is three hours per week. According to the researcher's observation in the classroom, the teachers have increasingly focused on teaching written expression in the sessions to reinforce the student's involvement in the skill of writing. Concerning the reading skill, the researcher observed that there is a lack of interest in teaching this skill by teachers, and this is due to the absence of course design for this skill, the researcher observed that there is collaborative work in the negative sense in that teachers have stopped making the effort to prepare courses in return, they use the same courses, the same texts, the same examples and even the same questions and this since the classical system even though we are currently in the new system which is the LMD system (see Appendices 'G' and 'H').

3.3.3.3. The Developmental Flow of the Lesson/Lesson Presentation

In the third phase, the researcher takes into consideration several elements during the classroom observation with the main purpose is to figure out which skill EFL teachers focus on during sessions (written expression or reading comprehension) or whether they involve both skills in one session.

1. The way teachers early begin the lessons

2. The method that teachers adopt.

3. Teachers focus on reading comprehension

4. Teachers focus on written expression

5. Teachers involve other skills such as listening and speaking skills in sessions.

6. The reading materials that teachers use during lectures

7. Teachers use the English language in explaining difficult words

8. Teachers use the Arabic language in explaining difficult words

9. Teachers use two languages in explaining difficult words

10. Teachers make students guess the meaning of difficult words

11. Teachers make students check the difficult words' meaning by using a print dictionary

12. Teachers make students check the difficult words' meaning by using a digital dictionary on their digital phones

13. The use of dictation

14. Teachers end lessons with an overall summary

The observation paved the way for the investigator to collect information about the way teachers begin the lessons in addition to figuring out which skill EFL teachers focus on during sessions (written expression or reading comprehension) or whether they involve both skills in one session. During the observation, the researcher remarked that teachers in reading comprehension began the lecture by giving the students a text with questions related to the text and asking the students to skim the text and read it silently to get a general impression of the content of the reading and to give them a chance to underline difficult words.

After that, teachers picked out some students to read the text loudly for the sake of scanning the text to make students find answers to the questions that they have in their minds and the text. After the scanning process, teachers give the students a few minutes to answer the reading comprehension questions. When they began to answer the questions that are related to the text, what was noted is that there was organization in the classroom as EFL students took part in the sessions by raising their hands to answer the questions. Concerning the method that was adopted, learner-centred seemed to be the dominant approach since EFL students are educated in English. Additionally, concerning written expression, it was observed that dictation was used by all the teachers to enable the students to write lessons.

During the observation task, the researcher noticed that teachers put much more emphasis in the presentation of the lessons of the module on written expression, more specifically on teaching punctuation marks, prepositions, nouns, etc. as a course, than on teaching reading comprehension texts. There was no involvement of listening skill due to the non-presence of listening materials in the reading classroom. However, as far as speaking is concerned, teachers allowed students to practise speaking through the discussions on which the reading lessons were based. Most students showed interest by freely asking many questions

related to the reading texts and expressing their views on the teachers' questions during the lessons.

Truthfully, reading comprehension sessions were dry and boring because teachers used only long texts and short stories as reading materials to teach this module. Concerning vocabulary acquisition, EFL teachers in all reading comprehension sessions asked the students to select first the most difficult words from the reading texts and to guess the meaning of these words from the context. Actually, at that time, the researcher noticed that all students have checked the meanings of difficult words using their digital dictionary on their mobile phones.

As expected, the researcher has noted in all sessions that the teachers use English to explain difficult words since it is the target language and the students do not face any obstacles in understanding it since they are EFL learners. Surprisingly, however, the investigator observed that one of these three teachers rarely used Arabic to explain difficult words. Overall, it can be said that English is the main and dominant language used by EFL teachers to explain difficult words in reading.

Equally important, the print dictionaries were not used by EFL students in explaining difficult words as far as reading comprehension s sessions are concerned. However, digital dictionaries were sometimes allowed by teachers to check the meaning and the pronunciation of the difficult words that they face. Last but not least, the investigator observed that teachers do not finish the lesson with an overall summary neither in reading comprehension nor in written expression sessions.

3.3.3.4. Lesson Activities

The fourth part of classroom observation is devoted to lesson activities, as far as reading comprehension sessions are concerned, by watching very keenly the following elements

1. Teachers emphasise reading texts.

2. The texts are long/short.

3. Teachers emphasise answering questions related to the text in lesson activities

4. Teachers focus on vocabulary in lesson activities through synonyms and opposites questions.

5. At the end of lesson activities, teachers focus on asking the students to summarise the text

The lesson activities that the observed EFL teachers have provided during the reading comprehension sessions to enhance the EFL students' reading skill and develop their vocabulary are various. As was mentioned previously, the researcher has noticed that EFL teachers always began reading comprehension sessions by giving students a text to read with questions related to the text. In addition, it was observed that there was a focus on stories as reading texts. Most of the time, reading comprehension texts were too long, when the students begin to read the text, the researcher noticed the reflection of boredom on their faces. Concerning the activities related to developing the students' vocabulary, the researcher has observed that teachers emphasise only synonyms and opposites questions. However, at the end of lesson activities as far as written expression is concerned, teachers focus on asking the students to summarise the text or to rewrite the text using for instance simple sentences only as the last activity to do in the session (see Appendix 'G').

3.3.3.5. Use of Learning Aids

The observation process was ended with observing the use of learning Aids in the reading classroom as the last part to permit the investigator to get some information about:

6. Teachers use audio-visual materials
7. Teachers use language laboratory
8. Teachers use hand-outs
9. Teachers use the whiteboard
10. Other ICTs used by teachers

Indeed, in all the teaching lectures, the researcher noted that hand-outs and the whiteboard seemed to be used as materials in the reading classroom much more often than audio-visual aids.

Remarkably, the teachers asked the students to use only their phones (digital dictionaries) as an ICT tool that could improve their vocabulary and reading skill by enabling them to read the word and pronounce it correctly. Unfortunately, as far as the use of the language lab is concerned, the teachers did not work with it at all and the reading skill was taught during all sessions only in the classroom. Overall, it can be said that ICT was used very little by the EFL teachers who were under observation.

3.4. Conclusion

In this chapter, the researcher has attempted to analyse, present the results obtained from different tools such as EFL students' questionnaire, EFL teachers' interviews and classroom observation. The use of ICT in improving EFL students' reading skill and vocabulary development is studied to explore students' attitudes towards integrating ICT into their reading class. In addition, the views of the older generation of EFL teachers on the status of reading as a module in the LMD system, given that they have extensive experience of teaching this module in the traditional system as well as in the new system. Also, to see if the new generation of EFL teachers integrates ICT into the teaching of the reading comprehension and written expression module.

The findings on which this chapter is based allow the researcher to provide some beneficial suggestions and recommendations. Therefore, the last chapter will attempt to suggest a certain number of ideas and recommendations for integrating ICT as an innovative method in teaching reading and developing students' vocabulary. Since ICT has nowadays become an integral part of education, especially with the emergence of the pandemic covid19.

Chapter Four
Implications and Recommendations

Chapter Four: Implications and Recommendations

4.1 Introduction

In the previous chapter, the researcher focused on the data collected and the analysis and interpretation of the results obtained via SPSS software. In this chapter, however, the researcher summarises the interpretation of the main findings of this study, in addition to suggesting recommendations regarding the implementation of ICT in EFL classrooms in general and in the reading module in particular.

Based on the results obtained from this study, the researcher proposed some ideas to help EFL teachers improve their students' reading skills by embedding ICT in their daily practices. The chapter ends with a reading lesson plan that gives an example of how ICT should be implemented. In fact, the online reading lesson design aims at helping EFL students to learn to read through ICT. Last but by no means least, the research puts forward a proposal of an online training course for EFL teachers regarding the use of ICT to help them enrich the teaching process.

4.2 Summary and Discussion of the Main Results

In the final stage of this chapter, the researcher has endeavoured to enrich this research through a summary and discussion of the main findings of this study. To this end, it appears that the three research instruments, namely the questionnaire presented to the EFL students, the interviews conducted with the EFL teachers and the observation in the reading classroom have allowed the investigator to collect a significant amount of valid and reliable data regarding the use of ICT in improving the reading skill and vocabulary development of the EFL students. The interpretation and analysis of these data have allowed the researcher to confirm the hypotheses previously posed in chapter two.

First of all, the quantitative information obtained from the first section which is related to EFL students' attitudes towards learning reading skill revealed that the majority of the participants are aware of the importance of reading skill in developing their level in English. The same result was achieved by Tugrul (2012, p.91), who stresses the significance of the reading skill in playing "a big part in successful language learning". Up to the point and from the same latter source Bright and McGregor (1970, p.52) whom believe that "Where there is little reading there will be little language learning ... the student who wants to learn English will have to read himself into the knowledge of it unless he can move into an English environment"(cited in Tugrul, 2012, p.91). To give an illustration, the importance of reading

cannot be underestimated. It is the key to the acquisition of any foreign language in general and to learning English in particular. Reading be it extensive or intensive has a powerful impact on one's learning process because the more one reads and the more he picks up items of vocabulary and grammar from the novels s/he is reading often without realising it. This, in the long run, will widen the horizon of his / her language knowledge. In the same vein. Scrivener (2011, p.264) states

> In everyday life, we tend to do much more extensive reading, ie fluent, faster reading, often of longer texts, for pleasure, entertainment and general understanding, but without such careful attention to the details. There is certainly a place for intensive reading in class, helping students to uncover and accurately understand details in a text-but this is by no means the only strategy that a good reader needs. Being able to read fast and fluently is also important.

Regarding the EFL reading comprehension sessions' enjoyment, it appears from the numerical data that EFL students often or even occasionally enjoy reading comprehension sessions and this boredom is mainly due to the long texts.

This was also found in other studies e.g. a study conducted at the University of Karlstad, Sweden by Hughes (2015) who seeks to examine attitudes on reading among students. The result of his study revealed that the majority of students have an attitude of easily being bored in reading classrooms. Hughes (2015, p.6) stated that

> What was becoming apparent to me as I spent more time in the classroom was that students were not only uninterested in reading texts in English – their second language – but they were not enthused about the prospect of reading in Swedish either. Some students, though admittedly not all, consider reading a challenge. Furthermore, I have heard more than one teacher remark that their students read "very little" and find it "difficult" and "boring".

A well-enriched study that was conducted at the University of Malang Indonesia focused on the assessment of students' perception towards the use of the Internet to improve reading comprehension mentioned by Sudiran (2015, p.691) where he concluded that "the students have positive perception towards the use of the Internet as a part of information and communication technology" he also considers that "the Internet is an important tool to improve their reading skills" (p. 688). It appears that the latter result is similar to the result reached by the researcher in this study which is that the practice of reading outside the classroom using the Internet is highly recommended by EFL students at the University of Mascara.

As far as vocabulary is concerned, the findings of this study showed that the majority of EFL students at Mascara University used many strategies to deal with difficult words, and using digital dictionaries on their mobile phones is the dominant one. This finding has also been made by other published research. For instance, Asgari and Mustapha (2011, p.87) found that all students at University Putra Malaysia used at least one of the most popular strategies to deal with unknown words such as using a monolingual dictionary, guessing from the context, and learning through the English language media. Moreover, a study conducted in Iran by Rezaei and Davoudi (2016, p.139) revealed that "the use of dictionaries is a great help in vocabulary learning and nowadays the emergence of electronic dictionaries has added a new and valuable resource for vocabulary learning". In this vein, Knight (1994), and Ronald and Ozawa (2008) are among the considerable number of researchers that believed in using electronic dictionaries in acquiring vocabulary and learning the English language. The latter two researchers, Ronald and Ozawa (2008, p.1), reported that EFL students at A-Najah National University in Palestine have a positive perception of using the electronic dictionary on their mobile phones to acquire new vocabulary. Additionally, another previous study conducted by Yukselir (2017, p.306) found that students in Turkey held positive attitudes towards learning vocabulary with the help of mobile phones.

In the same line of thought, the last question in this section was asked to gather information about the best way to remember just learned words. The participants' responses reinforce the idea that reading skill is very important in acquiring vocabulary. However, conversations, listening to native speakers, and writing are also needed to develop vocabulary and help the learner to remember words that they have just learned. The achieved results concur with previous studies such as knight (1994, p.1) who found that "vocabulary can be learned incidentally while reading". In other words, "reading is normally the major vehicle for

continued vocabulary acquisition" (Benettayeb, 2010, p.27) she report also on her study that "reading improves vocabulary knowledge and vocabulary knowledge supports reading development" it means reading and vocabulary are two sides of the same coin.

The second section in the EFL students' questionnaire was intended to test the second hypothesis that the investigator posed in this research work, this last section indeed, is formulated to gather data about integrating ICTs in the reading classroom. Therefore, the results revealed from question number eleven that the majority of the students prefer to learn with ICTs as an innovative method. This result was similar to the conclusion drawn by a study conducted by Benettayeb (2012) about ICT and Reading: In the Technology- Enhanced Extensive Reading Classroom in which she revealed that 1st Year EFL Students at Hassiba Ben- Bouali University of Chlef (Algeria) "are enthusiastic for the idea of implementing the new technologies mainly computers and the internet in the EFL reading/ extensive reading classroom"(p.9).

The different responses of the EFL students to questions twelve, thirteen, fourteen, fifteen, sixteen, and seventeen as well helped the researcher to discover many facts about the research topic, in fact, the researcher can confirm that EFL teachers rarely used ICTs in the reading classroom. Therefore, the third hypothesis, which stipulates that EFL teachers rarely used ICTs in teaching reading skill and developing vocabulary, is confirmed. This result was not found by Gajek (2015) who conducted a survey in Poland on the use of ICT by language teachers. Indeed, her results revealed that "PowerPoint presentations and the interactive whiteboard are used regularly [by language teachers]"(p.4). The same result is consistent with the study by Farzaneh et, al. (2016, p.23) according to which teachers frequently use ICT tools including their private digital equipment to prepare and in their teaching process.

Moreover, participants in the present study, especially in the question thirteen and fourteen, emphasised the need to learn with the data show, mobile phones, audio-visuals, internet, and computer and they precise more on the effectiveness of digital dictionaries as ICTs tools that can help them to develop reading skill and vocabulary inside and outside the classroom. These findings are consistent with Asgari and Mustapha (2011, p.89) who found that students in Malaysia use some strategies to improve their reading skill and to acquire more vocabulary such as learning a word through reading, the use of dictionary print or an electronic one, the use of ICT tools such as internet, computer ….etc.

On the other hand, as far as question number fifteen is concerned, 100% of students who have taken part in the questionnaire mentioned that they have never had an opportunity to

benefit from a language laboratory even though this lab offered by the faculty always works and there is an ICT teacher there to be in service if needed. Surprisingly, several recent studies in higher education in Algeria put forward the idea of EFL teachers' abstinence from using language laboratories. For instance, wealth research was conducted by Bouchefra (2017) on computer-assisted language learning at Djilali Liabes University: Attitudes and Hindrances. He found that most of the teachers who took part in his interview and questionnaire had never used the Computer laboratory or language laboratory before, and attributed this abstinence to many reasons, such as "some teachers believe that CALL has no added value as it is not more effective than their traditional methods, especially with some subjects that rely solely on lecturing" (p.165)

The valid data collected through the participants' answers to questions sixteen and seventeen show that almost totally EFL students agree to a great extent with the idea that ICTs tools can improve their reading skill and contribute to acquiring more vocabulary. Meanwhile, the sweeping majority of participants under investigation are very interested in the research topic; which shows that they have a positive attitude towards the positive impact of ICT in improving their reading skill and developing their vocabulary. Accordingly, the second research hypothesis, which states that ICTs have a positive impact on improving students' reading skill and vocabulary development, is confirmed. This also was found by Stepp-Greany (2002) who reports that "the use of technology is seen to have a positive influence on the development of the four language skills" (cited in Natalia, 2016, p.6).

To go deeper in the investigation of the present study, two interviews with EFL teachers were conducted to obtain specific information on the implementation of ICTs in the classroom to empower students' reading skill and vocabulary development. In addition, to find out about the current position of teaching reading skill at the University of Mascara. During the first interview, the three interviewees generally assumed that they did not have a lot of experience in teaching English as well as in teaching reading skill. Data analysis of this interview revealed that most EFL teachers prefer to teach reading skill using hand-outs about short and long stories, fables, narrative texts.. etc, as far as teaching vocabulary is concerned, they focus only on synonyms and opposite in teaching vocabulary that is mainly considered as a part of reading texts. In addition, the interviewees express their positive attitudes towards the use of digital dictionaries as an appropriate ICT tool to enhance vocabulary as well as pronunciation. Compatible with the findings of Kullberg (2011) who investigated whether teachers experience that their students are positively stimulated by the use of ICT when learning English. His result

showed that Swedish teachers "see technology as something positive, something that enriches both their teaching and their students' learning" (p.10). It is also believed that "teachers have a positive attitude regarding the use of ICT in teaching and learning" (Msila, 2015; Olakanmi and Batchelor, 2015; Yukselir, 2016; cited in Muianga, 2019, p.94).

Questions Six, Seven, eight and nine of this interview yielded significant results, in the sense that they helped the researcher in confirming the third hypothesis, which states that EFL teachers rarely use ICT inside the classroom to empower EFL students' reading skill and vocabulary development. All the interviewees had the same answer in which they said that ICTs tools were "rarely" used in the classroom, especially for teaching reading and vocabulary. This part of the interview asked the interviewees for the reasons that prevent them from using ICT in their teaching reading skill. Two interviewees indeed have a problem of mentality with integrating ICTs in their teaching. Their way of thinking prevents them from using ICTs and sticking to their traditional method, regardless of whether ICT is useful for improving the reading skill or not. They stated that they enjoy their way of teaching and they don't see the relevance of integrating ICTs in teaching reading as a module. This result is also found by Muianga (2019) who conducted a study at Eduardo Mondlane University, Mozambique, on the role of ICT in the shift towards student-centred learning in higher education. His findings revealed "that people's mindsets and their subconscious values play an important role in the success of implementing new tools and approaches."(p.4)

The third interviewee agreed on several problems that prevent her from using ICT inside the classroom. The major issue is the huge number of EFL students and the inadequacy of ICTs equipment as there is only one data show available in the English department to work with. Another issue is the ignorance of how to use these ICTs tools in other words teachers' lack of the needed ICTs skills prevents them from implementing any innovative tool in their teaching. These results are similar to the findings of Mewcha and Ayele (2015) who found that many barriers prevent teachers in Ethiopia from using ICT tools in teaching and learning processes and they listed them as follows:

- ✓ Inefficient time to prepare materials based on technology
- ✓ Lack of teachers' technical knowledge to prepare materials based on technology.
- ✓ Shortage of resources like the computer, projector etc
- ✓ Inefficient number of media (printer, scanner etc.) for effective use of computers
- ✓ Inadequacy of computers used by learners
- ✓ Deficiency in support services in ICT usage for teaching-learning.
- ✓ Lack of interest of teachers in ICT usage for teaching-learning.

Mewcha and Ayele (2015, p.122)

While discussing the effectiveness of integrating ICTs in the classroom in improving EFL students' reading skill and vocabulary, the interviewees show positive attitudes towards this point, which demonstrates that they are well aware of the significance of ICTs in enhancing EFL students reading skill and vocabulary development. Concerning the last question, on the use of the language laboratory, it was found that all the interviewees once again agreed on the same answer, this time stating "never and ever" as their response, attributing this abstention from using the language laboratory to various reasons, mainly that teachers tend to turn a blind eye to taking their students to the language laboratory to learn because it is beyond their scientific capacity, as they do not have a basic knowledge of ICT and have not been trained to do so and therefore cannot master the use of the computer equipment in the language laboratory. Moreover, the mentality of teachers, who reject this sudden change and prefer the traditional teaching situation, cannot adapt to this new practice. This was also found by other previous studies such as Parker (1960) in which he noted that "foreign language teachers feel suddenly involved in a technological revolution, suddenly chin-deep in a tide of new demands upon their competencies, and they seek, some almost frantically, enlightenment and practical help". Quoted in (Roby, 2004, p.526).

The second interview that is conducted with two Old generation EFL teachers (the more expert EFL teachers) sought, however, to confirm the fact that teaching reading as a skill is less highlighted in the new LMD system in comparison to the classical one. As a matter of fact, the two EFL teachers drew directly on their extensive experience to answer the interview questions and to help the investigator in every way possible. The first question revealed that these two EFL teachers have approximately the same experience of more than 30 years in teaching English as a foreign language.

It is worth remembering that with the new reforms of the LMD system in higher education reading skill was taught with written skill as a combined module namely the "Reading Comprehension and Written Expression module". Question number four revealed that both interviewees emphasise practising written skill more than reading, and they justify the particular attention they give to written expression more than to reading comprehension by the fact that there is not a standard syllabus for the "Reading Comprehension and Written Expression" module. This result is consistent with the conclusion of a previous fruitful survey article written by Yahyaoui (2017, p.8) in which he mentions that "there is not a common syllabus for this module. Each teacher, depending on his [or her] own competence and expertise as well as his [or her] experience in teaching designs a syllabus where he [or she] considers his [or her] students' needs ". In the same context, both interviewees point out that they place more importance on written expression because through writing the teacher can guess whether the students have read and understood the text. On the other hand, the other interviewee blames the policy adopted by the state to rationalise expenditure, which forces the administration to print papers in minimal quantities during lectures. Compared to previous years especially in the classical system where printing papers, as well as toner, were available at any time. Therefore, these results certainly confirmed the first hypothesis, which states that teaching reading as a skill is less highlighted in the new LMD system.

As far as questions number five and six are concerned, both interviewees have a positive attitude towards the modifications that happened in teaching reading skill within the new reform of the LMD system. However, there were negative gaps that need to be filled to improve the teaching of reading in the LMD system; they, therefore, make two suggestions to positively improve the situation. Firstly, devote more time to the practice of reading and writing skills. Secondly and certainly the most important suggestion is training teachers on how to deal with reading skills because this skill, under the new reform of the LMD system, is taught as a combined module with written expression. The same comments were previously mentioned in a study done at Abdelhamid University in Mostaganem by Sarnou et, al.(2012, p.186) who conducted a questionnaire for 10 EFL teachers in which the researchers concluded that:

despite the newness of the LMD as a new reform and the lack of supplying more pedagogical training for teachers and students in universities before LMD implementation, Algerian teachers are optimistic about the complete adoption of the LMD system, and thus expect that they can face all sorts of problems in overcoming the difficulties and establishing and mastering the use of ICTs in their classrooms

As a matter of fact, in this present study, both interviewees stated that they did not regularly use ICTs in teaching referring to the lack of tools in the English department. The same result was achieved by Fazilet (2014, p.15) who conducted a study at the university of Relizen-Algeria in which she concludes that "teacher education institutions are no longer strictly utilizing ICT".

About the eleventh question asking whether the interviewees had benefited from a training programme on how to integrate ICT into their teaching, the responses were as follows the same "self-training", they went on to remark that they never receive any kind of training even though it is so important to attend a training on how to integrate ICTs as a first stage of success. In the same line of thought, Fazilet (2014, p.9) believes that:

The teachers need to learn to teach with digital technologies, even though many of them have not been taught to do so. The aim of teacher training in this regard can be either teacher education in ICTs or teacher education through ICTs

To recapitulate, the researcher in this research study, deduced that EFL teachers rarely used ICT in their teaching mentioning their abstinence of integrate ICT in their teaching to the lack of ICT equipment and the absence of such theoretical and practical training on how to use ICT in teaching. Accordingly, these results confirmed the third hypothesis.

Regarding the interviewees' perspectives towards the usefulness of integrating ICT into the classroom to help learners grow with good reading competence and vocabulary acquisition. Both interviewees believe that technology will be very useful, especially in the case of using a computer laboratory to make the students talk with each other, they make sure they avoid mistakes and speak correct English so they won't be valid or corrected by their pairs. A well-documented study that explored the effectiveness of ICTs in enhancing reading skill and vocabulary development is mentioned in a study conducted in Denmark by Natalia (2016) who concluded that tablets and computers have a positive effect in enhancing the reading skill and vocabulary development in which she founds that "the iPad useful because of the ability to use different applications" (p.163). From another perspective, one interviewee stressed the need for Reading comprehension and written expression teachers to collaborate with oral expression teachers. Similarly, the other interviewee drew on his long previous experience in teaching reading skill to propose an idea as an example of how can EFL teachers stimulate their students and encourage them to improve their reading skill and acquire vocabulary through the integration of ICT. Interestingly, he suggests a technique of sending an e-mail where the teacher put a short story and asks the students to write a summary of a story as homework. Therefore, using e-mail as an ICT tool to send a story as homework can certainly improve reading skills as well as vocabulary. In this context, it is worth quoting Motallebzadeh (2011, cited in Khalaf, 2017, p.23) who believes that:

> E-mail may help students improve their reading skills as it has several advantages such as being an enjoyable, comfortable and suitable learning tool, and time, money and effort saving that make e-mail an important factor that plays a great role in improving reading comprehension

The data collected through classroom observation, which is the third research instrument in this study, helps the researcher to verify the validity of the third hypothesis. An important observation was found is that only hand-outs and the whiteboard seem to be used as materials in the reading classroom much more often than audio-visual aids.

A very noticeable remark noted from this analysis is that the only ICT tool used in the reading classroom to acquire vocabulary is the digital dictionary. Indeed, this ICT tool allows students to check the meaning and pronunciation of any difficult words, which enables them to enhance their vocabulary acquisition. This result is in line with a study conducted by Hamdi (2015, p.180) In which he "concluded that electronic dictionaries would be effective and motivating aids to reading comprehension". However, using only digital dictionaries in the reading classroom is not enough to state that teachers of English as a foreign language are implementing ICT in the reading classroom, as ICT tools include all hard Word digital materials such as computers (language lab), data shows, videos ...., etc., in addition to Soft Word (operating systems) especially digital platforms such as Google Meet, Zoom, etc. Hence, the third hypothesis, which states that EFL teachers rarely use ICTs inside the classroom to empower their students' reading skill and vocabulary development, is confirmed.

4.3 Technology and its components

ICT is an umbrella term for any product that stores, retrieves, manipulates, transmits or receives information electronically in a digital form as Mbaeze. Ukwandu. Anudu (2010, p.129) asserted. Additionally, it is concerned with the way these different applications are interrelated in use. Instances of these ICTs include personal computers, peripheral devices, email and applications which has been floating around the internet …., etc. these are included under the domains of hardware and software.

Hardware according to Kennewell (2004) is the equipment, such as a PC, or Interactive Whiteboard (IWB) this latter is include displaying Figures from a computer through a digital projector onto a large board. They are called interactive because users can interact with the content on the board using their fingers or a stylus, Chliaras (2014, p. 9). In addition Data Show is considered an essential electronic tool that enables teachers to expose information on the wall via connecting to a computer (ibid). Recently, this device is widely used and highly recommended in EFL classrooms to improve learning and teaching as well.

Fernini (2017:113) defines Hardware as " Hard components of your computer system that you can see and touch. Your keyboard, monitor, disk drivers, mouse, diskettes, CD- ROMs, etc. are all referred to as "Hardware". This hardware is what you need to view and/ or play computer software". She added that software is "An electronic computer program or data that

is viewed or played using computer hardware. Microsoft windows, for example, is computer software, as are Word, Netscape, and Frogger."(ibid, p.120). The following table explains several technologies that are classified into information and communication technology commonly used in teaching and learning processes.

Table 4.1: Hardware and software (Adapted from Fernini, 2017, p. 107- 120)

Applications	Domaine	Usage	Examples
Computer	Hardware	A general-purpose machine that processes data according to a set of instructions that are stored internally either temporarily or permanently.	PC, laptop, Notebook PC, MAC-APPLE
Peripheral devices	Hardware	A computer device, such as a CD-ROM drive or printer, that is not an essential part of the computer (i.e., the memory and microprocessor). Peripheral devices can be external, internal	Keyboard, Mouse, Printer, Monitor, Scanner, CD-ROM drive, Modem, Hard disk, Graphic card, TV card (Satellite card)
Applications/programs	Software	Software programs that help with a type of work that people acquire computer systems to do, such as word processing; are commonly called applications programs or applications, and contrast with systems software.	Microsoft word, internet explorer, PowerPoint, PDF
PDF	Software	This acronym stands for Portable Document Format, It is a type of file that was created by Adobe Systems. That allows fully formatted, high-resolution, PostScript documents to be easily transmitted across the Internet, and viewed on any computer that has Adobe Acrobat Reader software, which is readily available for free.	
Adobe Acrobat Reader	Software	A software program developed by Adobe Systems is used to view files in PDF format. The software displays documents with the same layout and design as the original.	

		A matrix of networks connecting millions of computers around the world that all work together to share information. The computer you use to access information, the computer that others use to assemble information, and all the computers in between are considered independent hosts of the Internet or Net	
Internet	Software		
E-mail	Software	Short for electronic mail, e-mail is the ability to send and receive messages through a communications network, namely the internet, using your computer. It consists of messages, including text documents and photo files, sent from one user to another via a network. E-mail can also be sent automatically to a number of addresses. Instead of positing letters, you send and receive short or long messages through your PC over an ordinary phone line.	Gmail, Yahoo,
Operating System(or OS)	Software	The most important program that runs on a computer. Every general-purpose computer must have an operating system to run other programs. Operating systems perform basic tasks, such as recognizing input from the keyboard, sending output to the display screen, keeping track of files and directories on the disk, and controlling peripheral devices, such as disk drives and printers.	Microsoft windows, UNIX, macOS
Adobe Shockwave Player	Software	Is a set of programs that allow Macromedia Director animation files to be played over the Internet with a web browser. Possible uses for this type of animation on the Web include	

		online advertising, games, training, and animated logos.	
MPEG or MPG	Software	An acronym for Moving Pictures Experts Group, an industry committee that has developed a set of compression standards for moving Figures such as films, video and animation that can be downloaded as MPEG files, and viewed on a computer	
Multimedia	Software	The use of computers to present text, graphics, video, animation and sound in an integrated way	Windows Media, VLC, MPEG

The world is currently undergoing a technological transition that represents a global event and has brought about a colossal change in all areas. Technology and its components, especially its new applications, such as Zoom and Moodle platforms, have become a very important means in the academic field, especially with the outbreak of the Coronavirus where learners, teachers as well as administrations were in the process of creating these platforms to work with since the Coronavirus forces them to do their work, communicate, teach and learn at a distance.

4.4 Recommendations

This study presents a number of recommendations for decision-makers and the administration of English department at the University of Mascara, as well as for teachers of reading comprehension module , in order to improve the teaching and learning processes of English as a foreign language in general, and to enhance reading skills and vocabulary development. These recommendations are based on the results of this research. They also draw on some of the perspectives outlined in the first chapter, taking into account the unexpected situation of the corona virus.

4.4.1 To Decision-Makers and Administration of English Department at Mascara University

In order to prepare future Algerian EFL students to master ICT during and after their university studies, the authorities need to work on the following points

- ❖ Encourage the university to equip all classrooms with the most appropriate Information and Communication Technology, such as computers with minimum configurations suitable for purely scientific use, and fixed data projectors used for all presentations.
- ❖ The university's infrastructure should be modernized. In other words, the usefulness of old computers and equipment should be reviewed regularly. If it is decided that computers are not needed, they should be removed appropriately.
- ❖ language laboratories should be well equipped.
- ❖ Access to the digital library should be facilitated.
- ❖ It is recommended that the authorities provide adequate high-speed Internet access for the sake of encouraging EFL teachers to integrate technology into teaching English as a foreign language in general and reading comprehension module in particular.
- ❖ The university should strive to allocate a separate annual budget for the maintenance and development of their ICT systems
- ❖ The administration should provide ICT training for its students and teachers.
- ❖ The English department should devote serious effort and energy to developing its own e-learning platform, and not rely solely on Facebook.
- ❖ it is highly recommended that the (practical) computer learning module should be included in the curriculum
- ❖ Teaching EFL students to read in the language lab helps them develop their reading skills and acquire vocabulary. With this in mind, the researcher recommends that the program for EFL students should include at least one session of practicing reading in the language lab.

4.4.2 Recommendations on Encouraging EFL Teachers to Use ICT to Teach Reading Comprehension

Recent developments in ICT have generated a great deal of interest in how these technologies can be integrated into the process of learning and teaching English. Based on the significant data obtained in the first interview, and taking into account the fact that EFL teachers have a mindset problem when it comes to integrating ICT into their teaching, it is strongly

recommended that teachers should be encouraged to use ICT. Encouraging them to use ICT is the driving force behind many changes, so it's the best solution to the above-mentioned problem.

Actually, it is not an easy task to encourage EFL teachers to use ICT in teaching reading comprehension, but here are some suggestions:

- ❖ Provide EFL teachers with a general training on how to integrate ICT effectively into their teaching of reading comprehension. This can help strengthen their competence and confidence in using technology.
- ❖ Find for EFL teachers examples of successful experiences of how other EFL teachers have successfully used ICT in their teaching of reading comprehension. This can inspire and motivate teachers to integrate technology into their teaching process.
- ❖ Give EFL teachers the opportunity to try out ICT tools and approaches to teaching reading comprehension. This can help them discover what will work best for their students and reinforce their confidence in using new technologies.
- ❖ supporting or rewarding teachers of English as a foreign language who successfully integrate ICT into their teaching of reading comprehension.

4.4.3 Digitisation: Towards "ZERO PAPER" in Education

For millennia, paper was the only means of storing, transmitting and retrieving information. However, today, with the advent of technology, a great upheaval has occurred, and the use of paper has been increasingly reduced until ideas from companies, offices or schools and even universities "ZERO PAPER" are developing all over the world

To Bromley (2010, p.106), "surely, objects like pens, pencils, and paper soon will disappear. Surely, more reading and writing will be electronic". To put it differently, we should all believe that pens, pencils and paper cannot possibly exist in the digital world where everybody has to rely on wireless technology to read and write.

The higher education system in Algeria has embarked on a policy to achieve the goal of zero paper, whose first phase is the implementation of an electronic paper system for the dematerialization of the internal document process at the level of the institution's entities. This process consists of checking the validation circuit of a document in digital format until its electronic approval. As part of this process, the Minister of Higher Education and Scientific Research gave strict instructions to the heads of institutions in their sector via a note addressed

to them to generalize paperless publishing, advertising and posters in universities and replace them with digital advertising (Khitouche, 2022) to ensure the rationality of expenditure and move towards a clean environment, as what is called green learning.

All the universities in Algeria, including the University of Mascara, have welcomed the paperless policy as a step that not only speeds up modernisation and digitisation, but also eases the burden on the national economy, since "Algeria [used to] imported 1.2 million tons of paper a year, at a cost of 450 million euros. […] higher education and scientific research institutions consumed half this amount" as Tujjar, an environmental activist and a professor at Ferhat Abbas University Sétif 1, explained (cited in Mazzouzi, 2022)

It's worth mentioning that the transition to distance learning during the COVID 19 emergency at the University of Mascara has clearly helped to minimise the excessive use of paper in the English Department. The following table shows a comparison of the consumption of different consumables at the level of the English Department Printing Office before and during the period of COVID, when the digital platform was officially used.

Table 4.2: Comparison of the consumption of different consumables at the level of the English Department Printing Office before and during the period of COVID

	Type of consumable	Consumption Before the COVID Period	Consumption During the Use of the Platform and Social media Facebook	Observations
1	A4 Paper	90 -120 Reams of paper	90 -120 Reams of paper	For the entire language faculty during exams
2	A4 Paper	50-60 Reams of paper per month	0	For the entire language faculty reserved for courses
3	A4 Paper	20 Reams of paper	20 Reams of paper	For the English department during exams
4	A4 Paper	15 Reams of paper	0	For the English department reserved for courses.
5	A3 Paper	02 Reams of paper per 45 days	0 - ⅓ Reams of paper	for posting

According to the above table and data obtained from the person in charge of the print office, paper consumption during the examination period remains the same whether before or during the COVID-19 period. Furthermore, the administration uses between 50 and 60 reams of A4 paper in the language faculty and 15 reams in the English department during the normal teaching period, i.e. before the COVID period. However, this volume of consumption virtually disappeared during the COVID-19 pandemic.

Actually, during the COVID period, there was a consumption of A3 paper for deliberations and posters that amounted to 02 reams in 45 days. The use of the Facebook and digital platform has led to a significant reduction in consumption, ranging from 0 to one-third of the ream of paper.

In a nutshell, the use of electronic texts instead of printed documents, along with new ICT tools such as Zoom, Moodle platforms, Facebook and email, helps to reduce pollutants, limit the use of paper and preserve the environment for green learning.

4.4.4 Recommendations for using E-mail with Students out of EFL Classroom

Currently, e-mail is considered to be the most common tool used by Internet users to communicate and exchange messages with each other. Not only text files (Word-PDF-PowerPoint) can be transmitted or received, but also other files such as Figures and audio-visual files (sound and video). Among the best-known e-mail services in the world are Gmail and Yahoo. It is used for many purposes, including contacting friends, applying for jobs and contacting teachers and students. Similarly, e-mail has become an indispensable part of everyday life, both in the professional and personal spheres.

Indeed, one of the main important domains in the world where e-mail is strongly required is the academic field.

No one can deny the benefits of this Internet service in the academic field, which helps the administration to keep in touch with both teachers and students. It also allows teachers to communicate easily with learners outside the classroom, especially when giving homework. It is worth mentioning here that Fredriksson, Gajek and Jedeskog (2009, p.24) clearly illustrate that through email, learners "were expected to send their work electronically to the teachers and receive their comments electronically".

Based on the significant data obtained from the second interview, the following recommendation should be mentioned using email as an ICT tool to send a story as homework

can enhance EFL students' reading skill as well as vocabulary. The EFL teacher also can use E-mail as an ICT tool to send them a resume of any work that happened inside the classroom. In this case, EFL students can work independently of the teacher and they try to improve their writing skills so that they are not corrected by their classmates, especially for grammar errors. Last but certainly not least, one of the main advantages of using e-mail is that this ICT tool is relatively easy to use and it is not complicated to teach people who are not experienced with this kind of technology to open an electronic account.

4.4.5 Recommendations for Using Electronic Dictionaries During Reading

For the foreseeable future, hard-copy dictionaries will probably only be used by teachers and learners to check the meaning of an unfamiliar word or its pronunciation. However, thanks to considerable advances in technology, the pace of dictionary development has accelerated, giving rise to a plethora of different electronic dictionaries, so much so that it's difficult to choose one, as each can offer the user a wider range of linguistic functions such as translations, definitions, synonyms, spellchecks and grammatical corrections. Above all, these online dictionaries are regularly updated to keep pace with language evolution.

Electronic dictionaries are those whose content exists as digital data and can be consulted on a variety of devices. Electronic dictionaries are available in a variety of forms, from software installed on tablets and laptops to smartphones applications and websites embedded in e-readers. Some are completely free, while others charge a fee. The following table contains a few examples of digital dictionaries:

Table 4.3: Online dictionaries examples

Online Dictionaries that are Usually Provided	"Premium" Online Dictionaries that are Available by Subscription	Online Dictionaries that are Free to Use
• TheFreeDictionary.com • Dictionary.com • Kotobank • Google dictionary	• Oxford English Dictionary • Van Dale • Kenkyusha Online Dictionary	• Collins Online Dictionary • Duden Online • Larousse Bilingual Dictionary • Macmillan English Dictionary • Merriam-Webster Learner's Dictionary

In the same context, online dictionaries have been recognized as a learning facilitator that helps learners understand unfamiliar words in a text. They provide definitions, synonyms, phonetic transcription as well as American and British pronunciation of the target word. Bilingual electronic dictionaries and monolingual dictionaries for inflectional languages often include interactive verb conjugation functions, as well as a "jump" or "skip search" function that allows users to switch from one dictionary to another when looking up a word.

There is no doubt that reading skill plays an important role in the higher education life of EFL learners. Reading can sometimes lead learners to spend a lot of time reading passages when they have great difficulty in understanding key words. In this regard it is highly recommended that EFL students should use one of up-to-date online dictionaries during text comprehension sessions, as Bensoussan (1983, p. 341) asserts that consulting a dictionary while reading is considered "an integral part of the reading process". In the interest of making the reading comprehension process as quick as possible, online dictionaries solve the problem of students being slow to understand unfamiliar words in a text, and can thus speed up the reading comprehension process.

Accordingly, Torres and Ramos (2003) state several features of the integration of digital dictionaries in EFL classroom generally and in reading comprehension sessions particularly. The most important features are as follows;

- interactivity,
- quick access,
- speed-up of the comprehension process

It is noteworthy that the above features might encourage EFL students to read and to use more dictionary as Weschler and Pitts (2000) believe. In their parts, Hulstijn, Hollander and Greidanus (1996) seem to share and follow the same path. They argue that students will be more inclined to use digital dictionaries, as opposed to the tedious process of finding information by leafing through paper dictionaries.

Now and for many years as well, the issue of vocabulary in EFL classes in general and in reading comprehension sessions in particular is always one of the main linguistic issues in EFL teaching and learning that needs to be brought to the fore. On the plus side, integrating online dictionaries into reading comprehension sessions is becoming a necessary condition for EFL learners to help them enrich their vocabulary and, consequently, facilitate their reading comprehension. In this vein, a question frequently raised is how EFL teachers can integrate digital dictionaries into reading comprehension sessions without any students being left behind. So, before integrating digital dictionaries into EFL classrooms in general and reading comprehension sessions in particular, EFL teachers need to :

➢ work with mobile learning, which means they need to ensure that all students have access to technology, specifically mobile devices such as smartphones or tablets, as well as a good Internet connection to use these tools.

➢ Provide EFL students with training in digital skills and knowledge, including basic skills in information and communication technologies.

➢ ensure that all EFL students have a personal digital dictionary on their smartphone, so that they can consult it when they need to check a word in a reading text.

➢ Foster teamwork and interaction among EFL learners, through the use of ICT tools including online forums, social media platforms and e-mail.

➢ provide students with access to a variety of digital information, online educational resources and learning aids, such as digital libraries containing books and that can be freely accessed by all.

To sum up, it is useful for EFL teachers to support students in different ways when they fail to grasp key concepts, but relying solely on the same techniques over and over again can be demotivating. EFL students must learn to be independent readers and not depend entirely on their teachers for every obstacle they may encounter. To this end, integrating ICT into reading comprehension sessions, such as the electronic dictionary, is a fast and effective learning tool that allows EFL learners to improve their reading skills and expand their vocabulary.

4.5 Teaching and learning processes under Covid 19 in Algerian Universities

Coronavirus is a force that has changed many aspects of the way we live, the outbreak of the covid 19 pandemic in 2019 has caused enormous upheaval, resulting in the total closure of all schools and universities in the country. According to the Ministry of Higher Education and Scientific Research Directive, the University of Mascara was no exception and also closed its doors following the Algerian authorities' decision of 12 March 2020, which stipulates the total closure of all institutions, schools and universities (Makhloufi, 2020, p.1).

The administration here relies mainly on teachers' assistance and distance learning has become the only key to the continuity of teaching and learning processes. Nobody was ready for this shift in learning, neither the administration, the teachers, nor even the students. The administration is not ready Because the departments are not equipped with the basic technological infrastructure to meet the objectives of distance learning such as virtual classrooms, The teachers are not ready because of their illiteracy to use technology, especially learning platforms such as Zoom, Moodle, Google meet….etc. Students are not ready because of poor access to the Internet in rural areas.

4.6 A proposal for EFL teachers training

With the emergence of the Covid 19 pandemic, the learning space becomes even more challenging for teachers and students, both inside and outside the classroom. Indeed, they are placed in unexpected situations without any preparation. The question then arises as to how

teaching and learning processes can be implemented under these difficult conditions. The researcher sees this situation as a challenge for administrators, teachers and students alike.

With this in mind, and with the aim of finding solutions and putting an end to these constraints, the researcher proceeded to carry out a training course for teachers of English as a foreign language. In addition to a number of other central objectives that the researcher has taken into consideration in preparing this training course. The most important objectives are as follow:

- ✓ Recognition of digital resources.
- ✓ Determining the suitability of digital resources for learners (added value).
- ✓ Learning techniques for searching for digital resources, acquiring them and adapting them to different learning situations (Figure processing, sound and editing).
- ✓ Systematic integration of digital resources into classroom practice.
- ✓ Acquiring the skills needed to make optimum use of ICT in education.
- ✓ Mastery of the programmes needed to process data.
- ✓ Researching and using digital resources (software and hardware), tools, documents, Figures and videos and mastering how to process and adapt them by using this technology in its various aspects in order to serve optimal practices in education or in the classroom.
- ✓ enables good communication within the school environment.
- ✓ Publication of information via electronic mailboxes (email) and websites.
- ✓ Use of discussion groups such as blogs and forums.

For the sake of meeting the previously mentioned objectives of the ICT training course, the researcher designed the following distance training which is based on the theoretical component about the integration of information and communication technology in the teaching process, whose researcher has offered this training for English teachers for a period of no more than a fortnight via the Zoom platform under the assistance of experts in the field of ICT. This training will take place over the following stages:

1) Collecting emails and the complete names of the English language teachers involved in the training.
2) The distribution of teachers in several groups randomly.
3) Sending notifications to the teachers of the first group via their email accounts.

4) Sending the training program including schedule.

5) Sending the Zoom platform link which allows the user access by clicking on the link only.

6) The beginning in the courses of training.

7) In the final stage, participants will be notified via email to submit online feedback as a reflection of the ICT training course.

4.6.1 Getting started

This part of the online training is theoretical in which the trainer identifies the basic concepts including, the information society, the electronic sources of information and its characteristics ...etc.

4.6.1.1 The Information Society

This new society is defined as a society based on the enormous quantity of information, where individuals use information intensively, as can be seen in social media and international communication, so that the society characterised by this attribute is likely to improve its knowledge and information and reinvest it in such a way as to benefit from the restoration of development and the improvement of quality. Broadly speaking, the information society is made up of two main components: computers and intelligent devices, and databases. These two elements vary in terms of their characteristics.

4.6.1.2 Characteristics of the Information Society

It's worth mentioning that there is a chain of characteristics of the information society, such as:

- ✓ Widespread use of information between individuals in society
- ✓ The use of information as an important resource
- ✓ Investment by the IT sector in sociological, economic and scientific fields

4.6.1.3 Electronic Information Sources

Electronic information sources are sources that can be found on computers or via the Internet. These two major sources can be elaborated as follow:

a- Computer Sources

This refers to information that has been saved on this device, either by audio or video recording, and can be transported, saved and used from one computer to another via cables, USB keys, CD chambers or external hard disks.

b- Sources via the Internet

These kinds of sources can be audio, visual or audiovisual data, accessed via web browsers and then searched using search engines using keywords, until the information is accessed in the form of an Figure, video or, for example, a scientific article in PDF format. To this end, the trainer will endeavour to show the difference between a web browser and a search engine, so that trainees do not confuse the two terms.

4.6.1.4 The Difference Between Search engines and Web Browsers

It should be pointed out that there is a major difference between these two types of software, which Internet users need to be aware of. This difference can be clearly seen from the three main elements listed below:

A- Application versus Software.

Most browsers are applications that allow us to access information via the Internet, while search engines are software designed to search for information via the Internet.

B- Function

The difference in terms of function is that browsers enable us to access and present websites, while search engines enable us to search for information on different websites.

C- Installation

In regards to installation, browsers are installed with certification on the various devices used by users, while search engines operate on the Internet without absolute installation.

4.6.1.5 Web Browser Examples

In fact, there are many examples of web browsers such as Google, Mozilla... to cite but a few. The following table shows various examples of web browsers and their logos.

Table 4.4: Web Browser Examples

Web Browsers	Logo
Edge	
Google Chrome	
Internet Explorer	
Opera	
Mozilla Firefox	

4.6.1.6 Search Engines

The best-known search engines are of course Google and Yahoo, but they do not go far enough in terms of scientific research and can offer users inaccurate information and randomly published articles. For this reason, it should be noted that search should be carried out using search engines specialising in scientific research, such as google scholar, google books, etc. The following table summarises the different search engines useful to researchers, with their logos as well as their different characteristics.

Table 4.5: Search Engines Examples

Search Engine	Logo	characteristics
Google Scholar		Google Scholar can be searched using the library's own search criteria, such as the author's name and date of publication. It groups all copies of an article into one link, making the information-gathering process easier and more flexible. It filters search results, enabling the researcher to quickly obtain the search address. Multidisciplinarity and diversity of sources and studies in different world languages
Google Books		Google Books allows users to buy and download books from a huge library of over 5 million e-books, including books in Arabic and English. Unlike other e-book shops such as Amazon Store and Apple iBooks, Google Books allows users to download a copy of the books they purchase in PDF or ePUB format and read them on any device that supports digital books in these formats. Users can obtain books for free or for a nominal fee via Google

		Books, and can obtain books in English and translate them.
Research Gate		The possibility of downloading research files in PDF format (subject to copyright). The researcher can contact other researchers who cite your research (when they are registered on the site). The investigator can communicate with researchers and ask them directly for research or send questions. The researcher can also answer questions in the discipline and obtain answers from experts in the field.
ERIC		ERIC is a national information system designed to provide access to a broad range of educationally relevant science. Its mission, as stated on the database site, is to improve education in the United States by increasing and facilitating the use of educational research and information to improve learning, teaching, and educational decision-making practices. This is an important issue. ERIC offers a variety of services and products that can help users stay on top of a wide range of educational issues. Products and services include research summaries, bibliographies, reference services, computer searches and document reproduction.
The Virtual LRC		A site that helps students to gather targeted information quickly, identifying the most

		relevant results from a list of credible resources, and making it easier for them to find primary sources away from undesirable and marginal sites that lack academic or journalistic rigour.
Citeulike		While searching for dozens of references on specific research, citeulike has more than 7 million researchers and scientific writers, and despite the sheer volume of research documents available, it gives the researcher free access to these documents, and finds many relevant scientific results in a short time.
Microsoft Academic		The Microsoft Academic platform has been developed to be easy to use for all categories of people. It therefore has a simple and very practical user interface, and is not very different from Google or any other search engine. If someone wants to search for a particular subject, all they have to do is enter the word describing the subject in question to obtain a huge list of references, subjects and relevant articles.

4.6.1.7 Digital Platforms

These two terms refer to any hardware or software that uses hosting, an application or a service that runs on the operating system and the coordination of programs that use a set of instructions for a particular processor.

Digital platforms are remote configuration platforms, on the Web, of a coherent technical and commercial offer to access a world of interactive or non-interactive services at a distance, which can be broadcast or made available online, and which can be paid for or free and access to it is either limited or unlimited, and this offer is based on the development of a community of users

with each of the platform operators creating an official direct link (contract with the individual). According to Chouaria and Khalil (2019), the offer combines the Internet, television, telephony and services. It is also considered an interactive learning environment that uses web technology and combines the advantages of electronic content management systems and social networks, and allows learners to publish lessons and objectives, submit homework, implement educational activities and communicate with teachers via several technologies, and it also allows teachers to conduct electronic exams, allocate roles, divide students into work groups, help exchange ideas and opinions between teachers and students, share scientific content and allow parents to communicate with teachers and see the results of their children, which helps achieve quality academic results, it is also considered an electronic tool that was designed to share all applications and information within its framework

4.6.1.8 Platform Characteristics

Digital platforms offer several services for the benefit of the education system, those that distinguish them from others, they are considered to be a forum for dialogue and discussion, a virtual meeting from which homework can be presented and followed up, compositions can be drawn up and executed, tables of learners' results can be presented, including assessment marks, a variety of presentations, spreadsheets, sound and video Etc.... . and the possibility of formulating various questions (multiple choice, true or false, fill in the blanks Etc...) as well as allowing files to be downloaded in multiple formats in addition to their freeware and flexibility and being an interactive environment and most of them offer a simultaneous instant messaging service and the possibility of modifying the interfaces of certain platforms according to the user's choice.

The digital learning platform represents a system that provides coherent support for six different activities: creation, organisation, connection, communication, collaboration and evaluation and from a technical point of view, there are different types of platform (LMS) which identify learning management system some give commercial solutions like (Blackboard/WebCT) and other Open Source solutions like Moodle, A number of studies in this field have revealed solid advantages in the use of e-learning platforms. Nevertheless, their adoption involves a number of challenges for companies, in addition to the appropriate choice of technological platforms, including digital platforms currently used in knowledge acquisition and distance learning, such as Elucidat, Adope Captivate, WizIQ, Docebo, Wiziq, Academy Of

Mine, Podia, Learndash, Kajabi, Learnworlds, Teachable, Thinkific, Blackboard Learn, Google, Zoom, Google Classroom, Free conference call(FCC), and Treehouse, Udemy, and Linkdin Learning, Facebook, Easyclass, Google Teams, Coursera, Whatsapp, Moodle, Toytube, Webex, Telegram, Meet and Instagram, edX. And the user will find below explanations on some of the platforms used to organize and facilitate workshops, conferences and courses, and will propose presentations and sessions as follows:

4.6.1.9 Free Conference Call

Is a website that was founded in 2001 in Long Beach, California. The company is one of the largest providers of telephone call services, facilitating the hosting of high-resolution group voice calls with video conferencing and screen sharing (screenshare). This award-winning audio and video conferencing tool can host an unlimited number of meetings with up to 1000 participants in each meeting (Subhajit, 2021).

4.6.1.10 Google Classroom

A digital learning platform for non-profit institutions that helps teachers create a digital classroom. It is a suitable platform for learners and teachers to communicate directly over the internet, using standard desktop G Suite tools such as Google's office suite, available via Google Drive, including Google Docs, a web-based word processor, as well as spreadsheet applications, slideshows and audio and video conferencing, not forgetting Google Drive for internet storage.

4.6.1.11 Moodle

For Qin (2020, p.1), the modular object-oriented dynamic learning environment (Moodle) was founded by the Australian educationalist Martin Dougiamas with a universal and therefore multilingual focus. It is a web-based distance learning platform, an open-source environment of a purely educational nature. It is used for blended and distance learning, enabling groups of learners to work together on consistencies and teaching programmes. According to Micholet (2019), It simplifies the management and administration of lessons. It contains sections in the form of a portal made up of several blocks, so that the tutor can display them at will throughout the lessons.

4.6.1.12 Zoom

According to Yuan (2020), Zoom is a technology company that has made video telephony and online chat services available to their users via a cloud-based digital platform based in San José, California, launched in January 2013. In 2020, the containment measures adopted in several countries to combat the 2019-2020 coronavirus pandemic have made this solution even more popular and the preferred choice of teachers. Their platform is designed for teleconferencing, distance learning and social networking.

a- The Zoom Platform Features

The different features, advantages and characteristics of the Zoom platform compared to other platforms make it imperative for teachers of English as a foreign language to include it in their teaching process in order to enrich their leaners understanding and thus facilitate the learning process, particularly in the case of the pandemic corona virus. The most important features are as follow:

- ✓ Free: the ability to download and use a copy of the program reserved for personal equipment and the application reserved for smart phones free of charge, emphasising that it is not an open-source program. Users can subscribe (payment) to add a few extra features.

- ✓ Hardware and operating systems: this platform can be used on personal computers running Windows, Linux (Fedora, Ubunto) or Mac operating systems. The programme has an application that offers a number of advantages, and it can be used on smart mobile phones, either Android or iOS.

- ✓ Internet connection required: one of the most attractive advantages is the ability to work at exceptional quality, even when the connection is weak.

- ✓ Registration form: sign Up to the programme or application is done by email or through social network accounts such as Facebook.

- ✓ Type of conference rooms: there are only audio rooms and there are also audio visual rooms at the same time.

- ✓ The organisation: the speaker always takes the floor on the platform to avoid confusion between the voices of the speakers.

- ✓ Number of attendees and conference duration: A single meeting (conference) can accommodate a maximum of 100 participants for the free presentation; for the paid

presentation, the number can be increased. For free subscriptions, the maximum session duration is 40 minutes; for paid subscriptions, the session duration is unlimited.

✓ Conference recordings: the platform enables conferences/meetings to be recorded in audio or audiovisual format, which can then be automatically saved on the PC in audio form only or in video form as well.

✓ Discussions (chat): the platform offers the option of chat (written discussion), which can be used during meetings and also offers the possibility of communicating with the whole group or with a specific person.

✓ Share Screen: the platform contains a very important tool for the participants by allowing the PC screen to be shared with the whole group or with certain people, i.e. the other assistants can see everything that appears on the lecturer's PC (or everything that is authorised to share the presentation), whether video, Powerpoint presentation, Figure, site, etc., and so it can be used to present and share several windows and other programmes on the PC, and it is possible to allow the participants to share their PC screens as they go along.

✓ The interactive whiteboard: the platform offers a tool called a whiteboard, on which you can draw, write on the screen and share with others, and you can use it with a mouse if you have an e-podium or a touch screen if you have a smartphone.

✓ Programming (Schedule): the platform offers a programming tool that makes it easy to set up a meeting beforehand, and to determine an appointment and guests, as well as the possibility of determining the password for access to the meeting room.

✓ Sound mute mode: the user can mute the sound or stop visual communication by the person themselves at any time during the meeting without having to leave the session. It is also possible for the tutor to mute one or all of the people, in which case the user can use the (raise hand) function to allow the tutor to allow you to speak.

✓ Confidentiality and security: full meeting encryption and user security based on taking turns, password protection and waiting rooms.

✓ The user does not need an account to access a session.

b- The Requirements For Using The Zoom Programme

Before getting started with the Zoom application, it is essential to have the following tools at the user disposal:

- ➢ A desktop or laptop personal computer (PC) equipped with a webcam and microphone.
- ➢ A smart phone or tablet (Android or IOS).
- ➢ A learning course or pre-prepared educational content presented in Power Point format (PPT).
- ➢ Internet network
- ➢ Register and create an account as a speaker or participant.

4.6.2 Demonstration of How To Use The Zoom Platform

At this point, the trainer will explain how the Zoom platform will be installed. The following Figures are used for illustrative purposes:

1. By surfing to https://zoom.us/ to create an account by clicking on the Sign Up Free icon on the right.
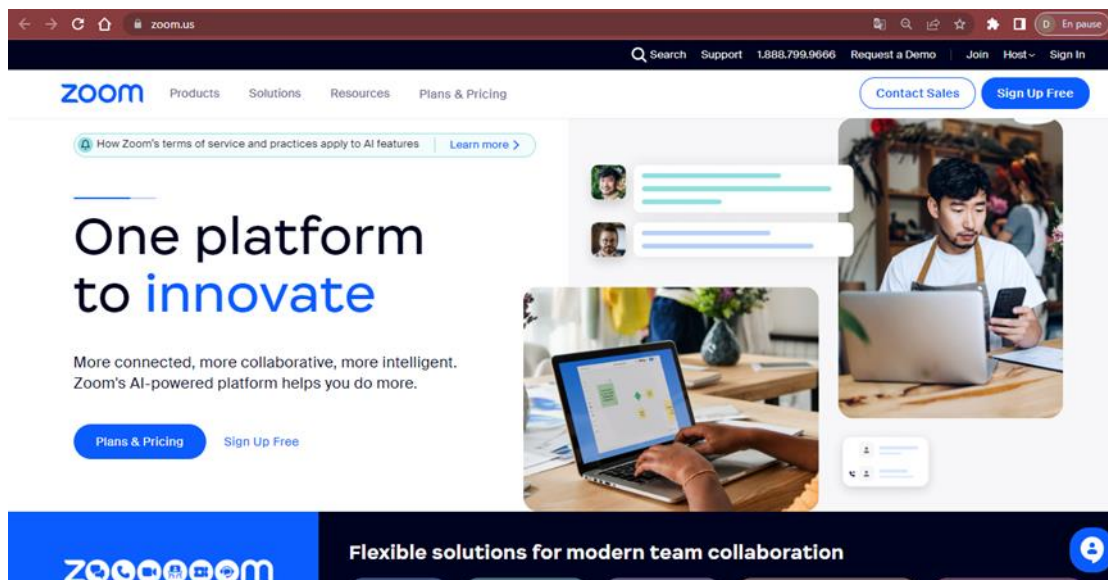

Figure 4.1: The platform interface

2. Simply, the user enters the e-mail address, then click on the continue icon.
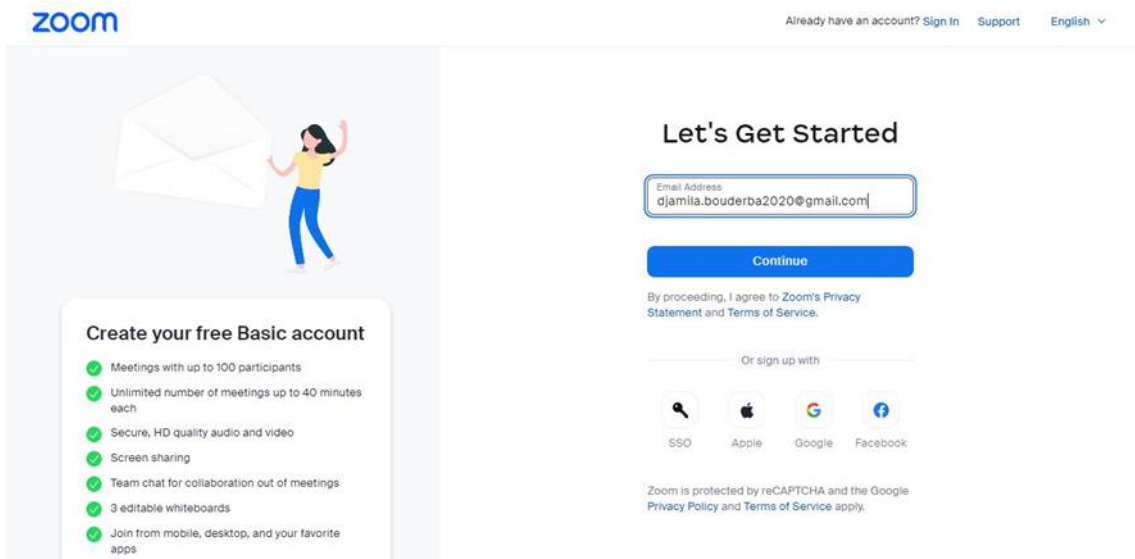
Figure 4.2: Access to The Platform (step 1)

3. Moreover, the user enters the confirmation code sent to the email address, then click on verify
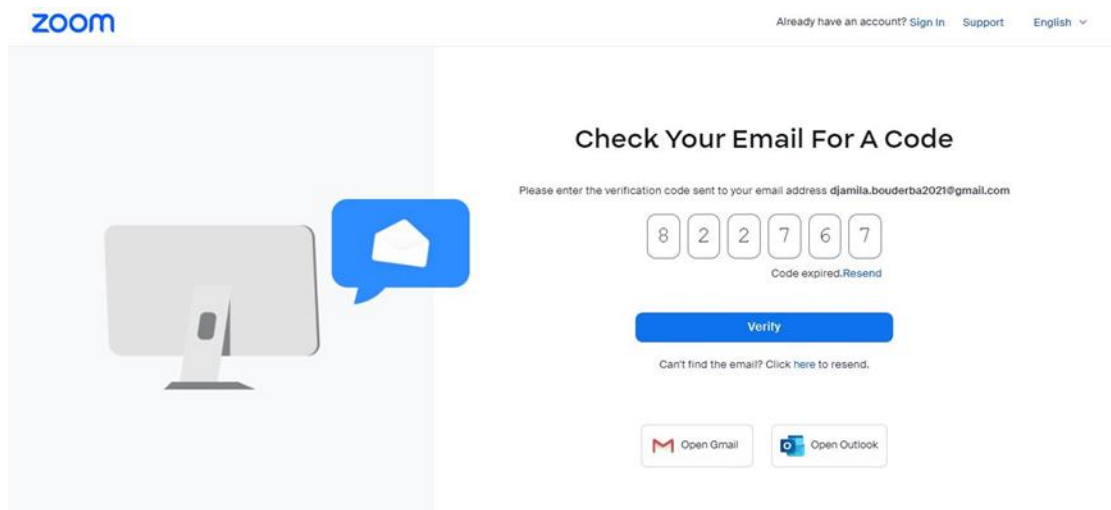
Figure 4.3: Access to The Platform (step 2)

4. A window appears in which the user enters his / her first name, last name and password, then click on the continue icon.
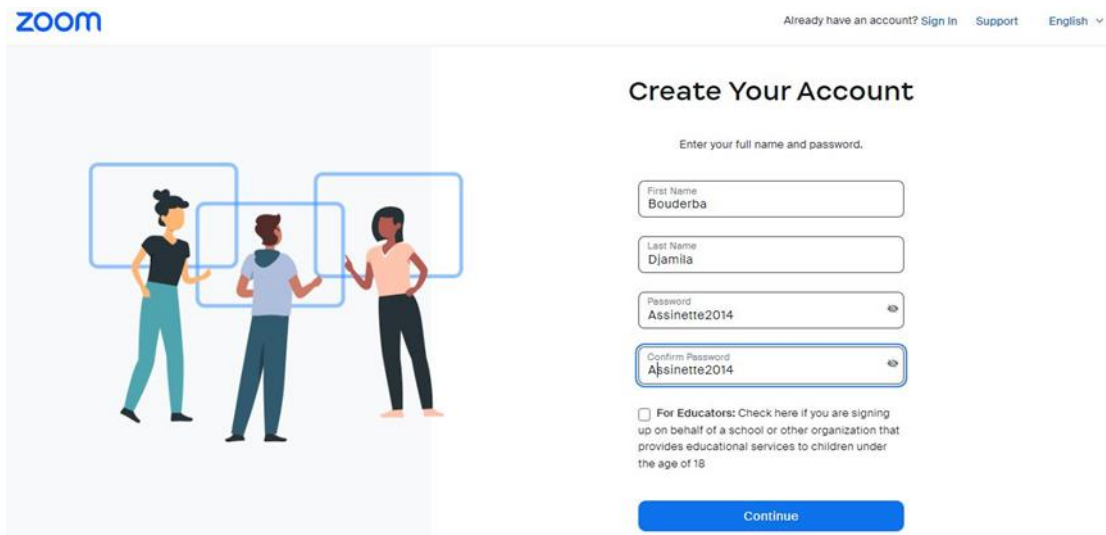

Figure 4.4: Creating an Account

5. Furthermore, A window appears, Welcome to Zoom, Let's go, click on the Let's go icon.
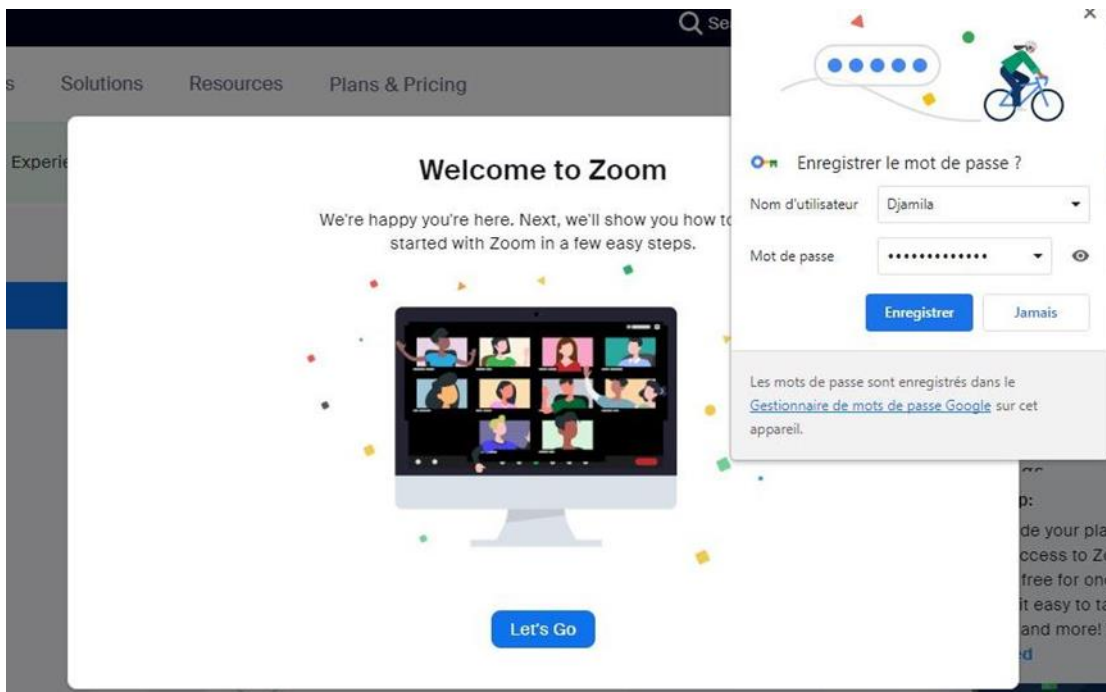

Figure 4.5: Completion of the account creation process

6. a window appears containing several icons, vertical icons such as Profile, Meetings, Webinars, Phone, Personal Contacts, Whiteboards, Recordings and horizontal icons such as Products, Solutions, Resources, Packages and Pricing, Schedule, Join, Host and Whiteboards as shown in the Figure below.
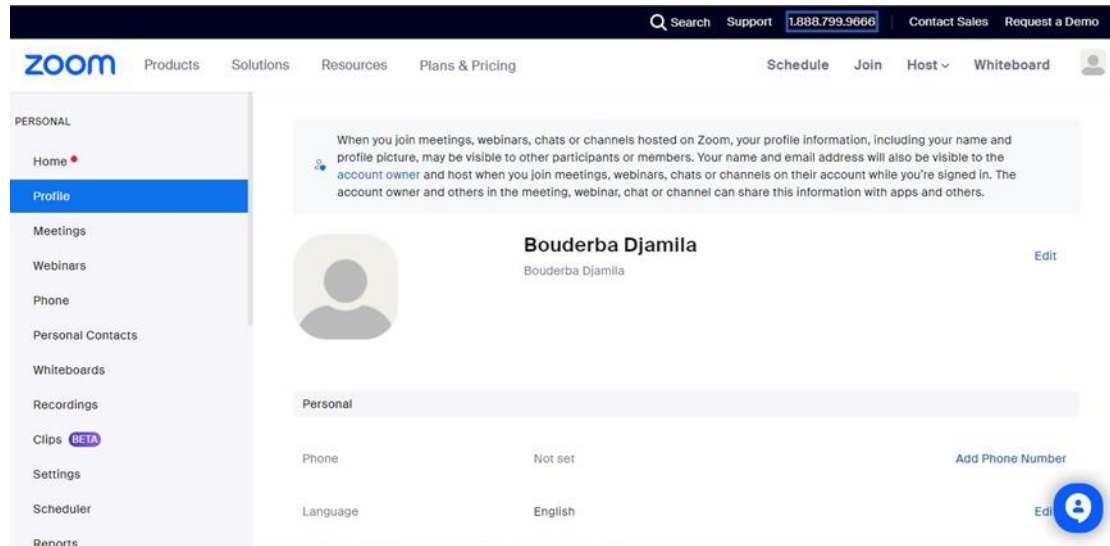

Figure 4.6: Profile Icon

The user clicks on the Profile icon, a window appears containing a paragraph to be read as shown in the Figure 6 above: When you participate in meetings, webinars, chats or channels hosted on Zoom, your profile information, including your name and profile photo, may be visible to other participants or members. Your name and email address will also be visible to the account owner and host when you participate in meetings, webinars, chats or channels on their account while you are logged in. The account owner and other participants in the meeting, webinar, chat or channel may share this information with applications and others.

7. When the user clicks on the Meetings icon, a window appears containing the following paragraph: Welcome to Zoom meetings!
Plan new meetings and manage existing meetings in one place. You are currently limited to 40 minutes per meeting. Upgrade now if you need more time. The following Figure is used as an illustration
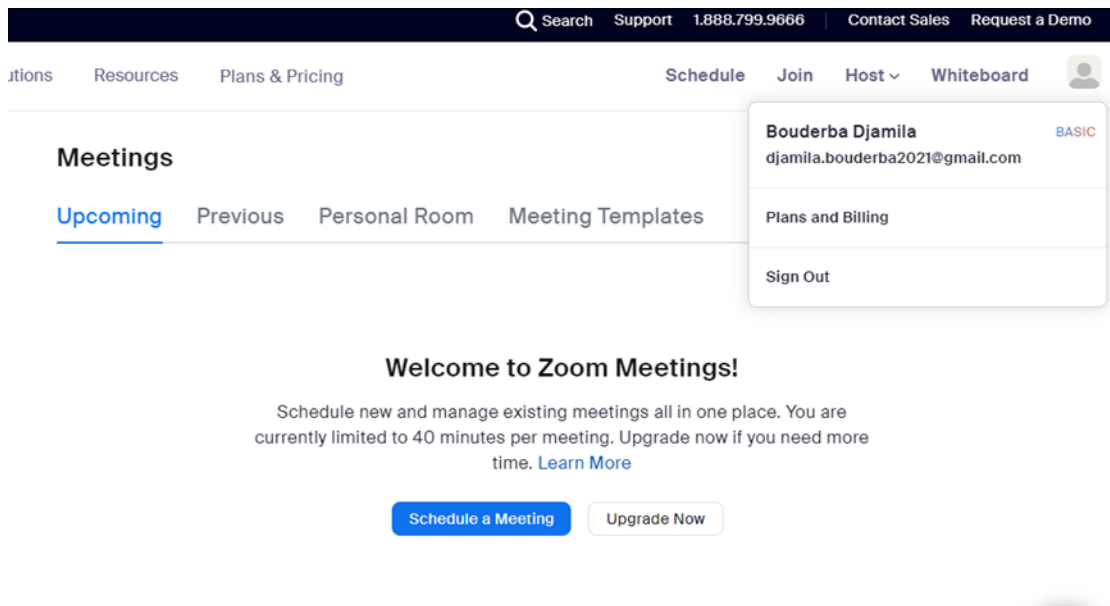
Figure 4.7 Meetings Icon

8. To schedule meetings, click on the Schedule a Meeting icon, and a window will appear containing the following information:
   ✓ The subject of the meeting (Meeting Topic).
   ✓ The date and exact time (When).
   ✓ Duration.
   ✓ a paragraph stating that your current plan can only support 40 minutes per meeting.
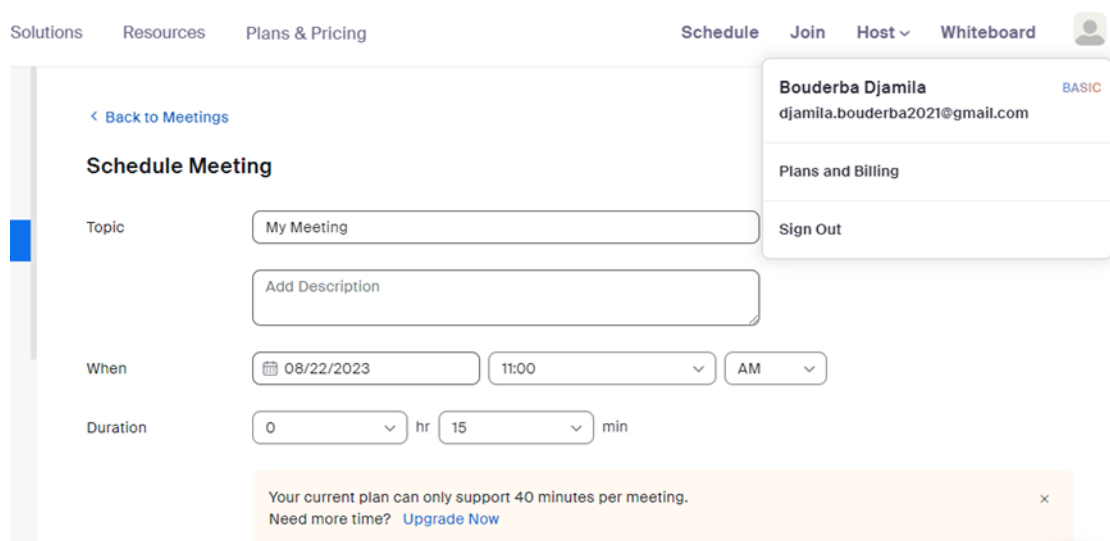
Figure 4.8 Schedule Meeting (Topic, Date, Time and Duration)

✓ The time zone, the user can activate the option (recurring meeting), if the meeting will be held periodically, so you have the choice of daily, weekly, monthly or no fixed date (No Fixed Time).

✓ Participants (Attendees), enter the participant's name or email address

Figure 4.9 Schedule Meeting (Time Zone, Attendees, Meeting ID,   Template and White board)

Figure 4.10 Recurring meeting (Daily, weekly…..)

9. The meeting ID, you have the choice of either Generate Automatically or Personal Meeting ID 568 360 4504, which allows us to set a security password, so only users who have the invite link or passcode can join the meeting.

10. Only users admitted by the host can join the meeting.

Figure 4.11 Security for join the meeting

11. For video, the host can activate or deactivate the video with (on or off), as can the participant.

12. There are also other options, as shown in the Figure below
   - ✓ Allow participants to join at any time.
   - ✓ Mute participants upon entry.
   - ✓ Automatically record meeting on the local computer.
   - ✓ Approve or block entry to users from specific regions/countries

Figure 4.12 Activate or deactivate the video and others options

13. At the end, the modified information must be saved.

14. To start a meeting, join the computer audio, test the speaker and microphone, and start the video.
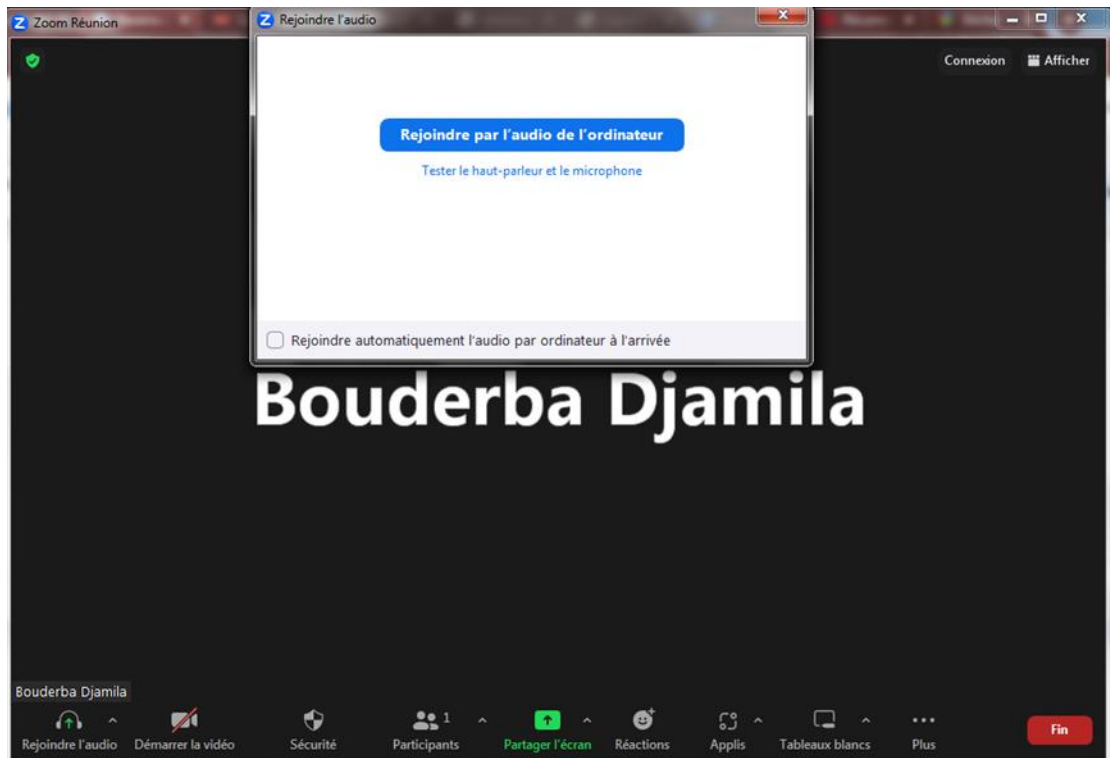
Figure 4.13 Testing the computer's loudspeaker and microphone

before starting up

15. To share documents, click on the green share screen icon

16. A window appears allowing you to choose the document to share with participants, either PDF, Word, Powerpoint or a video clip, as shown in the Figure below.
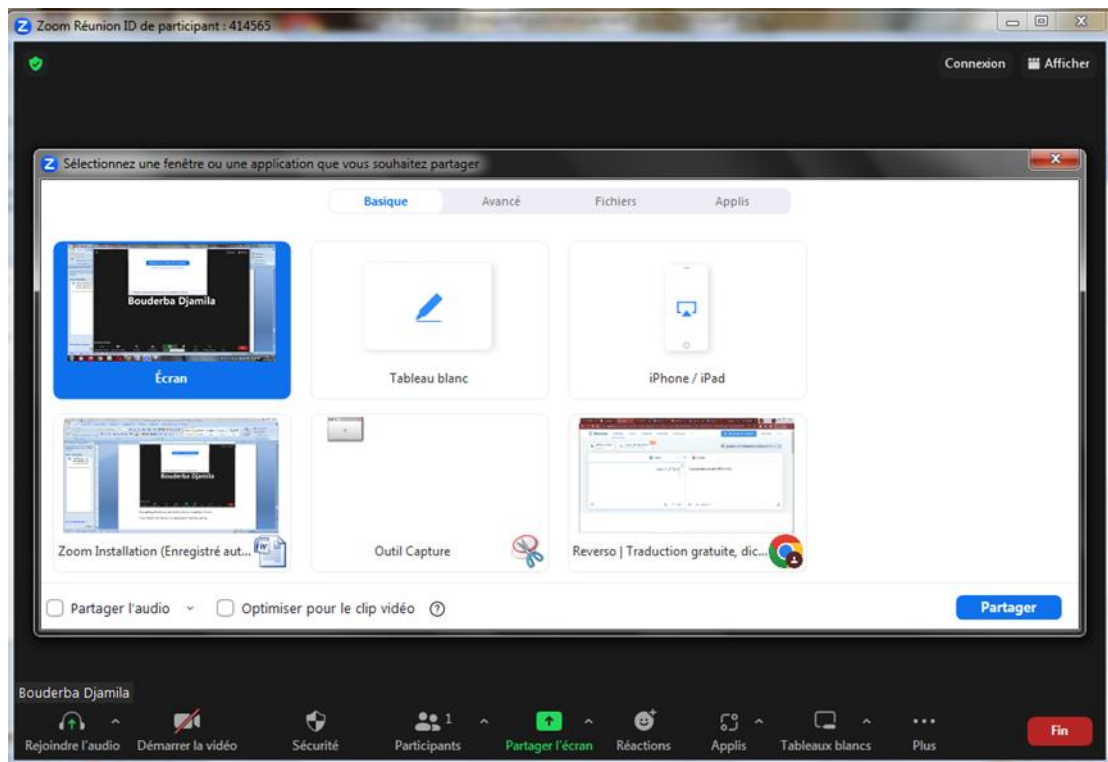
Figure 4.14 Share the screen

17. For whiteboards, we rely on the whiteboard's icon, a window appears, allow participants to share a whiteboard, the host only or all participants.
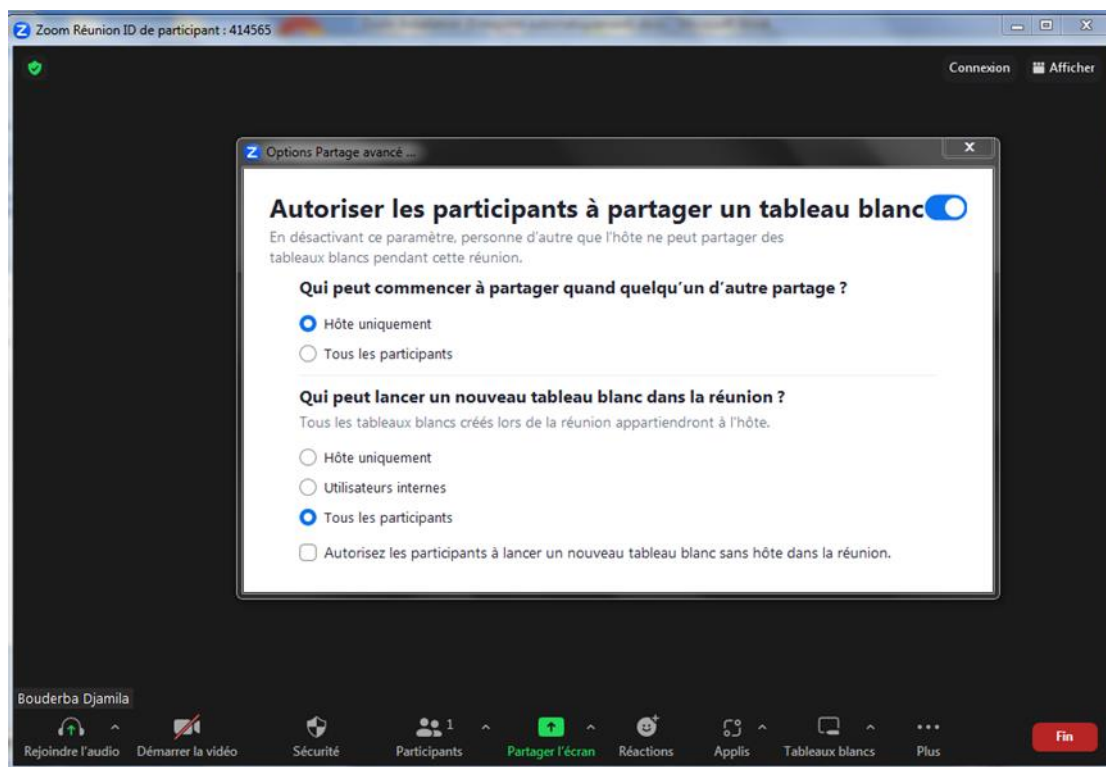
Figure 4.15 using the Zoom platform whiteboard

18. Finally, pressing the red End icon is necessary to shut down the meeting.

4.6.3 Reflection

Nowadays, With the incredible development of ICT, the importance of ICT training in all areas has grown. The demand for initial and continuing training courses in both academic and professional contexts has increased. In fact, the aim of ICT training course is to help EFL teachers acquire adequate ICT skills and how to use these tools effectively in teaching and learning processes. The need for ICT training, particularly for teachers of English as a foreign language, is crucial to improve the quality of teaching and learning processes in Algeria.

In addition to the need for ICT training, the need for a reflection at the end of the training course has always been an important element of any training course, as it provides a clear idea of the weaknesses and strengths of the training.

The researcher proposes online feedback as a reflection to be e-mailed to EFL teachers by clicking on a link that will be sent with an e-mail message for them to be completed with feedback. Participants' comments will help improve other future ICT training courses and meet

the EFL teachers' expectations. In fact, the proposed online feedback form consists of three sections:

Section 1: This section is obligatory for all respondents, whether or not they have completed the ICT training course. It contains only three questions:

The respondent's full name: …………………………………………………

The respondent's E-mail address: …………………………………………

Do you complete the online ICT training course?

- o Yes
- o No

Section 2: This section is designed specifically for the participants who have complete the ICT training course. It contains a number of questions such as:

How would you rate the overall quality of the ICT training course

- o Excellent
- o Good
- o Fair
- o Poor

Do you agree with the following statement: "I have acquired ICT skills and knowledge thanks to my participation in the program".

- o Strongly agree
- o Agree
- o Neither agree or disagree
- o Disagree

What ICTs skills have you acquired?

……………………………………………………………………………………….

Have you Applied what you have learned in your teaching with your students?

- o Yes
- o No

If you have not applied what you have learned, why not?

…………………………………………………………………………

Do you agree with the following statement: "The ICT training course content is relevant to your needs as an English language teacher"

- o Strongly disagree
- o Disagree
- o Neither agree or disagree
- o Agree
- o Strongly agree

The online ICT training course helped me to improve my ICT skills

1	2	3	4	5
○	○	○	○	○

My confidence in using ICT in my teaching has improved thanks to the program

1	2	3	4	5
○	○	○	○	○

My motivation in using ICT in my teaching has improved thanks to the program

1	2	3	4	5
○	○	○	○	○

Section 3: This section is intended for participants who were unable to complete the ICT training course, as their feedback is always valuable on why they were unable to complete it and how to be able to help them better in the future. It also includes a variety of question such as:

Did you receive advance notification that you had been one of the EFL teachers that had been selected to take part in the online ICT training course?

o   Yes

o   No

Have you received the ICT training course schedule?

o   Yes

o   No

Did you encounter any technical difficulties when trying to access the ICT training course? Like: bad internet connectivity.

o   Yes

o   No

Did you feel that the ICT training course was relevant to your professional development?

o   Yes

o   No

Would you be interested in participating in similar ICT training courses in the future?

o   Yes

o   No

Last but not least, the researcher ended the online comments by asking respondents not to hesitate to contact the trainer through the email if they had any questions or concerns. In closing, the researcher noted: "Thank you in advance for taking the time to share your thoughts and suggestions with us", as a way of expressing gratitude and appreciation for their valuable input.

4.7 Some Recommended Books

There are a multitude of e-books for EFL teachers and learners that have provided new ideas and information that can help EFL teachers design any EFL course they wish with the integration of technology. The following list of recommended e-books was used by the

researcher in the proposed reading lesson, in addition to others that can be used by EFL teachers and learners.

- **Introduction to Academic Writing** Written by Oshima and Hogue and Longman
- **Best Ideas for Teaching with Technology: A Practical Guide for Teachers by teacher** Written by Justin Reich and Thomas Daccord
- **Brilliant Ideas for Using ICT in the Inclusive Classroom** Written by Sally McKeown and Angela McGlashon
- **Integrating Technology into the Curriculum 2nd Edition** Written by Kathleen Kopp
- **Integrating Educational Technology into Teaching: Transforming Learning Across Disciplines** Written by M.D. Roblyer and Joan E. Hughes.
- **ICT Transforming Education: A Regional Guide** Written by Jonathan Anderson
- **Methodology in Language Teaching** Written by Jack C. Richards and Willy A. Renandya
- **Technologies for Education** Written by Wadi D. Haddad and Alexandra Draxler
- **Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension** Written by JUDY WILLIS, M.D.
- **Using Technology in Teaching** Written by William Clyde and Andrew Delohery
- Yale University

4.8 A Proposal for EFL students' Reading lesson

Designing a reading lesson for EFL students, especially during the period of coronavirus, is considered to be one of the most challenging tasks that the EFL teacher can ever face. The EFL teacher has to use specific strategies and activities, through the implementation of different ICT tools, because during this time the epidemic of this disease forces the authorities to resort to distance learning instead of face-to-face teaching to achieve the goals and objectives of the lessons.

Therefore, at the end of this study, the researcher proposed a lesson in line with the syllabus of the reading comprehension and written expression module in an attempt to offer EFL students an opportunity to go beyond the monotony of traditional reading and experience a new way of learning, namely "distance learning" of reading comprehension and written

expression module through the use of different ICT tools and thus gradually eliminate paper and move towards green learning.

The lesson plan below summarises in detail the different stages of the reading lesson. and amongst the intended objectives that are hoping to reach from this course is the improvement of EFL students' reading and writing skills.

The lesson plan below summarises in detail the different stages of the reading lesson, and among the intended objectives that it is hoped to achieve through this lesson is the improvement of EFL students' reading and writing skills.

4.8.1 EFL Online Reading Lesson Plan

University / Department: department of English language and literature (Mascara)

Module: Reading Comprehension and Written Expression

Topic: Reading (descriptive text)

Level: Intermediate

Allocation Time: 1h30 (N.B the time allocated to this online lesson may change based on several factors such as the availability of the internet connection)

Standard Competence: Understanding the meaning of a descriptive text which is accurate and acceptable in the context of everyday life and experience.

Indicator :

1. Students can read text with pronunciation that is good and correct.

2. Students can understand and explore a descriptive text.

3. Students can answer the given questions and do the given written tasks.

Objectives: By the end of the lesson, the EFL students will be able to :

1. do all the things mentioned in the indicator above
2. Skim the text in order to get the general idea.
3. Scan by reading the descriptive text and respond to all the questions related to the text.
4. Acquire some new vocabulary and phrases.
5. Speak and participate in an online discussion with the teacher by having the option of raising their hands in ZOOM platform
6. Use technology in doing their assignment especially in creating a cluster diagram.

7. Write a descriptive paragraph as homework about a favourite place where they live or study using spatial order using the (word format) and send it to the teacher using Electronic- mail as an ICT tool.

Method Learning: Distance Teaching and Learning (Zoom platform as support)

Learning Materials:
- Personal Computer
- Internet
- Zoom Platform
- Powerpoint
- Email

Title: The Stairway by Toshiki Yamazaki

Major Skills: Reading and writing `

Steps of the online lesson	Procedure	Time
Pre Activities	.Prepare the materials. .Greeting, and checking for the online attendance of all the students. .Motivation (introducing and explaining how important this reading online lesson is). . Confirming students' readiness for starting the online lesson	
Pre-reading:	 **Figure 4.16**: Picture Adopted from Oshima et al. (1996, P. 47) -The teacher shows the above Figure on the screen and asks the students to look at the picture and try to predict what kind of a text they are going to read or the story the text is about and they can share their thoughts through writing down comments. **Aim:** the strategy of prediction from a picture will increase the student's interest in the sense that they will be excited about what is coming next. -The teacher presents the following text on the screen.	

The Stairway

by Toshiki Yamazaki

When I was two or three years old, I lived in a house that had a strange atmosphere. I do not remember anything about the house except the stairway. It was dark, squeaking, and quite narrow, and its steps were a little high for me to climb up. From the bottom of the stairway, it seemed like an endless climb to the top. Beyond the darkness at the top of the stairway, there

was a middle-aged, elegant lady leaning against the wall. I had to pass her every time I went to my room, for my room was the first room from the stairs on the second floor. The lady wore a beautiful dress with a quilt pattern and a tinge of blue, and her peaceful eyes stared at me every time I went up the stairs. As I carefully climbed up the last step, her eyes became fixed on me. I was scared, yet I was also curious about the lady. She didn't talk, nor did she move. She just stood there and watched me clamber up the stairs. One day I touched her, but she did not react. Her face did not change expression, nor did she even blink. She just kept staring at me with her glittering eyes. Later, we moved out of the house, and I never saw her again. Now I know that the lady was a mannequin. My aunt, whom I lived with, used it for her dressmaking class. I did not know my mother. Maybe I imagined that the mannequin standing at the top of the stairs was my mother. The stairway with the strange atmosphere has an important place in my earliest memories.

Adopted from Oshima et al. (1996, p.49)

-The teacher asks the students to read (skim) the text to see if their prediction about the kind of text and the story were correct or not.

While Reading (Exploration)	-The teacher introduces the Tasks one by one and explains the instructions.
	
	-The teacher provides students with reading comprehension questions and asks the students to answer from the text such as through writing comments and sending them to the teacher.
	
	Reading Comprehension:
	
	Task 1:
	
	Re-read the text above and answer the following questions
	
	1. What does the author say about the atmosphere of the house in the opening phrase?
	
	2. The writer describes the stairway of his childhood house in many words
	
	    A- Underline these words in the text. (N.B because the students are not able to do so the teacher asks them to provide him/her with the modifiers used to describe the stairs)
	
	    B- Match each picture below with the correct descriptions from the text.
	
	…………………………….	

…………………………………………………

……………………………………..

…………………………………….
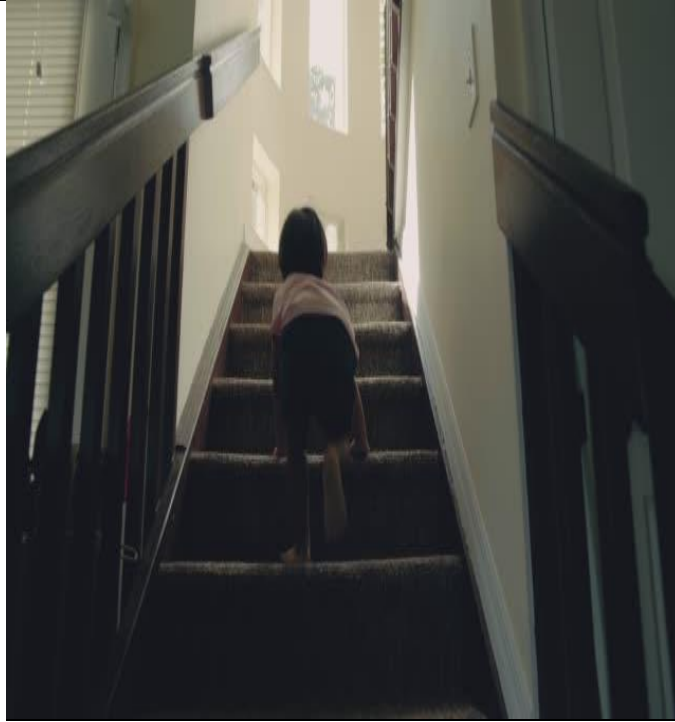
.Students answer the given questions one after one referring to the given text.

. The Teacher provides positive feedback and reinforces the success of students in doing the tasks.

.The teacher becomes the resource person and the facilitator answers the students' questions in understanding the text

.The teacher motivates the students to be more active to do the next tasks

Task 2:

In the text above, you must have read so many expressions that show spatial order such as: at the top of, beyond, between… etc. They are called prepositional phrases of location. In this task, you will study some spatial order expressions. Study the examples of the expressions in the table below

         A- Try to read them loudly

         B- Choose one or two of these examples and try to compose sentences.

Examples:

Spatial order Expressions	Sentences
. Across from . In the centre . On the left . In front of . In the front of . Next to . Behind . In back of . In the back of . Inside	1. The English department building is across from the car park

Task 3

Besides the spatial order expressions in the previous task, another important point that is very useful for the writer to organize his/her ideas, especially in describing a place or a person is the arrangement of elements in spatial order. Below are some kinds of spatial organization with an example

From left to right, from right to left, from far to near, from near to far, from outside to inside, from inside to outside, from top to bottom, or bottom to top

Example:

When describing a person, you can start writing from far to near, i.e. you could first try to begin with a general feeling, then turn your attention to the head of the person, then to the face, and finally to a part of the face for instance nose or eyes

A- Re-read the text and pick the correct answer (N.B: the teacher asks the students to write only the number of the correct answer in their comments)

1- The spatial organization that the writer used when he describes the stairway is

	1 From bottom to top 2 From top to bottom 3 From inside to outside Justify from the text: …………………………………………………………………………………… …………………………………………………………………………………………… …………………. 2- The spatial organization that the writer used when he describes the mannequin is 1 From near to far 2 From far to near. 3 From bottom to top Justify from the text: ………………………………………………………………………………… …………………………………………………………………………………………… ………………….
Post-reading:	.The teacher clarifies the written expression s tasks given one after one **Task 1:** Write down the correct phonetic transcription of the following vocabularies and compose sentences using those vocabularies (N.B you can use your digital dictionaries to know the correct pronunciation and the meaning of each word) <table><tr><th>Words</th><th>Phonetic Transcriptions</th><th>Sentences</th></tr><tr><td>Atmosphere</td><td></td><td></td></tr><tr><td>Tinge</td><td></td><td></td></tr><tr><td>Fixed</td><td></td><td></td></tr><tr><td>Clamber</td><td></td><td></td></tr><tr><td>Glittering</td><td></td><td></td></tr><tr><td>Squeaking</td><td></td><td></td></tr><tr><td>mannequin</td><td></td><td></td></tr></table> The teacher allows sufficient time for the students to complete the above task

Task 2: Look at the map below and decide whether the following statements are true or false. If they are false, make a correction!
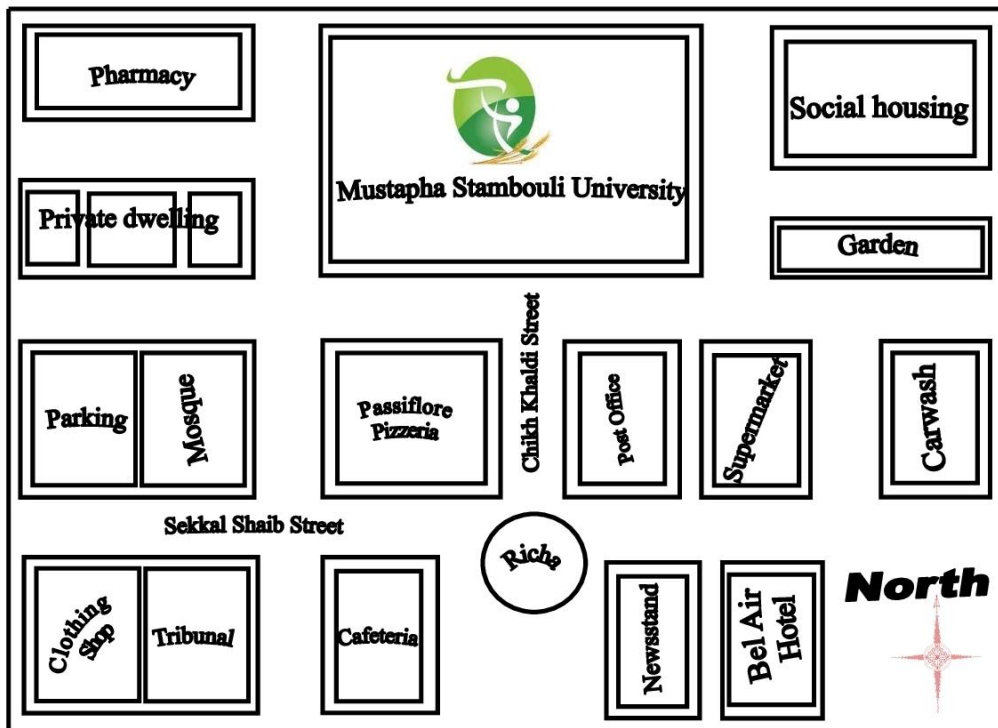
Sentences	T/F	Corrections
1. The University of Mustapha Stambouli is located between Social housing and Pharmacy		
2. The Post Office is located next to Clothing Shop		
3. The Tribunal is across from the Mosque.		
4. The Garden is located in the back of the Supermarket.		
5. Passiflore Pizzeria is located in the Chikh Khaldi street.		
6. Bel Air Hotel is located in the left of Newsstand.		

- The Teacher provides positive feedback and reinforces the success of students in doing the above task and their ability to read the map.

- The teacher explains the last tasks as homework to do

HOMEWORK

Task1:

Choose one of the subjects below, and try to use the clustering technique in your drawing: you draw a large cloud with the chosen subject in the centre and then draw any ideas that come to mind in smaller clouds.

(N.B following the drawing below)

Reminder: This homework will be scored. Send it to my E-mail: bouderba1990@gmail.com before the deadline.

Subjects:

➢ **My childhood house**
➢ **My primary school**
➢ **My ideal teacher**
➢ **My childhood friend**

-The teacher presents the following cluster diagram on the screen to give the students a clear idea of what they are going to do.

Clustering subject: My Primary School
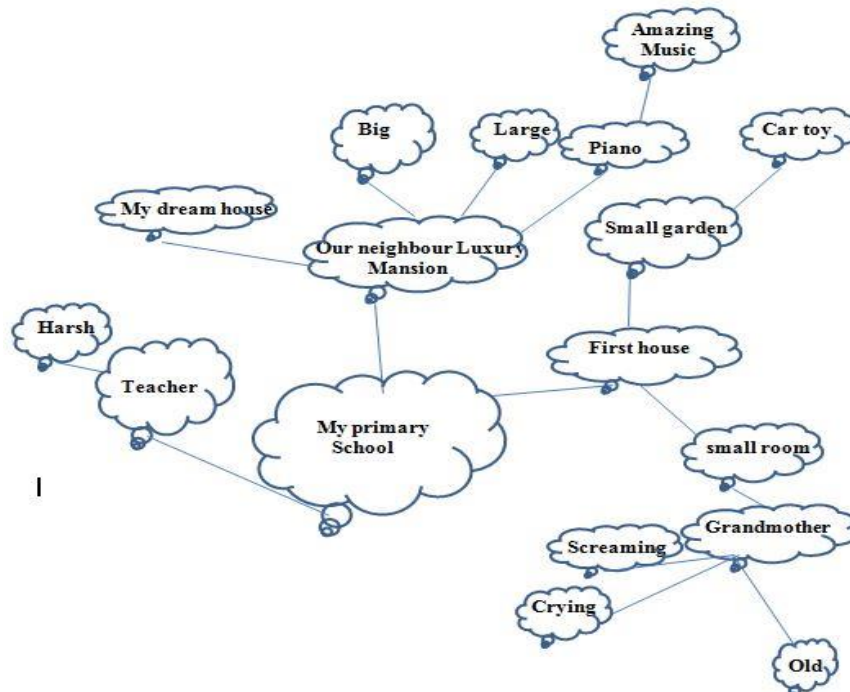
Figure 4.17: Cluster Diagram of "My Primary School" subject

FOR YOUR INFORMATION

Clustering is a pre-writing technique that writers use to produce a set of specific thoughts on a particular topic.

Task 2:

A writer who describes his or her words well is like an artist who draws a picture of which the reader can imagine those words (object, place or person) in his or her mind. In 10 lines, try to describe your favourite place where you live or study. (N.B: this homework will be scored)

Reminder: Send it to my E-mail: bouderba1990@gmail.com before the deadline.

At the end of this online lesson, the teacher asks the students to write a commentary as a reflection on the tasks performed during the online lesson. This allows the teacher to have a clear idea of the weaknesses and strengths of this online reading lesson.

4.9 Conclusion

This final chapter is intended to provide a summary of the main findings and then to propose some recommendations and a set of suggestions that may help integrate technology into the reading classroom in our department. The researcher begins with a series of recommendations which may be beneficial for EFL teachers who worry about their illiteracy of technology. Then, the researcher calls for organising in-depth ICT training for teachers. Equally important, proposing an online ICT training for EFL teachers plus an online reading lesson for EFL students with the use of the Zoom platform to make the students shift from the traditional way of learning to innovative.

General Conclusion

General Conclusion

The field of technology is a continuous series of successes, incredible achievements and endless innovations. While the influence of technology has been immense in all fields such as the economy, health and especially education, until now, it is essential to mention that technology is considered a powerful tool for solving most teaching and learning problems and improving the quality of education worldwide, even in Algeria, because the unstoppable advances in technology that have enabled the education sector to explore a new quality of teaching and learning process and make the impossible a reality.

Recently, the use of technology in education must be the subject of ongoing research, as the coronavirus pandemic has brought about crucial changes in the field of education, where the integration of ICT into teaching and learning processes has become indispensable. However, many of the studies and theses on EFL that have been and are still being carried out in Algeria focus particularly on the importance of ICT in the process of teaching and learning EFL as the theoretical part and neglect the most important part of this process, which is the practical part, i.e. the implementation of these innovative tools in the EFL classroom.

In preparing this research, the focus was on the use of ICT to improve the reading skill and vocabulary development of EFL students. The main aim is to adopt ICT as a new language teaching/learning technique to improve the reading skill and vocabulary acquisition of EFL students and to encourage EFL teachers to integrate ICTs as an innovative method into the EFL classroom, particularly in reading comprehension sessions, and not to rely solely on their traditional teaching methods.

In this research work, data were collected using three main research instruments, namely: an EFL student questionnaire, two semi-structured interviews with EFL teachers and classroom observation. In other words, the researcher used triangulation as an effective means of obtaining data, combining qualitative and quantitative methods to both gather and analyse information.

The current study is structured around three research questions that were posed from the outset, in the following order:

1. What is the current position of teaching reading at the Algerian University?

2. What are the effects of the use of ICTs in enhancing students' reading and vocabulary development?

3. Do EFL teachers at the English language department at Mascara University implement ICTs to enhance their students' reading and vocabulary development?

Three hypotheses have been presented to give answers to the above research questions. They are as follows:

1. Teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one.

2. ICTs have a positive impact on improving students' reading skills and vocabulary development.

3. EFL teachers rarely use ICTs inside the classroom to empower their students' reading skills and vocabulary development.

During this research, some findings were made. As far as the first hypothesis is concerned, the analysis of the multiple references in the literature on the current situation of teaching reading in Algerian universities and the comparison between teaching reading in the classical system and in the LMD system in addition to the results that emerged from the second interview which is conducted with two teachers of English as a foreign language of the older generation, They justify the particular attention they give to written expression rather than reading comprehension by the fact that there is no standard programme for the module "Reading comprehension and written expression". Consequently, the researcher confirmed that teaching reading as a skill is less highlighted in the new L.M.D. system in comparison to the Classical one.

Concerning the second hypothesis, the results showed that ICT has a positive impact on improving students' reading skills and vocabulary development. Indeed, the majority of the target population of this study, namely second-year EFL students at the English department at the University of Mascara, largely agreed with the idea that ICT tools can improve their reading skills and contribute to the acquisition of more vocabulary. In addition, they stress the need to

learn using data shows, mobile phones, audiovisual tools, the Internet and computers, and they place greater emphasis on the effectiveness of digital dictionaries as ICT tools that can help them develop their reading skills and vocabulary both inside and outside the classroom.

Based on the combination of quantitative and qualitative analysis of the data that has been collected using different tools, it was found that EFL teachers infrequently used ICT in the reading classroom. Therefore, the third hypothesis, which states that EFL teachers rarely use ICT in reading instruction and vocabulary development, is confirmed.

As mentioned earlier, the main focus of this work is primarily on the use of ICT in enhancing EFL students' reading skills and vocabulary development at Mascara University. In fact, in any survey, the researcher must identify the main objectives and set the limits which may affect the results of the study. In the context of this work, the researcher was confronted with many limitations that may had some effect on the survey and are reflected in its conclusion and results.

It should be mentioned that there have been certain inevitable limitations that the current study suffers from. The first limitation concerns the classroom observation that was limited to three groups of second-year EFL students as the other groups have the same lectures, text and activities in the same environment using the same tools of reading (hard copies). Concerning temporal limitations, the present study was carried out during the coronavirus period, i.e. during the period when the university closed. The target population of this study also focused on only one level, namely second-year EFL students in the English Department of the Faculty of Letters and Languages at the University of Mascara, even though there are several levels associated with learning the reading skill as a module namely "Reading Comprehension and Written Expression" (first year, third year, first-year Master degree and second year Master degree). As a result, the results may not reflect the perspectives of students at other levels.

Regarding data collection, and as far as the first interview is concerned, one of the three EFL teachers (new generation) that were interviewed was at that time reluctant and she refused to be interviewed without permission from the administration of the English department or even to give the researcher a chance to make an observation on her classroom giving the fact that the lectures were the same as the other groups. the researcher had to seek permission from the administration of the English department at the University of Mascara to conduct the interview and carry out the classroom observation. For the second interview, the researcher intended

firstly to three teachers of English as a foreign language who had more experience in teaching reading as a module at the University of Mascara and who had witnessed the two reforms: the traditional system and the L.M.D. system to find out the status of this skill in the two systems. Unfortunately, this interview could only be conducted with two teachers of English as a foreign language, as the other teacher did not wish to answer the interview questions, citing a personal conflict with the English department at the University of Mascara.

Based on the findings from the present research work, some directions for future research in using ICT in teaching and learning processes at the English department level can be proposed.

Today, the use of ICT tools such as computer labs to teach the four basic language skills - reading, listening, writing and speaking is crucial for teachers and students because of the enormous benefits it brings: improving language skills, increasing motivation, facilitating collaboration and promoting global understanding. In addition, it takes both teachers and EFL learners out of their routine zone by experiencing a new learning space. The University of Mascara, like other universities in the country, has inaugurated a new language laboratory at the level of the Department of Languages. This facility is considered to be a space conducive to the contact of languages, allowing students to communicate in different situations. It is managed by the administration of the Language Department with the help of a language teacher (PhD) whose role is to support and guide the language teachers. Based on the findings of this research work which revealed that computer lab has never been used to teach the four language skills in general and reading skills in particular in the English department at the faculty of letters and languages at the University of Mascara. For this purpose, future researchers are invited to research the use of computer labs in improving EFL students' reading skill and vocabulary development the researcher here should test the effectiveness of language labs in English department in improving EFL students' reading skill and vocabulary development.

Since EFL teachers need to be well versed in the use of ICT tools in order to take full advantage of these tools that offer more benefits than traditional teaching, it is fair to say that despite the availability of ICT tools, there is no guarantee that EFL teachers will use them in their language teaching because they do not know how to implement these tools in their teaching process. To this end, future researchers are invited to conduct a study about the implementation of ICT in EFL classrooms in which they focus mainly on the practical side of

the successful way to integrate ICT in EFL classrooms in which they can propose a practical training for EFL teachers with the collaboration of the administration staff and expert trainers in ICTs skill. In other words, the most important thing that needs to be emphasised is that the whole of higher educational staff, including the ministry, the administration, EFL teachers and even EFL learners, are responsible in one way or another and must collaborate to have a successful integration of ICT into the EFL classroom.

There have been many ups and downs in the teaching and learning of English as a foreign language. With the advent of ICTs, new methods, approaches and ideas were on the horizon. However, after the outbreak of the COVID-19 pandemic all over the world, the teaching and learning of English as a foreign language (EFL) in Algeria has undergone a sudden and rapid shift from face-to-face to online teaching and learning.

In these unexpected conditions, EFL teachers and EFL students at Mascara University found themselves in an urgent situation where distance learning through online platforms such as Zoom and Moodle was a must. To this end, future researchers are invited to give significant attention to the design of practical training for EFL teachers to work with platforms such as Zoom or Moodle, especially in expected situations like Coronavirus conditions.

References

References

Adams, K. (2014) Why All Great Writers Read, and You Need to, Too. Retrieved from :
https://www.writerscookbook.com/writers-reading/

Akarsu, O., and Darıyemez, T. (2014). The reading habits of university students studying
English language and literature in the digital age. Journal of Language and Linguistic
Studies, 10(2), 85-99.

Alderson, J. C. (2000). *Assessing reading*. Cambridge, UK University Press.

Alqahtani, M. (2011). An Investigation into the Language Needs of Saudi Students Studying
in British Postgraduate Programmes and the Cultural Differences Impacting on Them.
(unpublished doctoral dissertation). University of Southampton, Southampton, UK.
Retrieved from: http://computer%20laboratory%20and%20library.pdf in 24/09/2020 at 10:10

Alqahtani, M. (2015). The Importance of Vocabulary In Language Learning And How to Be
Taught. International Journal of Teaching and Education Vol. III, No. 3. DOI:
10.20472/TE.2015.3.3.002. Retrieved from: file:///C:/Users/HP/Downloads/12-2-213.pdf

Alsied, S. M., and Pathan, M. M. (2013). The use of computer technology in EFL classroom:
Advantages and implications. International Journal of English Language and Translation
Studies, 1(1), 44-51.

Angosts, A., Sanchez,P., Alvarez,M., Cuevas, I., and Leon, J. A.(2013). Evidence for
Top- Down Processing in Reading Comprehension of Children. Educational psychology.
Madrid, Spain. 83-88.

Asgari, A., and Mustapha, G. B. (2011). The Type of Vocabulary Learning Strategies Used by
ESL Students in University Putra Malaysia. English Language Teaching, 4, 84-90. Retrieved
From: https://doi.org/10.5539/elt.v4n2p84

Au, K. H. (1977). Analyzing oral reading errors to improve instruction. The Reading Teacher, 31, 46-49

Avan, K. A. F. (2015). Effective Strategies for Turning Receptive Vocabulary into Productive Vocabulary in EFL Context Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.27, retrieved from https://files.eric.ed.gov/fulltext/EJ1077387.pdf

Bastanfar, A. and Toktam, H. (2010). Vocabulary Learning Strategies and ELT Materials A Study of the Extent to Which VLS Research Informs Local Coursebooks in Iran. International Education Studies Vol. 3, No. 3. Retrieved from:

https://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=A14A7F2E6AB2C5B7702E4FE6E 40B320A?doi=10.1.1.669.6163&rep=rep1&type=pdf

Beatty, K. (2003). Teaching and researching Computer-Assisted Language Learning. London: Pearson Education. Cited in Zhou,Y. (2016). Digital Vocabulary Competition as Motivator for Learning in CFL Classrooms. Journal of Technology and Chinese Language Teaching Volume 7. Retrieved From: http://www.tclt.us/journal/2016v7n2/zhou.pdf

Benettayeb, A. (2010). Extensive Reading and Vocabulary Teaching. Academic Review of Social and Human Studies. pp 20-30 Retrieved from: https://www.asjp.cerist.dz/en/downArticle/552/2/1/73403

Benettayeb, A. (2012). ICT and Reading : In the Technology- Enhanced Extensive Reading Classroom The Case of 1st Year EFL Students at Hassiba Ben- Bouali University of Chlef (Algeria). Academic Journal of Social Sciences and Humanities. 8 -2012. pp 3-16. Retrieved from: https://www.asjp.cerist.dz/en/downArticle/552/4/2/73482

Bensaada, A. (2013).Les TIC et l'enseignement en Algérie [ICT and Education in Algeria] . Retrieved from:

http://www.ahmedbensaada.com/index.php?option=com_content&view=article&id=246:les- tic-et-lenseignement-en-algerie&catid=36:education&Itemid=76

Bensoussan, M. (1983). Dictionaries and tests of EFL reading comprehension. ELT Journal, 37(4), 341-345. Retrieved from: https://www.researchgate.net/publication/249252221_Dictionaries_and_tests_of_EFL_reading_comprehension

Berardo, S. A. (2006). The Use of Authentic Materials in the Teaching of Reading. The Reading Matrix, 6(2), 64-66.

Bernhardt, E. (2005). Progress and procrastination in second language reading. Annual Review of Applied Linguistics, 25, 133–150.

Birch, B. M. (2002). *English L2 reading, getting to the bottom*. Lawrence Erlbaum Associates.

Blaxter, L., Hughes, C., and Malcolm, T. (2010). *How to research* (4th ed). Open University Press. McGraw-Hill House.

Bottino, O. (1999). Developing Reading Skill. Retrieved from: http://ler.letras.up.pt/uploads/ficheiros/6261.pdf

Bouchefra, M. (2017). Computer Assisted Language Learning at Djilali Liabes University: Attitudes and Hindrances. A published Thesis submitted for the degree of Doctorate in English Language Didactics at the University of Sidi Bel Abbes. Retrieved from: http://rdoc.univsba.dz/bitstream/123456789/1937/3/D3C_Ang_BOUCHEFRA_Miloud.pdf

Bromley, k. (2010) Picture a World Without Pens, Pencils, and Paper: The Unanticipated Future of Reading and Writing. Journal of College Reading and Learning, 41 (1). Retrieved from https://www.asjp.cerist.dz/en/downArticle/204/9/1/179040

Brown, D. (2000). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd edition.) Retrieved from: https://octovany.files.wordpress.com/2013/12/ok-teaching-by-principles-h-douglas-brown.pdf

Brown, D. (2007). *Principles of language learning and teaching* (5th ed). Pearson Education

Brown, J. D. (2001). *Using Surveys in Language Programs*. Cambridge University Press.

Brown, H. D. (2003). *Language Assessment Principle and Classroom Practice*. Retrieved from:Language%20Assessment%20%20Principles%20and%20Classroom%20Practice%20by%20H.%20Douglas%20Brown%20 (z-lib.org).pdf

Carrell, P.L. and Eisterhold, J.C. (1983). Schema theory and ESL reading pedagogy. TESOL Quarterly, 17, 553-569.

Catalan, R.M. (2003). Sex differences in L2 vocabulary learning strategies. International Journal of Applied Linguistic, 13 (1), 54-77. Retrieved from: https://doi.org/10.1111/1473-4192.00037

Chaaouan, J. (2014). SPSS برنامج على تطبيقات الاحصـائية البيانات وتحليل لدراسـة مدخل [An introduction to the study and analysis of statistical data applications on the SPSS program]. Second Edition.

Chamot, A. U., and Kupper, L. (1989). Learning strategies in foreign language instruction. Foreign Language Annals, 22, 13-24

Chastain, K. (1988). *Developing second language skills: Theory and practice*. Harcourt Brace Jovanovich.

Chliaras, P. (2014). Implementing new technologies as instructional models into ESP classes. Journal of the IATEFL ESP SIG. Retrieved From: https://www.google.dz/search?ei=xE0xW7uiMYO4UainuIAG&q=Implementing+new+technologies+as+instructional+models+into+E

Chowaria, D and Khalil, A, (2019) The degree of using electronic educational platforms by graduate students in the private Jordanian universities and their attitudes towards them. Unpublished magister thesis about Information Communication Technologies in teaching. The university of Middle East, Jordan

Christensson, P. (2010). ICT Definition. Online article. Retrieved from: https://techterms.com2

Cobb, P. and Bowers, J. (1999). Cognitive and situated learning: Perspective in theory and practice. Educational Researcher, 28(2), pp. 4-15

Cohen, L., Manion, L. and Morrison, K. (2007). *Research Methods in Education*. Routledge

Collie, J. and Slater, S (1987). *Literature in the language classroom*. Cambridge University Press.

Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change Paper back*, Anniversary Edition. Free Press. 372 pages.

Craven, L. (2014). *Vocabulary Learning Strategies*. Retrieved from: https://scholar.googleusercontent.com/scholar?q=cache:iPsTlcAt1oEJ:scholar.google.com/&hl=fr&as_sdt=0,5

Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.

Cruz, R. I. S., and Escudero, M. D. P. (2012). Models of reading comprehension and their related pedagogical practices: A discussion of the evidence and a proposal1. Retrieved from http://mextesol.net/journal/public/files/1fe8a21fd198da4984702855c5ee0846.pdf

Davies, F. (1995). Introducing Reading. Carter, R. Nunan, D. (eds). Penguin Group.

Day, R. R., and Bamford, J. (2002). Top ten principles for teaching extensive reading. Reading in a Foreign Language, 14,136–141.

Dehaene, S. (2009). Reading in the Brain: The Science and Evolution of a Human Invention. Penguin Group. New York, U.S.A Retrieved from: https://www.academia.edu/38286217/_Stanislas_Dehaene_Reading_in_the_Brain_The_Scie_z_lib_org_pdf

Dina, A. T., and Ciornei, S. I. (2013). The Advantages and Disadvantages of Computer Assisted Language Learning and Teaching for Foreign Languages. Procedia-Social and Behavioral Sciences, 76,248-252. Retrieved from:

http://dx.doi.org/10.1016/j.sbspro.2013.04.107

Dornyei, Z. (2001) *Motivational Strategies in The Foreign Language Classroom*. Cambridge University press.

Dornyei, Z. (2003). *Questionnaires in Second Language Research: Constructing, Administering, and Processing*. Lawrence Erlbaum Associates Inc.

Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford University Press.

Dornyei, Z and Tagushi, T. (2010). *Questionnaires in Second Language Research: Contruction, Administration and Processing*. Routledge

Duke, N. K., and Pearson, P. D. (2002). Effective practices for developing reading comprehension. Cited in Schmar-Dobler, E. (2003). Reading on the Internet: The link between literacy and technology. Journal of Adolescent and Adult Literacy 47(1):80-8. Retrieved from: https://www.researchgate.net/publication/287009870_Reading_on_the_Internet_The_Link_between_Literacy_and_Technology

Egbert, J. (2005). Conducting research on CALL. Cited in Zhou,Y. (2016). Digital Vocabulary Competition as Motivator for Learning in CFL Classrooms. Journal of Technology and Chinese Language Teaching Volume 7. Retrieved From: http://www.tclt.us/journal/2016v7n2/zhou.pdf

El-Beldaoui, A. A. (2009).أساليب الإحصاء للعلوم الاقتصادية و إدارة الأعمال مع استخدام برنامج SPSS [Statistical methods for economics and business administration with the use دار وائل للنشر of the SPSS program, Wail Publishing House].

Elizabeth L. (2004). *Reading Comprehension Success in 20 Minutes A Day*. 2nd Edition :Learning Express, LLC .

EL-Kaf, A. Z. (2014). SPSS تطبيق العمليات الاحصائية في البحوث العلمية مع تطبيق برنامج [Application of Statistical Operations in Scientific Research with the Application of the Program SPSS. Kingdom of Saudi Arabia – Riyadh]

Ellis, R. (2004). The definition and measurement of L2 explicit Knowledge language learning. 54(2), 227-275

Farzaneh, M., Kjallander, S. and Patrick, D. (2016). Mother Tongue Language Teaching With Digital Tablets In Early Childhood Education: A Question Of Social Inclusion And Equity, ISSN 1179-6812, E-ISSN 1179-6812, Vol. 4, no 3, p. 19-29

Fazilet, B. (2014). The Integration of Modern ICT technology within our Algerian LMD System-Appreciations and constraints- EFL Teaching and Learning: Practices, Problems and Perspectives. Relizane University Center. Retrieved from: https://www.academia.edu/9939489/Icts_Integration_in_our_LMD_algerian_System

Feiler, A. (2007). *Improving primary literacy: Linking home and school*. Routledge

Feng, L. (2010). Short Analysis of the Nature of Reading .English Language Teaching Journal. ISSN 1916-4742.Vol.3.N°3.Published by Canadian Center of Science and Education. Qingdao, China 266061. Retrieved from: https://files.eric.ed.gov/fulltext/EJ1081770.pdf

Fernini, B. L. (2017). *Lecture Notes in English for Computing*. Algiers: The Office of University's publications.

Fink, L. (2017). The Relationship Between Writing and Reading. Retrieved from http://www2.ncte.org/blog/2017/12/relationship-writing-reading/

Fisher, D. (2004). Setting the opportunity to read standard: Resuscitating the SSR program in an urban high school: One urban high school made significant efforts to provide students with the opportunity to read. Journal of Adolescent and Adult Literacy, 48, 138-150.

Fischler, I., and Bloom, P. A. (1979). Automatic and attentional processes in the effects of sentence contexts on word recognition. Journal of Verbal Learning and Verbal Behavior, 18, 1-20.

Folse, K. (2004). *Vocabulary Myths: Applying Second Language Research to Classroom Teaching*. The University of Michigan Press.

Fraser, C., Massey-Garrison, A., and Geva, E. (2016). *Problems with reading*. (pp. 236–281). Routledge/Taylor and Francis Group.

Fredriksson, U. Gajek, E. Jedeskog, G. (2009). Ways To Use ICT in Schools to Optimize the Impact on Teaching and Learning. Acta Didactica N Apocencia. Volum 2,Number4.

Fu, Jo. Shang. (2013). ICT in Education: A Critical Literature Review and Its Implications. International Journal of Education and Development Using Information and Communication Technology. Vol. 9. Issue. 1. Singapore.

Gajek, E. (2015). Implications From the Use of ICT by Language Teachers Participants of International Projects. Universal Journal of Educational Research 3(1): 1-7. Retrieved from: https://pdfs.semanticscholar.org/c94e/a16b5a61f66ef5907b036745d0179d2c37ab.pdf

Gardiner, S. (2001). Ten minutes a day for silent reading: Improving students' attitudes toward reading is just one of the many benefits of sustained silent reading programs. Educational Leadership, 59, 32-35. Retrieved from http://www.educationalleader.com

Garner, R. (1987). *Metacognition and Reading Comprehension*. Ablex Publishing.

Gee, J. P. (2015a). *Literacy and education*. Routledge.

Gee, J. P. (2015b). *The New Literacy Studies*. In J. Rowsell and K. Pahl (Eds), The Routledge

handbook of literacy studies (pp. 35–48). Routledge.

Gee, J. P. (2015c). *Social linguistics and literacies: Ideology in discourses* (5th ed.). Routledge

Gibson, S. (2008). Reading aloud: a useful learning tool? ELT Journal, 62, 29-36

Gillham, B. (2000). Case Study Research Methods. London: Continuum Official Journal

of Algerian's Republic (2004) N° 75, p. 09. Retrieved from:
http://www.joradp.dz/Jo2000/2004/075/FP9.pdf

Goodman, K. S. (1967). Reading: A psycholinguistic guessing game. Journal of the Reading
Specialist, 6, 126- 135. Retrieved from
https://www.csie.ntu.edu.tw/~r99922026/tmp_zero/Reading_A_Psycholinguistic_Guessing_
Game.pdf

Goodman, k. S. (1988). *The reading process*. In Carell, Devine and Eskey (eds). *Interactive

approach to second language reading*. Cambridge University Press.

Goodman, K. S., Fries, P. H., and Strauss, S. L. (2016). *Reading—the grand illusion: How

and why people make sense of print*. Routledge.

Grabe, W, and Stoller , F.L. (2002). Teaching and researching reading. Pearson

education.

Grabe, W. (2009). *Reading in a second language: Moving from theory to practice.* Cambridge

University Press.

Grabe, W., and Stoller, F. L. (2011). *Teaching and researching reading* (2nd ed.). Pearson

Grellet, F. (1986). *Developing Reading Skill. A Practical Guide to Reading Comprehension

Exercise*. Cambridge University Press.

Grellet, F. (2004). *Developing Reading Skills*. Cambridge University Press.

Grenfell, M., and Macaro, E. (2007). Language Learner Strategies: Claims and Critiques, in E. Macaro and A. Cohen (eds.), *Language Learner Strategies: Thirty Years of Research and Practice*. Oxford University Press.

Gu, Yand Johnson, R. K. (1996). Vocabulary Learning Strategies and Language Learning Outcomes. Retrieved from: https://doi.org/10.1111/j.1467-1770.1996.tb01355.x Volume 46, Issue 4: Pages 643-679

Guemide, B., and Benachaiba, C.(2012). Exploiting ICT and E-learning in Teacher's Professional Development in Algeria: The Case of English Secondary School Teachers. Turkish Online Journal of Distance Education, 13 (3), pp.33-49. Retrieved from: https://files.eric.ed.gov/fulltext/EJ997805.pdf

Haddad, W. D. and Draxler, A. (2002). *Technologies For Education: Potentials, Parameters and Prospects*. UNESCO.

Hafiz, F., and Tudor, I. (1989). Extensive reading and the development of language skills. ELT Journal, 43(1), 4-13

Hamdy, A. (2007). ICT in Education in Algeria: Survey of ICT and Education in Africa: Algeria Country Report.

Hamdi, C. (2015). The Effects of Electronic Dictionary Use on Reading Comprehension and Vocabulary Retention of EFL Students. Arab World English Journal. ISSN: 2229-932. Retrieved from: https://www.awej.org/images/conferences/BejaiaProceedings2015/16.pdf

Harmer, J. (1994). *The Practice of English Language* Teaching. Longman.

Harmer, J. (1998). H*ow to teach English: An Introduction to the Practice of English Language Teaching.* Wesley Longman

Harmer, J. (2007). *The Practice of English Language Teaching*. Logman Group. Ltd.

Harmer, J. (2007). *How to Teach English New Edition*. Longman

Hedgcock, J. S. and. Ferris, D. R. (2018). *Teaching Readers of English. Students, texts and contexts. Second edition*. Routledge

Hedge, T. (2003). *Teaching and Learning in the Language Classroom*. Oxford University Press.

Hirvela, A. (2016). *Connecting reading and writing in second language writing instruction (2nd edition.)*. University of Michigan Press.

Hudson, T. (2007). *Teaching Second Language Reading*. Oxford University Press.

Hughes, A. (2015). What's the problem with reading? published thesis in language

University of Karlstad, Sweden. Retrieved from: https://www.divaportal.org/smash/get/diva2:820052/FULLTEXT01.pdf

Hulstijn, J., Hollander, M., and Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. The Modern Language Journal, 80, 327-339.

Ibrahim, A. I. (2010). Information and Communication Technologies in ELT. Journal of Language Teaching and Research". 1(3), 211-214.

Joan, S. (2005). Effective Vocabulary Instruction. Published in "Insights on Learning Disabilities" 2(1) 33-45

Johnson, K. (2001). *An introduction to Foreign Language Learning and Teaching*. Pearson Education Limited.

Joshi, A. Meza, J. Costa, S. Penin, D and Trout, K. (2010). The Role of Information

Communication Technology in Community Outreach, Academic and Research Collaboration, and Education and Support Services (IT-CARES). Online Research Journal: Perspectives in Health Information Management. Retrieved from: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3797554/

Kamil, M.L. and Lane, D.M. (1998). Researching the relationship between technology and literacy: An agenda for the 21st century. Cited in Zhang, S., and Duke, N. K. (2008). Strategies for internet reading with different reading purposes: A descriptive study of twelve good internet readers. Journal of Literacy Research, 40(1), 128-162.

Kataoka, K. (2000). *Computer for English Language learning in Japanese Schools*. Retrieved From: https://eric.ed.gov/?id=ED439600

Kennedy , D. (2014). Why audiobooks?. One-to-one, personalized instruction using multi-sensory, research-based techniques in a caring and relaxed environment. Mindspark custom, learning solutions. San Anselmo, California (510) 610- 6294. Retrieved from: http://www.mindsparklearning.com/why-audiobooks/

Kennewell, S. (2004). *Meeting the Standards in Using ICT for Secondary Teaching*. Routledge.

Kerlinger, F. N. (1986). *Foundations of Behavioural Research (3rd edition)*. Holt, Rinehart and Winston.

Khalaf, K. M. B. (2017). The Effect of E-mail and WhatsApp on Jordanian EFL Students' Reading Skill. Arab World English Journal (AWEJ) Volume.8 Number 2.Pp.228- 237. Retrieved from: https://dx.doi.org/10.24093/awej/vol8no2.16

Khenouci. M. (2012). Mascara : L'Ex-ITE Recupere Par L'education. Published in « Le Quotidien d'Oran » journal Retrieved from : https://www.djazairess.com/fr/lqo/5169789

Khitouche, O. (2022). Baddari ordonne la généralisation du zéro papier dans les universités l'Algérie Aujourd'hui, [Baddari orders the generalization of zero paper in universities Algeria Today]

Kintsch, W. (2005). An overview of top-down and bottom-up effects in comprehension: The CI perspective. Discourse Processes, 39(2-3), 125-128.

Knight, S. (1994). Dictionary Use While Reading: The Effects On Comprehension and Vocabulary Acquisition For Students Of Different Verbal Abilities. The Modern Language Journal, Vol. 78, No. 3, 285-299. Retrieved from: https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1540-4781.1994.tb02043.x

Koda, K. (2005). *Insights into second language reading. A cross-linguistic approach.* Cambridge University Press

Koda, K. (2013). Second language reading, scripts, and orthographies. In C. A. Chapelle (Ed.), The encyclopedia of applied linguistics, Vol. 8 (pp. 5123-5130). West Sussex, UK: Wiley-Blackwell.

Koganuramath, (2014). Virtual Library: An Overview. Retrieved from: file:///C:/Users/Toshiba/Documents/EGDownloads/228985156_Virtual_Library_An_Overview.html

Krashen, S. D. (2004). *The power of reading: Insights from the research* (2nd ed.). Portsmouth, Heinemann.

Kullberg, T. (2011). Swedish teachers' and students' views on the use of ICT in the English classroom. A published thesis at Linnaeus University. Retrieved from http://www.diva-portal.org/smash/get/diva2:432037/FULLTEXT02.pdf

Kumar, R. (2019). *Research Methodology: a Step- by- Step Guide for beginners.* Fifth

edition. SAGE Publication Ltd.

Kothari, C. R. (2004). *Research Methodology: Methods and techniques*, New age international (p) Ltd.

Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Sage Publications, Inc. Retrieved from:
http/InterViews%20An%20Introduction%20to%20Qualitative%20Research%20Interviewing%20by%20Steinar%20Kvale%20(z-lib.org).pdf

Lado, R. (1961). *Language testing*. Mc-Graw-Hill Book

Lambe., L. (2017). Teaching Reading Comprehension in EFL Classroom: A Glance at Some Approaches and Activities. JELLT, 2(2). Pp. 263-285.

Laufer, Batia, Cathie, E. Kathryn, H and Peter, C. (2004). Size and strength: do we need both to measure vocabulary knowledge? Language Testing 21(2): 202-226.

Lawson, J. M. and Hogben, D. (1996). The vocabulary learning strategies of foreign language students. Language Learning, 46(1), 101-135.

Leki, I. (1986). ESL student preferences in written error correction. Paper presented at the Southeast Regional TESOL Conference, Atlanta, Ga., Oct.

Li, H., and Wilhelm, K. H. (2008). Exploring pedagogical reasoning: Reading strategy instruction from two teachers perspectives. The Reading Matrix, 8(1), 96-110.

Li, M. , and D'Angelo, N. (2016). Higher-level processes in second language reading comprehension. Cited in Hedgcock, J. S. and. Ferris, D. R. (2018). *Teaching Readers of English. Students , texts and contexts*. Second edition. Routledge.

Li, X. (2005). An analysis of Chinese EFL learners' beliefs about the role of rote learning in vocabulary learning strategies. Asian EFL Journal, 7(4), 109-110. Cited in Sinhaneti, K and Kyaw, E. K. (2012). A Study of the Role of Rote Learning in Vocabulary Learning

Strategies of Burmese Students. US-China Education Review A 12. 987-1005, ISSN 1548-6613. Retrieved From: https://files.eric.ed.gov/fulltext/ED539350.pdf

Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. International Journal of Innovation in Language Learning and Teaching, 1(1), 14-29.

Liu, Z. (2005). Reading Behaviour in the digital environment, Journal of Documentation, Vol. 61 Iss 6 pp. 700 – 712. Retrieved From: https://litmedmod.ca/sites/default/files/pdf/liu_2005_lecture_numerique_competences_comportements.pdf

Long, M. H. (2005). *Second Language Needs Analysis*. Cambridge University Press.

Longman,. (1992). *Longman English-Chinese Dictionary of Contemporary English*. Longman Group (Far East) Ltd.

Longman Dictionary of Contemporary English (1995). Third Edition. Longman Group Ltd

MacLeod, M. (2018). Types of reading, Retrieved from: https://narentc.files.wordpress.com/2019/04/types-of-reading.pdf

Mahroof, R. S. (2016). Facilitating vocabulary learning in teaching English as a second
 Language in Sri Lanka: A comparative study. Retrieved from: http://ir.lib.seu.ac.lk/bitstream/handle/123456789/2160/LNG%20-%20Page%2076 81.pdf?sequence=1&isAllowed=y on 02/09/2018 at 14:33

Makhloufi, A. (2020). L'usage de l'enseignement à distance en Algérie à l'heure de la crise sanitaire Covid-19 : Entre solutions provisoires et un nouveau mode d'apprentissage en ligne qui s'impose dans le futur. Cas de l'université de Béjaia, [The use of distance education in Algeria at the time of the Covid-19 health crisis: Between temporary solutions and a new mode of online learning that is needed in the future. Case of the University of Béjaia], REFSICOM, online journal of French-language research in information and communication sciences, Crisis

communication, media and Covid-19 risk management. Retrieved from: http://www.refsicom.org/886

Marina, S, B. (2016). Using ICT in the foreign language classroom, (168-674). Retrieved from: http://publicacionesdidacticas.com/hemeroteca/articulo/074019/articulo-pdf

Maskor, M. Z., and Baharudin, H. (2016). Receptive vocabulary knowledge or productive Receptive Vocabulary Knowledge or Productive Vocabulary Knowledge in Writing Skill, Which One Important?. International Journal of Academic Research in Business and Social Sciences 2016(6 11):2222-6990 DOI:10.6007/IJARBSS/v6-i11/2395. Retrieved from: http://hrmars.com/hrmars_papers/Receptive_Vocabulary_Knowledge_or_Productive_Vocabulary_Knowledge_in_Writing_Skill,_Which_One_Important.pdf on 06/08/2018 at 17:42

Mazzouzi, R. (2022). Zero Paper: Algerian Universities to Stop Using Paper for Dissertations. Online article, El Fanar Media. Retrieved From: https://www.al-fanarmedia.org/2022/11/zero-paper-algerian-universities-to-stop-using-paper-for-dissertations/

Mbaeze, I. C., Ukwandu, E., and Anudu, C. (2010). The Influence of Information and Communication Technologies on Students' Academic Performance. Retrieved from https://www.researchgate.net/publication/272179181_The_Influence_of_Information_and_Communication_Technologies_on_Students'_Academic_Performance on 26/08/2018 at 14:00

McCallum, R. S., Sharp, S., Mee Bell S. and George, T. (2004). Silent versus oral reading comprehension and efficacy. Wiley Inter Science, 41, 241-246

McCarty, T. (2005). *Language, literacy, and power in schooling*. Lawrence Erlbaum

Mckee, S. (2012). Reading Comprehension, What We Know: A Review of Research 1995 to 2011. Language Testing in Asia, 2(1), 45-58

McNamara, D.S. (2007). *Reading Comprehension Strategies: Theories, Interventions, and Technologies.* Lawrence Erlbaum Associates Publishers.

McNamara, D. S., Boonthum, C., Levinstein, I. B, and Millis, K. (2009). Handbook of Latent Semantic Analysis: Evaluating self-explanations in I START: Comparing word-based and LSA algorithms. Psychology Press.

McQuillan, J. (1994). Reading versus Grammar: What Students Think Is Pleasurable and Beneficial for Language Acquisition. Applied language learning journal. Vol (5). Retrieved from:
https://www.researchgate.net/publication/234576699_Reading_versus_Grammar_What_Students_Think_Is_Pleasurable_and_Beneficial_for_Language_Acquisition

Mewcha, A. G. and Ayele, A. F. (2015). Assessing Teachers' Perception on Integrating ICT in Teaching- Learning Process: The Case of Adwa College. Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.4.

Micholet, M. (2019) Un tutorat transversal à distance et en ligne pour l'université. Published thesis submitted for the degree of Doctor of Language sciences at the University of Paul Valery University-Montpellier. Retrieved from https://theses.hal.science/tel-02019880/document

Miles and Huberman (1994). Qualitative Data Analysis. Retrieved from: http://wilderdom.com/research/ Qualitative Versus Quantitative Research. html

Miller, B., McCardle, P. and Long, R. (2014). *Teaching Reading and Writing. Improving Instruction and Student Achievement.* Paul H. Brookes Publishing Co

Milton, J. (2009). *Measuring second language vocabulary acquisition*. Multilingual Matters.

Mortimer, J. A and Charles, V. D. (1972). How To Read A Book. Retrieved from: https://textbookequity.org/Textbooks/HowtoReadABook.pdf

Muianga, X. (2019) The Role of ICT in the Shift Towards Student Centred Learning in Higher Education Eduardo Mondlane University, Mozambique: A case study. Academic dissertation for the Degree of Doctor of Philosophy in Computer and Systems Sciences at Stockholm University.

Natalia, A. (2016). Scaffolding Foreign Language Learners' Reading Strategies Using Tablet Computers at Two Secondary Schools in Denmark. A published Thesis submitted for the degree of Doctor of Philosophy at the University of Leicester.

Nation, P. I. S. (1982). Beginning to learn foreign vocabulary: A review of the research. RELC Journal, 13(1), 14-36.

Nation, P. I. S. (1990). *Teaching and learning vocabulary*. Newbury House.

Nation, P. I. S. (2001). *Learning vocabulary in another language*. Cambridge University Press

Nation, P. (2009). *Teaching ESL/ EFL Reading and Writing*. Routledge.

National Reading Panel. (2000). Report of the National Reading Panel: Teaching children to read reports of the subgroups (NIH Publication No. 00-4754). Retrieved from:
http://www.nichd.nih.gov/publications/nrp/report.cfm

Nemati, A. (2013). Vocabulary Learning Strategies: A Short Way to Long Term Retention Linguistics and Literature Studies 1(1): 8-14. Retrieved from:
http://www.hrpub.orghttps://zdoc.site/vocabulary-learning-strategies-horizon-research-publishing.html

Nguyen and Khuat, (2003). Learning Vocabulary through Games. Asian EFL Journal. Retrieved from: http:/www.asian-efljournal.com

Nicolas, G. (2006). Langues et TICE: méthodologie de conception multimédia. Languages and ICT: Multimedia Design Methodology [Languages and ICT: Multimedia Design Methodology. Languages and ICT: Multimedia Design Methodology]. paris Retrieved from:
https://books.google.dz/books?id=M4s58aUZMWwC&pg=PA11&lpg=PA11&dq=Les+TICE +allaient+accroitre+la+motivation,+individualiser+les+apprentissages,+respecter+les+profils +cognitifs,+rendre+l%E2%80%99apprentissage+plus+ludique,+plus+attrayant,+et+plus+inte

ractif&source=bl&ots=uuSd6QvGJT&sig=eVuRk7MWEVeQr8GW9wZ5DsKUo0&hl=fr&s
a=X&ved=2ahUKEwjLnZapJLdAhWMxYUKHZmUASQQ6AEwA3oECAgQAQ#v=onepa
ge&q=Les%20TICE%20allaient%20accroitre%20la%20motivation%2C%20individualiser%2
0les%20apprentissages%2C%20respecter%20les%20profils%20cognitifs%2C%20rendre%20
l%E2%80%99apprentissage%20plus%20ludique%2C%20plus%20attrayant%2C%20et%20pl
us%20interactif&f=false

Niebel, D. Gurdun, K. and Hans, J. B. (2013). Information and Communication Technology
(ICT): Key Technologies for Sustainable Development. BMZ Strategy Paper 2. Federal
Ministry for Economic Cooperation and Development. Germany.

Nielsen, B. (2003). A review of research into vocabulary learning and acquisition. [Online].
Retrieved from : http://www.kushiro-ct.ac.jp/library/kiyo/kiyo36/Brian.pdf

Nunan, D. (1991). *Language teaching methodology*. Prentice Hall International

Nunan, D. (1999). *Second Language Teaching and Learning*. Heinle and Heinle

Nuttall, C. (1982). Teaching Reading Skill in a Foreign Language. London: Heinemann
Educational Books.

Nuttall, C. (1996). Teaching Reading Skill in a Foreign Language. Macmillan: Heineman.

Nwabudike, C. E., and Anaso, G. (2013). The Effects of Extensive Reading on Some ESL
Learners' Vocabulary Development: A Case Study of Nigerian-Turkish International Colleges,
Kano. International Journal of Humanities and Social Science Invention, 1(2), 34-42

Olson, D. R. (2009). Literacy, literacy policy, and the school. Cited in Hedgcock, J. S. and
Ferris, D. R. (2018). *Teaching Readers of English. Students , texts and contexts*. Second
edition. Routledge.

Oshima, A. and Hogue, A. and Longman , A, W, (1996) *Introduction to Academic Writing*, Second Edition (The Longman Academic Writing Series) page 221 Published by Longman Pub Group.

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*, Newbury House Publishers.

Paran, A. (2003). Intensive Reading. English Teaching Professional, 28, 40-59.

Pardede, P. (2008). A Review on Reading Theories and its Implication to the Teaching of Reading. Conference: English Department Bimonthly Forum of FKIP-UKIAt: Jakarta, Indonesia. Retrieved from: https://www.researchgate.net/publication/321228081_A_Review_on_Reading_Theories_and_its_Implication_to_the_Teaching_of_Reading

Patel, M and Jain, P. (2008). *English language teaching (Methods, Tools and Techniques).* Sunrise Publishes and Distributors

Patterson, N.G. (2000). The English class Hypertext and the Changing Roles of Readers. English Journal. Retrieved from: http://homepages.gac.edu/~mkoomen/edu241/hypertext.pdf

Patton, M. Q. (2014) . *Qualitative Research and Evaluation Methods: Integrating Theory and Practice*. Sage Publications, Inc. 4th ed. Retrieved from: http://Qualitative%20Research%20%20Evaluation%20Methods%20Integrating%20Theory%20and%20Practice%20by%20Michael%20Quinn%20Patton%20(z-lib.org).pdf

Pearson, P.D., Roehler, L., Dole, J., and Duffy, G. (1992). Developing Expertise in Reading Comprehension. Cited in Schmar-Dobler, E. (2003). Reading on the Internet: The link between literacy and technology. Journal of Adolescent and Adult Literacy 47(1):80-8. Retrieved   from: https://www.researchgate.net/publication/287009870_Reading_on_the_Internet_The_Link_between_Literacy_and_Technology

Powell, S. (2005). Extensive Reading and Its Role in the Future of English Language Teaching in Japanese High Schools. The Reading Matrix. Vol. 5, No. 2. Available at: http://www.extensivereading.net/er/powell.html

Prasannanshu. (2013). The English Language And Information Communication Technology International Journal Of Professional Development Vol.2,No.2,J

Prensky, M. (2001). Digital Natives, Digital Immigrants, On the Horizon, MCB University Press, Vol. 9 No. 5. Retrieved from: http://www.marcprensky.com/writing/Prensky%20%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf

Pressley, M. (2002). Metacognition and self-regulated comprehension. Cited in Hedgcock, J. S. and. Ferris, D. R. (2018). *Teaching Readers of English. Students , texts and contexts.* Second edition. Routledge.

Pressley, M. , and Allington, R. L. (2014). *Reading instruction that works: The case for balanced teaching* (4th edition.). Guilford.

Pulido, D. (2009). How involved are American L2 learners of Spanish in lexical input processing tasks during reading? Studies in Second Language Acquisition, 31, 31-58.

Qin, X. (2020). Using Open-Source Learning Platform (Moodle) in University Teachers' Professional Development. Journal of Physics: Conference Series. 1646 012036. IOP Publishing. Retrieved from: https://iopscience.iop.org/article/10.1088/1742-6596/1646/1/012036/pdf

Rania, E. M and Ali Ahmed, M. (2016) Enhancing Students' Autonomous Vocabulary Learning for Academic Writing. Retrieved from: http://euacademic.org/UploadArticle/2681.pdf on 29/08/2018 at 20:15

Rasouli, F. and Jafari, K. (2016). A Deeper Understanding of L2 Vocabulary Learning and Teaching: A Review Study. International Journal of Language and Linguistics. Vol. 4, No. 1, 2016, pp. 40-46.

Rezaei, M., and Davoudi, M. (2016). The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension. Journal of Education and Learning, Vol. 5, No. 3, 139-148.Journal of Education and Learning; Vol. 5, No. 3; 2016 ISSN 1927-5250 E-ISSN 1927-5269 Published by Canadian Center of Science and Education Retrieved from: https://files.eric.ed.gov/fulltext/EJ1103719.pdf

Richards, J. C and Renandya, W. A. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University Press.

Richards, J. C. and Schmidt, R. (2002). Longman dictionary of language teaching and applied linguistics (3rd edition). Longman.

Rivers, W. (1981). Learning a six Language: an adult learners' daily diary. Canadian modern Language review 36/ 1: 67-82

Roby, W. B. (2004). Technology in the Service of Foreign Language Learning: The Case Of The Language Laboratory. Retrieved from: https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.564.6222&rep=rep1&type=pdf

Ronald, J. and Ozawa, S. (2008). The Electronic Dictionary in the Language Classroom: the Views of Language Learners and Teachers. Retrieved from https://www.euralex.org/elx_proceedings/Euralex2008/112_Euralex_2008_James%20Ronald_Shinya%20Ozawa_The%20Electronic%20Dictionary%20in%20the%20Language%20Classroom_The%20Views%20of%20Language%20Lea.pdf

Sanford, A. J., and Garrod, S. C. (2005). Memory-based approaches and beyond. Discourse Processes, 39, 205–224.

Sarnou, H., Sabri, K., Samira, H., and Bouhadiba, F. (2012). LMD New System in the Algerian University. Arab World English Journal International Peer Reviewed Journal ISSN: 2229-9327. Volume.3 Number.4. pp. 179 – 194. Retrieved from: https://awej.org/lmd-new-system-in-the-algerian-university/

Schmar-Dobler, E. (2003). Reading on the Internet: The link between literacy and technology. Journal of Adolescent and Adult Literacy 47(1):80-8. Retrieved from: https://www.researchgate.net/publication/287009870_Reading_on_the_Internet_The_Link_between_Literacy_and_Technology

Schmitt, N. (1997). *Vocabulary learning strategies, Vocabulary: description, acquisition and pedagogy*, ed. by. Norbert Schmitt and Michael McCarthy, 199-227. Cambridge University Press.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.

Schuberth, R. E., and Eimas, P. D. (1977). Effects of context on the classification of words and nonwords. Journal of Experimental Psychology: Human Perception and Performance, 3, 27-36.

Scrivener, J. (2011). *Learning Teaching the essential guide to English language teaching*. Mac Millan.

Seidenberg, M.S. (2017). *Language at the speed of sight: How we read, why so many can't, and what can be done about it*. Basic Books.

Seidman, I. (2006). *Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences* 3rd ed Teachers College, Columbia University. Retrieved from: Interviewing%20As%20Qualitative%20Research%20A%20Guide%20for%20Researchers%20in%20Education%20And%20the%20Social%20Sciences%20by%20Irving%20Seidman%20(z-lib.org).pdf

Setiawan, R. R. (2017). Definition of Reading According to Experts. Retrieved from: http://ronymbonster.blogspot.com/2017/05/reading-is-process-of-looking-at-series.html

Shahidullah, M. (1996). Product and Process view of reading and their pedagogical implication. Rajshahi University Studies, 23(24), 209-230.

Shen, L.B (2006). Computer Technology and College Students' Reading Habits, Chia-nan Annual Bulletin, Vol. 32, PP. 559-572. Retrieved from: http://lib.chna.edu.tw/bulletin/files/v32_559_572.pdf

Shin, N., Sutherland, L. M., Norris, C. A., and Soloway, E. (2012). Effects of game technology on elementary student learning in mathematics. British Journal of Educational Technology, 43, 540-560. doi:10.111/j.1467-8535.2011.01197.x. Cited in Zhou,Y. (2016). Digital Vocabulary Competition as Motivator for Learning in CFL Classrooms. Journal of Technology and Chinese Language Teaching Volume 7. Retrieved From: http://www.tclt.us/journal/2016v7n2/zhou.pdf

Siegenthaler, E., Bochud, Y. Wurtz, P. Schmid, L. Bergamin, P., (2012). The effects of touch screen technology on the usability of e-reading devices. Journal of Usability Studies, May, 7(3), pp. 94-104. Retrieved from: https://www.researchgate.net/publication/233502448_The_Effects_of_Touch_Screen_Techno logy_on_the_Usability_of_E-Reading_Devices

Silverman, D. (2013). *Doing Qualitative Research: A Practical Handbook*.4th edition. SAGE. Retrieved from: https://books.google.dz/books?hl=fr&lr=&id=LySjM0tY-tEC&oi=fnd&pg=PP2&dq=Silverman,+D.+(2000).+Doing+Qualitative+Research.+London:+SAGE.&ots=kG25qNHGtY&sig=8Yc_FC0RgOZXvJBaz9f55c42IYI&redir_esc=y#v=onepage&q=gold%20&f=false

Sinhaneti, K and Kyaw, E. K. (2012). A Study of the Role of Rote Learning in Vocabulary Learning Strategies of Burmese Students. US-China Education Review A 12. 987-1005, ISSN 1548-6613. Retrieved From: https://files.eric.ed.gov/fulltext/ED539350.pdf

Smith, F. (2004). *Understanding reading* (6th ed). Lawrence Erlbaum

Smyan, K. A. (2017). L'usage des nouvelles technologies dans l'enseignement-apprentissage des langues étrangères [The use of new technologies in foreign language teaching and learning] Journal of Al-Farahidi's Arts, Volume 09, Issue 30, Pages 56-71

Stanovich, K. E. (1986). Matthew Effects in Reading: Some Consequences of Individual Differences in the Acquisition of Literacy. Reading Research Quarterly, 21, 360-406. Retrieved from: http://dx.doi.org/10.1598/RRQ.21.4.1

Steven, J. T. Robert, B and Marjorie, L. D. (2016). *Introduction to Qualitative Research Method: A Guide Book and Resource*. 4th ed, WILEY.

Subhajit, P (2021). Usefulness of Free Conference Call (FCC) in Digital Learning Platform: A Comparative Study using Users' Perception and Economical Compatibility. International Journal of Computer Science and Information Technology for Education, 6(1), 11–28. Retrieved from: https://doi.org/10.21742/ijcsite.2021.6.1.02

Sudiran .(2015). Students' Perception Towards the Use of Internet as Learning Media to Promote Reading Comprehension Skill" University of Muhammadiyah Malang, Malang, Indonesia. Sino-US English Teaching, September 2015, Vol. 12, No. 9, 684-692 doi:10.17265/1539-8072/2015.09.007 Retrieved from: https://pdfs.semanticscholar.org/6f65/f22448e0abc8a363ec895b6d8da49adcad02.pdf

Tamilsevan, N. Sivakumar, N. and Sevukam, R. (2012). Information and Communication Technologies. International Journal of Library and Information Science. Volume1. Issue1. pp. 15-28. ISSN: 2277-3584. Retrieved from: http://www.academia.edu/2764232/INFORMATION_AND_COMMUNICATIONS_TECHNOLOGIES_ICT_ on the 15th of August, 2018 at 10:37 am.

Tesser, C.C. (2005) The Role of Building Reading Comprehension. Retrieved from: http://apcentral.collegeboard.com/apc/public/repository/Spanish_Lang_SF_Build_Read_Comp07.pdf

Torres, I., and Ramos, M. (2003). Fostering vocabulary acquisition through self-learning tools and electronic dictionaries. The GRETA Magazine, 10(2).

Tschirner, E. (2004) Breadth of Vocabulary and Advanced English Study: An Empirical Investigation Electronic Journal of Foreign Language Teaching

2004, Vol. 1, No. 1, pp. 27-39. Retrieved from: http://eflt.nus.edu.sg/v1n12004/tschirner.htm

Tugrul, M. C. (2012) "Developing Speaking Skills through Reading" International Journal of English Linguistics; Vol. 2, No. 6; 2012 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education. Ishik University, Erbil, Iraq. Retrieved from https://pdfs.semanticscholar.org/4ce1/0f499af5853361418aa25a12c3610fb499ed.pdf

Tulving, E. and Gold, C. (1963). Stimulus information and contextual information as determinants of tachistoscope recognition of words. Journal of Experimental Psychology, 66(4), 319-327.

Tunmer, W. E., and Chapman, J. W. (2004). Reading Recovery: Distinguishing myth from reality. In R.M. Joshi (Ed.), Dyslexia: Myths, misconceptions, and some practical applications (pp.99-114). Baltimore, MD: International Dyslexia Association.

University of Mascara. Retrieved from: https://www.4icu.org/reviews/universities-english/12371.html

University of Mascara webpage. Retrieved from: https://www.univmascara.dz/index.php/en/university/presentation?layout=edit&id=617

Wagner, S. (2002). The Reading Habit of Teams. Journal of Reading Today, 46, pp.3-4.

Weir, C. and Roberts, J. (1993).Education in EFL. In Applied Language Studies, D.Crystal and K. Johnson (Ed).

Weschler, R., and Pitts, C. (2000). An experiment using electronic dictionaries with EFL students. The Internet TESL Journal, 6(8). Retrieved from the Internet TESL Journal:

http://iteslj.org/Articles/Weschler-ElectroDict.html

Willis, J. M. D. (2008). Teaching the brain to read: strategies for improving fluency, vocabulary, and comprehension . Hawker Brownlow Education. Retrieved from : https://files.hbe.com.au/samplepages/107073.pdf

Wolf, M. (2007). *Proust and the squid: The story and science of the reading brain*. HarperCollins.

Yahiaoui, H. (2017). Portfolio Assessment to Enhance Students' Writing Skill. kiraaate Revue. volum 7, Numero 7, pages31-42. Retrieved from: https://www.asjp.cerist.dz/en/article/44811

Yip, F. W. M. and Kwan, A. C. M. (2006). Online vocabulary games as a tool for teaching and learning English vocabulary Educational Media International, International Council for Educational Media. Vol. 43, No. 3, pp. 233–249.

Yoon, J. C. (2002). Three decades of sustained silent reading: A meta-analytic review of the effects of SSR on attitude toward reading. Reading Improvement, 39, 186-196. Retrieved from: http://find.galegroup.com

Yuan, E.S. (2020) A Message to Our user. Retrieved from https://blog.zoom.us/a-message-to-our-users/

Yukselir, C. (2017). A Meta-synthesis of Qualitative Research about Mobile Assisted Language Learning (MALL) in Foreign Language Teaching. Arab World English Journal (AWEJ) Volume. Pp. 302 -318 Retrieved From:https://dx.doi.org/10.24093/awej/vol8no3.20.

Zhang, S.and Duke, N. K. (2008). Strategies for Internet Reading with Different Reading Purposes: A Descriptive Study of Twelve Good Internet Readers. Journal of Literacy Research. Retreived from: https://journals.sagepub.com/doi/pdf/10.1080/10862960802070491

Zhou, L. (2008). Effects of reading tasks on Chinese EFL students' reading comprehension. (Doctoral dissertation, Suranaree University of Technology). Retrieved from http://sutir.sut.ac.th:8080/sutir/bitstream/123456789/3172/2/fulltext.pdf.

Appendices

Appendix 1

Students' Questionnaire

Dear students,

      With a view to prepare a research about the use of Information Communication Technologies (ICTs henceforth) in enhancing EFL students' reading skill and vocabulary development, we kindly request you to read the questions carefully, tick the appropriate box and make thoughtful comments whenever necessary. The researcher promises that your information will be used confidentially and for research purposes only.

                                                Thank you

Section One: Students' Attitudes towards learning Reading Skill

1- To what extent do you think that reading skill is important in developing your level in English?

Very important   ☐

Important   ☐

Quite important   ☐

Not really important   ☐

2- Do you like reading in English ?

Yes   ☐   No   ☐

If no, could you please explain why……………………………………………………

…………………………………………………………………………………………….

…………………………………………………………………………………………….

3- How often do you enjoy your EFL reading comprehension sessions ?

Always   ☐

Often   ☐

Occasionally   ☐

Rarely   ☐

Never   ☐

4- What kinds of materials are included during reading sessions?

Short text ☐   Novels ☐   Short stories ☐

5- Do you think that these materials are helpful in developing your reading proficiency?

Extremely helpful ☐

Very helpful ☐

Moderately helpful ☐

Slightly helpful ☐

Not at all helpful ☐

6- Does the teacher recommend reading outside the classroom?

Yes ☐   No ☐

7- From where do you get your reading materials?

Library ☐

Internet ☐

Teacher ☐

Friend ☐

8- While reading a text do you understand

Everything you read ☐

Some of what you read ☐

None of what you read ☐

9- When you are reading a passage and you come across a difficult word what strategies do you use?

Guessing its meaning ☐

Asking the teacher ☐

Asking your friend ☐

Using printed dictionary ☐

Using digital dictionary on your mobile phone ☐

10- In your opinion, what is the best way to remember a word you have just learned?

Through reading ☐

Through conversation ☐

Through listening to native speakers ☐

Through Writing ☐

Section Two: Integrating ICTs in the Reading Classroom

11- How do you prefer to learn in the reading classroom?

☐ Traditional methods   ☐ Innovative methods (ICTs)

12- How often do your teacher of English use ICTs tools (Data Show, videos, internet, phone, visuals, audiovisuals...) in the Reading classroom?

Very frequently ☐
Sometimes ☐
Rarely ☐
Never ☐

13 – Which tools among the above ones you find it more suitable to develop your reading skills in the classroom?

Data show ☐

internet ☐

mobile phone ☐

computer ☐

audiovisuals ☐

Justify...……………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………………

…………………………………………………………………………………………………….

14- According to you, what is the most effective ICTs tool in enhancing your reading skill and developing your vocabulary outside the classroom ? Do not hesitate to state any tool that you feel is the most appropriate in.

....

....

....

....

15- Have you ever had an opportunity to benefit from the language lab / computer laboratory?

Always ☐

Often ☐

Occasionally ☐

Rarely ☐

Never ☐

16- Do you think that integrating those ICTs tools can actually improve reading skill and contribute in acquiring more vocabulary?

Strongly agree ☐

Slightly agree ☐

Agree ☐

Slightly disagree ☐

Strongly disagree ☐

17- To what extent the use of ICTs may impact you positively in developing reading ability and vocabulary

Significantly ☐

Moderately ☐

Slightly ☐

Not at all ☐

Thank you for your cooperation

Appendix 2

First EFL Teachers' Interview

Dear teachers,

This interview is part of an academic research that investigates the use of ICTs in enhancing EFL students reading skill and Vocabulary development. The researcher would be very grateful if you could answer the following questions. The researcher promises that the information you provide will remain confidential, and it will be used for academic purposes only.

Thank you in advance for your kind collaboration.

1. Could you please inform us about your experience in teaching English language?

2. What is your experience in teaching reading skill as a module?

3. Could you please give us general idea about your duration of work concerning the hours of teaching reading comprehension module for second year license?

4- There is no doubt that teaching reading skill is not an easy task to do, so could you please inform me if you are following any specific method of teaching this basic skill?

5- How do you teach vocabulary?

6- In teaching reading comprehension and vocabulary have you ever used ICTs

7 - If yes, What kind of tools (software and hardware) have you used ?

8- How do you evaluate the effectiveness of these tools in the improvement of reading ability and vocabulary acquirement?

9- If no, what are the barriers that prevent you from using ICTs in teaching reading skill.

10- Do you think that integrating ICTs in the classroom can improve your EFL students' reading skill and vocabulary ?

If yes, could you please give us more details?

11. Do you ever teach reading comprehension module in the computer laboratory?

-If yes, what do you think the advantages of using this lab?

- If No, why you don't use it?

12- Have you ever encourage your students to read outside the classroom?

- If yes, how you do this?

Thank you for your kind help

Appendix 3
Second EFL Teachers' Interview

Dear teacher,
    The following interview aims to know your own opinion about the use of ICTs in enhancing EFL students' reading skill and vocabulary development. With a special emphasis on the current position of teaching reading skill at mascara university (comparison between the classical and LMD systems). Therefore, I will be grateful if you accept to answer the following questions.
Thank you in advance for your support, your kind help will be beneficial and essential to fulfil this research work.

1- What is your experience in teaching English language?
2- What is your experience in teaching reading skill as a module?
3- Since reading skill today is taught together with written expression in one module what method do you follow in teaching this module?
 4- How can you   involve two skills in one session without neglecting any one of these two skills?
   ➢ Which skill (reading or writing) do you emphasize more on during the session?
5- Within the new reform of the LMD system, what is your attitude towards the modifications that happened in teaching reading skill?
6- In case you see it as a failure what remedies do you recommend to better the situation?
7- What do you think is the best way/ strategy to enhance students' reading skill and develop their vocabulary?
8- Have you ever integrate ICT in your teaching?
   ➢ If No, why have not you used ICT in your EFL teaching?
9 -If yes what type of software and hardware have you used?
   ➢ What did you used the ICT for?
10-Have you received any training on how to integrate ICTs into your EFL teaching?
-If yes what type of training did you received and where did you receive your training?
11- What about students' attitudes towards technology? What did you notice? Is it positive or negative?
12- Do you think incorporating ICTs in the classroom can help learners grow with a good reading competence and vocabulary acquisition?
 - If yes, could you please explain and give us more details.
13- Relying on your classroom experience, what would you do to stimulate your students and encourage them to improve their reading skill and acquiring vocabulary?

Thank you for your kind help

Appendix 4
Face-to-face teaching protocol

الجمهورية الجزائرية الديمقراطية الشعبية

République algérienne démocratique et populaire

وزارة التعليم العالي و البحث و العلمي

Ministère de l'enseignement supérieur et de la recherche scientifique

جامعة مصطفى اسطنبولي بمعسكر

كلية الآداب و اللغـات

نيابة العمادة المكلفة بالدراسات والمسائل المرتبطة بالطلبة

رقم: 54/ك آل/ن ع م د و م م ط / ج م /2021   2021/10/03

بروتوكول التدريس الحضوري للسداسي الأول
برسم السنة الجامعية 2022/2021

تنهي نيابة العمادة إلى علم كافة طلبة كلية الآداب و اللغات لحساب السنة الجامعية 2022/2021 سوف أن الدراسة تنطلق إبتداءا من تاريخ 10 أكتوبر 2021 وفق دفعات و رزنامة بيداغوجية محددة ، و تطبيقا للبروتوكول الخاص بالدخول الجامعي تم تحديد الدفعات كما يلي :

ملاحظة	الدفعات	القسم
أسبوعان + أسبوعان + أسبوع بصفة دورية ، كما تحسب ساعة واحدة للدروس والأعمال الموجهة و ساعتان للعمل التطبيقي .	- دفعة واحدة تعتمد نظام التدوير - السنة الأولى مقسمة إلى 8 أفواج - السنة الثانية و الثالثة ليسانس جميع التخصصات - السنة الأولى و الثانية ماسترجميع التخصصات	اللغة و الأدب العربي
	- الدفعة الأولى : - السنة الثانية و الثالثة ليسانس و الثانية ماستر - الدفعة الثانية : - السنة الأولى ليسانس و الأولى ماستر جميع التخصصات	اللغة و الأدب الفرنسي
	- الدفعة الأولى: - السنة الثانية و الثالثة ليسانس و الثانية ماستر - الدفعة الثانية : - السنة الأولى ليسانس و الأولى ماستر جميع التخصصات	اللغة و الأدب الإنجليزي

عودة موفقة أعزائي الطلبة   ترقبوا استعمالات الزمن لاحقا

Appendix 5

Variable View SPSS

Questionnaire Student'sfinal.sav

	Nom	Type	Largeur	Décimales
1	Question01	Numérique	8	0
2	Question02_1	Numérique	8	0
3	Question02_2	Numérique	8	0
4	Question03	Numérique	8	0
5	Question04_1	Numérique	8	0
6	Question04_2	Numérique	8	0
7	Question04_3	Numérique	8	0
8	Question05	Numérique	8	0
9	Question06	Numérique	8	0
10	Question07_1	Numérique	8	0
11	Question07_2	Numérique	8	0
12	Question07_3	Numérique	8	0
13	Question07_4	Numérique	8	0
14	Question08	Numérique	8	0
15	Question09_1	Numérique	8	0
16	Question09_2	Numérique	8	0
17	Question09_3	Numérique	8	0
18	Question09_4	Numérique	8	0
19	Question09_5	Numérique	8	0
20	Question10	Numérique	8	0
21	Question11	Numérique	8	0
22	Question12	Numérique	8	0
23	Question13_1	Numérique	8	0
24	Question13_2	Numérique	8	0
25	Question13_3	Numérique	8	0
26	Question13_4	Numérique	8	0
27	Question13_5	Numérique	8	0
28	Question14	Numérique	8	0
29	Question15	Numérique	8	0
30	Question16	Numérique	8	0
31	Question17	Numérique	8	0
32	Question18	Numérique	8	0

	Libellé
1	To what extent do you think that reading skill is important in developing your level in Englis
2	Do you like reading in English ?
3	If no, could you please explain why
4	How often do you enjoy your EFL reading comprehension sessions?
5	What kind of materials are included during reading sessions? Short text
6	What kind of materials are included during reading sessions? Novels
7	What kind of materials are included during reading sessions? Short story
8	Do you think that these materials are helpful in developing your reading proficiency?
9	Does the teacher recommend reading outside the classroom?
10	From where do you get your reading materials? Library
11	From where do you get your reading materials? Internet
12	From where do you get your reading materials? Teacher
13	From where do you get your reading materials? Friend
14	While reading a text do you understand?
15	When you are reading a passage and you come across a difficult word what strategies do
16	When you are reading a passage and you come across a difficult word what strategies do
17	When you are reading a passage and you come across a difficult word what strategies do
18	When you are reading a passage and you come across a difficult word what strategies do
19	When you are reading a passage and you come across a difficult word what strategies do
20	In your opinion, what is the best way to remember a word you have just learned?
21	How do you prefer to learn in the reading classroom?
22	How often do your teacher of English use ICTs tools (Data Show, videos, internet, phone,
23	Which tools among the above ones you find it more suitable to develop your reading skills
24	Which tools among the above ones you find it more suitable to develop your reading skills
25	Which tools among the above ones you find it more suitable to develop your reading skills
26	Which tools among the above ones you find it more suitable to develop your reading skills
27	Which tools among the above ones you find it more suitable to develop your reading skills
28	Justification
29	According to you, what is the most effective ICTs tool in enhancing your reading skill and d
30	Have you ever had an opportunity to benefit from the language lab / computer laboratory?
31	Do you think that integrating those ICTs tools can actually improve reading skill and contrib
32	To what extent the use of ICTs may impact you positively in developing reading ability and

264

	Valeurs	Manquant	Colonnes	Align	Mesure
1	{1, Very imp...	Aucun	12	Droite	Ordinales
2	{1, yes}...	Aucun	10	Droite	Nominales
3	{1, Boring}...	Aucun	10	Droite	Nominales
4	{1, Always}...	Aucun	17	Droite	Ordinales
5	{1, yes}...	Aucun	20	Droite	Nominales
6	{1, yes}...	Aucun	20	Droite	Nominales
7	{1, yes}...	Aucun	18	Droite	Nominales
8	{1, Extremel...	Aucun	14	Droite	Ordinales
9	{1, Yes}...	Aucun	12	Droite	Nominales
10	{1, Yes}...	Aucun	13	Droite	Nominales
11	{1, Yes}...	Aucun	8	Droite	Nominales
12	{1, Yes}...	Aucun	8	Droite	Nominales
13	{1, Yes}...	Aucun	8	Droite	Nominales
14	{1, Everythin...	Aucun	22	Droite	Ordinales
15	{1, Yes}...	Aucun	11	Droite	Nominales
16	{1, Yes}...	Aucun	13	Droite	Nominales
17	{1, Yes}...	Aucun	11	Droite	Nominales
18	{1, Yes}...	Aucun	17	Droite	Nominales
19	{1, Yes}...	Aucun	21	Droite	Nominales
20	{1, Through r...	Aucun	12	Droite	Ordinales
21	{1, Tradition...	Aucun	11	Droite	Nominales
22	{1, Very freq...	Aucun	8	Droite	Nominales
23	{1, Yes}...	Aucun	20	Droite	Nominales
24	{1, Yes}...	Aucun	14	Droite	Nominales
25	{1, Yes}...	Aucun	17	Droite	Nominales
26	{1, Yes}...	Aucun	20	Droite	Nominales
27	{1, Yes}...	Aucun	13	Droite	Nominales
28	{1, Quickly ...	Aucun	8	Droite	Nominales
29	{1, Phone}...	Aucun	8	Droite	Nominales
30	{1, Always}...	Aucun	8	Droite	Ordinales
31	{1, Strongly ...	Aucun	8	Droite	Ordinales
32	{1, Significa...	Aucun	8	Droite	Ordinales

265

	Rôle
1	Entrée
2	Entrée
3	Entrée
4	Entrée
5	Entrée
6	Entrée
7	Entrée
8	Entrée
9	Entrée
10	Entrée
11	Entrée
12	Entrée
13	Entrée
14	Entrée
15	Entrée
16	Entrée
17	Entrée
18	Entrée
19	Entrée
20	Entrée
21	Entrée
22	Entrée
23	Entrée
24	Entrée
25	Entrée
26	Entrée
27	Entrée
28	Entrée
29	Entrée
30	Entrée
31	Entrée
32	Entrée

266

Appendix 6

Descriptive Analysis

EXAMINE VARIABLES=Question01 Question02_1 Question02_2 Question03 Question04_1
Question04_2

  Question04_3 Question05 Question06 Question07_1 Question07_2 Question07_3 Question07_4
Question08

  Question09_1 Question09_2 Question09_3 Question09_4 Question09_5 Question10 Question11
Question12

  Question13_1 Question13_2 Question13_3 Question13_4 Question13_5 Question14 Question15
Question16

  Question17 Question18

 /PLOT NONE

 /STATISTICS DESCRIPTIVES

 /CINTERVAL 95

 /MISSING LISTWISE

 /NOTOTAL.

Explorer

Remarques

Sortie obtenue		10-SEP-2023 11:47:04
Commentaires		
Entrée	Données	C:\Users\HP\Desktop\Dossiers\Fichiers SPSS\Questionnaire Student'sfinal.sav
	Jeu de données actif	Jeu_de_données1
	Filtre	<sans>
	Pondération	<sans>
	Scinder un fichier	<sans>

	N de lignes dans le fichier de travail	162
Gestion des valeurs manquantes	Définition de la valeur manquante	Les valeurs manquantes définies par l'utilisateur pour les variables dépendantes sont traitées comme manquantes.
	Observations utilisées	Les statistiques sont basées sur des observations dépourvues de valeurs manquantes pour toutes les variables dépendantes et facteurs utilisés.

Syntaxe		EXAMINE VARIABLES=Question01 Question02_1 Question02_2 Question03 Question04_1 Question04_2
		Question04_3 Question05 Question06 Question07_1 Question07_2 Question07_3 Question07_4 Question08
		Question09_1 Question09_2 Question09_3 Question09_4 Question09_5 Question10 Question11 Question12
		Question13_1 Question13_2 Question13_3 Question13_4 Question13_5 Question14 Question15 Question16
		Question17 Question18
		/PLOT NONE
		/STATISTICS DESCRIPTIVES
		/CINTERVAL 95
		/MISSING LISTWISE
		/NOTOTAL.
Ressources	Temps de processeur	00:00:00,02
	Temps écoulé	00:00:00,16

Récapitulatif de traitement des observations

Observations

	Valide		Manquant		Total	
	N	Pourcentage	N	Pourcentage	N	Pourcentage
To what extent do you think that reading skill is important in developing your level in English?	11	6,8%	151	93,2%	162	100,0%
Do you like reading in English ?	11	6,8%	151	93,2%	162	100,0%
If no, could you please explain why	11	6,8%	151	93,2%	162	100,0%
How often do you enjoy your EFL reading comprehension sessions?	11	6,8%	151	93,2%	162	100,0%
What kind of materials are included during reading sessions? Short text	11	6,8%	151	93,2%	162	100,0%
What kind of materials are included during reading sessions? Novels	11	6,8%	151	93,2%	162	100,0%
What kind of materials are included during reading sessions? Short story	11	6,8%	151	93,2%	162	100,0%
Do you think that these materials are helpful in developing your reading proficiency?	11	6,8%	151	93,2%	162	100,0%
Does the teacher recommend reading outside the classroom?	11	6,8%	151	93,2%	162	100,0%

From where do you get your reading materials? Library	11	6,8%	151	93,2%	162	100,0%
From where do you get your reading materials? Internet	11	6,8%	151	93,2%	162	100,0%
From where do you get your reading materials? Teacher	11	6,8%	151	93,2%	162	100,0%
From where do you get your reading materials? Friend	11	6,8%	151	93,2%	162	100,0%
While reading a text do you understand?	11	6,8%	151	93,2%	162	100,0%
When you are reading a passage and you come across a difficult word what strategies do you use? Guessing its meaning	11	6,8%	151	93,2%	162	100,0%
When you are reading a passage and you come across a difficult word what strategies do you use? Asking the teacher	11	6,8%	151	93,2%	162	100,0%
When you are reading a passage and you come across a difficult word what strategies do you use? Asking your friend	11	6,8%	151	93,2%	162	100,0%
When you are reading a passage and you come across a difficult word what strategies do you use? Using printed dictionary	11	6,8%	151	93,2%	162	100,0%

When you are reading a passage and you come across a difficult word what strategies do you use? Using digital dictionary on your mobile phone	11	6,8%	151	93,2%	162	100,0%
In your opinion, what is the best way to remember a word you have just learned?	11	6,8%	151	93,2%	162	100,0%
How do you prefer to learn in the reading classroom?	11	6,8%	151	93,2%	162	100,0%
How often do your teacher of English use ICTs tools (Data Show, videos, internet, phone, visuals, audiovisuals...) in the Reading classroom?	11	6,8%	151	93,2%	162	100,0%
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Datashow	11	6,8%	151	93,2%	162	100,0%
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Internet	11	6,8%	151	93,2%	162	100,0%
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Mobile phone	11	6,8%	151	93,2%	162	100,0%
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Computer	11	6,8%	151	93,2%	162	100,0%

Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Audiovisuel	11	6,8%	151	93,2%	162	100,0%
Justification	11	6,8%	151	93,2%	162	100,0%
According to you, what is the most effective ICTs tool in enhancing your reading skill and developing your vocabulary outside the classroom ? Do not hesitate to state any tool that you feel is the most appropriate in.	11	6,8%	151	93,2%	162	100,0%
Have you ever had an opportunity to benefit from the language lab / computer laboratory?	11	6,8%	151	93,2%	162	100,0%
Do you think that integrating those ICTs tools can actually improve reading skill and contribute in acquiring more vocabulary ?	11	6,8%	151	93,2%	162	100,0%
To what extent the use of ICTs may impact you positively in developing reading ability and vocabulary?	11	6,8%	151	93,2%	162	100,0%

Descriptives

		Statistiques	Erreur standard
To what extent do you think that reading skill is important	Moyenne	2,27	,304
	Borne inférieure	1,59	

273

in developing your level in English?	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,95	
	Moyenne tronquée à 5 %		2,25	
	Médiane		2,00	
	Variance		1,018	
	Ecart type		1,009	
	Minimum		1	
	Maximum		4	
	Plage		3	
	Plage interquartile		2	
	Asymétrie		,053	,661
	Kurtosis		-1,000	1,279
Do you like reading in English ?	Moyenne		2,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	2,00	
		Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
If no, could you please explain why	Moyenne		1,18	,122
		Borne inférieure	,91	

	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,45	
	Moyenne tronquée à 5 %		1,15	
	Médiane		1,00	
	Variance		,164	
	Ecart type		,405	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		1,923	,661
	Kurtosis		2,037	1,279
How often do you enjoy your EFL reading comprehension sessions?	Moyenne		4,00	,191
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	3,58	
		Borne supérieure	4,42	
	Moyenne tronquée à 5 %		4,00	
	Médiane		4,00	
	Variance		,400	
	Ecart type		,632	
	Minimum		3	
	Maximum		5	
	Plage		2	
	Plage interquartile		0	
	Asymétrie		,000	,661
	Kurtosis		,417	1,279
	Moyenne		1,09	,091
		Borne inférieure	,89	

What kind of materials are included during reading sessions? Short text	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,29	
	Moyenne tronquée à 5 %		1,05	
	Médiane		1,00	
	Variance		,091	
	Ecart type		,302	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		3,317	,661
	Kurtosis		11,000	1,279
What kind of materials are included during reading sessions? Novels	Moyenne		2,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	2,00	
		Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
	Moyenne		1,09	,091
		Borne inférieure	,89	

What kind of materials are included during reading sessions? Short story	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,29	
	Moyenne tronquée à 5 %		1,05	
	Médiane		1,00	
	Variance		,091	
	Ecart type		,302	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		3,317	,661
	Kurtosis		11,000	1,279
Do you think that these materials are helpful in developing your reading proficiency?	Moyenne		3,45	,207
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	2,99	
		Borne supérieure	3,92	
	Moyenne tronquée à 5 %		3,39	
	Médiane		3,00	
	Variance		,473	
	Ecart type		,688	
	Minimum		3	
	Maximum		5	
	Plage		2	
	Plage interquartile		1	
	Asymétrie		1,324	,661
	Kurtosis		,976	1,279
	Moyenne		1,00	,000
		Borne inférieure	1,00	

Does the teacher recommend reading outside the classroom?	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,00	
	Moyenne tronquée à 5 %		1,00	
	Médiane		1,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		1	
	Maximum		1	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
From where do you get your reading materials? Library	Moyenne		2,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	2,00	
		Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
From where do you get your reading materials? Internet	Moyenne		1,00	,000
		Borne inférieure	1,00	

	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,00	
	Moyenne tronquée à 5 %		1,00	
	Médiane		1,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		1	
	Maximum		1	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
From where do you get your reading materials? Teacher	Moyenne		2,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	2,00	
		Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
From where do you get your reading materials? Friend	Moyenne		2,00	,000
		Borne inférieure	2,00	

	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
While reading a text do you understand?	Moyenne		1,91	,091
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,71	
		Borne supérieure	2,11	
	Moyenne tronquée à 5 %		1,95	
	Médiane		2,00	
	Variance		,091	
	Ecart type		,302	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		-3,317	,661
	Kurtosis		11,000	1,279
When you are reading a passage and you come across a difficult word what	Moyenne		1,73	,141
		Borne inférieure	1,41	

strategies do you use? Guessing its meaning	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,04	
	Moyenne tronquée à 5 %		1,75	
	Médiane		2,00	
	Variance		,218	
	Ecart type		,467	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		-1,189	,661
	Kurtosis		-,764	1,279
When you are reading a passage and you come across a difficult word what strategies do you use? Asking the teacher	Moyenne		1,82	,122
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,55	
		Borne supérieure	2,09	
	Moyenne tronquée à 5 %		1,85	
	Médiane		2,00	
	Variance		,164	
	Ecart type		,405	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		-1,923	,661
	Kurtosis		2,037	1,279
When you are reading a passage and you come across a difficult word what	Moyenne		1,73	,141
		Borne inférieure	1,41	

strategies do you use? Asking your friend	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,04	
	Moyenne tronquée à 5 %		1,75	
	Médiane		2,00	
	Variance		,218	
	Ecart type		,467	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		-1,189	,661
	Kurtosis		-,764	1,279
When you are reading a passage and you come across a difficult word what strategies do you use? Using printed dictionary	Moyenne		1,91	,091
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,71	
		Borne supérieure	2,11	
	Moyenne tronquée à 5 %		1,95	
	Médiane		2,00	
	Variance		,091	
	Ecart type		,302	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		-3,317	,661
	Kurtosis		11,000	1,279
When you are reading a passage and you come across a difficult word what	Moyenne		1,18	,122
		Borne inférieure	,91	

strategies do you use? Using digital dictionary on your mobile phone	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,45	
	Moyenne tronquée à 5 %		1,15	
	Médiane		1,00	
	Variance		,164	
	Ecart type		,405	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		1,923	,661
	Kurtosis		2,037	1,279
In your opinion, what is the best way to remember a word you have just learned?	Moyenne		2,45	,340
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,70	
		Borne supérieure	3,21	
	Moyenne tronquée à 5 %		2,45	
	Médiane		2,00	
	Variance		1,273	
	Ecart type		1,128	
	Minimum		1	
	Maximum		4	
	Plage		3	
	Plage interquartile		2	
	Asymétrie		,393	,661
	Kurtosis		-1,182	1,279
How do you prefer to learn in the reading classroom?	Moyenne		2,00	,000
		Borne inférieure	2,00	

	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,00	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		2	
	Maximum		2	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
How often do your teacher of English use ICTs tools (Data Show, videos, internet, phone, visuals, audiovisuals...) in the Reading classroom?	Moyenne		3,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	3,00	
		Borne supérieure	3,00	
	Moyenne tronquée à 5 %		3,00	
	Médiane		3,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		3	
	Maximum		3	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
Which tools among the above ones you find it more suitable to develop your	Moyenne		1,45	,157
		Borne inférieure	1,10	

			Statistique	Erreur standard
reading skills in the classroom ? Datashow	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,81	
	Moyenne tronquée à 5 %		1,45	
	Médiane		1,00	
	Variance		,273	
	Ecart type		,522	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		,213	,661
	Kurtosis		-2,444	1,279
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Internet	Moyenne		1,82	,122
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,55	
		Borne supérieure	2,09	
	Moyenne tronquée à 5 %		1,85	
	Médiane		2,00	
	Variance		,164	
	Ecart type		,405	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		-1,923	,661
	Kurtosis		2,037	1,279
Which tools among the above ones you find it more suitable to develop your	Moyenne		1,36	,152
		Borne inférieure	1,02	

reading skills in the classroom ? Mobile phone	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,70	
	Moyenne tronquée à 5 %		1,35	
	Médiane		1,00	
	Variance		,255	
	Ecart type		,505	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		,661	,661
	Kurtosis		-1,964	1,279
Which tools among the above ones you find it more suitable to develop your reading skills in the classroom ? Computer	Moyenne		1,91	,091
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,71	
		Borne supérieure	2,11	
	Moyenne tronquée à 5 %		1,95	
	Médiane		2,00	
	Variance		,091	
	Ecart type		,302	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		0	
	Asymétrie		-3,317	,661
	Kurtosis		11,000	1,279
Which tools among the above ones you find it more suitable to develop your	Moyenne		1,45	,157
		Borne inférieure	1,10	

reading skills in the classroom ? Audiovisuel	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	1,81	
	Moyenne tronquée à 5 %		1,45	
	Médiane		1,00	
	Variance		,273	
	Ecart type		,522	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		,213	,661
	Kurtosis		-2,444	1,279
Justification	Moyenne		2,91	,436
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,94	
		Borne supérieure	3,88	
	Moyenne tronquée à 5 %		2,90	
	Médiane		3,00	
	Variance		2,091	
	Ecart type		1,446	
	Minimum		1	
	Maximum		5	
	Plage		4	
	Plage interquartile		2	
	Asymétrie		,190	,661
	Kurtosis		-1,245	1,279
According to you, what is the most effective ICTs tool in enhancing your reading	Moyenne		1,73	,141
		Borne inférieure	1,41	

skill and developing your vocabulary outside the classroom ? Do not hesitate to state any tool that you feel is the most appropriate in.	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,04	
	Moyenne tronquée à 5 %		1,75	
	Médiane		2,00	
	Variance		,218	
	Ecart type		,467	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		-1,189	,661
	Kurtosis		-,764	1,279
Have you ever had an opportunity to benefit from the language lab / computer laboratory?	Moyenne		5,00	,000
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	5,00	
		Borne supérieure	5,00	
	Moyenne tronquée à 5 %		5,00	
	Médiane		5,00	
	Variance		,000	
	Ecart type		,000	
	Minimum		5	
	Maximum		5	
	Plage		0	
	Plage interquartile		0	
	Asymétrie		.	.
	Kurtosis		.	.
Do you think that integrating those ICTs tools can actually improve reading	Moyenne		2,00	,302
		Borne inférieure	1,33	

skill and contribute in acquiring more vocabulary ?	Intervalle de confiance à 95 % pour la moyenne	Borne supérieure	2,67	
	Moyenne tronquée à 5 %		2,00	
	Médiane		2,00	
	Variance		1,000	
	Ecart type		1,000	
	Minimum		1	
	Maximum		3	
	Plage		2	
	Plage interquartile		2	
	Asymétrie		,000	,661
	Kurtosis		-2,333	1,279
To what extent the use of ICTs may impact you positively in developing reading ability and vocabulary?	Moyenne		1,55	,157
	Intervalle de confiance à 95 % pour la moyenne	Borne inférieure	1,19	
		Borne supérieure	1,90	
	Moyenne tronquée à 5 %		1,55	
	Médiane		2,00	
	Variance		,273	
	Ecart type		,522	
	Minimum		1	
	Maximum		2	
	Plage		1	
	Plage interquartile		1	
	Asymétrie		-,213	,661
	Kurtosis		-2,444	1,279

SAVE TRANSLATE OUTFILE='C:\Users\HP\Desktop\Variables.xlsx'

 /TYPE=XLS

 /VERSION=12

 /MAP

 /FIELDNAMES VALUE=NAMES

 /CELLS=VALUES

 /REPLACE.

Data written to C:\Users\HP\Desktop\Variables.xlsx.

32 variables and 162 cases written to range: SPSS.

Variable: Question01   Type: Number Width: 8 Dec: 0

Variable: Question02_1   Type: Number Width: 8 Dec: 0

Variable: Question02_2   Type: Number Width: 8 Dec: 0

Variable: Question03   Type: Number Width: 8 Dec: 0

Variable: Question04_1   Type: Number Width: 8 Dec: 0

Variable: Question04_2   Type: Number Width: 8 Dec: 0

Variable: Question04_3   Type: Number Width: 8 Dec: 0

Variable: Question05   Type: Number Width: 8 Dec: 0

Variable: Question06   Type: Number Width: 8 Dec: 0

Variable: Question07_1   Type: Number Width: 8 Dec: 0

Variable: Question07_2   Type: Number Width: 8 Dec: 0

Variable: Question07_3   Type: Number Width: 8 Dec: 0

Variable: Question07_4   Type: Number Width: 8 Dec: 0

Variable: Question08   Type: Number Width: 8 Dec: 0

Variable: Question09_1   Type: Number Width: 8 Dec: 0

Variable: Question09_2   Type: Number Width: 8 Dec: 0

Variable: Question09_3   Type: Number Width: 8 Dec: 0

Variable: Question09_4   Type: Number Width: 8 Dec: 0

Variable: Question09_5   Type: Number Width: 8 Dec: 0

Variable: Question10   Type: Number   Width: 8   Dec: 0

Variable: Question11   Type: Number   Width: 8   Dec: 0

Variable: Question12   Type: Number   Width: 8   Dec: 0

Variable: Question13_1   Type: Number   Width: 8   Dec: 0

Variable: Question13_2   Type: Number   Width: 8   Dec: 0

Variable: Question13_3   Type: Number   Width: 8   Dec: 0

Variable: Question13_4   Type: Number   Width: 8   Dec: 0

Variable: Question13_5   Type: Number   Width: 8   Dec: 0

Variable: Question14   Type: Number   Width: 8   Dec: 0

Variable: Question15   Type: Number   Width: 8   Dec: 0

Variable: Question16   Type: Number   Width: 8   Dec: 0

Variable: Question17   Type: Number   Width: 8   Dec: 0

Variable: Question18   Type: Number   Width: 8   Dec: 0

SAVE TRANSLATE OUTFILE="C:\Users\HP\Desktop\Questionnaire Student'sfinal.xlsx"

 /TYPE=XLS

 /VERSION=12

 /MAP

 /FIELDNAMES VALUE=NAMES

 /CELLS=VALUES

 /REPLACE.

Data written to C:\Users\HP\Desktop\Questionnaire Student'sfinal.xlsx.

32 variables and 162 cases written to range: SPSS.

Variable: Question01   Type: Number   Width: 8   Dec: 0

Variable: Question02_1   Type: Number   Width: 8   Dec: 0

Variable: Question02_2   Type: Number   Width: 8   Dec: 0

Variable: Question03   Type: Number Width: 8 Dec: 0

Variable: Question04_1   Type: Number Width: 8 Dec: 0

Variable: Question04_2   Type: Number Width: 8 Dec: 0

Variable: Question04_3   Type: Number Width: 8 Dec: 0

Variable: Question05   Type: Number Width: 8 Dec: 0

Variable: Question06   Type: Number Width: 8 Dec: 0

Variable: Question07_1   Type: Number Width: 8 Dec: 0

Variable: Question07_2   Type: Number Width: 8 Dec: 0

Variable: Question07_3   Type: Number Width: 8 Dec: 0

Variable: Question07_4   Type: Number Width: 8 Dec: 0

Variable: Question08   Type: Number Width: 8 Dec: 0

Variable: Question09_1   Type: Number Width: 8 Dec: 0

Variable: Question09_2   Type: Number Width: 8 Dec: 0

Variable: Question09_3   Type: Number Width: 8 Dec: 0

Variable: Question09_4   Type: Number Width: 8 Dec: 0

Variable: Question09_5   Type: Number Width: 8 Dec: 0

Variable: Question10   Type: Number Width: 8 Dec: 0

Variable: Question11   Type: Number Width: 8 Dec: 0

Variable: Question12   Type: Number Width: 8 Dec: 0

Variable: Question13_1   Type: Number Width: 8 Dec: 0

Variable: Question13_2   Type: Number Width: 8 Dec: 0

Variable: Question13_3   Type: Number Width: 8 Dec: 0

Variable: Question13_4   Type: Number Width: 8 Dec: 0

Variable: Question13_5   Type: Number Width: 8 Dec: 0

Variable: Question14   Type: Number Width: 8 Dec: 0

Variable: Question15   Type: Number Width: 8 Dec: 0

Variable: Question16   Type: Number Width: 8 Dec: 0

Variable: Question17   Type: Number Width: 8 Dec: 0

Variable: Question18   Type: Number Width: 8 Dec: 0

FREQUENCIES VARIABLES=Question09_4

 /STATISTICS=RANGE MINIMUM MAXIMUM MODE

 /ORDER=ANALYSIS.

Fréquences

Remarques

Sortie obtenue		12-SEP-2023 13:34:23
Commentaires		
Entrée	Données	C:\Users\HP\Desktop\Dossier s\Fichiers SPSS\Questionnaire Student'sfinal.sav
	Jeu de données actif	Jeu_de_données1
	Filtre	<sans>
	Pondération	<sans>
	Scinder un fichier	<sans>
	N de lignes dans le fichier de travail	162
Gestion des valeurs manquantes	Définition de la valeur manquante	Les valeurs manquantes définies par l'utilisateur sont traitées comme étant manquantes.
	Observations utilisées	Les statistiques sont basées sur toutes les observations comportant des données valides.

Syntaxe		FREQUENCIES VARIABLES=Question09_4 /STATISTICS=RANGE MINIMUM MAXIMUM MODE /ORDER=ANALYSIS.
Ressources	Temps de processeur	00:00:00,00
	Temps écoulé	00:00:00,36

Statistiques

When you are reading a passage and you come across a difficult word what strategies do you use? Using printed dictionary

N	Valide	162
	Manquant	0
Mode		2
Plage		1
Minimum		1
Maximum		2

When you are reading a passage and you come across a difficult word what strategies do you use? Using printed dictionary

		Fréquence	Pourcentage	Pourcentage valide	Pourcentage cumulé
Valide	Yes	5	3,1	3,1	3,1
	No	157	96,9	96,9	100,0
	Total	162	100,0	100,0	

Appendix 7

A sample course from EFL Teacher's program (L.M.D. system)

The text   **NIGHTMARES**

Recently my seven-year old boy, Karl, had a frightening nightmare. In his dream he heard footsteps coming towards the bedroom where he and his younger sister were sleeping.

"It was Dracula coming into our house and he was tearing everything up. Marianne and I ran out of the bedroom and we went down to Eric's house. Dracula was coming around and getting at a lot of the houses. People were running into the fields. Finally the police came and shot Dracula. They didn't kill him but he ran back into the woods."

I realized that the nightmare probably was triggered by an accident of the previous day. Karl and Eric had arrived at Eric's house smelling of smoke. Eric's father, who is the mayor of our small town, asked the boys if they had been near a fire. "Yes," they admitted. Then they took Eric's father to the edge of a nearby wood. Earlier they had lit a fire there. Eric's father made certain that the fire was completely out. The boys said that they had put it out and cover it before they had left.

It was late fall with dry leaves still on the ground. When I found out what happened, I explained to Karl that a fire could get out of control and burn the entire woods, and may be even some neighbouring houses. He got a spanking and had to cover two sheets of paper with the words, 'Matches can kill me.'

Karl agreed that the accident with the matches caused the dream. He knew Dracula from T.V. and the comics, so his fears took that form in the dream. In a dream a person or object can stand for something besides itself. It might represent another person or object or even an idea.

Dracula could have stood for fear: fear of a fire out of control. Or possibly Dracula stood for Karl's father, since my punishment had been harsh. Or perhaps the mayor and I represented the 'police' coming to check up on the mischief. Dracula then could be the part of Karl's personality that wanted to do the wild things.

About a year ago, I received a letter from a twelve-year old girl, who had read one of my books about dreams. She described a scary dream in which she and another girl were at opposite ends of a long room. The other girl was much larger and was calling her and teasing her. She wanted to talk to the bigger girl but was afraid.

I knew the girl only from her letter, but I also knew that, at the age of twelve, young people are in-between the world of adults and the world of children. It is not unusual for twelve-years-olds to be a little afraid of the new demands that the adult world will be making on them. Sometimes the young person wants very much to be accepted into the older world, but at the same time, he or she may feel uncomfortable about leaving the secure world of children.

On what concerns the two girls in a room, in which the younger wants to talk to the older girl but is afraid, may have been the dreamer's way of saying that she was a little scared of growing up. Perhaps the two girls represented the two parts of the dreamer – the part that wanted to grow up and the part that was afraid of leaving childhood.

Anything that is bothering a child may trigger a nightmare. But as children grow up and become more independent, nightmares tend to occur less and other dreams become more important.

The questions

1. What is the meaning of 'fall' (in the third paragraph)?
2. Which type of 'spank' did Karl receive?
3. A nightmare is a frightening dream. So why did the writer use the word 'comics', which means pleasant, in the text?
4. Is 'out' of put it out (§3, Line 7): - a preposition, - , - an adverb? Justify.
5. Rewrite this text using simple sentences only.
6. Give the singular or the plural form of: - leaves, - wood, - Sometimes, - independent , - comics

Appendix 8
A sample course from EFL Teacher's program (Classical system)

The text: Nightmares
                                                by Larry Kettelkamp

Recently my seven-years old boy, Karl, had a frightening nightmare. In his dream he heard footsteps coming towards the bedroom where he and his younger sister were sleeping.

"It was Dracula coming into our house and he was tearing everything up Marianne and I ran out of the bedroom and we went down to Eric's house. Dracula was coming around and getting at a lot of the houses. People were running into the fields.Finally the police came and shot Dracula. They didn't kill him but he ran back into the woods."

I realized that the nightmare probably was triggered by an accident of the previous day. Karl and Eric had arrived at Eric's house smelling of smoke. Eric's father, who is the mayor of our small town, asked the boys if they had been near a fire, "Yes", they admitted. Then they took Eric's father to the edge of a nearby woods. Earlier they had lit a fire there. Eric's father made certain that the fire was completely out.The boys said that they had put it out and cover it over before they had left.

It was late fall with dry leaves still on the ground. When I found out what happened, I explained to Karl that a fire could get out of control and burn the entire woods and maybe even some neighbouring houses. He got a spankling and had to cover two sheets of paper with the words, 'Matches can kill me.'

Karl agreed that the accident with the matches caused the dream. He knew Dracula from T.V. and the comics, so his fears took that form in the dream. In a dream a person or object can stand for something besides itself It might represent another person or object or even an idea. Dracula could have stood for fear: fear of a fire out of control. Or possibly Dracula stood for Karl's father, since my punishement had been harsh. Or perhaps the mayor and I represented the 'police' coming to check up on the mischief. Dracula then could be the part of Karl's personality that wanted to do the wild things.

About a year ago I received a letter from a twelve-years old girl who had read one of my books about dreams. She describes a Scary dream in which she and another girl were at opposite ends of a long room. The other girl was much larger and was calling to her and teasing her. She wanted to talk to the bigger girl but was afraid.

I knew the girl only from her letter, but I also knew that, at the age of twelve, young people are in-between the world of adults and the world of children. It is not unusual for twelve-years-olds to be a little afraid of the new demands that the adults world will be making on them. Sometimes the young person wants very much to be accepted into the older world, but at the same time, he or she may feel uncomfortable about leaving the secure world of children.

On what concerns the two girls in a room, in which the younger wants to talk to the older girl but is afraid, may have been the dreamer's way of saying that she was a little scared of growing up. Perhaps the two girls represented the two parts of the dreamer — the part that wanted to grow up and the part that was afraid of leaving childhood.

Anything that is bothering a child may trigger a nightmare. But as children grow up and become more independant, nightmares tend to occur less and other dreams become more important.

The questions:
1. What or who was qualified by the writer as being 'smelling of smoke' ?
2. What is the meaning of 'fall' (inthe third paragraph) ?
3. Which type of 'spank' did Karl receive ?
4. A nightmare is a frightening dream. So why did the writer use the word 'comics' which means funny and pleasant , in the text ?
5. Is out of 'put it out'(§3,line): a preposition ,or part of the verb? Expl:
6. Rewrite this text using simple sentences only.

Appendix 9

Master Literature and Civilisation Timetable

Université Mustapha Stambouli - Mascara
Faculté des Lettres et des Langues
Département de La Langue et Littérature Anglaise

EMPLOI DU TEMPS – MASTER LITTERATURE ET CIVILISATION
1ERE ANNEE / S2
DU 21/03/2021 AU 22/04/2021

Jours / Horaires	DIMANCHE	LUNDI	MARDI	MERCREDI	JEUDI
08h30-09h30	History of British Empire (Houre)	British Civ (Ould Yerrou)	University Research Methodology (F. Benabdi)		Anglo-American History (Beghdadi)
09h30-10h30	History of British Empire (Houre)	British Civ (Ould Yerrou)	University Research Methodology (F. Benabdi)	Translation (Mlle Rezzag)	Anglo-American History (Baghdadi)
10h30-11h30	Communication (Mme Djebbar)	Mastery of concepts (Ould Yerrou)			Research Methodology in Civ (Beghdadi)
11h30-12h30	Communication (Mme Djebbar)	Mastery of concepts (Ould Yerrou)			Research Methodology in Civ (Beghdadi)
12h30-13h30				History of Ideas (Ossamnia)	History of Ideas (Ossamnia)
08h30-09h30					

Le Chef du Département

297

Appendix 10

Master E.S.P. Timetable

Université Mustapha Stambouli - Mascara
Faculté des Lettres et des Langues
Département de La Langue et Littérature Anglaise

EMPLOI DU TEMPS – MASTER ESP
1ERE ANNEE / S2
DU 21/03/2021 AU 22/04/2021

Jours / Horaires	DIMANCHE	LUNDI	MARDI	MERCREDI
08h30-09h30	Specialized Translation (Dr. Benahmed)	Discourse Variation in Professional Communities (Dr. Mebitil)	Curriculum Conception in ESP (Mme Benselloua)	
09h30-10h30	Specialized Translation (Dr. Benahmed)	Discourse Variation in Professional Communities (Dr. Mebitil)	Curriculum Conception in ESP (Mme Benselloua)	Oral and Written Communication Practices (Mme Sekkal)
10h30-11h30	TEFL and Applied Linguistics (Dr. Dib)	French (Dr. Benahmed)	Tools of Research: Questionnaire (Mme Benselloua)	Oral and Written Communication Practices (Mme Sekkal)
11h30-12h30	TEFL and Applied Linguistics (Dr. Dib)	French (Dr. Benahmed)	Tools of Research: Questionnaire (Mme Benselloua)	Research Methodology II (Mme Sekkal)
12h30-13h30				Research Methodology II (Mme Sekkal)

Module en ligne :
- TIC
- Digital Research Methodology: Dr Mebitil

Le Chef du département

298

Appendix 11

Master Translation Arabic - English – Arabic Timetable

Université Mustapha Stambouli – Mascara
Faculté des Lettres et des Langues
Département de la langue et la littérature anglaise

EMPLOI DU TEMPS – MASTER TRADUCTION ARABE – ANGLAIS – ARABE

1ERE ANNÉE / S2
DU 21/03/2021 AU 22/04/2021

Horaires / Jours	DIMANCHE	LUNDI	MARDI	MERCREDI
08h30-09h30	Traduction anglais – arabe Mr. Driss	Traduction français – arabe Mr. Benahmed	Traduction arabe – Français Mr. Belbia	Pratiques communicationnelles orales et écrites Mr. Hanifi
09h30-10h30	Traduction anglais – arabe Mr. Driss	Traduction français – arabe Mr. Benahmed	Traduction arabe – Français Mr. Belbia	Pratiques communicationnelles orales et écrites Mr. Hanifi
10h30-11h30	Initiation à l'interprétation Arabe – anglais – arabe Mr. Djeffal	Méthodologie de la recherche Univ Mr. Driss	Initiation à l'interprétation Arabe – français – arabe Mme. Kazi-Tani	Analyse du discours Mr. Hanifi
11h30-12h30	Initiation à l'interprétation Arabe – anglais – arabe Mr. Djeffal	Méthodologie de la recherche Univ Mr. Driss	Initiation à l'interprétation Arabe – français – arabe Mme. Kazi-Tani	Analyse du discours Mr. Hanifi
12h30-13h30	Méthodologie de la Traduction Mr. Djeffal	Méthodologie de la Traduction Mr. Djeffal		

Module en ligne :
- Méthodes de la recherche numérique:
- TIC :
- Langue chinoise

Le Chef du Département

Appendix 12

Master Didactic Timetable

Université Mustapha Stambouli - Mascara
Faculté des Lettres et des Langues
Département de La Langue et Littérature Anglaise

EMPLOI DU TEMPS/SEMESTRE 03
2ᵉᵐᵉ ANNEE MASTER DIDACTIQUE
2021/2022

Heures \ Jours	Dimanche	Lundi	Mardi	Mercredi	Jeudi
08h30 –09h30	ESP Dr Mekkaoui		Psycholinguistic Contexts of Language Teaching Mrs. Thabti	Translation Dr. Djeffal	Research Methodology in Teaching Dr. Safir
09h30–10h30	ESP Dr Mekkaoui		Psycholinguistic Contexts of Language Teaching Mrs. Thabti	Translation Dr Djeffal	Research Methodology in Teaching Dr. Safir
10h30 – 11h30	Research Tools « Interview » Mrs. Amnour	Syllabus Design Dr Sekkal	School legislation (Mr Bourekba)	Chinese	Teaching Approaches in ELT Pr. Yahiaoui
11h30 – 12h30	Research Tools « Interview » Mrs. Amnour	Syllabus Design Dr Sekkal			Teaching Approaches in ELT Pr. Yahiaoui
12h30 -13h30		Statistics in Applied Linguistics (Quantitative/ Qualitative/ Mixed) Mr. Belabbess			

Le Chef de Département

Summary

The Current research aims to investigate the use of ICTs in enhancing EFL students' reading skill and vocabulary development where the researcher has chosen as a sample the second year EFL students at the English department of the faculty of letters and languages at the University of Mascara. Therefore, in terms of data collection, three main research instruments were used, namely: the questionnaire for EFL students, two semi-structured interviews for EFL teachers and classroom observation. Based on the results of this study, the researcher suggests an online ICT training course for EFL teachers as well as an online reading lesson for EFL students with the use of the platform Zoom shape to move from a traditional learning method to an innovative one.

Resumé:

La recherche actuelle a pour but pour étudier l'utilisation des TIC pour améliorer les compétences en lecture et le développement du vocabulaire des étudiants EFL ou le chercheur a choisi comme échantillon les étudiants du deuxième année EFL dans le département d'anglais de la faculté des lettres et des langues de l'Université de Mascara comme étude de cas. Par conséquent, en termes de collecte de données, trois principaux instruments de recherche ont été utilisés, à savoir : le questionnaire pour les étudiants EFL, deux entretiens semi-structurés pour les enseignants EFL et l'observation en classe. Sur la base des résultats de cette étude, le chercheur suggère un cours de formation TIC en ligne pour les enseignants EFL ainsi qu'un cours de lecture en ligne pour les étudiants EFL avec l'utilisation de la plate-forme Zoom afin de passer d'une méthode d'apprentissage traditionnelle à une méthode innovante.

ملخص

يهدف البحث الحالي إلى دراسة استخدام تكنولوجيا المعلومات والاتصالات لتحسين مهارات القراءة وتطوير المفردات لطلاب اللغة الإنجليزية، حيث اختار الباحث كعينة، طلاب السنة الثانية في قسم اللغة الإنجليزية، كلية آداب ولغات جامعة مع، فيما يتعلق بجمع البيانات، تم استخدام ثلاثة أدوات بحثية رئيسية، وهي: الاستبيان الخاص بطلاب اللغة الإنجليزية، ومقابلتين مع أساتذة اللغة الإنجليزية بالإضافة إلى تسجيل ملاحظات حول سير الدرس على مستوى أقسام اللغة الإنجليزية. بناءً على نتائج هذه الدراسة، يقترح الباحث دورة تدريبية حول تكنولوجيا المعلومات والاتصالات عبر الإنترنت لأساتذة اللغة الإنجليزية بالإضافة إلى تصميم درس لهذه الشريحة من الطلاب عبر المنصة الإلكترونية الزوم للانتقال من طريقة التعلم التقليدية إلى طريقة مبتكرة.