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Option: Linguistics

The Use of the iPad as an Educational Tool to Enhance Students' Reading Proficiency.

The Case of First Year Master Students at the Department of English at the University of Guelma, Algeria

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A Dissertation Submitted to the Department of Letters and English Language in Partial Fulfillment of the Requirements for Master's Degree in Anglophone Language, Literature and Civilizations

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DEDICATION

Special thank goes to my "MOTHER" for her wonderful understanding and unconditional support, without forgetting my father for his financial support throughout my whole learning career.

This work is dedicated to all people who stand by my side and help me even with a smile.

MOUNIRA

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ABSTRACT

The extent to which students can develop their language learning in the target language through enhancing their reading proficiency has been a matter of debate throughout history. The objective of the present study is to investigate the use of technological devices mainly the iPad to enhance the reading proficiency of students of English as a foreign language. Most of Master I students in the department of English at the University of Guelma face a variety of problems that make their reading not proficient. One major problem is their low reading level that is mainly related to the lack of interest and motivation to read. This is the result of the use of old and traditional teaching tools and methods. In the same regard, reading has been always taught theoretically. Hence, the focus should be directed to teaching and practicing reading via the implementation of new digital devices as the iPad. On this basis, we hypothesize that the use of the iPad may lead to high proficiency in reading. In order to prove this hypothesis, a quantitative descriptive method has been selected. More specifically, a questionnaire has been conducted to both students and teachers to gain more information about the sample's use of the iPad and their awareness towards its positive impact on their reading skills. The results driven from the questionnaires have confirmed to a certain extent that students have a low reading level. Thus, we recommend the integration of new digital devices which are used in their daily lives mainly the iPad in teaching and fostering the reading proficiency of students of English as a foreign language.

Key words: Reading proficiency, iPad, e-books, educational technology.

LIST OF ABBREVIATIONS

CALL: Computer Assisted Language Learning

CD ROM: Compact Disc Read-Only Memory

E-books: Electronic Books

EFL: English as a Foreign Language

E-learning: Electronic Learning

Email: Electronic Mail

ET: Educational Technology

FLL: Foreign Language Learning

ICT: Information and Communication Technology

LTM: Long Term Memory

MALL: Mobile Assisted Language Learning

M-learning: Mobile Learning

SL: Source Language

STM: Short Term Memory

T & L: Teaching and Learning

TL: Target Language

U-learning: Ubiquitous Learning

USB: Universal Serial Bus

LIST OF FIGURES

LIST OF TABLES

LIST OF GRAPHS

CONTENTS

Chapter One: Theoretical Perspective on Reading Proficiency

Chapter Two: Tablet Handheld Computer Devices (The iPad)

CHAPTER THREE: FIELD INVESTIGATION

GENERAL INTRODUCTION

In the field of English as a foreign language, language is usually taught in terms of its four skills. Improving these skills can facilitate the process of acquiring and developing any language. To develop language proficiency, learners have to direct their focus to developing their language skills and most importantly the reading skill. Developing reading skills in the source language (SL) or the target language (TL) is an essential and basic to cultivate vocabulary, and therefore develop comprehension and communication. Since reading is one of the major contributors to successful language learning, it requires much interest from educators and policy makers to achieve the intended learning goals. However, the problem is in the teaching methods and traditional tools applied in learning. These tools make students not interested and lost their motivation to read and therefore decrease their reading abilities.

Thus, modern technologies are of great importance in humans' lives and in the field of language learning. The significance of new technologies is unquestionable because it helps learners understand more and improve their language skills particularly the reading skill. This can be achieved through fostering students' motivation and engagement. And since technology includes different tools such as: laptops, smart boards, tablets, iPods, and most importantly iPads, learners have greater opportunities to develop their learning experience and enhance their reading proficiency

The department of English language at the University of Guelma is concerned with integrating technology in education. Since reading is taught only theoretically no concrete practice, students show any progress in terms of their reading proficiency. The real problem lies within the ways of how reading is learnt and taught. The iPad may have the potential to ameliorate students' reading skill. The latter can be achieved and highly improved when learners are aware of the importance and effectiveness of the new technological tools in general and the iPad in particular.

1. Statement of the Problem

The majority of Master I students at the department of English, University of Guelma are not aware of the significance of reading in their learning process and lifelong career. Thus, they possess low competence in reading. Although reading is the key which enables learning to take place, students are less interested and motivated to read. This is the result of the fact that many teachers teach reading courses only theoretically to Master I students. Hence, the low level of reading proficiency may result from the inadequate and poor use of technological tools for educational purposes. Learners who struggle with reading in early ages will have difficulties in other subjects and be less likely to be academically as well as socially engaged. Accordingly, the most influential factor that caused low reading proficiency is the lack of interest in modern technology when it concerns education and keep using the same learning tools even though it shows no development. The integration of modern technology in the educational process received a wide interest in recent years; since it offers huge opportunities to access e-books, students are not aware of its importance in improving their skills in general and reading skill in particular. Hence, students have to turn their attention to those technological devices and especially the iPad as an educational tool because younger generations of students prefer to use technology in their daily life. Therefore, integrating it with learning the reading skill will make this process more enjoyable and motivational. Thus, our research addresses the main following question:

Does the iPad help EFL learners enhance their reading proficiency?

2. Aims of the Study

The iPad is an effective tool in language learning. This would lead to high levels of reading proficiency. This can be achieved when students are guided toward an acceptable and effective use of these devices for educational purposes. Hence, the aim of this research is threefold:

- To make learners aware of the potential of the iPad in enhancing reading proficiency.

- To direct them toward an effective use of the iPad.

- To explore the benefits of eBooks in enhancing the reading skill.

3. Research Hypothesis

Technological devices in general and the iPads in particular are one of the essential and most effective tools in the learning process and mainly in improving the ability of learners to become proficient readers. However the misuse or the lack of the devices would directly lead to low proficiency. It is hypothesized that the effective use of the iPad has a great influence in enhancing learners' reading proficiency; thus:

H1: if learners use the iPad effectively, they would ameliorate their reading proficiency

The null hypothesis implies that no relationship exists between the iPad and reading proficiency. Therefore we hypothesis that:

H0: if learners use the iPad effectively, they would not ameliorate their reading proficiency.

4. Research Methodology and Design

4.1 Choice of the Method

The present research is conducted through the quantitative descriptive method. It tends to investigate the above stated research hypothesis and fulfill the intended aims of the study, through administering a questionnaire for both students and teachers. It provides different concerns and opinions about how the iPad affects the reading skill of EFL learners.

4.2 Population of the Study

Concerning the sampling population it has been chosen randomly; in the sense that 1/3 of the population will be studied. In other words, since Master I consists of (60) sixty students and only (45) students are addressed to fill the questionnaire. Taking into consideration that the sample allows to generalize on the whole population to avoid bias, achieve objectivity, and promote reliability. The teachers' sample includes five teachers of reading and ICT of English.

4.3 Data Gathering Tools

To obtain the needed data, the following tool is employed; namely questionnaire for Master one students and another questionnaire for teachers. The chosen data gathering tool is the appropriate one for this study. It helps to collect considerable amount of facts and information, also it provides valuable data from both subjects.

4.4 Procedure

The present study requires the collection of compatible information about Master one students in addition to teachers of reading and ICT concerning their attitudes and actual usage of the iPad to enhance their reading skills. Thus, the questionnaire is the appropriate method

to use. The questionnaire allows students to answer freely on their own to a number of questions related to their background knowledge, learning abilities and preferences, and attitudes and opinions.

4. Structure of the Dissertation

This dissertation is divided into three chapters in addition to a general introduction and a general conclusion. The two chapters are devoted to the theoretical background of the study and the last chapter is dedicated to the field work and analysis of the findings, followed by pedagogical implications.

The first chapter is devoted to the first variable which is reading proficiency. In this regard, this chapter starts with the history of reading. Then, it tackles its definitions in terms of reading comprehension and proficiency as essential skill in language learning. In addition, the major components of reading instruction are highly discussed. This chapter also highlights the function of the human mind; accordingly it provides a brief explanation of the mental and visual processes. Moreover, it reviews the commonly used reading strategies and major purposes as well. The final section is devoted to tackle reading types.

The second chapter reviews the general framework of ICT and its integration in the teaching and learning environment. Educational technology includes three major areas: e-learning, m-learning, u-learning. This entails a more emphasis on the new technological devices mainly the Apple iPad. Thus, it sheds light on its definitions, main educational uses, and applications i.e. eBooks. Also, this chapter considers the integration of digital technology as the iPad in education. In this regard, it addresses the role of the teacher and students to ensure meaningful use of the iPad and other devices in the classroom. Then, it reviews the reasons of using educational technology and examines the impact of digital technology on students' learning. Additionally, it distinguishes between electronic and print reading. Finally,

it checks out the benefits and challenges in employing mobile technology in the teaching and learning process.

The final chapter entitled field investigation tackles the following focal points: description of both students' and teachers' questionnaire and its administration, then analysis of the findings, finishing with summary of the results and conclusion.

At the end, a general conclusion is drawn which covers the main results obtained from the study, in the sense that it is concerned with concluding remarks, pedagogical implications, and research perspectives and limitations.

CHAPTER ONE

Theoretical Perspective on Reading Proficiency

CHAPTER ONE

Theoretical Perspective on Reading Proficiency

Introduction

Reading is believed to be the utmost needed skill for EFL learners. This determines the fact that in order to achieve high level of success, students have to highly achieve reading proficiency. Being able to read efficiently plays a vital role in improving students' language proficiency and increasing their academic achievements. Thus, this chapter is intended to offer simple introduction concerning the history of reading and its flourishment. It is also devoted to shed light on the prominent definitions of reading; followed by a small analysis of reading comprehension and proficiency as well. Further, it provides an in depth explanation of reading components in terms of phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension. This chapter also looks more closely to the function of the human mind; accordingly it scrutinizes the mental and visual processes. In addition, it highlights the most used reading strategies and major purposes. The last section tackles the four main types of reading.

1. Historical Background:

Reading has a history; it was not always the same (Baron, 2015). The long and rich history dates back to ancient times. In 2000 BC, the alphabetic system consists only of a set of consonants which were linked in non-separated format that construct a whole text. This method was first introduced and developed by the Phoenicians. Later, around 1000 BC the Greeks added the vowels but keeping the letters linked in one line. The last human intervention in text construction is the separation between words around 900 BC. The insertion of word space made it easier for readers to read silently because, before this era of

creation, readers were forced to read any written material orally or aloud. Therefore, traditionally the focus has always been directed to oral reading, while silent reading was seen as unusual, awkward practice (Saenger, 1997). It was until 13th century where the importance of separating words was highly emphasized and allowed readers to read texts silently. Hence, Fischer (2003) states that reading is a visual process rather than an oral one. The reason behind avoiding silent reading in antiquity is because words were not separated, this requires aloud reading for better comprehension (Kivy, 2006; Saenger, 1997).

2. Definition of Reading

Reading is a unique mental process. It has been defined by many scholars and researchers. They have provided an overwhelming number of definitions according to their perspectives. Thus, it is crucial to know what reading actually stands for. Reading has been defined by Fischer (2003) as the capability of decoding and extracting the intended sense from word symbols. He also indicates that reading is seen from two distinct theories. The first believed that reading is merely a "linguistic process", while the other view saw it as "a visual semantic process" (p.13). Both theories discussed reading according to the level of reading competence. In the sense that, the phonological process is related to elementary learning that starts with simple letters and sounds. Then, the semantic process which is more progressed as it deals with advanced adult readers or "fluent readers" (p.13).

Ficher (2003) also implies that reading is a changeable process that differs according to the situation and needs of learners. At the beginning it was concerned only with obtaining and understanding knowledge via eye movement from written symbols. Through time it develops to opt for getting information from a digital device. Hence, reading has never been stable to one definition, it rather updates with human's development.

Reading is a "thinking process rather than an exercise in eye movements" (Shepherd and Unsworth-Mitchell, 1997, p1). This implies that efficient reading requires a set of logical thoughts and ideas to be exercised and stored in the mind.

Ulmer et al (2002) argue that reading is the interaction between the readers' prior knowledge and the presented information in the text. Together they create meaningful insight to the reader. The same concern is shared by Mickulecky (2008) who claims that the reader construct meaning through comparing information as intended by the author and the readers' experiences. Thus, the notion of background knowledge is the most influencing factor when reading. In this regard, meaning cannot be achieved through the written symbols of the text, but also by activating and relating schema or as it is widely known "background knowledge" to the presented words (Anderson, 2002, p.119).

According to Rahman (2004), reading is to get involved in the reading process through thinking, analyzing the text with the author. Grellet (1996, p.8) consider reading as an "active skill" rather than a passive process, because it is an activity that requires permanent practice of the mind. Also it is commonly known that active readers are in control of their own reading. Anderson (2002, p.118) demonstrates that the word 'ACTIVE' is an acronym that encompasses six main principles of reading as follows:

A: Activate prior knowledge

C: Cultivate vocabulary

T: Think about meaning

I: Increase reading fluency

V: Verify reading strategies

E: Evaluate progress

Baker, Dreher, & Guthrie (2000) state that gaining competence in reading promotes active readers; because the ability and the desire to read encourage students to read extensively.

Piper (2012) points out that "Reading is not only a matter of our brains; it is something that we do with our bodies" (p. 67), this implies that reading entails not only the mind and the eye working together to process words, but also a sense of touch of pages as well. He adds that reading changes his life and through his childhood experience he constructs the exact meaning of reading. He further explains that when he was a little child he was grounded by his parents, and the surprise is that he was punished by reading. From that moment he learned that reading is not an escape from problems, or a bad punishment he should hate, but rather he understands it as disciplinary activity. Thus, reading is important in raising an aware and behaved generation. For that reason, he proclaimed that he can imagine a world without books, but never a world without reading.

Therefore, reading is not a simple and natural process of mastering the language written symbols. It requires practice, active interaction, questioning, guessing (Grellet, 1996), and "cognitive activities" that are operated in the mind (Urquhart and Weir, 1998, p.18).

2.1 Reading Comprehension

Farr and Roser (1977) argue that reading comprehension is a mental activity. It is an activity of analyzing the text through applying a number of skills and strategies. Kintsch (1998) suggests that comprehension and understanding can be used interchangeably.

"Understanding a text that is read or the process of constructing meaning from a text"; is a definition provided by Williams (2013, p.5). Martin (1991) points out that reading comprehension requires engagement and motivation, focus and the use of reading strategies to understand and store information.

Chesla (2001) states that to be a successful reader; a sequence of reading comprehension skills should be developed. These skills are the foundation of building an effective reader. A great emphasis is given to the notion of being active reader as the basic skill to be improved. Then, recognition of text's main idea and the meaning of unfamiliar words without any external aid, also being able to distinguish between what is fact and what is opinion.

To sum, the most effective method to improve reading comprehension skills is to read. Thus, reading books that attract reader's attention enables the reader to understand and learn new information. Furthermore, the ability to extract the main ideas or themes is increasingly the most essential features of achieving reading comprehension.

2.2 Reading Proficiency

Oxford Advanced Learners' Dictionary (2010) defines proficiency as a high level of ability, competence, and skill in certain domain. Thus, for the purpose of this study, reading proficiency requires having experience and being capable in managing the reading process, along with the use of a wide array of effective strategies to efficiently comprehend the reading material.

Overall, proficiency refers to high level of degree of qualification. Hence, it is the mastery of a specific skill particularly the reading skill. It determines superior performance in academic as well as professional settings. Reading competence or proficiency and reading ability are used "interchangeably" (Koda, 2004, p.5). Proficient readers are able to recognize the meaning of any single word quickly, easily and unconsciously (Honig, 2001).

Hess and Petrilli (2006) point out that the sole goal of 'No Child Left Behind' act (NCLB) stands for encouraging educators and institutions around the world to achieve reading proficiency for all students regardless of their backgrounds and origins. Most importantly, the act emphasizes on the fact that all students must be proficient readers by

2013-2014. However, some researchers like: Miere and Wood (2004) comment on the failure of this act to reach the intended progress. The main reason is the difficulty to maintain and achieve proficiency; because it is a complex and long process that takes time and efforts.

3. Reading Components

The components of reading or as educators call it reading instructions are the foundation for learning foreign language. These components are the cornerstone of language skills, due to the fact that learners must learn in order to become proficient readers. The National Reading Panel (2000) identifies the most commonly effective instructions as follows: phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension.

3.1 Phonemic Awareness

Tindall and Nisbet (2010) consider phonemic awareness as the ability to hear and recognize sounds or phonemes in spoken words. In other words, understanding that spoken words are composed of individual sounds, which can be detached into smallest units, determines that students have a phonemic awareness (Honig, 2001). Thus, phonemic awareness requires the ability to isolate or break down word's sounds. For instance, the word 'pen' has three phonemes /p/, /e/, and /n/. Being aware of these phonemes means being able to recognize initial, middle and last sounds easily, to add and delete sounds to create new words from the same root.

To sum up, phonemic awareness has a strong relation with improving the ability to read. Generally, students who have problems in learning to read suffer from phonemic difficulties. Accordingly, Honig (2001) stresses that the most influential factor of failing in learning to read is the lower level of phonemic awareness.

Figure 1.1 Three ways to divide words into component sounds

	Syllable	**onset and rime**	**phoneme**
"cat"	cat	c-at	c-a-t
"string"	string	str-ing	s-t-r-i-n-g
"wigwam"	wig-wam	w-ig-w-am	w-i-g-w-a-m

Adapted from: "Phonological Skills and Learning to Read" by Goswami, Usha and Bryant, Peter, 1990, p. 2.

3.2 Phonics

Despite the fact that both phonemic awareness and phonics are merely related, each one possesses different function. In this respect, the former is about the adequate knowledge that spoken words are constructed by sounds that can be separated. While, the latter refers to the systematic relationship that exists between letters in print and sounds in oral language (Nation, 2009). That is to say letter-sound combination. Thus, they complete each other through developing "word recognition skills" (Fitzpatrick, 1997, p 6). This demonstrates the reader's ability to recognize, decode and sound out unknown words.

The National Reading Panel (2000) states that the "systematic use of phonics instructions in learning can enhance reading success" (p.1).

3.3 Fluency

Learning basic phonics enables readers to read fluently. As readers progress from being aware of individual sounds (phoneme) and decode unfamiliar words, to reduce sounds and increase understanding. They follow frequent process of reading; therefore they become fluent readers (Fischer, 2003).

The development of reading fluency is determined by "speed reading" where readers can control their reading speed at different paces and at the same time maintain comprehension of the text (Nation, 2009, p.2).

Learning to read fluently and overcoming fluency problems is a preliminary purpose that should be detected at initial learning stages. If successfully solving any reading dilemma, readers can easily become fluent readers who read as easily, quickly, and accurately as possible. Kuhn and Schwanenflugel (2008, p.5) claimed that "Reading fluency is a bridge to comprehension"; this demonstrates that the role of fluency is highly emphasized to achieve comprehension. They also proposed some of the main component skills that can improve

reading fluency as follows:

Figure 1.2 Skills underlying the Development of Fluent Reading

Phonics and

Blending

Skills   word

                                        Reading Efficiency
Reading

With Expression

                    **Reading
                     Fluency**   Word reading

Reading with   autonomy

Comprehension

Text reading fluency
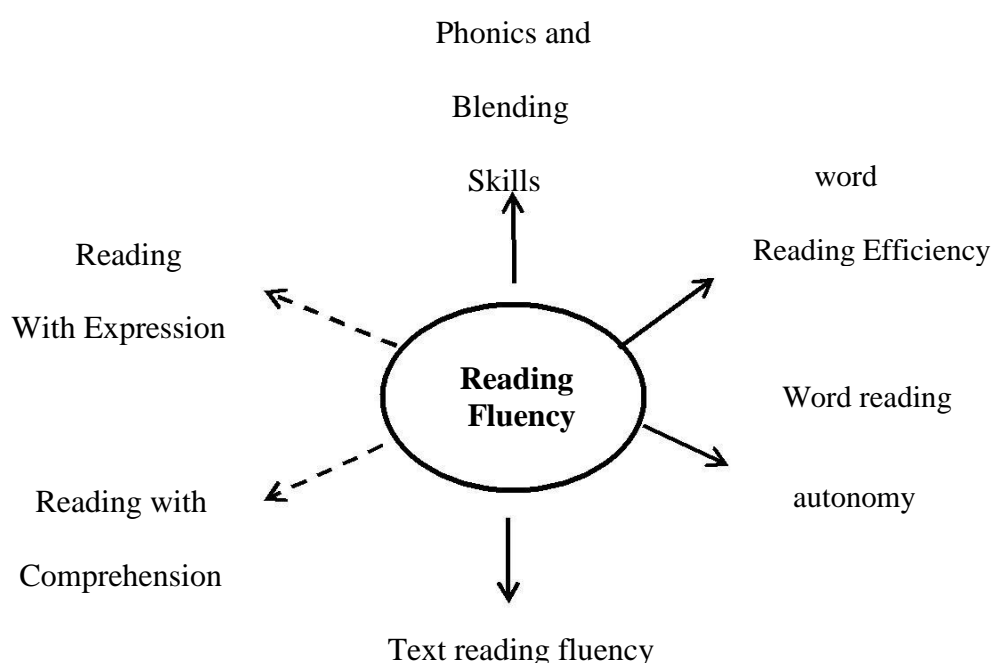
Adapted from: "Fluency in the Classroom". By Kuhn, Melanie. R. Schwanenflugel, Paula. J, 2008, p. 2.

They indicated that complete arrows refer to skills that are generally agreed upon by most researchers; however incomplete arrows refer to the skills that have a little significance on developing fluency.

3.4 Vocabulary Development

The role of vocabulary is highly stressed in the context of reading instruction. The lack of strong basis of vocabulary knowledge is the fundamental obstacle that hinders students' comprehension. Since vocabulary and comprehension are strongly interrelated, having a strong level of vocabulary is a beneficial factor in order to become a good reader (Spears 2013).

As a result, frequent reading is the best way to improve vocabulary. That's to say, being exposed to a wide range of words.

3.5 Reading Comprehension

As have been stated earlier in the definition of comprehension, it is the understanding of the text through extracting meaning. Porter (2011) stresses the fact that teaching reading comprehension successfully would help students to interact and communicate with their peers more effectively. King (2008) believes that to achieve reading comprehension successfully, four essential factors must be taken into consideration: the information of the text, the readers' knowledge, the purpose of the text and strategies (as cited in Karami, 2008).

To conclude, all these reading components must be taught and reinforced in an active, well-designed, systematic way at the beginning of the reading course (National Reading Panel, 2000; Honig, 2001). Following such organized process offers the opportunity to practice reading skills more successfully and efficiently.

4. Reading Processes

As an attempt to understand the nature and scope of reading, it is important first to have a clear idea about the flow of the reading process. Since reading is a complex mental process, it requires the production of a sequence of biological entities working in the human mind. Therefore, one of the most essential questions to be answered in the field of reading; is what really happens in the human brain and eyes during the process of reading?

Reading starts as a "sensory process" (Dechant, 1991, p.7). Thus, it mainly consists of two integral processes, the visual and the mental process.

4.1 The Visual Process

The first reaction toward any written text is through receiving written symbols via eyes. The reader recognizes and identifies letters then words through the sense of vision. This claims that the visual process is all about extracting and bringing graphic symbols or as Dechant (1991, p.10) calls it "stimuli" to the next indicator which is the brain.

The human vision depends in its operation on "a pair of specialized organs; the eyes", these organs are mutually linked to the human brain. The sensation of seeing occurs only when the eyes are open or attached to the light. So that, the sensory nerves receive the words directly and transfer it to the brain (Rayner, Pollatsek, Ashby, & Clifton, 1989, pp.9-10).

One of the most working areas in the visual process is the eye movement. It is recognized as a reading tool that begins with word identification and recognition. Findlay, Walker, & Kentridge (1995, p.4) argue that eye movement is referred to as "saccades" this implies that the eye jumps and moves from one word to another. While it may stop or slow down its speed through what is called "fixation". Hence, during saccades the reader is unable to catch any

meaningful words. However, during fixation or when the eye is stable on one direction the reader may acquire useful information easily.

4.2 The Mental Process

The basic process of reading is the mental interpretation of written symbols that typically starts as visual input (Perfetti, 1985. As cited in Dechant, 1991). After receiving information via eyes the brain starts to interpret them. The brain is the human mechanism that is capable of creating meaning to different graphic symbols. Rayner et al (1989, p.8) state that how people receive, store, retrieve and use information is categorized by three distinct stages. Each one possesses different functions and characteristics: the sensory store, the short-term memory and the long term memory.

4.2.1 **The Sensory Store (iconic memory):** has the lowest level of storing information. The latter lasts only for a very short period of time. It is considered as the initial stage in processing and storing information. Before information can access STM a large amount of this information is lost in the iconic memory.

4.2.2 **Short-Term Memory (working memory):** It has a limited capacity of storing information. Hence, as an attempt to store information in the short-term memory for a long time is through the use of different types of "chunking strategies" (p.17). These strategies enable the reader to break down difficult tasks or numbers into small parts so that they can be easily remembered. For instance, the number 524789634 is difficult to be memorized and remembered. Thus, to facilitate the process of recalling this number is through treating it as three separate parts like: 524-789-634 and keep repeating them silently or aloud.

4.2.3 **Long-Term Memory:** once information reaches the long term memory, it is usually stored there for a long period of time. It stores a wide number of words in an

organized way, such as remembering old memories and accidents that happened in the old days. It is widely believed that LTM can be divided into two types: "Episodic" memory which is concerned with arranging events and actions in the human life.

While the second type is "Semantic memory"; it stands for the knowledge and the information ones' may have particularly in the reading skill (Rayner et al., 1989, p.19).

Figure 1.3 A simple overview of the human information-processing system.

```
┌──────────┐
│ Sensory  │   Visual: iconic memory
│  store   │
└──────────┘   Auditory: echoic memory
      │
      ▼
┌──────────┐
│Short-term│
│  memory  │   Sometimes called working memory
└──────────┘
      │
      ▼            Components include: episodic memory
┌──────────┐
│ Long-term│
│  memory  │   Semantic memory
└──────────┘
```
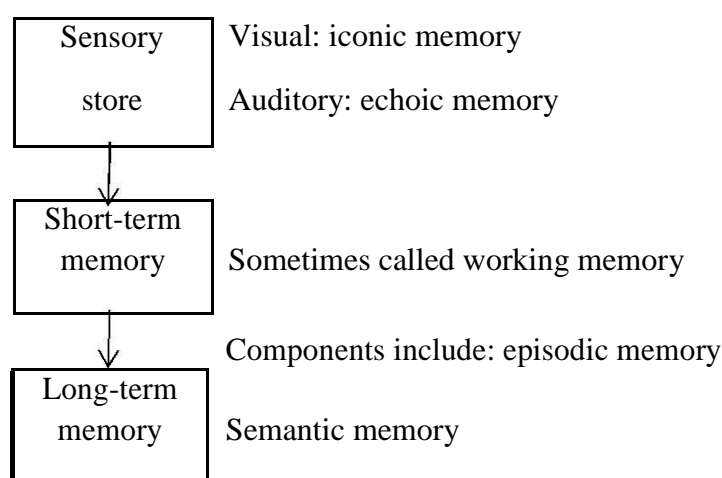
Adapted from: "Psychology of Reading". Rayner, K., Pollatsek, A., Ashby, J., & Clifton, C, 1989, p. 8.

5. Reading Strategies

The word strategy is derived from the ancient Greek word "strategia", which means the steps, tools, techniques, and methods to be followed for the purpose of seeking victory during wartime (Oxford, 1990, p.8. As cited in Oxford, 2003). Thus, the core meaning of strategies; specific thoughts, ideas and tools used to make sense of the text in a systematic way; is also used in learning FL and reading. It is important to differentiate between skill and strategy. Robb (1996) asserts that skill refers to the tools used on the part of the learner to improve his reading. She confirmed that a skill develops into strategy as learning progresses and learners

become more independent. Oxford (2003) suggests that using useful reading strategies is what makes the reading process more effective, enjoyable, easier, and even faster. She also shared the same opinion as Robb that they enable learners to become autonomous readers. Ultimately they become "strategic readers" (Bergeron, & Bradbury-Wolff, 2002, p.7). Those readers have the ability to deal with their learning problems smoothly and easily. This ability is usually referred to as "strategic competence" (Karami, 2008, p.3).

Therefore, what are reading strategies? Different connotations are suggested by different experts. Aebersold and Field (1997) define reading strategies as mental activities. The same position is shared by Pani (2004) who adds that they are mental processes and thoughts used to manipulate the text effectively in order to extract the exact meaning or to solve certain language difficulty. He also insisted that good readers use a wide range of strategies frequently and more efficiently. In addition they use them consciously, intentionally and automatically more than weak readers (As cited in Karami, 2008). So, what really distinguish between proficient readers and poor readers is the adequate, active and appropriate use of reading strategies.

Rebecca Oxford (2003) classified learning strategies into six categories: cognitive, metacognitive, memory-related, compensatory, affective, and social strategies. However, the current study is concerned only with reading strategies rather the whole learning strategies. Hence, among the most commonly used strategies in reading are:

5.1 Cognitive Strategies: The most applied cognitive strategy in the reading domain is skimming texts. As McNamara (2007) and McEwan-Adkins (2010) indicate that this type of strategies focuses more on the act of remembering, that is to say it refers to mental activities which require the work of memory. For instance: remembering words, actions, lists of items

through relating them to certain contexts. This implies that usually remembering takes much time, but with frequent practice it becomes easier, rapid and effortless.

5.2 Metacognitive Strategies: The most frequent metacognitive strategy is monitoring and assessing the progress of the reading ability. More frequently, it can be described as deep thinking on what reading and constructing meaning as well. Hence, metacognitive strategies are active mental processes (McNamara, 2007).

Regardless of the linguistic knowledge a reader possesses, the effective application of a variety of reading strategies is what determines proficient and successful readers (Karami, 2008; Ghafournia, 2014; Connolly, 2004).

Reading strategies and reading goals are two essential entities in L2 learning. They are strongly interrelated, because the active and conscious usage of wide array of reading strategies is a beneficial method to accomplish reading goals.

6. Reading Purposes

The significant way to improve reading skills is to have a clear reading goal. Readers must have a specific purpose and desire to enjoy, learn or understand what they read. In other words, clear reading goals can considerably enhance reading competency. The purpose behind reading a piece of writing differs from one person to another. One text can meet different opinions according to the reader's interests. Usually readers read books to accomplish their activities, to learn new vocabulary and grammar rules, to develop their language proficiency and to enjoy and get valuable information, also to increase their understanding about the world. Doff (1988) claims that every person has a purpose behind reading, sometimes looking for a specific information or check its accuracy, and to discover others' opinions. Reading consists of three major goals; each goal serves a specific need, expectation, and interest of the reader.

6.1 Reading for Pleasure

In fact reading does not occur in vacuum, it always has a purpose to be achieved at the end of the reading process. One of the most wide spread purposes is reading for pleasure. Usually readers prefer to feel free and enjoy reading for its own sake. Imposing specific genres of reading material on students can highly decrease their motivation, interest and engagement. Researchers described it as free reading that takes place anywhere and anytime. In other words it is an independent or private reading. This indicates that reading for entertainment refers to non-academic reading. Strong (1995, as cited in Rahman, 2004) points out that the sole reason for reading is because the reader seeks enjoyment. Therefore, it is important to read what the reader admits and enjoy the most, so that a great amount of pleasure is achieved. The same idea is shared by Eagleton (1996) that the main cause of reading any piece of writing is the feeling of enjoyment and pleasure that lies within it. This positive attitude makes students read as much as possible, which eventually increases their understanding and enlarge their vocabulary knowledge. "A reader enjoys a book when s/he gets pleasure" (Rahman, 2004, p.14). Hence, when a book does not provide enough fun and enjoyment, the reader will directly stop reading.

6.2 Reading for Information

The main sources of collecting information are "magazines and newspapers" (Adler and Van Doren, 1972) while the internet is considered as modern source of information. So, in the age of science people are more amazed and influenced by the technological advancement. The latter enables them to access and store information quickly and easily. That is why the traditional ways of getting information are neglected and replaced by contemporary methods. A reader may gain new information and enlighten his memory, but may not increase his

understanding. Less thinking and efforts are needed when reading for both pleasure and information than the one required for understanding (Adler and Van Doren, 1972).

6.3 Reading for Meaning (Understanding)

Reading for meaning is an "active reading" (Adler and Van Doren, 1972). Reading for understanding is not simple as reading for entertainment or for gaining general information about politics, culture or world news, it requires the reader to activate his critical thinking to extract and construct the exact meaning the writer wishes to convey. Effective readers know how and when to use reading strategies to solve task problems or figure out unfamiliar words so that they can draw the final meaning of the text. A study conducted by Wise et al (2010) show that the initial purpose of reading is to obtain meaning from the text (As cited in Reichenberg, 2014).

7. Reading Types

The selection of types goes in accordance with the purpose of reading because they are mutually linked and complete each other. Reading embraces multifaceted types.

7.1 Academic Reading

The reading activity is an academic process that is mainly attributed to educational purposes. In this type readers mainly seek information and meaning from what they read. For the purpose of studying and passing examinations, readers opt for academic reading. It encompasses the reading of formal texts such as: books, articles, dictionaries, novels…etc.

Academic reading is important because it builds readers vocabulary and increases their knowledge of the language skills. The selection of books in academic reading is not random; it is done according to syllabus and teachers' decision. Thus, reader's choice is directed by academic programs. Academic reading is useful and fruitful in the sense that it helps readers

to learn new information and facts. This newly acquired knowledge will be of great importance in their life and their academic career.

7.2 Non-academic Reading

FL learners are not restricted with only academic reading for educational success, but they have the chance to read for non-academic reasons as well. Unlike academic reading, non-academic one is a free reading which includes reading for entertainment, and gaining knowledge of the world. Its main concern is to serve readers' interest and pleasure. Although it is an open reading, it may extend their knowledge. In the sense that, wide reading is efficient enough to enhance readers' language level and their reading proficiency (Nuttal, 1996. As cited in Rahman, 2004). Therefore, non-academic reading is twofold: on one hand it enables readers to gain information and improve their reading skills, and on the other hand it satisfies their interests and choices.

7.3 Intensive Reading

Besides academic and non–academic reading, intensive reading is one of the most frequently used types of reading that highly increases the reading competence. It is concerned with reading short texts in a detailed manner to extract certain information. This type of reading is used in classroom as part of the reading course. As the term denotes intensive study of reading emphasizes the comprehension of the features of the text. It is a learning medium that can improve learners' knowledge, their reading comprehension skills and develop a useful understanding about the effective use of reading strategies (Nation, 2009).

Intensive reading is a deep analysis of the text through which the reader scrutinizes its major features. Hence, its usefulness lies in its focus on different aspects of language features. The most commonly discussed aspects are described by Nation (2009) as follows:

Comprehension: the main goal of intensive reading is to understand a particular text. Through the use of comprehension questions like: pronominal questions, yes/no questions, true/false sentence, multiple-choice sentences, sentence completion…

*Regular and irregular sound-spelling relation***:** an essential step of the reading skill is to make correspondence of written words and their spoken form. In addition to know spelling rules of regular and irregular verbs.

Vocabulary: the readers' attention can be directed to unfamiliar words where they can guess their meaning or use the dictionary.

Grammar: the text can be a rich source of different grammatical rules.

Strategies: intensive reading can help readers make the best use of reading strategies.

7.4 Extensive Reading

In extensive study of reading; successful readers tend to read books that interest them.

Teachers' instruction and guides are less likely emphasized; in return readers' choice is prioritized. It stands for reading long texts rapidly either in the classroom or outside. Since it can take place outside the classroom as well, it is a personal activity that fulfills readers' interests. Mickulecky (2008, p.3) supports the same idea that extensive reading is a highly an "individualized approach". Here readers are free to select their own books and read at their own pace.

Nation (2009) approaches that extensive reading may provide the best way to enhance proficiency level through "vocabulary growth" (p.54). And therefore to guess the meaning of ambiguous words from context clues. The more vocabulary they know, the better they can read and vice versa. Nuttal (1996) points out that extensive reading has two main advantages: the first is that it is the most effective way of enhancing the reading ability. The second is being an adequate educational tool; extensive reading is a way of entertainment and gaining

knowledge of the world (As cited in Rahman, 2004). Thus, extensive reading focuses on language and fluency development as well as enjoyment.

Conclusion

To conclude, this chapter sheds light on reading in terms of historical background, definitions of reading comprehension and reading proficiency as well. It also discusses the most needed components such as phonemic awareness, phonics, fluency, vocabulary development and comprehension. Furthermore, the processes of reading are highly stressed because of their role in recognizing and interpreting linguistic symbols. This chapter investigated the most frequently used strategies in the field of reading. In addition, it tried to highlight the most well-known reading purposes and types. From the above mentioned points it is clear that scholars tried to foster students' reading proficiency at earlier stages to achieve educational and social success. So, this indicates that the core problem is not in encouraging students to read but in the educational tools used to enhance it.

CHAPTER TWO

Tablet Handheld Computer Devices (The iPad)

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Introduction

The increasing development of technological devices made it an integral part in the teaching and learning process. In other words, the rapid accessibility of different mobile devices mainly the iPad creates an enthusiastic atmosphere where the students can use digital devices as an educational tool. However, iPad's provide many privileges such as electronic books which grow rapidly, students' awareness toward an effective use to improve their literacy skills mainly reading have not grown yet. In view of that, the present chapter first takes a brief look at the general framework of ICT and its integration in the teaching and learning environment. Then, it executes deeper to highlight the focus of the study which is mobile technology. The latter requires the integration of educational technology which is made up of three major areas: e-learning, m-learning, u-learning. This entails more emphasis on the new technological devices which include the main device of focus of this study i.e. the Apple iPad. Thus, this chapter provides various definitions, main educational uses, and applications of the iPad. Also, it highlights the importance and role of e-books in the field of reading development. The following section of this chapter tackles the integration of technology in education. So, it examines the role of the teacher and students to ensure effective use of this digital device in the classroom. Then, it tackles the reasons of using educational technology and evaluates the influence of digital technology on students' learning. Last, it compares between screen and print reading. Finally, it examines the advantages and drawbacks in using mobile technology to improve the quality of teaching and learning and therefore foster the reading skills.

1. Information Communication Technology (ICT)

In recent years there has been an increased interest in developing the use of ICT in the educational sector. The growth of ICT is merely related to the fact that educators become more aware of the necessity to cope with social and educational changes. As a result, the increasing change in the nature of human lives and ways of learning requires more flexibility and adequate use of technology to promote productive and efficient learning. Technology is a broad term that encompasses machines, weapons, transporting and communicating tools. All these are considered as powerful means to enhance and facilitate the human life. The advancement of ICT enables the development of new forms of technology that are frequently used in learning such as: m-learning and e-learning then u-learning. Although these terms may seem to be used interchangeably, they are quite different and each one is used in special context (Zhang, Chang, & Chang, 2016). ICT's are comprised of not only computer desktop and laptop but also handheld devices such as tablets, iPads, and e-readers.

2. Technology in Education

The rapid advancement of science and technology made it an essential part of education. This technological development offers numerous opportunities for students to enrich their learning and for teachers to promote effective and meaningful teaching. That is to say, technology revolutionizes the ways students and teachers manage their learning and teaching. Since technological devices are developed very quickly and used extensively by students in their daily lives, their integration in the educational process can be easily adopted and therefore it requires careful and effective implementation. Thus, educational technology rapidly occupies a significant place, in which new technological devices are integrated in the T & L process. The integration of technology in learning would improve the whole educational domain; in terms of facilitating learning and increasing its efficiency, in addition to increasing literacy mainly reading and writing skills and academic performance.

Walker and White (2013) argue that when compared with traditional learning, modern learning is distinguished with the inclusion of technology which in turn has changed the nature of T & L and particularly the reading experience. In ancient times around 19th century it was a common practice of people to read loudly or hear others reading. Later in the 20th century reading become a personal activity that is done in private. However, in recent time technology enables the process of reading to be public and shared in more collaborative settings. In the sense that technology provides vast amount of resources, so that readers can access texts in digital forms such as: online newspapers, magazines, journals, e-books, and websites. The educational sector is entering new phase of technology. Thus, the use of technology in education is shaped by electronic learning, mobile learning and ubiquitous learning.

2.1 E-learning: is related to the use of technology based learning materials like: CD ROMs, websites, e-mails, blogs, and wikis where most of them have connectivity to the internet. Electronic learning is any form of learning that is delivered and accessed through an electronic device mainly the computer. Personal computers have been the mainstream leader of social life and learning throughout history, they became an essential part of learning. Rosenberg (2001) is among the researchers who indicates that since it is not face to face learning it can be considered as distance learning.

2.2 M-learning: includes many types as Keengwe (2015) points out that it encompasses all portable devices such as: smartphones, mobile phones, tablets, iPads and laptops. More frequently, m-learning is related to the use of small, wireless, portable computing devices for anywhere, anytime learning. According to Druin (2009) Mobile learning have been incorporated in the educational system to encourage learners' learn, understand and most importantly to collaborate and interact with each other. Mobile technology offers new and limitless opportunities for learners to coexist in an increasingly new digital age.

Mobile learning can be viewed from another technological angle through an organized language learning approach which stands for Mobile Assisted Language Learning (MALL). As the need for CALL receives a wide acceptance in the technological era, MALL is of no difference where it receives more attention and significance in EFL learning and teaching. MALL is a process to language learning that makes use of mobile devices (Facer, 2011). It is recognized as a subset of m-learning and CALL.

2.3 U-learning: is learning that takes place anytime and anywhere. This indicates that time is an essential factor for successful learning. Students in the digital age face many problems that hinder their access to information, for instance: insufficient time and lack of technological devices and internet access in rural villages. However, with the ubiquity of mobile devices learning materials can be widely and quickly distributed. Cope and Kalantzis (2009) describe u-learning as a new learning platform that is the result of the wide capabilities of digital devices.

As a consequence, there are so many types of tablet handheld devices that have become one of the leading educational technology devices in the 21st century. They provide many learning possibilities and affordances like: accessing learning materials whenever and wherever students want and need it via small practical devices. However, this study focuses only on the iPad as the main educational technological tool that is to say, focusing more on mobile learning. To sum up, it is widely known that the traditional teaching tools and methods have to some extent, decreased students' learning outcomes and created a sense of boredom, while the great capacity of the iPad makes it easier for students to increase and empower their understanding and engagement in the learning process.

3. The iPad

Apple (2010) describes it as the excellent learning assistant (As cited in Valstad, 2010). There is a myriad of definitions of the term iPad, for instance Wise (2015) defines it as mobile computer device that contains a large number of applications and enables the user to search and view information on screen. That is to say, the focus should not be given to the device as a physical tool but rather to the amount of knowledge extracted during the electronic reading. Larson (2010) points out that the iPad is a tablet computer that is highly operated as a reading device which has a large capacity of storing books. Thus, it is important to highlight the relationship between books and digital screen.

 It has been argued that the iPad is a handheld computing device released by Apple in 2010 in the sense that it has most of the abilities and affordances of computers, but with additional and unique features such as tremendous number of different applications that promote and support students' learning, in addition it has multi-touch screen (Hutchison, Beschorner, & Schmidt-Crawford, 2012 and Keengwe, & Maxfield, 2015).

3.1 iPad Uses in Education

In recent years, digital tablets mainly the iPad which is the main focus of this study are reshaping the field of education. Although the iPad is merely a new technological device and only recently appeared in education, it dramatically holds a significant and integral position in enhancing and supporting the T & L process. Accordingly, Harrison, Dwyer, & Castek (2010) recommend that digital devices and particularly the iPad can be applied in the learning curriculum to construct literacy skills in terms of increasing vocabulary, encouraging fluency, and therefore supporting screen reading. Hence, unlike other digital devices, the iPad is the most sophisticated, available and successful tablet computer of technology in the digital age. Thus, it has a great potential to be a fundamental part in education specifically in schools and

universities, because it is described as "easy to use device" (Dezuanni, Dooley, Gattenhof, & Knight, 2015, p.1). Whittingham, Huffman, Rickman, & Wiedmaier (2013) are of the same opinion where they argue that only with the release of Apple iPad in 2010 students access and use of these digital devices; particularly the iPad increases in formal as well as informal (at home) education.

3.2 iPad's Applications in Education

Over the past decades, change in the nature of education is highly related to the implementation of technology and the introduction of the iPad (Martens, 2016). In the same regard Mentor (2016) claims that the success of new digital devices, the iPad particularly promotes more attention towards an effective usage of software apps. Thus, these apps can be easily downloaded or inexpensively purchased. They represent an integral part in mobile learning because they are the powerful tool to access and store Information on any digital device. The same concern is shared by An, Alon, & Fuentes (2015) who state that tablet devices such as iPad, kindle, and android continue to develop and hold an integral part in education. Therein lies its simplicity, easiness, interactivity, and the availability of a multitude of applications. After the release of the iPad in 2010 a plethora of apps flooded the market place. Among the well-known iPad apps used in education are: iBooks, e-readers, audio books, letter quiz, iclouds, seesaw, notability, splash tap flashcard let, evernote, Edmodo, and book creator.

The importance of iPads' applications in learning is continuing to be recognized and appreciated by an overwhelming number of students all over the world. They contain special features to be quickly operated on wireless devices. Today, new technological applications are widely available. Loucky and Ware (2017) argue that the extensive usage of new technological devices such as: mobile phones, laptops, tablets, and iPads is mainly related to

their useful characteristics which include easy access to mobile apps. Hence, the power of these devices is associated with the apps that are used to play games or to learn.

3.3 E-Books

The book is considered as an integral part in education throughout history. They have different formats on paper or on screen. So, the integration of technology in education leads to transforming and changing the format of the book to be presented on electronic screen. Rosenberg (2001, p.8) stresses that the digital age is "paperless world", readers rely more on words on screen.

Concerning the role of e-books in learning, Cavanaugh (2006) claims that exchanging printed books with electronic ones can play an efficient role in improving learning. Electronic books have a great potential to support and improve learning outcomes, offering new ways to integrate reading throughout the curriculum. So that the current role of e-books; is to assist classroom reading courses. They are the best software application whether read from desktop, laptop computers, or handheld tablet like the iPad. Marshal (2010) refers to eBooks as a learning tool that is mainly associated with software apps, hardware device and a written material read on screen. This easy access enables the users to easily read any book at any time and place without having to go and wait a long line in a library to search for a book that might be expensive or unavailable (Baab, Bansavich, Souleles, & Loizides, 2017).

In essence, tablet devices or handheld tablets received a great attention in the field of education after the release of the iPad. Its significance lies in its effectiveness in providing the appropriate learning applications and atmosphere to learn, communicate, interact, and collaborate in real and virtual world. Furthermore, it highly increases students' motivation, levels of engagement, and autonomy. Ultimately, the iPad is strongly associated with improving students' literacy skills.

4. The Implementation of the iPad in the Classroom

Successful and effective integration of technology in education can be achieved when students and teachers are able to select the appropriate technological tools, so that they can easily gain information and knowledge. Thus, technology must be considered as a fundamental part of classroom instruction and should not be distinguished from other learning materials (Harris, 2005).

Keengwe (2013) is among the most well-known scholars who espouse the integration of mobile technology in education. In order to serve the needs of 21st century students, language learning must include technology.

4.1 The Role of Teachers

The introduction of modern technologies in the classroom requires certain roles and responsibilities from the part of the teacher in order to promote effective learning. Despite the fact that students' of the 21st century are digital students where they are quite skilled at using new technologies in their daily lives, they remain unaware of its importance in learning. They are still unprofessional and seek guidance and advice from their teachers; in terms of adequate and meaningful use of those devices. Thus, it is obligatory for teachers to become familiar and skilled enough (have technology competence) concerning the use of technology in their classrooms. By doing this, the teacher can meet the learning demands and serves the needs and goals of 21st century students.

Throughout history, the teacher has been the only source of knowledge with printed books or textbooks as the sole source of information. However, in the digital age policymakers and educators along with students embraces new approach of teaching and learning. This new area is called educational technology which requires a shift from teacher centered approach to technology and students centered approach where students are the driver of their own leaning

process. While, Maor (2003) is among a wide number of researchers who believes that technology can be used wisely to maintain the sacred position of the teacher rather than eliminating it. This involves being a facilitator and guider along with the use of technological devices in the classroom setting.

The old generation of teachers is called "Digital Immigrants"; they were born in a world which knows nothing about digital technologies. They try to adopt and learn how to use the new tools of technology (Prensky, 2001, p.2). This demonstrates that teachers look over an efficient and meaningful manipulation of new technologies in the classroom through adequate and systematic training. In other words, the integration of technological devices only in the educational setting is not sufficient in the sense that teachers have to consider and take into consideration personal preparation as well. That is to say, teachers have to develop and acquire technological knowledge (Wankel, & Blessinger, 2013; Kwan, Fox, Chan, & Tsang, 2008). Thus, the successful integration of ET in the curriculum is closely related to the teachers' willingness and proficiency in supporting and ameliorating the implementation of technology in the classroom setting. This kind of training is usually referred as "professional development" that is mainly about having special and high level of technological training (Reichenberg, 2014, p.46). The same opinion is shared by Teo (2011, p.1) where he suggests the term "technology acceptance", this denotes that only when teachers possess willingness and ability to harness technological devices in a useful and appropriate way in their tasks, meaningful and efficient incorporation can be achieved. According to Harrison et al (2010) competent and well trained teachers can help students become confident in using technology to make their learning more exciting and effective.

Karsenti and Fievez (2013) argue that the teacher plays a crucial role in successfully integrating technology in the pedagogical domain. Teachers should be well trained and experienced before introducing those digital devices in the classroom. Dalton and Grisham

(2011) agree that teachers are responsible for using the appropriate and most effective digital tools in order to attract the attention and interest of students and provide the needed scaffolds to promote better learning.

As a result, it is important to give much importance and efforts to teachers' technological training, so that they can empower their knowledge and capacities on the appropriate and effective use of technology. All this implies the teachers' responsibility to use technology not only as a mean to foster students' learning, but also as a tool of communication, interaction, and collaboration.

4.2 The Role of Students

Since the new generation has access to a wide range of technological devices with internet connectivity, and they prefer to use such tools in their daily lives, integrating them in their teaching and learning processes would be of great benefits. Students can achieve understanding as well as enjoying what they are learning when they use technological devices as the iPad more than when using the traditional methods. Bai & Ertmer (2008) points out that students should gain adequate knowledge about technological usage in the educational field. In addition to being technologically skilled, other factors have to be developed to ensure successful integration and eventually successful learning. For instance: positive attitude toward the use of new digital devices like the iPad, self-efficacy, and willingness to take risk in using any new and complex technological tools. These powerful factors are highly required to achieve better implementation of the iPad and any other tablet device in the classroom.

Hence, the availability of digital devices along with the frequent use of them make students savvy users of technology. Today's students are called "Digital Natives" (Prensky, 2001, p.2), or "Millennial" or "Net generation" (Howe & Strauss, 2000; Tapscott, 1999 as cited in Surry, 2011, p. 31).

5. The Reasons of Incorporating Technological Devices in Education

ICT's are comprised of many new technologies such as desktop computers, laptops, and handheld devices. Thus, digital technologies are of multiple types and reasons behind their implementation in education as well. The diversity of technological devices used in the learning curriculum requires a set of pedagogical causes behind their implementation. In fact, digital technologies incorporated in the educational setting are referred to as educational technology. Ng (2015) approaches them into different types: a): desktop computers. b): mobile devices such as laptops, tablet, mobile phones, smartphones, PADs. c): digital recording devices like cameras, voice and video recorders. d): interactive whiteboards. e): online resources like Skype, wikis, and blogs. f): software applications (p. 5). It is widely agreed that the incorporation of a variety of software apps and digital hardware devices in the teaching and learning process is mainly related to three major causes. Ng (2015, p.6-7) characterizes them as follows:

5.1 Encouraging Learning: Teaching with technology can deepen students' understanding and therefore encourage students to easily interact with technological devices. The presence of digital technologies in the classroom can promote students' creativity during lesson instruction. The new adopted technologies provide unlimited number of opportunities and new learning possibilities, in addition to creating an interesting learning classroom. Moreover, new digital technologies can help students become active learners and interact in a collaborative learning atmosphere. Thus, students can exchange documents and receive learning feedback from their peers and their teachers in a virtual learning environment. In short, the use of digital technologies can extend students' understanding and build their knowledge. Passey (2014) believes that the interactivity of the new technologies play an essential role in supporting and encouraging students to effectively be engaged in their learning process.

Digital technologies can support learning through increasing students' motivation and engagement by creating communicative and collaborative setting. This can be achieved for instance through wikis, blogs, which provide interaction between different groups.

Furthermore, they can facilitate students' understanding of complex words and ambiguous ideas. Besides the great support they provide to learning inside the classroom, they can be of great importance outside the classroom as well. In other words, they enable a systematic continuity of learning outside the class. The use of digital mobiles mainly tablets and iPads enable students to access a wide range of information through the use of the internet. This latter provides unlimited number of resources and educational websites (Ng, 2015).

5.2 Developing Twenty First Century Skills: Technologies provide the ideal platform for students to learn digital skills. They can be characterized as: communication, collaboration, problem-solving, digital literacy, and critical and creative thinking (Walser, 2008. As cited in Ng, 2015, p.6). Modern technologies have shaped peoples' lives and most importantly their learning process. Thus, in order to coexist in the digital age and promote learning, students have to acquire a variety of skills.

5.2.1 Communication Skills: The use of emails, chat rooms, messaging, blogs, and Facebook facilitates interaction and communication among students. Since learning is a basic social activity, communication and interaction between people is required in any community. Thus, developing communication and collaboration skills requires the individual's ability to clearly and effectively communicate in the society. Communication skills can take different shapes such as: verbal and non-verbal communication i.e. gestures (Ng, 2015).

As a result, the effective incorporation of digital technologies in the classroom setting has a great potential of developing communication skills.

5.2.2 Collaboration Skills: As communication skills, collaboration ones are found to be useful in creating and promoting social interaction and incorporation among students from different social groups (Kai Wah Chu, Reynolds, Tavares, Notari, & Wing Yi Lee, 2017). It is considered as a fundamental skill in the 21st century because it requires collective, respective, and helpful characteristics between diverse social groups.

5.2.3 Digital Literacy: In its broader sense it refers to students' competent and full knowledge about the effective use of digital devices. Digital literacy is important in the digital age in order to coexist and achieve success.

5.2.4 Problem Solving Skills: Because of the challenges and drawbacks created in learning, fostering problem solving skills is a key factor in the educational field. The possibility of advanced technologies in the 21st century to develop the ability of analyzing, interpreting and considering the right decision at the right time and place in order to solve learning problems lies within the different technological tools.

5.2.5 Creative and Critical Thinking: Zhou (2017) points out that solving problems requires creative thinking; in the sense that thinking in a reasonable and logical manner and acts responsibly in order to effectively solve learning problems.

5.3 Developing Digital Citizens: it is widely known that digital technologies can empower students to promote their learning. That is why, it is mostly important to emphasize on the notion of digital citizens. Digital literacy requires the ability to access and manipulate digital devices easily and smoothly, so that competent digital citizens are developed and therefore, preparing those digital citizens for lifelong career (Mossberger, Tolbert, & McNeal, 2008). Implementing digital technologies in the educational sector can prepare students not only for their learning but also for their whole life. It is very important in the digital age where

technological devices dominated the life of people and their ways of learning to develop and create digital students who can easily embrace those devices.

In order to develop digital citizenship for lifelong workforce certain characteristics have to be accomplished. The 21st century digital citizens should be capable and confident users of digital technologies, and most importantly, to demonstrate honesty, privacy and ethical behavior in the use of technology.

6. The impact of the use of digital technology in learning

In the light of the increasing reasons for incorporating mobile technologies in education, researchers sought the need to explore their potential impact on this field. The introduction of new digital devices such as laptops, tablets, and most importantly the iPad assume that they can serve as the immediate contributor to enhance students' learning outcomes. Throughout history many researches and studies have shown that technology can support learning, improve literacy skills, motivate and strongly engage students. Overall, it can foster their autonomy and influence their academic performance and productivity.

6.1 Motivation

Researchers were almost universal in citing the positive effects of technology on students' motivation. The use of technological devices in completing activity or task increase students' efforts and interests, they become more willing to perfectly finish it (Means & Olson, 1997). New technologies like the iPad provide structured support and assistance in order to motivate all kinds of students from reluctant to disabled students.

Motivation is a key factor for successful learning. Thus, finding the appropriate technological device that addresses motivation is beneficial for effective education. The incorporation of digital devices in education can strongly motivate students during their classroom instruction. In other words, students are more likely obsessed by using those

personal devices in their daily lives; therefore this sense of ownership motivates students to integrate them (Sciuto, 2013). Teachers and students are suffering from lack of motivation and interest concerning their learning process. This is mainly due to the traditional tools and methods applied in the teaching and learning process. Supporting and motivating students is an essential reason to success. Thus, using new technological devices other than traditional ones can motivate and inspires students (Reinchenberg, 2014). To sum up, learning with technology has a great potential of affecting students' motivation positively (Moyle & Wijngaards, 2012).

6.2 Engagement

Li, Wang, Yuen, Cheung, & Kwan (2012) define engagement as the process of being deeply involved in the learning process; it refers to students' active participation and interest which eventually improves the learning outcomes. Hence, they show the relationship between student engagement and their learning results as follows:

Figure 2.1 Basic understanding of student engagement

```
┌─────────────────┐                    ┌─────────────────┐
│    Student      │                    │    Outcomes     │
│   engagement    │ ─────────────────▶ │  (achievements  │
│ (Participation in│                    │ related to learning)│
│    learning)    │                    │                 │
└─────────────────┘                    └─────────────────┘
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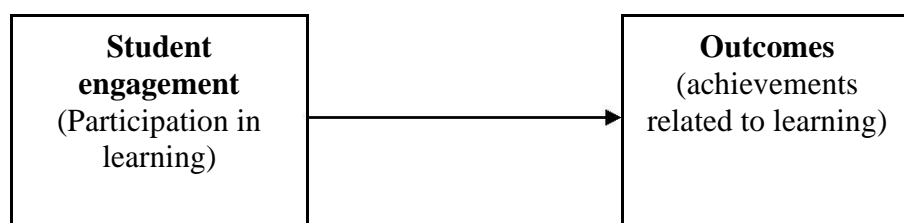
Adapted from: "Engaging Learners Through Emerging Technologies". By Li et al., 2012, p. 2.

Dexter, Anderson, & Becker (1999) believe that the effectiveness of technology integration into the educational field is closely related to its capability of engaging students into their learning process. This can be achieved through the use of new, interactive and useful activities that were not available with traditional methods and activities. Herrington,

Reeves, & Oliver (2010) claim that learning success is determined by learners' level of engagement. The integration of educational technology has the potential to foster students' level of engagement through offering many opportunities. The most important ET medium is e-Books where the features of the electronic books provide and support students' interaction and engagement. Anderson (2012) explains students' process of engagement in terms of how e-Books can provide tremendous reading texts that can be ubiquitously accessed, attract students' attention, create social interaction and classroom discussion between students and teachers that fosters engagement. In addition they serve their needs through providing new and compatible ways of learning. Thus, digital mobiles mainly the iPad along with the best reading software application can greatly help students to be involved in their learning process.

Studies also provide clear evidence that digital technologies have a great potential to encourage and foster both motivation and engagement (Harrison et al, 2010). Hence, the latters are considered as paramount to learning success and increasing students' reading level.

West (2012) is of the same opinion where he claims that handheld digital technologies are powerful tools to promote high and active level of engagement that enable them to increase their learning opportunities (Cited in Keengwe, & Maxfield, 2015). As a result, new means of technologies like the iPad can be used to improve students' engagement and motivation through making the teaching and learning experience more interesting and exciting (Adeyemo, Adedoja, & Adelore, 2013). The more students are engaged in their learning the more they are motivated.

6.3 Autonomy

Autonomous learners are able to take control, set goals, create new learning opportunities and evaluate their progress without external assistance. In other words, they have an integral part in the decision making of their own learning. Two major factors are included in the process of fostering independent learners; teachers and most importantly technology. The

development of learners' autonomy depends on teachers' role for providing the suitable environment for students to feel free and show their abilities in handling classroom instruction and activities. Boud (1988) points out that teachers can promote autonomous learners by helping them become responsible over their learning. Promoting students choice and self-directedness would positively impact their whole learning. Besides the preliminary role of the teacher, technology integration in the classroom can deeply promote independent learners. As Loucky and Ware (2017) state that digital mobile devices have a great potential to conclusively influence learners autonomy. The use of mobile technology enables students to prepare, analyze, synthesize, and present their tasks independently without teachers' guidance and support (Kim, 2014).

Although, the teacher plays an important role in promoting autonomous learners, the latter can learn more successfully without the usual presence and intervention of the teacher and only with the existence of new technological devices.

6.3 Academic Achievements

Educational technology and students' productivity are tightly related. Harrison & Stolurow (1975, p. 5) claim that "significant increase in educational productivity occurring through the adoption of technological innovations". Technology plays an essential role in facilitating students' process of learning and therefore increasing their learning outcomes (Al-Hariri, 2017).

7. Electronic Vs. Print Books

In contemporary times there are two ways of reading books; print reading and electronic reading. Reading on paper typically takes place when students are provided with traditional textbooks and course books in the classroom. While, reading on screen is increasingly dominating the process of reading. These texts are created on the form of digital texts that is

to be read on screen of handheld device such as computer, tablet, and iPad. They enable interaction between the reader and the digital text. Rosenberg (2001) comments on the new digital learning which is characterized by screen learning and neglecting paper learning. The iPad is a valuable technological device due to its digital format which provides electronic access to books. This digital screen provides interaction with the digital text more easily and effectively. Screen reading enable students to read texts and the same time to use audio apps, and look for the meaning of words. The incorporation of digital touch screen devices like the iPad in learning shows a great potential to motivate and engage students to read, and therefore enhance their literacy skills. However, some educators and students still continue to privilege traditional texts. Traditional books are the first traditional form of reading books which consist of people's culture, heritage, and inventions of the ancestors.

Ciaramitaro (2012) indicates that eBooks are available everywhere at any time with the great capacity to store tremendous number of books on only one device. They are also less expensive than the traditional printed books.

8. iPads' Pros and Cons

The use of mobile devices and particularly the iPad for educational purposes is rapidly increasing. More frequently, the unique affordances of mobile learning provides numerous benefits. However, at the same time, the iPad has its challenges and inadequacies

8.1 The Benefits of The iPad

Since its release in 2010 by Apple, the iPad receives a wide acceptance among technological users. Therefore an emergent awareness of the touch pad benefits in education has dramatically progressed. With the rapid proliferation of technology in education, mobile devices provide limitless benefits and new possibilities. Although the iPad is the newest digital device, it provides many advantages for educational purposes. Smith (2012) stresses

the fact that the iPad is the most unique and easy to use technological device. Its flexibility and power in terms of providing entertainment and learning makes it the first technological device. One reason behind its leadership is the release of the iPad 2 which is newer, faster, and lighter than the original one.

The preliminary benefit of the handheld device as Vermaat, Sebok, Freund, Campbell, & Frydenberg (2017) declare that the iPad's portability and capability enables the user to access information anytime and anywhere. In addition it creates the appropriate atmosphere to share thoughts and opinions, videos, images, and as a source of entertainment as well. Rosenberg (2001) states that access is considered as an essential factor in promoting effective learning, without access to information students can do nothing and ultimately their learning process would be interrupted and weakened. Such ubiquity allows students to cover all the possible and meaningful tasks of their learning whenever needed through the use of wireless technology (Keengwe & Maxfield, 2015). Moreover, the use of the iPad encourages group learning and collaboration between students. The adequate usage of the iPad enables introvert learners to become extroverts and enjoy and share information with other students. Cavanaugh (2015) points out that the iPad is a powerful tool due to its big screen size and good battery life.

Many studies have been done on using digital tablets, or using the iPads in particular in education. Accordingly, a Canadian study examined by Karsenti and Fievez (2013) where they focus on the main benefits of using the iPad. First of all, the use of the iPad has a great potential to increase students motivation and level of engagement. Motivating students can be achieved through the high quality and quantity of information provided by the iPad. On one hand, touch pad provides the opportunity to collaborate and communicate with peers and receive instant feedback from teachers. On the other hand, it supports individual learning. The same opinion is shared by Loucky & Ware (2017) who claim that besides the fact that the

touchpad creates new opportunities for collaborative learning, it promotes independent learning. It also enables them to create their learning courses without the constant help of the teacher. Additionally, it enriches learning through perform activities on screen to develop learners' vocabulary. Also, the iPad is one of the most important technological devices that can help educators to deal with different learning styles in terms of visual, auditory, sensory, group or individual learning.

Another benefit of using the iPad as a digital reading device is to improve reading skills through the use of eBooks and other reading apps (Cavanaugh, 2013). Hence, Digital devices like the iPad can enhance reading proficiency in terms of developing reading vocabulary through providing access to word pronunciation, meanings in order to guide individual's reading process (Park, 2013). It also supports learning in terms of encouraging students with special needs like autism, deaf students and reluctant ones (Fernandez-Lopez, Rodriguez-Fortiz, Rodriguez-Almendros, & Martinez-Segura, 2013). Thus, the use of the iPad increases students' interest in learning despite their weakness and empower their ability to maintain concentration.

To sum up, the iPads' affordances of being small and easy to carry, the availability of multiple apps along with the interaction and scaffolding for individual learning makes it ideal and unique for classroom usages. All these capabilities can highly enhance students' educational process through active and creative learning via the use of the iPad (Baab, Bansavich, Souleles, & Loizide, 2017).

8.2 Challenges of The iPad

The rapid progress of the new technological devices provides a set of disadvantages and serious obstacles for students and teachers in their T&L process (Ciaramitaro, 2012). So as an attempt to ensure effective use of digital devices and foster learning, it is essential to address

those challenges and issues as a priority. Because the iPad is a new digital device that is incorporated in education, students and teachers face difficulties with the inclusion of such mobile devices. In addition the iPad is relatively expensive (Keengwe & Maxfield, 2015); it is widely believed that the higher price of the iPad is a large amount of money to be paid on one device. Students have not only to buy the iPad alone but certain applications have to be purchased to be downloaded as well. Thus the huge cost of the iPad and other apps create a huge barrier for learners to own this technological device.

Unlike desktop computers and laptops, the iPad has no USB port which creates difficulties for students to exchange and transfer data from one device to another. Moreover, the iPad is fragile so that it requires careful handling. Thus, some students prefer to stick to the use of computers rather than iPad especially those who are not familiar with relevant technologies. Concerning the potential challenges that may face teachers is classroom distraction. All teachers feel the fear of losing control over their class due to the extensive use of touchpads in the class. This may shift students' interest from learning and gaining knowledge to enjoying and entertaining. Another major obstacle that may face teachers who lack technological competence and enough knowledge is how to ensure effective and meaningful usage by students and the inability to prepare their lessons on the iPad (Scuito, 2013; Karsenti & Fievez, 2013).

Conclusion

In essence, this chapter has provided an overview of the literature that serves the independent variable of this study. It has first approached the general framework of ICT and its incorporation in the educational domain, through electronic, mobile, and ubiquitous learning. Later, the focus shifted to the main technological device used in this study i.e. the iPad; where it has addressed its definitions, uses, and most applied application in learning

mainly eBooks. Then, it has examined the role of the teacher and the student concerning the integration of the iPad in the classroom setting. Also, it has discussed the major reasons and impacts of incorporating such devices in the classroom. Finally, it has differentiated between screen and print reading, in addition it looked for the wide spread advantages and disadvantages of the iPad.

CHAPTER THREE

FIELD INVESTIGATION

Chapter Three

Field Investigation

Introduction

After reviewing previous literature that is related to this study, an in depth investigation is required to support or reject the research hypothesis. This study is basically a quantitative descriptive in nature. For the purpose of examining the hypothesis data collection procedures are described and all the data collected is analyzed and interpreted. This chapter consists of three main parts; students' questionnaire, teachers' attitudinal questionnaire, and the concluding remarks. This research developed a questionnaire to assess students' level of reading, their value of reading and the reasons they read for. Moreover, it tends to highlight the main problems they face while reading. The questionnaire also focuses on checking whether students are digital savvy and frequent users of the iPad to improve their reading skill. While, teachers' attitudinal questionnaire aims at shedding light on the attitudes of teachers toward the integration of the iPad in the curriculum in general and teaching reading in particular. For that purpose, only teachers of reading and ICT were included. This chapter includes a detailed description of students' questionnaire and teachers' attitudinal questionnaire as well. In the sense that, this chapter tries to describe the sample of the study, analyze and interpret the data gathered. Finally, it summaries the results from students' and teachers' questionnaires separately. The last part of this chapter is devoted to the conclusion.

Data were analyzed, and presented in the form of tables and graphs depending on the form and nature of the question.

1. Students' Questionnaire

1.1 Sample Choice

The questionnaire was administered to Master I students at the University of Guelma. The sample of this study consists of 45 students out of 60 students. The whole population of Master one students consists of three groups thus the 45 students were chosen randomly from the three groups. The chosen sample aims at confirming or disconfirming the research hypothesis. First, the reason behind the selection of Master one students is the expectation that this study would help them because they are about writing their dissertations so reading is required to obtain information and the use of technology and particularly the iPad as a reading device which would facilitate their search for information. Second, because they are studying reading module and it is expected that it is preferable to select the ones who are exposed to reading directly.

1.2 Description of Students' Questionnaire

The questionnaire was designed on the basis of making students aware of the potential of the iPad to enhance their reading proficiency. The students' questionnaire was made up of three sections. The first section was organized under the heading of background knowledge which aims at gaining general information about their age, gender and their English level. While the second section sheds light on the first variable i.e., reading proficiency. The last section is concerned with students' attitudes toward technology and their technological competences mainly about the iPad.

1.3 Administration of the Students' Questionnaire

As an attempt to collect reliable and accurate data from the questionnaire, a random sample was distributed to some students of Master one. The process of submitting and receiving the students' questionnaire was conducted at the first week of April 2017 after the

holidays. They were given a hard copy either at the beginning or at the end of their learning session so that on one hand not to disturb or interrupt their flow of ideas and on the other hand to give them the needed time to respond comfortably and take it more seriously.

Almost no explanation was provided for students concerning any questions. So in order not to interfere at all in their selection of answers, the questions were direct and easy to understand. Master one students responded to the questionnaire the day it was distributed to them no one kept it for more than ten to fifteen minutes.

1.4 Analysis of Results and Findings

Section one: Background Information

1. **Students' gender**

Table.1

Gender specification

Gender	Number of students	Percentage
Male	03	06,67%
Female	42	93,33%
Total	45	100%

This question is chosen in order to describe the sample of the study. It is expected that gender may have a specific influence on students' language level and their motivation and passion towards reading and their orientations concerning the use of digital devices to learn and read. Accordingly, males' option and selection of reading materials and tools may differ from those of females. As it is indicated in the table above, only few students (06, 7%) are males, however the majority of students (93, 3%) are female.

2. How old are you?

Table.2

Students' age

Age	Number of students	Percentage
20 to 22	17	37,78%
22 to 25	25	55,56%
More than 25	03	06,67%
Total	45	100%

Asking students about their age is believed to determine their level in English language and the knowledge and experiences they gained through their learning process mainly concerning the development of their reading level. Age is essential to determine whether the age factor can contribute to increase students' level and results. As it is demonstrated in the table above, 17 students out of 45 are between 20 and 22 years old which represent (37,78%) of the sample. While, more than half of students (55, 56%) have almost the same age which means; they are between 22 and 25 years old. The other (6, 67%) students are more than 25 years old.

2. Students' level in English

Table.3

Students' appreciation of their level in English language

	Number	percentage
Very good	/	0%
Good	35	77,78%
Average	10	22,22%
Bad	/	0%
Very bad	/	0%
Total	45	100%

Concerning students' level of English the majority of students (77, 78%) opted for the second choice which stands for a good level in English. The other 10 students represent (22, 22%) of the sample claimed that they have an average level. Unsurprisingly, no one have opted for the three remaining choices i.e., very good, bad, and very bad level. This demonstrates that students are aware of their English language level. Thus, they are expected to continue answering the other question honestly.

Section two: Students' Reading Proficiency

3. Do you usually read?
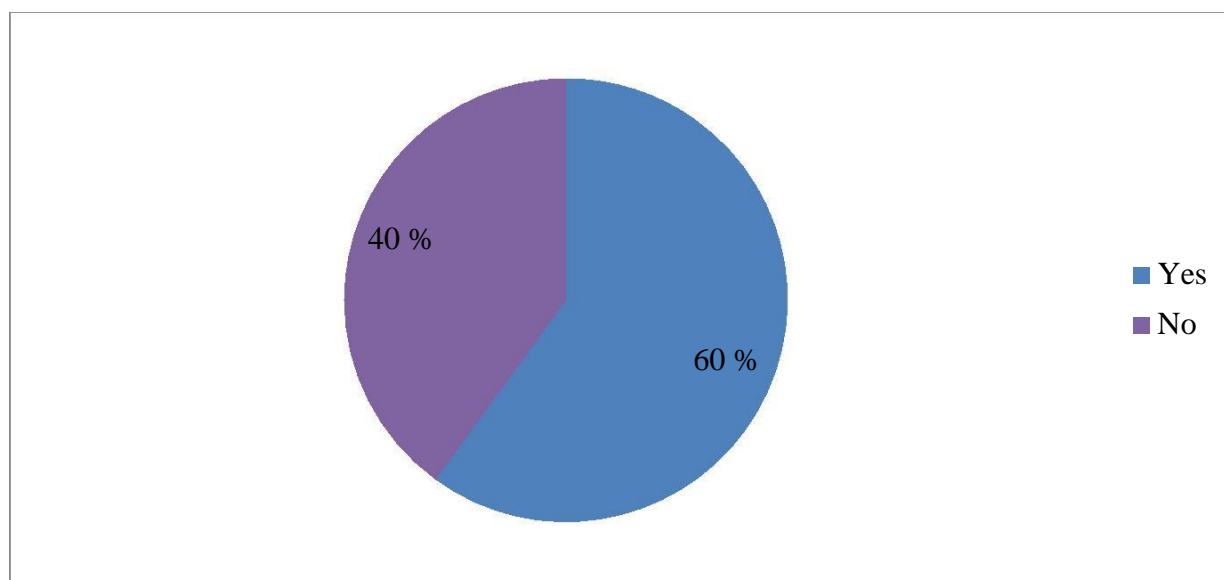
Graph.1 Students' reading habits

This question was intended to inform the researcher about students' reading habits. As shown in the graph above students have been asked whether they usually read or not. The results demonstrated that (60%) of the students tend to read. However, 18 students out of 45 do not read, which represent (40%) of the whole sample. This implies that around the half of students ignore the process of reading and neglect its importance in their learning process.

5. Do you enjoy reading?

Table.4

Students' reading enjoyment

	Number	percentage
Yes	30	66,67%
No	15	33,33%
Total	45	100%

Students were asked if they are familiar readers, then if they enjoy reading or not. So this makes it easy to guess from their answers of the previous question. In the same regard, since the majority of students are frequent readers so the majority of students (66, 67%) enjoy and has passion towards reading. While the other (33, 33%) disagreed with the fact that reading creates a sense of entertainment and inspiration.

6. How often do you read?
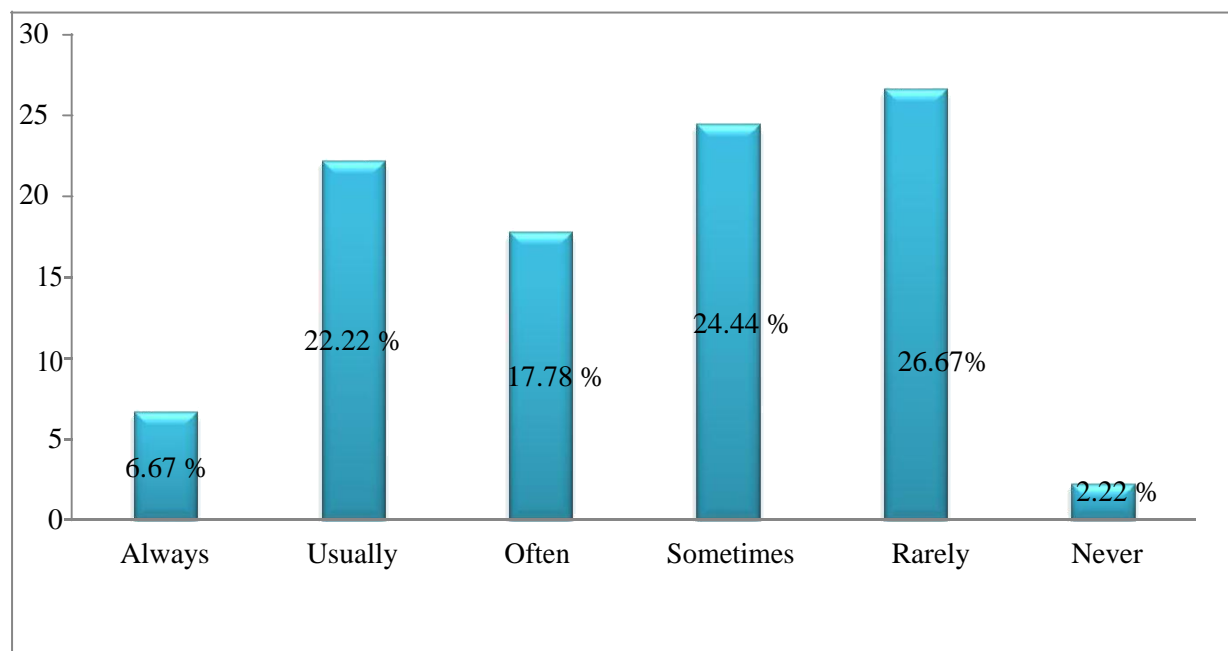
Graph.2: students' reading frequency distribution

The collected data shows that only 3 students out of 45 which represent (06, 67%) claimed that they always read. While, (22, 22%) of the whole population which represent 10 students out of 45 responded stated that they usually read. (17, 78%) said that they often read, others (24, 44%) stated that they read sometimes. Surprisingly, (26, 67%) of the sample considered reading as a rare activity to be done and only one participant opted for the last option which is "never" who represents (02, 22%). This means that students tend to read but with different periodic interests.

7. What kind of English reader do you think you are?

Table.5

Students' appreciation of their reading level

	Number	Percentage
A good reader	06	13,33%
An average reader	27	60%
A poor reader	12	26,67%
Total	45	100%

After asking students about their frequency of reading, this question aims to create a clear insight on their reading level and if their frequent reading improves their level or have no impact on it. According to the above results, (13, 33%) claimed that they are really good English readers. However, the majority of students (60%) considered themselves as average readers, in other words they believed that their English reading level is acceptable or medium. The other (26, 67%) which means 12 students claimed that they are poor readers. This indicates that only few of students consider themselves as proficient readers. In comparison to the first choice percentage, the number of students opted for being poor reader is high than those who claimed to be good readers. That is to say, although students used to read they did

not achieve a good reading level yet. Thus, this raises the question about the reasons behind such failure.

8. How much time do you spend on reading per day?

Table.6

The amount of time devoted to reading

	Number	percentage
Less than 3h	36	80%
3-5-7 h	07	15, 56%
8-15h	02	4,44%
Total	45	100%

This question is concerned with the time devoted to reading. In other words it sheds light on how much time students give to read any sort of materials. Surprisingly, the majority of students (80%) tend to read less than three hours per day, which means that they give reading few time in comparison to the time devoted to other exercises. The number of students opted for the second choice is 7, which represent (15, 56%) of the sample. Only two students out of 45 tend to read for long hours.

9. What sort of paper do you read apart from university texts?

Table.7

Types of reading materials students prefer to read

	Number	percentage
Novel	26	57,78%
Nonfiction	06	13,33%
Newspapers	11	28,89%
Magazines	18	40%
Other	06	13,33%

Concerning the reading genres, students mentioned that they mostly read novels more than any other reading sort. (13, 33%) claimed that they read nonfiction books. The other (28, 89%) opted for the third choice which is newspaper and 18 students who represent (40%) of the sample chose reading magazines more than other types of reading. (13, 33%) have selected "other" this emphasizes that they read other genres which are not mentioned in the choices. The most repeated answers were short stories and dissertations in addition to online journals and articles. This implies that students read mostly for educational purposes as they read more academic papers.

10. How many books have you read on your own in the last few months?

Because this is an open ended question, students were allowed to express their ideas freely and without being restricted to certain options. In this question students were asked about the amount of books they have read on their own outside the university. According to collected results, (35, 56%) of participants claimed that they have read no book at all, these 16 students out of 45 constitute the majority of the participating students. (17, 78%) responded that they have read only one book. Two books was the answer of 10 students which represent (22, 22%) of the sample. While half of the previous number that is to say (11, 11%) stated that they have read three books. Four, five, and seven was the number of books read by students in the last months outside the university, these participants represent (04, 44%), (6, 67%), and (02, 22%) of the whole population respectively. This demonstrates that the highest number of books read by students in more than one month did not exceed ten books. Thus, students are not frequent readers because the majority did not read any book outside the university. This indicates that students read only when they are obliged to in the classroom to get good marks and successed.

11. Do you discuss with friends and family members something you have read?

Table.8

Students' social interaction

	Number	percentage
Yes	30	66,68%
No	15	33,33%
Total	45	100%

In this question the majority of students (66, 68%) agreed that they do share and discuss anything they read with their peers and even family members. However, (33, 33%) claimed that they keep what they read to themselves and do not prefer to discuss or tell others about what they have read. This implies that to some extent the majority appreciates what they read and therefore they create a sense of interaction and foster communication and collaboration skills.

12. Does the teacher provide you with extracts to be read in the classroom?

Table.9

Teachers' provision of reading texts

	Number	percentage
Yes	32	71,11%
No	13	28,89%
Total	45	100%

As indicated   in the table above, (71, 11%) of participants   agreed that their teachers provide them with different reading materials to be read inside the classroom. Whereas, the

rest of students (28, 89%) disagree and claimed that they are not familiar with extracts to be read in the classroom. This implies that the majority of students who opted for the "yes" answer, concern the teachers who tend to provide them with extracts to be read in the classroom. While, those who answered "no" take into consideration the teachers who do not give them reading texts to be read during classroom instruction. Since the majority has reported that their teachers used to provide them with reading books or texts it is clear that the rest were not conscious when their teachers did so. Hence, the role of the teacher is significant and plays an integral part in learning and reading.

13. How much of the assigned reading of university courses do you read?

This question was administered to students in the light of their reading courses they are having during the whole year. So it tried to shed light first on the amount of the reading materials that teachers impose on them to accomplish their courses and presentations. While the second aim of this question is to highlight the main causes behind reading a small amounts of the assigned reading materials which is well explained in the following question.

Table.10

The amount of the assigned reading materials read by students

	Number	percentage
All	5	11,11%
Only parts of the compulsory	21	46,67%
Everything that is compulsory	09	20 %
Very little	10	22,22%
Total	45	100%

As it is indicated in the table above, only 5 students out of 45 have opted for "all" which represent (11,11%) of the sample. So they are the only ones who read everything either being compulsory or optional. While, the majority (46, 67%) have chosen the second choice which is only small parts of the compulsory and (20%) that is to say only 09 students have opted for the third choice. The other 10 students have claimed that they read "very little", they represent (22, 22%) out of the whole population. This implies that the majority of students read only parts of what is imposed on them or read little. While, only minority of the students are concerned with reading all or everything given to them by their teachers. As a result, students lack the passion toward reading and they are not motivated enough to be engaged in the reading process.

14. If you manage to read less than all, why do not you read all?

Table.11

The reasons of reading only small parts of the assigned reading materials

	Number	percentage
I would like to read more but I have no time	40	100%
I cannot understand what am reading	04	10%
I would like to read but it is boring	14	35%
What I am reading is enough	06	15%

Responses to this question correlated closely with the responses of the prior question's responses. Concerning the reasons of not reading all the assigned reading materials, students have to choose one or more answers from the four choices. All the students (100%) opted for the first reason which is having insufficient time to read. This implies that the time factor is the first barrier that prevents students from being exposed to a large amount of reading texts. The second choice attracted only 04 students. So, only (10%) of the students face problems

with the comprehension of the text they read. Then, (35%) agreed that reading is too boring and they do not enjoy it. The other (15%) believed that what they are reading is sufficient and they do not need to read more than that. This implies that students suffer from lack of time and they do not know how to specify some of their free time to read. Moreover, students are still unaware that the more students read the more they develop their skills and enhance their language skills.

15. What are the problems you face while reading?

Lack of time — 71.11 %
Lack of interest — 22.22 %
Lack of materials — 4.44 %

(axis: 0 20 40 60 80)
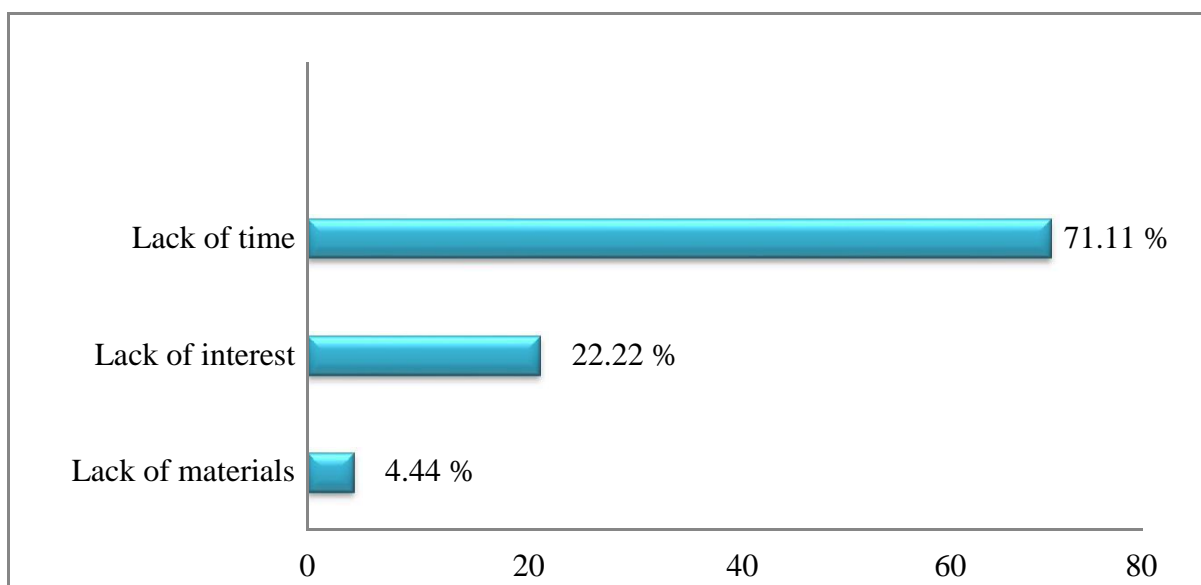
Graph.3: Reading problems

As it is shown above, the lowest percentage (4, 44%) have been given to the first choice which is lack of materials or hardware resources. Lack of materials can be interpreted as lack of either printed books or devices to read from. This lowest percentage indicates that students do not have problems to some extent with the unavailability of reading materials. So (22, 22%) of the students cited another factor which distracts them while reading is lack of interest. It is worth noticing that the majority of students (71, 11%) replied that time is the most problem they encounter. this implies that students suffer deeply from lack of time and it remains their main obstacle that prevents them from reading what interests and benefits them. Lack of time and interest are the most common reasons of not reading.

Section three: The Use of the iPad to enhance their Reading Proficiency

16. Do you own an iPad?
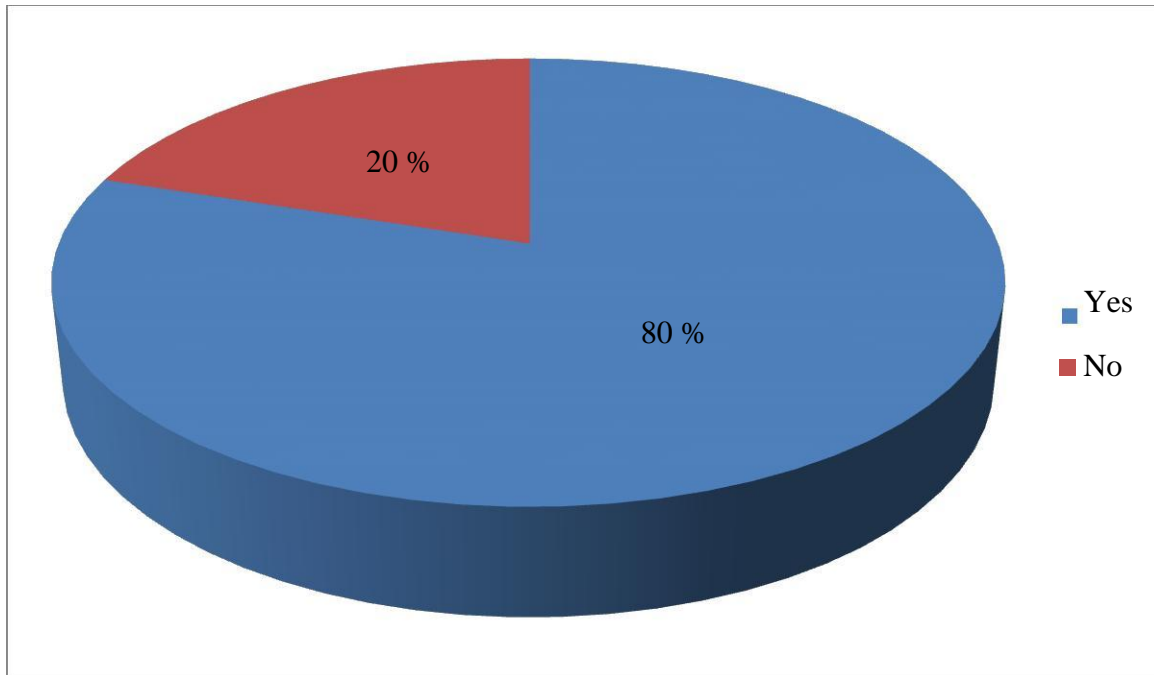
Graph.4: students' ownership of the iPad

The results show that the overwhelming majority of students (80 %) own digital devices in terms of having an iPad. However, only (20%) still do not have it. The results imply that the iPad is very expensive and new since it was released in 2010, yet the majority of students own it.

17. Have you ever used an e-book before?

Table.12

The use of e-books

	Number	percentage
Yes	36	80%
No	09	20%
Total	45	100%

This question aims at highlighting students' awareness of the use of electronic books. As can be noticed from the table 12, the majority of Master I students (80%) responded in favor of using e-books. While the other (20%) claimed that they have never used it before. The highest percentage of the "yes" indicates that almost all students make use of e-books to read. Hence, students are familiar with the use of e-books and this gives a plus to their efforts to enhance their reading competence through the use of digital tools.

However, accessing e-books can be achieved through many technological devices. Thus, the aim of the following question is to give an accurate idea about the most used digital devices to read e-books.

18. What hardware do you use to read e-books?

Table.13

The hardware used to access e-books

	Number	percentage
Laptop	26	57,78%
desktop	05	11,11%
iPad	09	20%
iPhone	05	11,11%
Android device	16	35,56%

This question was given to find which technological devices are mostly used by the participants to read e-books. As far as the hardware device used to access e-books is concerned students were not limited to select one answer they were free to choose, so some of them have opted for more than one answer. This demonstrates that they use more than one device to read books. According to the above findings the majority of students (57, 78%) have opted for using laptops. This indicates that students prefer using laptops mainly because they are still unfamiliar with the new devices. While, computer desktops were chosen by only 5

students from the sample which represent (11, 11%), similarly, the iPhone was of no difference in the sense that it received also (11, 11%) from the whole sample. (20%) of the students chose iPad to be their reading device. The remaining students (35, 56%) claimed that they use android devices.

19. Do you still read printed books as well?

Table.14

Reading from traditional books

	Number	percentage
Yes	28	62,22%
No	17	37,78%
Total	45	100%

As it is implied in the previous table, the majority of students (62, 22%) agreed that in addition to reading from screen they still read from print as well. whereas, (37, 78%) of students disagreed with that, they are no more interested in print reading in the digital age.

20. What purpose do you read e-books mainly for?

Table.15

Reading purposes

	Number	Percentage
Academic	21	46, 67%
Leisure	04	8,89%
Both	19	42,22%
Total	45	100%

In this question students were asked to demonstrate the purpose of their reading, (46, 67%) claimed that academic reading is their main goal and reading to accomplish their learning activities and enhance their achievements is what makes them read. However, (8, 89%) was of

an opposite opinion where they considered that their purpose is to read for pleasure. (42, 22%) of students responded that both purposes are important for them. And only one student did not respond. From all of the above stated results, students prioritize their academic learning in terms of reading for the purpose of learning.

21. Does the use of the iPad as an educational tool enhance your reading proficiency?

Table.16

The positive potential of the iPad to enhance reading proficiency

	Number	percentage
Yes	34	75,56%
No	10	24,44%
Total	45	100%

The obtained results show that (75, 56%) of the whole population which represent 34 out of 45 students agreed with the view that the iPad can improve their reading competency. Except 10 students who represent (24, 44%), they were against this idea and believed that the use of the iPad as an educational tool cannot benefit students and particularly their reading skills. Overall, the majority of students responded very positively regarding the potential of the iPad to increase reading.

22. In your opinion, what are the advantages of iPad?

According to the statistics in the table below, the number of students who opted for the first, fifth, and sixth choices were relatively small. In other words, the lowest percentage (6, 67%) was administered to the iPads' ability to search, to communicate, and have a good battery life. While, the highest number (33, 33%) was in favor of its portability and ease to use. (24, 44%) of students reported that the use of the iPad helped them to foster their reading

skills. No student has opted for "other" which implies that students do not think of other benefits of the iPad.

Table.17

The advantages of the iPad

	Number	percentage
Searchable	03	06,67%
Small and not heavy to carry	15	33,33%
Foster reading skill	11	24,44%
Numerous resources	10	22,22%
Communication tool	03	06,67%
Battery life	03	06,67%
Other	/	/
Total	45	100%

23. In your opinion, what are the disadvantages of the iPad?

In this question, only 1 student did not answer which represent (2, 22%) out of the sample, while the other (98, 78%) did respond with different views. (40%) out of the (98, 78%) considered the main drawback of the iPad is the high cost that prevent them from owning one. Other (24, 44%) shared the same idea that the iPad is the major technological device that distracts and make students lose their concentration over the course. No USB port is the third choice that was chosen by 6 students which represent (13, 33%). This implies that the difficulty to exchange data from one device to another is disturbing students. (18, 78%) of the students claimed that they remain unfamiliar with the newly adopted technologies. Only one student (2, 22%) has opted for "other" and the answer given can be summarized as follows: the use of the iPad can be harmful when students expose themselves to it for long period of time, in the sense that it would greatly cause physical injuries such as hurting the eyes.

Table.18

The disadvantages of the iPad

	Number	percentage
Expensive	18	40%
Distractive	11	24,44%
No USB port	06	13,33%
Not familiar with relevant technology	08	18, 78%
Other	01	02,22%

1.5 Summary of results and findings of the students' questionnaire

According to the analysis of the collected data, the results are summarized in the following points:

- The majority of students have no time to reading and they prefer to develop other skills and activities rather than focusing on the core principle of these skills.

- Moreover, students express their difficulties while reading in terms of lack of time. This implies that they are not motivated enough to give priority to the reading process in comparison to other activities.

- Furthermore, lack of interest can be related to the traditional tools they utilize which show its inefficiency. However, when students were asked about their ownership of the new digital devices and its ability to enhance their reading proficiency mainly the iPad they replied in favor. This indicates their total acceptance and readiness to cope and make use of these devices in the future. Although they have access to the iPad most of them do not use it as reading device. This can be related to the fact that because it is the newest digital handheld tablet device they face problems with its operation. Thus, they are not familiar with it yet.

- From this study it is found that students have relatively low interest in reading materials and they only read for academic purposes. However, because they have access to a number of reading devices such as the iPad, tablet and laptop and particularly their use of e-books they show more interest in reading more than when they used to read from print.

- Also there is a significant difference between male and female students in terms of their reading level and time devoted to it and the use of technological devices to read. In other words, Male learning preferences is more directed to technological usage, the three males are frequent readers and users of digital devices like the iPad.

- There is a common assumption shared between researchers and educators mainly Prensky (2001) that this generation is described as "digital natives", they can easily adapt with the new digital devices. Thus, the questionnaire's responses do support and strengthen this claim or belief to certain extent with English students at Guelma University.

2. Teachers' Attitudinal Questionnaire

2.1 Sample Choice

Not all teachers of the English department who teach Master I students were concerned with this questionnaire because the focus of this study was only on reading and technology. Thus, only teachers of reading module and ICT were the target of this research. Due to fact that there is only five teachers of both modules; two are teachers of ICT and the other three ones are of reading. Hence the inclusion of those five teachers as the sample and the target population at the same time is for the purpose of the study.

2.2 Description of Teachers' Attitudinal Questionnaire

Teachers' attitudinal questionnaire consists of three sections; the first is general questions mainly related to their qualifications and experiences, the second one deals with their opinions concerning their students' reading level and preferences in terms of the method or tool used to access books. Also, it is concerned with their attitudes towards the integration of digital devices particularly the iPad in the educational field. The last section is an open question for teachers to add or suggest any possible solution for the enhancement of students' reading levels.

2.3 Administration of Teachers' Attitudinal Questionnaire

Besides administering a questionnaire to students another attitudinal questionnaire was administered to teachers. More specifically, only five teachers were asked to fill in the questionnaire in the last week of April. Because of work pressure, they asked to complete it in a week. Some returned it at the agreed time while two teachers returned it almost after two weeks.

2.4 Analysis of Results and Findings

I. Qualifications and Experiences

Teachers' qualifications and experiences are summarized and organized into tables. The first table is devoted to teachers of reading, while the second one is for teachers of ICT.

Table.19

Teachers' qualifications and experiences

Teacher group 1:

	Teachers of reading		
	Teacher 1	**teacher 2**	**teacher 3**
1. Academic degree	Magister	PHD student	Magister
2. Area of teaching	Reading	Reading	Reading
3. Experience in using technological devices in the classroom	/	1 year	/
4. Experience in teaching reading to Master One student	2 years	1 year	1 year
5. Teaching hours of your reading module per week	3 hours	1:30 hour	3 hours

Teacher group 2:

	Teachers of ICT	
	Teacher 1	**Teacher 2**
1. Academic degree	Magister	Magister
2. Area of teaching	ICT	ICT
3. Experience in using technological devices in the classroom	4 years	/
4. Experience in teaching ICT to Master One student	/	1 year
5. Teaching hours of your ICT module per week	1:30 hour	1:30 hour

As it is indicated in the table, 4 teachers have Magister degree; while only one teacher has a master degree and this year she is a PHD student. Since the study is concerned with improving the reading skill through the use of technological devices mainly the use of the iPad, only teachers of reading module and ICT are considered. Thus, concerning their areas of teaching three teachers of reading and two teachers of ICT were the sample of this study. As far as their experience is concerned, teachers were asked about their experience in using any kind of technology in their classroom. The findings revealed that on one hand two teachers of reading have no experience in utilizing technology as a learning medium. The other teacher of reading is the one who is preparing for her doctorate degree; she claimed that she had an experience of one year only. This implies teachers who used to teach reading had never applied technology in their classrooms. However, with the new applied curriculum teachers of reading start to anticipate it in their courses. On the other hand, teachers of ICT were expected to be extensive users of technology. Unfortunately, one teacher have no experience at all because in her ICT session that is mainly taught to second year students is only theoretical that is to say no use of technology. However, the other teacher was the opposite were she had an experience of four years of using technology in her classroom.

Concerning their experience in teaching either reading or ICT to Master one students the answers of the two groups varied between none to two years. Thus, teachers of reading are more experienced in teaching Master one students. Consequently, this experience is shaped and grown due to the teaching hours that help teachers build their knowledge and experience as well as allow their students to gain more understanding and become more familiar with the teacher and the task being taught. In the same regard, both teachers of ICT teach one hour and a half per week.

II.   Teachers' Attitude towards Students' Use of Digital Devices such as the iPad to enhance their Reading Proficiency.

6.   What is your attitude towards the use of new technological devices in education?

In this question, teachers were asked about their attitudes towards the use of technology as part of the educational setting. All teachers opted for the same opinion where they agreed on the fact that the use of technology can be a strong and helpful element if used correctly and efficiently. One teacher stated that technology use can increase students' motivation; provide students with learning opportunities to interact with each other through encouraging collaboration. The use of technology can aid teachers to prepare their students for real world environment since it is a technology dependent environment. Furthermore, technological devices can help teachers prepare online courses and enable students to check them online according to their individual differences such as visual and auditory. All this implies that teachers have a positive attitude towards the use of technology in education and they view technological devices as a positive contributor to students learning. Thus, all of them believe that technology is a valuable learning resource.

7. Do you think that the use of iPad can enhance students reading proficiency?

The table 20 below shows that all teachers (100%) agreed that the improvement of students' reading proficiency is mainly related to the use of the iPad. This implies that teachers build their confidence in the high ability of technology to foster reading skills from their short time experience with the implementation of technology.

Table.20

The enhancement of students' reading proficiency through the use of the iPad

	Number	percentage
Yes	05	100%
No	/	0%
Total	05	100%

8. Can the iPad become an agent for educational change?
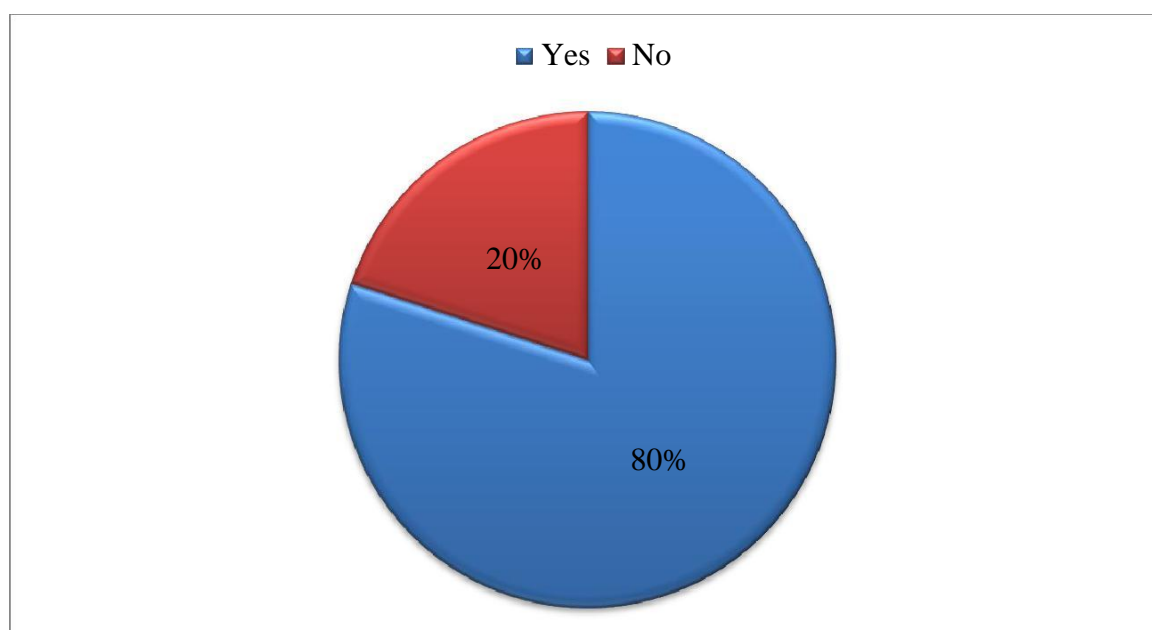
Graph.5 The potential of the iPad to alter education

Although not all teachers agreed that iPad can be an effective tool to alter education, the number of "yeses" is more than "no", in the sense that (80%) of teachers agreed and (20%) opted for no. this implies that teachers who did disagree believe that to ensure successful learning students should be emphasized rather than focusing on the device.

9. Which personal mobile devices are students allowed to use in the classroom?

Table.21

Digital devices for classroom setting

	Number	Percentage
Laptop, tablet, iPad	01	20%
Mobile or smartphone	/	0%
Both	04	80%
Total	05	100%

This question inquires about the technological devices that teachers allow their students to use. Almost all teachers (80%) agreed that all digital devices are permitted to be used for learning purposes. Except (20%) which means only one teacher who stated that students are allowed to use only tablets and laptops, and iPads. This emphasizes that she does not allow them to use mobiles and smartphones because they are more personal and students will use them for other uses. Unlike mobiles and smartphones, laptops and iPads are more directed to learning and have more options to be used in the classroom with less distraction.

10. Do you provide your students with extracts or books to be read in the classroom?

The results in the table above shows that, unsurprisingly, all the teachers (100%) agreed that they give their students different reading extracts to be read during classroom instruction. This implies that all teachers are aware of the importance of reading and its positive impact on their students learning.

Table.22

Teachers' provision of reading materials

	Number	percentage
Yes	05	100%
No	/	0%
Total	05	100%

11. Do you think that student read outside the university as well?

In this question teachers were asked about their opinion whether their students read outside the university as they used to read inside the classroom. The majority of teachers (80%) were of the same opinion to some extent that students read in informal setting as they read in formal one. While (20%) of the population claimed that students usually do not read at home as they read in classroom although some of them do, the majority of students neglect reading and its role in increasing their reading proficiency.

Table.23

Teachers' opinion about their students' continuation of reading outside

	Number	percentage
Yes	04	80%
No	01	20%
Total	05	100%

12. Do you allow your students to read from print or screen or both?

Table.24

The tools permitted for students to read from

	Number	Percentage
Print only	01	20%
Screen only	/	0%
Both	04	80%
Total	05	100%

From the data presented above, all teachers support the use of print reading either alone or integrated with screen reading. Thus, print reading attracted (20%) of the teachers as the only reading medium. while the other four teachers who represent (80%) of the population have opted for both that is to say students are allowed to read from print as well as from screen. This implies that all teachers perceived and acknowledged the role of print reading more than screen reading with a slight difference.

13. What is the difference between reading in print and on screen?

In this question, teachers were asked to mention the main differences between paper reading and screen reading. Teachers' opinion and views differs as their answers, where some of them have stated that reading from print is more enjoyable and secure as it allows students to interact with the printed words and apply different reading strategies such as: highlighting, taking notes…etc. whereas, screen reading makes the reader feel uncomfortable and distract his/her attention. The teachers of ICT have reported that screen reading motivates and inspires students to read more than print reading since we are in the age of technological advance.

Thus, from the teachers' answers it is clear that the majority of teachers prefer print reading because it is touched while screen reading makes the reader lose focus**.**

14. How can you describe students' academic achievements in terms of digital reading?

In this question teachers were asked about their students' academic performance in reading when it is related to the use of digital devices. Three teachers agreed that the new generation has sufficient knowledge about the use of technological materials and they feel at ease when they apply them. Therefore, the use of digital devices can positively affect students' achievements and mainly their reading outcomes. However, they added that students can take advantages of using such devices if they are directed towards an effective application with the help of the teacher. While, the other teachers claimed that students' academic achievement in terms of digital reading is of no difference from the use of other reading tools. In other words, students may not support digital reading because this depends on their learning styles and preferences. Thus, their academic performance is the same as when print reading is applied.

17. To what extent do you agree that e-books have a positive impact on students' reading skills?
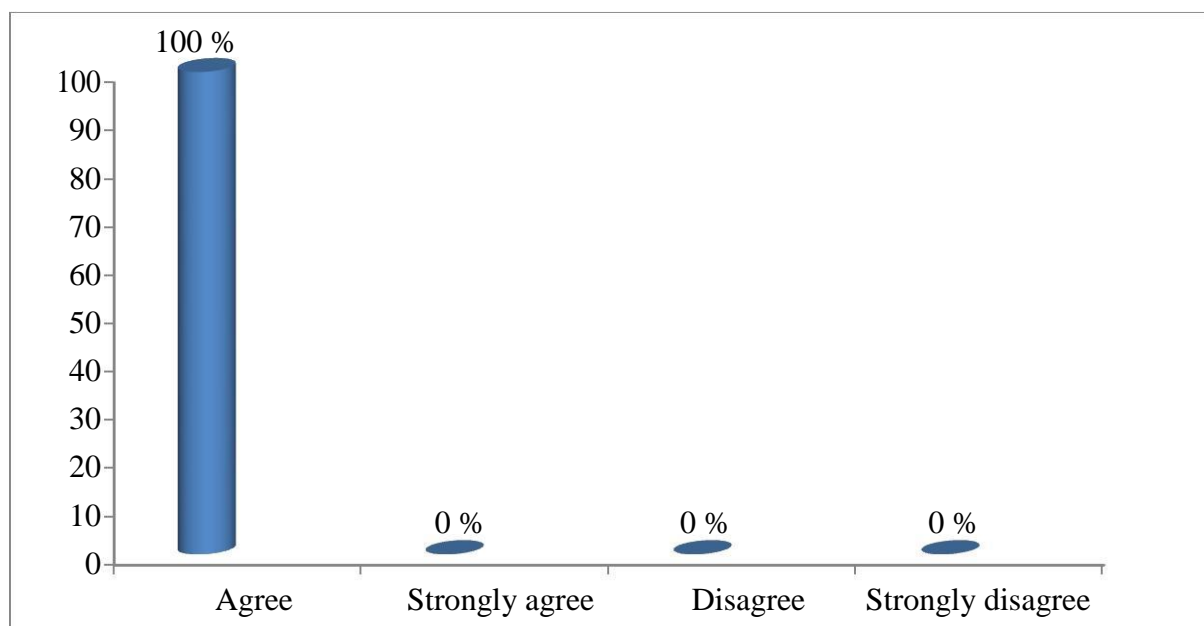
Graph.6 The positive impact of e-books on students reading skills

As it is indicated in the graph, all teachers (100%) agreed that e-books have a positive impact on students reading skills. This can be interpreted as teachers did agree with the fact that electronic books play an important role in enhancing students' reading competence.

However, they do not totally believe that e-books are the most powerful tool to help students build advanced reading levels. Thus, their agreement is not strengthened enough may be because they still prefer printed books and believe in their ability to provide the best learning assistance.

16. Do you think that the successful integration of educational technology in the curriculum depends on teachers' training and experience?

Table.25

The role of teachers' training in ensuring successful integration of ET

	Number	percentage
Yes	04	80%
No	01	20%
Total	05	100%

Concerning the successful integration of ET in the learning curriculum, substantial data was collected about the necessity of teachers' training and experiences to ensure successful integration of technology. Thus, they were asked whether their training and personal preparation in terms of having adequate technological competence is the main indicator for a successful incorporation of technology in education. Four teachers out of five which represent (80%) agreed on the fact that their experience is what determines effective implementation of technology in the educational sector. However, one teacher who represent (20%) of the sample disagreed with this assumption. This indicates that this teacher believes that it does not

only depend on teachers' training and experience, because other factors have to be taken into consideration like their attitude towards using them or including them in the curriculum. In addition to the availability of technological materials in the first place. This indicates that the lack of materials with well trained and experienced teachers cannot ensure successful integration of technology in education. The last factor to be emphasized as well is the students' acceptance to be taught using electronic tools though most students encourage the integration of e-technology in the curriculum.

17. What are the factors that affect the use of the iPad as an educational tool in teaching?

Table.26

The factors that affect the use of the iPad as an educational tool in teaching

	Number	percentage
Insufficient number of digital devices mainly the iPad	05	100%
Lack of adequate skills of the teachers	02	40%
Insufficient pedagogical support for teachers	03	60%
	01	20%
Too difficult to integrate the iPad into the curriculum	03	60%
Lack of interest of teachers and students	/	0%
	/	0%
No benefits are attached from the use of the iPad		
Other		

Concerning the factors that influence the implementation of the iPad in learning, teachers have to choose one or more answers from the six choices. They could select "other" if they think of other factors which are not mentioned. All the teachers (100%) opted for the first factor which is insufficient amount of iPad to be used in the classroom. While the second

choice attracted only 2 teachers out of 5 which represent (40%) of the sample, where they believed that unskillful teachers may prevent the iPad to be the driver of the T & L processes. Then, (60%) of the informants agreed on the insufficient pedagogical support for teachers and lack of interest of teachers and students. A very small minority (20%) chose the fourth choice which is the difficulty of integrating the iPad into the curriculum. No teacher has opted for the last choice and for "other" which implies that teachers do not think that the iPad has no benefits as well as they have no other factors.

III.   Teachers' Further Suggestions

18. What do you suggest as an effective way to enhance Master one students' reading proficiency in the department of English at Guelma University?

All teachers have added suggestions (100%) they mainly agreed on the same suggestions that the responsibility of the teachers lies in his/her ability to make students aware of the different reading strategies and techniques not only teaching or mentioning them but rather go for further implementation and extensive usage in their reading process. For instance: teachers have to provide students with tasks where students have to apply the reading strategies they have taught i.e., create a task-based approach. More importantly, making an effective and meaningful use of the new technologies will help students improve their reading skills. This can be achieved through the provision of materials and the awareness towards using them. Furthermore, teachers emphasize on giving their students different pieces of writing like books, articles…etc. the application of different reading methods like the "SQ3R", setting goals before starting the process of reading any material, and include extensive and intensive reading in their syllabus are of great significance in improving their reading proficiency.

2.5 Summary of Results and Findings from the Teachers' Attitudinal Questionnaire

The results from the teachers' attitudinal questionnaire can be summarized as follows:

- All teachers held a positive attitude towards the use of the iPad.

- Although some teachers show more interest and preferences to print reading rather than digital reading, they believed on the effectiveness and possibility of the iPad and mainly through the use of e-books to enhance reading proficiency.

- Teachers' description of their students' academic achievements in terms of digital reading implies that teachers did agree to some extent that reading through digital devices can help students to achieve better results.

- Furthermore, teachers' opinions varied between those who are for and those who are against the impact of their training and experiences on successful integration of ET. The results indicate that the majority did agree, while few stated that the impact of students' acceptance to apply technology in education and the availability of the materials are of great importance to ensure successful integration. All these may affect successful and effective integration of e-technology.

- Engaging students with reading was the prominent outcome from teachers' questionnaire in terms of finding inspiration and implying a variety of reading strategies to encourage students to read. So knowing what motivates students and how is their passion towards reading can encourage students to become engaged readers.

- Teachers expressed the factors that prevent them from using the iPad as an educational tool; particularly they focused on the lack of digital devices mainly the iPad, insufficient pedagogical support for teachers which lead to lack of interest of both teachers and students.

- Teachers suggested that what enhances students reading proficiency is the appropriate application of different reading strategies whether they are asked to read from printed books or electronic ones.

Conclusion

Upon the completion of the first two theoretical chapters, the third chapter entails the necessity to analyze the findings of the questionnaires distributed to students and teachers. The results of the study clearly support the benefits of using the iPad as a reading material, and indicate that such device has a positive impact on improving not only students' reading skills, but increasing their motivation and engagement as well. As it has been already stated that this current study seeks to investigate the reading level of students along with the most frequently used technological device to improve their reading proficiency. In addition it also aims at finding out to what extent the newly introduced digital device i.e. the iPad is used in the teaching and learning of reading skills in Guelma University. Thus, the main aim of this chapter is to verify the validity of the hypothesis and to reach clear insight on the raised questions at the beginning of the current research. The results formulated from this study as it is shown in this practical chapter reveal that the hypothesis confirmed to some extent that students' use of the iPad can improve their reading proficiency. More frequently, without the use of the iPad to access books and reading materials, the enhancement of students' reading proficiency cannot be achieved. Although students own different digital devices and mainly the iPad, they do not use it to read e-books rather they use of laptops and tablets. Thus, students tend to use the iPad to read but with a less concern than they do with laptops and tablets. Students' preference of other devices to read does not indicate that they are not ready to use the iPad, the results prove that students start to direct their attention to the iPad. In addition teachers' attitudinal questionnaire indicates that teachers do not totally support the use of the iPad though they hold a positive attitude towards its integration in the educational setting. Moreover, teachers still prefer traditional tools as reading from print. They expressed their rejection of the iPad in terms of the difficulties and obstacles they encounter along with their students to promote an effective and successful implementation of the iPad. Their

positive attitude strengthens the effectiveness of the iPad in case it is applied to motivate and engage students without forgetting its power to foster autonomy.

As a result, the reason behind students' low level in reading has been indicated as their lack of time and interest mainly. Thus, the use of the iPad serves as a motivational digital device to foster their engagement and provide them with time.

GENERAL

CONCLUSION

GENERAL CONCLUSION

The current study was conducted to investigate the implementation of the iPad as a reading device to improve students' reading proficiency. It was expected that the use of the handheld digital devices as the iPad would enhance Master one students' reading proficiency in the department of English at Guelma University. This study included three chapters; two theoretical and one practical. The first chapter was about the reading skill while the second one was concerned with technological devices mainly the iPad and its integration to foster reading skills. The third chapter was directed to field investigation in the sense of testing the validity of the above-mentioned hypothesis. Thus, a quantitative descriptive method was selected as the main research method which entails conducting a questionnaire. As a first step in collecting data about the current study a questionnaire was administered to master one students and one to teachers of reading and ICT. The data gathered from students' and teachers' questionnaires did confirm to some extent the research hypothesis. This confirmation was raised from the findings which emphasized that although Master one students do not heavily rely on the iPad as a reading device to improve their reading skills, it shows that they have a positive attitude towards the implementation of this digital tool. Also teachers did confirm that the wise incorporation of digital devices particularly the iPads have the potential to enhance their students' reading competence, despite the fact that they still prefer using old tools to access reading materials such as printed books. Teachers' further suggestions focused nearly on the same concern of teaching reading strategies and techniques through the use of tasks not only theoretically. Also they have highlighted the importance of including extensive and intensive reading in the syllabi. All this indicates that English teachers at Guelma University have not suggested or supported the idea of including digital devices in the educational setting to enable students to use the technology they are living in their learning process.

From the aforementioned results, it is recommended to conduct future research on the potential of the iPad to enhance the speaking, listening or writing skill since it might have a great potential to improve those skills. Due to the fact that the iPad is a portable device that enables students to access a tremendous number of applications that can be similar to those that exist on the desktop computer or laptop. For instance, the iPad or any other digital device can be used to improve the writing skill through typing on screen keyboard rather than using the computer keyboard which may take time and efforts. While for listening it may be used to listen to audio conversation of native speakers, and listening to recorded texts or even books. When it concerns speaking skill, the iPad can boost students' speaking skills in terms of improving their pronunciation through initiating online conversation.

Furthermore, the results of this research can inspire future researchers to identify the positive impact of the iPad on students with disabilities like autism. Also, more research can be done on its effects to improve communication and collaboration skills. So the use of the iPad in education is not only related to developing the reading skills but rather it can cover a wider scope of learning areas.

Finally, the present study came across considerable number of limitations that can be summarized under the following points. First, the study sample was limited only to students of Master one and only the five teachers of reading and ICT. Therefore the results obtained from both students' questionnaire and teachers' attitudinal questionnaire cannot be generalized on the whole population of English students at Guelma University. In the same regard, the sample was asked to respond only to one data collection procedure, namely the questionnaire. So it is recommended to investigate the same topic or related ones using more than one research method to gather more reliable data and generalize on the whole population. Moreover, the researcher have witnessed that there is a lack of prior research or even books to

work on since it is a new topic. Thus, through time there may be more academic research and books on the use of the iPad in education.

Pedagogical Implications

For teachers

In order to enhance students' reading proficiency it is important that language educators and policy makers focus on developing students' grammar and vocabulary in relation to reading.

In other words, teaching beginners grammar rules and the meaning of different English words from the text they read, therefore teaching them that learning the English language cannot be isolated from reading and reading is the only way to master the language. Therefore, teachers have to raise students' awareness towards the essential role of reading in developing the other skills and their language as a whole. Also teachers have to create the appropriate atmosphere either through the use of technology or other learning tools to motivate and engage students in the reading process. This suggestion may work with beginners. However, the positive results obtained from the current research are that teachers may apply the new suggested technological method which is the use of the iPad. Particularly with more advanced learners at the level of university.

For students

Since positive results were obtained from this study in terms of using digital devices to access books mainly through the use of the most sophisticated device. It is suggested that students can increase their language proficiency and become competent readers only if they make serious use of such devices. The use of these technological devices for master students can help them improve their reading abilities in English and develop their communication skills in real life setting. This implies that students' use of tablet handheld devices can positively affect their academic achievement mainly in terms of reading outcomes.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

You are kindly asked to share with us your ideas and opinions through filling in the questionnaire below. The questionnaire is designed to gather information about your reading level and the main tool used to increase your reading proficiency. Your opinions are very important to the study; the information collected will be used only for academic purposes.

Please answer the questions by ticking (√) in the right place. Your cooperation is highly appreciated.

Thank you very much for your cooperation

SECTION ONE: Background Information

1. specify your gender :

Male
Female

2. How old are

you? 20/22
22/25
More

3. Is   your   level   of

English Very good

Good
Average
Bad
Very bad

Section Two: Reading Proficiency

4. Do you usually read?

Yes
No

5. Do you enjoy reading?

Yes
No

6. How often do you read?

Always
Usually
Often
Sometimes
Rarely
Never

7. What kind of English reader do you think you are?

A good reader

| An average reader |

| A poor reader |

8. How much time do you spend on reading?

| Less than 3 hours |

| 3-5-7 hours |

| 8-15 hours |

9. What sort of paper do you read apart from university texts?

| Novels |

| Nonfiction novels |

| Newspapers |

| Magazines |

| Other |

If other, please specify.

……………………………………………………...

....

10. During the past months, how many books have you read on your own, outside the university?

…………………………………………………………………………………………

11. Do you usually discuss with your friends or family members something you have read?

Yes

No

12. Does the teacher provide you with extracts to be read in the classroom?

Yes

No

13. How much of the assigned reading for your university courses do you read?

All

Only parts of the compulsory

Everything that is compulsory

Very little

14. If you manage to read less than all, why do not you read all (tick all the possible reasons)

I would like to read more but I have no time

I cannot understand what I am reading

I would like to read but the reading is too boring

What I am reading is enough

15. What are the problems you face while reading?

Lack of materials

Lack of interest

Lack of time

Section Three: The Use of iPad to Enhance Reading Proficiency

16. Do you own an iPad?

Yes
No

17. Have you ever used an e-book before?

Yes
No

18. What hardware do you use to read e-books?

Laptop
Desktop
CD ROM
IPad
IPhone
Android device

19. Do you still read printed books as well?

Yes
No

20. What purpose do you read e-books mainly for?

Academic
Leisure
Both

21. Does the use of iPad as an educational tool ameliorate your reading proficiency?

Yes
No

22. In your opinion, what are the advantages of the iPad?

Searchable
Small and not heavy to carry
Foster reading skills
Numerous resources
Communication tool
Battery life
Other

If other, please specify.

……

……..

23. In your opinion, what are the disadvantages of it?

Expensive
Distractive
No USB port
Different e-books from different sources are not compatible
Not familiar with relevant technology
Other

If other, please specify.

……

……………………………………………………………………………………………………….

Thank you very much for your kind help

Appendix B

Teachers' Attitudinal Questionnaire

Dear teachers,

This attitudinal questionnaire is an integral part of a research study of Master degree. It is designed to gather information about students' reading level and the technological tool i.e. the iPad as the main digital device used to increase their reading proficiency. So you are kindly requested to fill in the questionnaire below. Please answer the questions by ticking (√) in the appropriate place or give your own when it is necessary. Your input is really important for the study.

Thank you in advance

I. **Qualification and Experience:**

  1. Degree: …………………………………………………..

  2. Area of teaching:

| Reading |
| ICT |

  3. Experience in using technological devices in the classroom …………… year

  4. Experience in teaching reading / ICT to Master one student …………… year

  5. Teaching hours of your module per week …………………………………Hour

II. **Teachers' attitude towards students' use of digital devices such as the iPad to enhance their reading proficiency.**

  6. What is your attitude towards the use of new technological devices in education?

  ………………………………………………………………………………………

  ………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

7. Do you think that the use of iPad can enhance students' reading proficiency?

Yes

No

8. Can the iPad become an agent for educational change?

Yes

No

9. Are students allowed to use personal mobile devices listed below at classroom leaning

Laptop, tablet, iPad	yes	no
Mobile or smartphone	yes	no

10. Do you provide your students with extracts or books to be read in the classroom? Yes

No

11. Do you think that students read outside the university as well?

Yes

No

12. Do you allow your students to read

from: Print only

Screen only
Both

13. What is the difference between reading in print and on screen?

………………………………………………………………………………………………

………………………………………………………………………………………………

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14. How can you describe students' academic performance in terms of digital reading?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

15. To what extent do you agree that eBooks have a positive impact on students' reading skill?

Agree   strongly agree   disagree   strongly disagree

16. Do you think that the successful integration of educational technology in the curriculum depends on teachers' training and experience?

Yes
No

17. Is the use of the iPad as an educational tool in teaching and learning affected by: Insufficient number of digital devices mainly the iPad

by: Insufficient number of digital devices mainly the iPad
Lack of adequate skills of teachers
Insufficient pedagogical support for teachers
Too difficult to integrate the iPad into the curriculum

Lack of interest of teachers and students	
No benefits are attached from the use of iPad in teaching	

III. Teachers' Further Suggestions

18. What do you suggest as an effective way to enhance Master one students' reading proficiency in the department of English at Guelma University?

…………………………………………………………………………………………

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…………………………………………………………………………………………

………………………………………………………………………………………….

Thank you very much for your precious cooperation

Résumé

Le degré auquel les étudiants peuvent développer leur apprentissage de la langue cible à travers amélioration de leur compétence de la lecture a été une question de débat tout au long de l'histoire. L'objectif de cette étude est d'étudier l'utilisation des appareils technologiques notamment l'utilisation de l'iPad pour le but d'améliorer la maitrise de lecture du la langue Anglaise comme une langue étrangère. La plupart des étudiants de Master I dans le département d'Anglais à l'université de Guelma rencontrent une variété des problèmes ce qui rende leur lecture inexperte. Le problème principal est leur niveau faible de lecture qu'est lie au manque d'intérêt et de motivation à lire. Ceci est le résultat de l'utilisation des moyens et méthodes traditionnels et anciens. A cette veine, la lecture a toujours été enseignée théoriquement. Alors, la concentration doit être orientée envers l'enseignement et la pratique de la lecture par la mise en œuvre des nouveaux appareils numériques tels que l'iPad. Dans cette base, nous avons mis l'hypothèse que l'utilisation de l'iPad puisse mener vers une lecture experte. Afin de confirmer cette hypothèse, la méthode quantitative descriptive est appliquée. Spécifiquement, un questionnaire a été dirigé aux étudiants et enseignants pour gagner plus d'informations sur l'utilisation de l'iPad par l'échantillon et leur conscience envers les effets positives de l'iPad dans leur compétence de lecture. Les résultats tirés des questionnaires ont confirmé dans une certaine mesure que les étudiants ont un niveau faible de lecture, et à travers l'utilisation fréquente de l'iPad, ils deviennent capables d'améliorer leur compétence en lecture. Alors, Nous recommandons l'intégration de nouveaux appareils numériques qui sont utilisé dans leur vie quotidienne, principalement l'iPad dans l'enseignement et développement de la maitrise de la lecture experte des étudiants d'anglais comme une langue étrangère.

Mots clés : lecture experte, iPad, les livres électroniques, technologie éducative.

ملخص

ان مدى قدرة الطالب على تطوير تعلمهم اللغوي في اللغة االنجليزية من خالل تعزيز اتقانهم للقراءة كان موضوع نقاش على مر التاريخ. إن الهدف من هذه الدراسة هو التحقق من استخدام االجهزة التكنولوجية وخصوصا االيباد في اللغة االنجليزية لتعزيز اجادتهم للقراءة في اللغة االنجليزية كلغة اجنبية ثانية. إذ أن معظم طالب الماستر في جامعة قالمة يواجهون مجموعة من الصعوبات والمشاكل التي تمنعهم من اتقان القراءة، وتتمثل احدى هذه المشاكل في انخفاض مستوى القراءة للطلبة والذي يرتبط اساسا بعدم االهتمام وانعدام الدافع للقراءة. حيث يعتبر هذا نتيجة استخدام ادوات واساليب تدريس قديمة وتقليدية. وفي نفس السياق، فان معظم حصص القراءة تدرس دائما وفقا للمنهج النظري، وبالتالي ينبغي توجيه التركيز الى تدريس وممارسة القراءة عن طريق استعمال االجهزة الرقمية الجديدة مثل االيباد. وعلى هذا االساس، نفترض ان استخدام االيباد قد يؤدي الى كفاءة عالية في القراءة. ومن اجل اثبات هذه الفرضية، تم اختيار طريقة وصفية كمية واكثر تحديدا تم اجراء استبيان لكل من الطلبة والمعلمين للحصول على مزيد من المعلومات من العينة حول استخدامهم لاليباد ووعيهم اتجاه تأثيره االيجابي على مهارات القراءة لديهم. وقد اكدت النتائج المستمدة من االستبيانات الى حد ما ان الطالب لديهم مستوى قراءة منخفض وباستخدامهم المتكرر لاليباد اصبح لديهم القدرة على تحسين الكفاءة في القراءة. وبالتالي، فإننا نوصي بدمج االجهزة الرقمية الجديدة المستعملة في االيام العادية للطلبة خصوصا االيباد في تدريس وتعزيز اجادتهم للقراءة في اللغة االنجليزية كلغة اجنبية.

كلمات مفتاحية: كفاءة القراءة، االيباد، الكتب االلكترونية، التكنولوجيا التعليمية