



University of Zawia

Postgraduate Studies and Training

Faculty of Arts

Department of English

**Investigating the challenges faced EFL teachers and students in reading by
using technology at Tripoli University**

**A Dissertation Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Arts in Applied Linguistics**

By:

Manal Sobhi Elayyan

Supervised by:

Dr. Abdussalam Saleh Tantani

Academic year - 2024-2025

Abstract

This study investigates the challenges faced by EFL teachers and students in reading skills using technology at the University of Tripoli. Using a qualitative approach, six “supervising” teachers and eight students were interviewed through semi-structured interviews. Teachers were selected to have at least five years of supervisory experience. Thematic analysis was applied as a research method to analyze the qualitative data collected from the interviews. The findings of the study revealed some issues that affect teachers and students in using technology in reading materials, which include: inadequate infrastructure, varying levels among students in knowing how to use technology tools, lack of free internet and computers, limitations in technology resources, and insufficient training of teachers on using available technology tools in the classroom. Moreover, the findings also showed that students face changes in interacting with digital reading platforms, which interfere with their interaction and learning. Therefore, based on the findings, some recommendations and suggestions for further research are presented. It also opened new opportunities for new researchers.

Declaration

I am Manal Sobhi Elayyan, hereby declare that the work herein submitted is my own work and has not been published or submitted previously to fulfill the requirements of a Master's degree. Any literary date or any work done by other authors quoted in this thesis has been duly acknowledged and included in the reference list.

Manal Elayyan

Date:

Dedication

I am grateful to Allah for the opportunity to put down this project, the research and the findings.

For my dear sweet parents who have given me their love and provided for all my needs to enable me become what I am today, I express my gratitude.

I would like to especially thank my husband, who has always been by my side, motivated me, and helped me go through all the most challenging times.

To my children, you are finally here; you are my greatest accomplishment, and if anything can bring out determination and ride and work hard for the goals that are set then it is you, children.

To all my family and my brothers: your encouragement through your support and confidence in me was encouraging to me.

I dedicate this research. Each of you has a part in this achievement; thank you for being part of my life. Thank you for being a source of power.

Acknowledgement

Firstly, I would like to express my gratitude to Allah the Creator for the patience and strength I received from Him to accomplish this task. Firstly, I would like to express my sincere appreciation to my supervisor, Prof. Abdussalam Saleh Tantani, for his timely assistance, constructive criticism, and encouragement throughout the preparation of my study. This dissertation would not have been possible to complete without his continuous help and encouragement. I would especially like to acknowledge the students at the University of Tripoli who were recruited for this study and who helped in obtaining the data for this research. Also, I would like to thank my professors' "supervisors" who were willing to participate in the process and made the data collection journey as happy and fulfilling as I could imagine. As far as my parents are concerned, I cannot find the words to describe how I can thank them for being there for me and sacrificing their entire lives just to ensure that I had what it took to achieve the success I have achieved. May Allah grant you all a long life. Finally, I would like to extend my sincere thanks to my husband, Ahmed, for his unwavering support and understanding throughout the execution of this project.

Table of Contents

Abstract	I
Declaration	Ii
Dedication	Iii
Acknowledgement	Iv
Table of Contents	v-viii
Chapter One: Introduction	1
1.1 Introduction	1
1.2 Background of the Study	1
1.3 Statement of Problem	2
1.4 Aims of the Study	2
1.5 Research Questions	2
1.6 Significance of the Study	3
1.7 Methodology	3
1.8 Outline of the Study	4
Chapter Two: Literature Review	5
2.1 Introduction	5
2.2 Concept of Reading Skills	5
2.3 Importance of Reading Skills	5
2.3.1 Vocabulary	6
2.3.2 Comprehension	7

2.3.3 Critical Thinking	7
2.3.4 Grammar	8
2.3.5 Fluency	9
2.4 Types of Reading Skills	10
2.4.1 Skimming	10
2.4.2 Scanning	11
2.4.3 Intensive Reading	12
2.4.4 Extensive Reading	13
2.5 Challenges Faced by EFL Teachers in Reading Instruction	14
2.5.1 Lack of Technological Infrastructure	14
2.5.2 Limited Access to Technology Resources	15
2.5.3 Integration of Technology in EFL Reading Curriculum	17
2.5.4 Pedagogical Challenges in Using Technology for Reading Instructions	18
2.6 Challenges Faced by EFL Students in Reading	19
2.6.1 Digital Divide and Access to Technology	19
2.6.2 Technological Distractions and Lack of Focus	20
2.6.3 Digital Literacy Skills	21
2.6.4 Motivation and Engagement in Technology-based Reading Activities	21
2.6.5 Language Barriers in Using Technology for Reading	22
2.7 Technology and Reading	22
2.7.1 The Concept of Technology	23

2.7.2 Types of Educational Technologies Used in EFL Teaching and Learning Reading Skills	23
2.8 Factors Behind the Challenges	27
2.9 Previous Studies	29
2.10 Summary of the Chapter	31
Chapter Three: Methodology	32
3.1 Introduction	32
3.2 Research Design	32
3.3 Data Collection Tools	33
3.3.1 Semi-Structured Interview	33
3.4 Pilot Study	34
3.5 Population and Sampling	34
3.6 Data Collection Procedure	35
3.7 Ethical Issues	37
3.8 Preparing Data for Analysis	37
3.9 Summary of the Chapter	38
Chapter Four: Data Analysis	39
4.1 Introduction	39
4.2 Framework	39
4.3 Analyzing Teachers' Interviews	40
4.3.1 The Impact of Technology on Reading Comprehension	40
4.3.2 Effective Technological Tools for Teaching Reading	41

4.3.3 Assessing the Effectiveness of Technology in Improving Reading Skills	42
4.3.4 Challenges of Integrating Technology into Reading Lessons	43
4.3.5 Access to Technology Resources for Reading Activities	43
4.3.6 Training and Support Needs for Using Technology in Reading Instruction	44
4.3.7 Strategies for Overcoming Challenges in Technology Integration in Reading Lessons	45
4.4 Analyzing Students' Interviews	46
4.4.1 Importance of Technology in English Reading Education	46
4.4.2 Positive Impact of Technology on Comprehension and Analysis	47
4.4.3 Beneficial Technological Tools for Improving Reading Abilities	48
4.4.4 Technology Integration in Reading Education: Perceptions and Impacts	49
4.4.5 Impact of Technology on Student Engagement and Comprehension	50
4.4.6 Common Difficulties with Technology in Reading Tasks	52
4.4.7 Navigating Issues with Access to Technology Resources	53
4.4.8 Support and Guidance for Effective Use of Technology for Reading in English	54
4.5 Summary of the Chapter	55
Chapter Five: Discussion	57

5.1 Introduction	57
5.2 Overview of Key Findings	57
5.3 Challenges in Integrating Technology into Reading Instruction for EFL Teachers at Tripoli University	57
5.4 Challenges in Integrating Technology into the Reading Process for EFL Students at Tripoli University	59
5.5 Summary of the Chapter	61
Chapter Six: Conclusion	62
6.1 Introduction	62
6.2 Conclusion of the whole study	62
6.3 Recommendations for Teachers, Students, and Institutions	62
6.3.1 Recommendations for Teachers	63
6.3.2 Recommendations for Students	64
6.3.3 Recommendations for Institutions	64
6.4 Limitations of the Study	65
6.5 Suggestions for Further Research	65
6.6 Summary of the Chapter	66
References	67
Appendices	97
Appendix A: Interview Questions for Teachers	97
Appendix B: Interview Questions for Students	98

Chapter One

1.1 Introduction

Technology is integral to contemporary society, influencing communication, work, and education. In this study, technology refers specifically to digital tools and resources such as computers, the internet, and educational software that support educational processes. These tools can significantly enhance learning by providing access to diverse resources necessary for comprehension and skill development. Despite these benefits, teachers and students at Tripoli University encounter distinct challenges in developing reading skills through technology. This chapter outlines the study's background, problem statement, aims, research questions, significance, methodology, and outline of the Study.

1.2 Background of the Study

The teaching and learning of English as a foreign language (EFL) has changed over the years, particularly with advances in modern technology. In this study, EFL refers to teaching English to students in non-English-speaking countries, especially Libya. Technology has created opportunities for language learning, particularly in reading and writing (Lee et al., 2022). However, it is important to ensure technology is used appropriately, taking into account the learner's age, interests, and needs. While technology can benefit EFL teachers and learners, numerous challenges and barriers remain to its effective integration in language learning.

Tran (2021) notes that technology-assisted reading activities improve reading rates, vocabulary, and comprehension. However, integrating technology in education is complex and requires planning and training. Teachers and students at Tripoli University face challenges in using technology and staying updated (Zraga, 2018). Libyan EFL students struggle to access and use technology for reading tasks. Despite these challenges, students show a positive attitude toward technology. EFL teachers at Tripoli University face similar barriers as those in other contexts, including limited computer access, slow internet, and inadequate software. Poor infrastructure limits both teaching and student access. Many EFL

teachers lack training in using technology, resulting in tentative and less effective application (Saleh, 2019).

EFL students encounter multiple challenges when using technology for reading instruction. Many lack proficiencies in digital reading, which impedes their ability to comprehend texts on digital platforms (Hariro, 2024). Furthermore, limited access to personal computers and reliable internet at home restricts opportunities to practice reading outside the classroom, hindering skill development. Additional barriers include insufficient access to technology, digital illiteracy among students, and inadequate understanding of technology integration techniques among teachers (Abukhattala, 2016; Pratolo and Solikhati, 2021). Consequently, this research seeks to identify the specific challenges faced by EFL teachers and students at Tripoli University in integrating technology into reading instruction.

1.3 Statement of Problem

The use of technology in EFL supports reading education and other language skills for learners. However, EFL teachers and students face difficulties when using technology to achieve these objectives. Belazi and Ganapathy (2023) and Salem and Mohammadzadeh (2018) found that Libyan EFL students have problems with reading, low fluency, and limited access to reading materials. The study also noted that EFL teachers in Libya lack professional development in reading pedagogy and relevant materials. Therefore, integrating technological tools is an individual effort between teachers and students.

1.4 Aims of the Study

This study aims to:

1. Explore the challenges faced by EFL teachers in teaching reading skills with technology.
2. Investigate the challenges faced by EFL students when using technology for reading skills.

1.5 Research questions

1. What are the challenges faced by EFL teachers in integrating technology into their reading instruction at Tripoli University?

2. What are the challenges faced by EFL students when using technology in reading skills at Tripoli University?

1.6 Significance of the Study

This study is crucial for identifying the challenges that EFL teachers and students face when using technology for reading. Reading with technology here refers to digital tools like e-books, online articles, and educational software. The findings provide ways to improve learning, teacher-student interaction, and student engagement. The study is also valuable for curriculum developers and policymakers, as understanding the challenges and opportunities of digital reading allows them to design instructional materials and programs that effectively integrate technology into English teaching, creating a more interactive and engaging learning experience. The main beneficiaries are EFL teachers, who gain guidance on successfully incorporating technology in reading instruction, and students, whose engagement in interactive learning enhances their reading skills and digital literacy. Furthermore, the study provides recommendations for teachers, students, and institutions to adopt technology-assisted reading programs to enhance student engagement, independence, and motivation. It also contributes to the literature on technology-enhanced language learning.

1.7 Methodology

In this study, a qualitative approach was employed to explore the challenges that EFL teachers and students face in developing reading skills when using technology at Tripoli University. Qualitative research focuses on understanding subjective experiences, meanings, and context-specific issues (Doyan, Susilawati, & Hardiyansyah, 2021). Therefore, a semi-structured interview was used to gather data. Cohen et al. (2007:349) note that interviews are useful because they utilize multi-sensory channels—verbal, non-verbal, spoken, and heard. Interview order can be controlled while allowing spontaneity.

Additionally, qualitative sampling methods are flexible and adaptable. The participants were selected through a convenience sampling method, which provided easy access to teachers and students who were available and willing to participate in the study.

About six teachers and eight students participated in the sample. This size, with six teachers, allowed for a focused and detailed look at the strategies and challenges in using technology for reading at Tripoli University. Larkin, Flowers, and Smith (2021) state that qualitative research values rich, in-depth insights over large participant numbers. Creswell and Poth (2016) confirm that the goal is to understand the subjective experiences and meanings that participants give to the phenomenon. Thematic analysis was used to analyze interview data. For more details, see chapter three.

1.8 Outline of the Study

This study is organized into six chapters. Chapter one provides the background, context, research aims, objectives, and significance. Chapter two reviews literature on EFL reading, the use of technology in language learning, and challenges in integrating technology into reading. These challenges include technological infrastructure limitations, limited resources, difficulties with curricular integration, and pedagogical issues. Chapter three outlines the methodology, including research design, data collection tool, pilot study, sampling, data collection procedures, and ethical considerations. Chapter four details the data analysis approach and methods for analysing qualitative data. Chapter five discusses the findings. Chapter six is the conclusion with recommendations, limitations, and suggestions for future research.

Chapter Two :Literature review

2.1 Introduction

A literature review provides an in-depth analysis of current research on a defined topic and situates individual studies within the broader academic landscape (Frank and Hatak, 2014). This chapter critically evaluates research on the integration of technology in reading instruction for English language learners, highlighting the challenges encountered by teachers and students. The chapter is structured as follows: it begins with an examination of the concept and importance of reading skills, followed by an analysis of the various types of reading skills. It then examines the challenges faced by both EFL teachers and students in reading instruction. Subsequently, the concept of technology and various types of educational technologies are introduced. It also explores the factors behind these challenges and reviews previous studies. Finally, a summary of the chapter is provided.

2.2 Concept of Reading Skills

Reading skills are the abilities people use to understand and assess written language. They are one of the four language skills: listening, speaking, writing, and reading. Moats (2020) defines reading as "the process of constructing meaning from print" (p.4). Reading involves decoding, comprehension, language skills, vocabulary, and analysis—collectively known as literacy skills. These are essential for fluency in reading and writing, as well as for daily life. Reading is a complex mental operation, not merely sounding out letters. Recognizing symbols, determining meanings, and interpreting the author's message require various cognitive processes (Wolf, 2022).

2.3 Importance of Reading Skills

Reading is meaningful in real life and in learning. It includes symbol decoding, inference, and knowledge building (Al-Qahtani and Alwaheebi, 2023). Reading skills are vital for lifelong learning, academic achievement, and responsible citizenship (Sofyan, Wahid, and Idris, 2021).

This review examines the significance of reading skills and their relationships to vocabulary, comprehension, critical thinking, grammar, and fluency.

Additionally, reading boosts critical thinking and cognitive skills. This is supported by a recent study from Ar and Syam (2024), which found that students with strong inference-making, text analysis, and problem-solving techniques tend to engage in frequent reading activities that enhance their skills. These higher-order abilities are valuable for academic and real-life communication. Furthermore, EFL learners who draw on diverse reading sources are better able to improve their writing and speech by learning more about language patterns and arrangements (Ozensoy, 2021). Together, these findings highlight the interconnected benefits of reading.

Reading instruction builds learner independence, especially when combined with digital tools and extensive reading. Although print improves deep comprehension (Gao et al., 2022), digital reading offers flexibility and broader content, motivating learners. Success relies on strong digital literacy and teacher guidance. Duke and Cartwright (2021) emphasize that EFL instructors help students read strategically and make the most of technology.

2.3.1 Vocabulary

Reading helps enhance the extent of vocabulary and the assimilation of English language. In this case, reading and writing in the context of academic texts frequently can go a long way in improving the students' facility with the words. In a recent study by Wu et al, (2023) there exists a clear correlation between frequent reading of academic texts and increased knowledge of academic vocabulary among students. This suggests that incorporating reading interventions as part of instruction is an efficient approach to building learners' academic word list or in effect, their academic achievement. Learners can encounter many words and phrases when they read, which in turn results in the constant growth of vocabulary and its use. Picking up the actual usage of a word helps learners gain knowledge on the part it plays in the current use together with its meaning. Mayer (2011) established that explicit vocabulary teaching happens in the following manner. Informal instruction of teaching words in a context is more useful than acting/ saying word definitions only, as students are exposed

to words in their actual application and Informal vocabulary instruction, like using the words in context and generally giving brief definitions, is less effective than other approaches.

2.3.2 Comprehension

Comprehension is understanding the meaning of written text. Reading is a multifaceted activity that involves decoding, vocabulary, background knowledge, inference, and evaluation. Research indicates that expanding vocabulary enhances comprehension. Prior knowledge aids reading and learning. Recent studies show that comprehension strategies foster deep understanding and critical thinking. Wang and Wu (2020) and Graesser et al. (2020) emphasize teaching strategies such as main idea identification, inference, and self-monitoring to enhance comprehension and analysis.

Additionally, comprehending texts supports the overall linguistic structure and facilitates the integration of background knowledge. Cohesion strategies are consequently valuable for students. Mastery of reading comprehension extends beyond academia and proves beneficial in various real-life scenarios. Proficient reading skills enable individuals to analyze relevant information, facilitate informed decision-making, and engage meaningfully in democratic processes. Al-Mutairi et al. (2021) identified a positive correlation between reading comprehension and critical thinking, observing that strong reading skills foster the ability to process information, make informed decisions, and participate actively in society.

2.3.3 Critical thinking

Reading skills are fundamental to developing critical thinking. Engaging with diverse texts exposes students to different viewpoints and sharpens judgment. Reading helps students grasp main ideas, analyze reasoning, and build critical thinking (Trilling and Fadel, 2009). Reading is a key step in developing competence and problem-solving. Sánchez-Mena (2020) found that critical thinking is crucial for EFL learners' language competence, and reading plays a major role. Reading shapes analytical skills and decision-making; avid readers exemplify this growth. Comprehension enables readers to make well-founded evaluations of what they read.

Recent research indicates a positive correlation between college students' critical thinking abilities and their proficiency in reading comprehension. Numerous studies emphasize the necessity of reading as a facilitator of critical thinking development. Al-Shehri (2020) found a significant relationship between EFL students' reading comprehension levels and the development of their critical thinking skills, while Alqahtani's (2021) literature review corroborates that reading contributes substantially to critical thinking growth. Alzahrani (2020) examined the impact of reading comprehension on EFL students' critical thinking disposition in Saudi Arabia, identifying fundamental links between reading proficiency and the cultivation of critical thinking-related abilities. Likewise, Alshumaimeri (2020) found that critical thinking training has a positive influence on both writing and broader critical thinking skills, supporting the value of such training in enhancing EFL learners' overall language competence.

2.3.4 Grammar

Grammar constitutes a fundamental dimension of language, comprising a set of rules governing the assembly of words into meaningful combinations. Mastery of these rules enables clear communication. Posukhova and Khrapchenkov (2023) assert that grammatical knowledge is essential for establishing robust reading literacy. Understanding grammatical concepts enables readers to decode texts, comprehend meaning, and achieve communicative independence. Grammar encompasses three principal components: morphology, which pertains to word formation; syntax, which deals with sentence structure; and semantics, which addresses word meaning. These elements operate interdependently to enable the effective conveyance of messages. Additionally, extensive reading has been shown to improve both vocabulary and grammatical competence, as exposure to diverse sentence structures fosters incidental learning of both new words and grammatical patterns (Toprak, 2019).

Reading supports grammar development. Raeisi-Vanani and Baleghizadeh (2022) highlight how grammatical knowledge benefits reading, although its impact varies with the reader's skills and the text's difficulty. Grammar helps readers understand vocabulary and sentence

structure, but its importance may decrease as overall reading skills improve. The link between grammar and vocabulary shows that each supports the development of the other.

Reading also serves as an effective context for teaching and illustrating grammatical principles. Gahl and Garnsey (2004) and Vinyals et al. (2015) argue that grammatical expertise supports comprehension by allowing readers to map syntactic patterns to meaning. Proficient reading enhances understanding of complex grammar and inferred meanings, contributing to better processing of syntactic structures and challenging sentences (Zwaan and Rapp, 2006; Aryadoust and Baghaei, 2016). Grammatical markers thus support the construction of meaning and facilitate discourse comprehension, underscoring their central role in text interpretation.

2.3.5 Fluency

Fluency is the ability to use language accurately, quickly, and smoothly for communication. Reading fluency, a crucial aspect of learning, refers to reading quickly, accurately, and with proper expression. Allington (2006), Garzón et al. (2008), and the NRP (2000) define fluency as accuracy, speed, and prosody. Álvarez Cañizo et al. (2020) describe fluency as the ability to read quickly and accurately with proper intonation. Fluency aids comprehension by allowing learners to focus on the message instead of decoding individual words.

Many researchers emphasize the role of reading in language development across various ages. Alvarez Cañizo et al. (2020) show that methods focusing on reading flow improve comprehension. They list strategies such as faster reading, vocabulary growth, improved comprehension, increased motivation, and enhanced performance. Effective reading skills are crucial for education.

Makebo, et al. (2022) also established an equally positive relationship between accuracy and prosodic fluency, as well as reading comprehension skills. Moreover, observe that the strength of the relationship was stronger for prosodic fluency. Cartwright et al. (2019) have proved that fluent readers acquire vocabulary more effectively than those who struggle with reading. Another study also showed that cognitive flexibility for reading was an important

predictor of reading rate in skilled readers over and above automatic effortless word recognition, as well as other control aspects. Finally, typical readers performed significantly higher on the measure of cognitive flexibility than the low-performing readers.

2.4 Types of Reading Skills

There are several key types of reading skills essential for effective English instruction. Word recognition, decoding, and extracting meaning form the foundation of reading comprehension (Subayil, 2017). Unlike merely producing text, reading encompasses understanding content and building mental models (Zalha et al., 2020; Rohani et al., 2022). Siahaan & Yulita (2021) argue that reading fluency goes beyond word recognition. Mastery of reading involves a range of strategies for navigating text. This section discusses four main approaches: skimming, scanning, extensive reading, and intensive reading.

2.4.1 Skimming

Skimming is a rapid reading technique used to quickly grasp the main idea or general overview of a text. In today's information-rich environment, skimming helps readers determine the relevance of an article or section (Famelia et al., 2022). It is widely taught as a strategy to enhance reading comprehension among students, as highlighted by Amin (2019) and Majidi and Aydinlu (2016). Marliasari (2017) notes its usefulness in identifying text patterns and gaining initial impressions.

Moreover, it is crucial to understand that skimming is performed at a significantly faster pace compared to the standard one, and possibly even three or four times faster (Adifatoni, 2019; Insiyah, 2019). This rapid reading is designed to absorb as many words as possible within the shortest time frame. Furthermore, skimming enables readers to focus and concentrate on the specific essential details, allowing them to understand the details at a glance without having to read the entire text (Yusuf et al., 2017). However, this specific style of analysis requires effort and time to be invested in order to gain mastery of this type of work (Lestari and Ibrahim, 2021). Lastly, skimming may be viewed as a tool that can positively influence the way people eliminate the problem of working with a vast amount of data. It also aids in

comprehending text or reading and extracting as much related information as possible in the shortest time possible, making it a very useful tool for students, researchers, or anyone interested in reading.

2.4.2 Scanning

Scanning is a targeted reading technique used to locate specific information within a text. Unlike skimming, which focuses on gaining a general understanding, scanning involves searching for specific details, such as dates, names, or key terms. This approach promotes independence in efficiently locating information, particularly when time constraints prevent reading the entire text (Aritonang et al., 2018; Hubaib, 2022; Fauzi, 2018).

The effectiveness of scanning is clearly explained in terms of the method's efficiency at producing information. According to Lubis et al. (2022), its main usefulness lies in selectively retrieving specific aspects of a text without the need to read the entire text, which optimizes information retrieval. Dewi (2022) and Basuki (2018) underline that scanning is a fast reading technique used to locate specific facts only. The key distinction between scanning and skimming lies in their intended outcomes: scanning aims for precise accuracy in finding details, while skimming seeks a general understanding of main ideas. Skimming is used to grasp the overall content and important features, whereas scanning is primarily aimed at identifying specific details, such as names, numbers, or facts (Fauzi, 2018). Therefore, scanning allows readers to efficiently locate what they want in a text or a whole document without having to read it sequentially.

Scanning enables users to efficiently and accurately locate specific information, making it valuable in academic and professional contexts such as research and information verification. For example, when searching for a particular date or definition, scanning allows precise identification of relevant details (Masada and Evitarini, 2022). As a result, scanning serves as an effective method for rapidly discovering targeted data and supports readers in quickly accessing and utilizing pertinent information.

2.4.3 Intensive Reading

Intensive reading is described as a narrow method of reading a text, which is typically rigorous and involves careful analysis and interpretation. Thus, while skimming the reader's main aim is to grasp overall content and ideas, intensive reading involves slow, line-by-line reading with the primary purpose of finding detailed meaning (Andrés, 2020). This process allows one to go through the text with the intention of emphasizing on some information and making annotations to help in understanding the text (Ali et al., 2022). Thus, intensive reading is used as a tool to conduct a deeper analysis of the text, assess the arguments, and gather as much detailed information as possible. Analytic mode entails readers to engage with the text and actively question, link, as reflect on the author's purpose. This way, Kabir (2020) stated that the readers are capable of understanding the text on multiple levels and hypothesizing an extensive amount of information.

Intensive reading can thus be defined as the process that requires the following several steps. In the first stage, according to Ebrahim (2018), students have to focus on activating their background knowledge and setting goals for the text. This may include reading to identify what information is to be presented in each text, the questions to ask, or making predictions about the information that will be presented. Then, the readers undergo a close reading procedure, in which they pay careful attention to the organization of words and phrases within a text. They may employ different techniques, as mentioned by Rejeki and Kurnia (2019) including underlining, highlighting, and noting, to enable them to capture what they are reading and analyzing. Intensive reading also helps readers pay more attention to other aspects of the text which are beyond the literal meaning of the passage, which, according to Rosa (2023), it includes determining the writer's attitude, dissecting the strategies used in that passage, and even the critical examination of the proofs.

This critical analysis fosters students' higher-order thinking and analytical abilities. At the conclusion of the reading process, readers reflect on the material and synthesize details into concise ideas and conclusions (Mariano et al., 2020). Intensive reading is especially beneficial in academic contexts, as it enables readers to comprehend complex texts in detail. Through

this process, readers develop critical thinking, analytical skills, and the capacity to evaluate written works, dedicating effort to uncovering deeper meanings and engaging in informed interpretation.

2.4.4 Extensive Reading

Intensive reading is the process of reading carried out to gain a deeper understanding of texts, while extensive reading aims to read a large number of texts, often with less comprehensible purposes. Huynh (2022) stated that it entails exposing oneself to larger volumes of reading materials with the view of increasing the rate of reading, the amount of vocabulary, as well as the extent of comprehension. Moreover, Alsaif and Masrai (2019) defined it as a form of reading that places more emphasis on comprehensible input, as the reader's primary motivation is both the enjoyment of reading and the content.

The benefits of extensive reading are enormous. Thus, while reading through different texts, readers can enrich their vocabulary, understand the grammatical constructions used, and advance in overall language proficiency. Renandya and Hidayati (2021) noted that comprehension is also developed through extensive reading, as it increases students' reading rates by using different texts, thereby enhancing the automaticity aspect. Furthermore, while reading extensively makes readers familiar with different writing styles, genres, and perspectives, it also serves to increase their knowledge base and ensure they become more informed individuals in society, as mentioned by Ali et al. (2022).

The extensive reading process, according to Ateek (2021), therefore, includes identifying texts of interest to the reader as well as texts that match the reader's abilities. The material targeted should be slightly above the readers' level of comprehension, as practice has shown that readers become motivated when they have to decipher something that is slightly difficult. In other words, while reading, the concept of the passage is considered without paying attention to the regulation of its minute parts. This helps readers establish fluency and flow when reading, which is as effective as that of a native speaker (Sabil, 2022).

According to Renandya and Jacobs (2016), for language learners, reading extensively may prove effective, as it helps develop an understanding of the real-world use of the language and the culture of the people who speak it. Mariano et al. (2020) study revealed that it also creates a positive attitude towards reading and develops a reading habit throughout one's lifetime. As learners engage in extensive reading, they often benefit from highly improved language proficiency, enhanced knowledge, and a better appreciation of reading as an enjoyable activity.

2.5 Challenges Faced by EFL Teachers in Reading Instruction

Reading skills are essential for English language acquisition in EFL contexts. However, EFL teachers encounter multiple challenges in developing learners' reading abilities. These include insufficient technological infrastructure, limited access to technology resources, difficulties integrating technology into the reading curriculum, and pedagogical challenges related to technology use in instruction.

2.5.1 Lack of Technological Infrastructure

The integration of technology in learning has also found its way into EFL classrooms, which has opened new opportunities to improve the teaching of reading. However, as we have also learnt, it is not quite feasible for many EFL teachers to integrate technology in their practices. The first challenge is related to the teacher's competency and self-efficacy. In a study by Nugroho & Mutiaraningum (2020), it was found that EFL teachers lack digital literacy skills as well as knowledge regarding technology integration. These gaps of knowledge make them feel worried and unclear on measures to adopt and this keeps them from adopting new technologies and techniques. It also focuses on the factors that include unequal access to and the physical infrastructure for delivery, described by Alimyar and Lakshmi (2021). Fluctuations in stable high-speed internet connections, relevant devices, and suitable classroom facilities amplify social inequities and limit learners' access to EFL. Furthermore, considering the findings of the Aissaoui (2022) study, the latter highlights the fact that disparities in technology resource availability in education have potential societal impacts for students and teachers. The COVID-19 pandemic has highlighted the inequalities in learning,

as millions of students lack access to essential technology tools. Making it even more challenging is the vast array of educational technology now available. Choosing effective tools consistent with the intended learning outcomes, students' requirements, and other available teaching aids can be a laborious and complex process as noted by Ersin et al. (2020). However, the real problem is not the use of IT; it is about using IT more effectively. Abukhattala (2016) notes that the use of technology does not necessarily increase students' reading achievements. Teachers are required to plan activities in a way that effectively employs the usefulness of technology to complement a particular reading skill or strategy, to encourage critical thinking and improved interactions with texts. Lastly, there is a concern about assessing learning in technology-enhanced reading environments. Most conventional forms of assessment may not be able to capture the learning processes that occur in such an environment. Al Habib (2023) has rightly emphasized that appropriate tools to assess it are also missing, leaving teachers helpless with no suitable means to determine the effectiveness of the efforts they put in place, as well as those of their students.

2.5.2 Limited Access to Technology Resources

Mathew and Iloanya (2016) emphasized that to expand the possibilities of utilizing information and communications technology (ICT) in EFL reading classrooms, EFL learners need to master effective reading strategies. One of the major challenges is poor access to technology; thus, EFL teachers may not have access to computers, tablets, or interactive whiteboards to enhance the use of technology in creating effective and interesting activities. This shortage, according to Altakhaineh and Alnajjar (2021), is exacerbated by the lack of professional development that teachers receive, which hinders their ability to effectively utilize technology. Lack of skills are another factor that may keep teachers from getting the most out of technology tools, as teachers may lack the ability to search for applications, set up or troubleshoot problems with software, or smoothly incorporate new technologies into classroom instruction. As Sun et al. (2023) pointed out, it is necessary to enhance professional development programs to enable teachers to create the awareness and confidence required for the appropriate use of digital tools. Selwyn (2024) observes that this inequality widens

educational inequalities since it denies marginalized students a chance to learn via digital-based tools and to also gain crucial digital literacy skills. These are the effects of a technology dearth in learning, which exacerbates the already existing gaps in education. Students originally from affluent families are likely to own computers, tablets, and high-speed internet at home, thus enabling them to engage in online classes and trials. However, students in disadvantaged communities do not get these facilities in schools, and hence their learning is affected and denied a chance to acquire other important skills, such as computer illiteracy.

Teachers should understand how specific technological tools align with various reading instruction approaches to ensure smooth integration (Şevik and Yücedağ, 2021). Professional development and clear curriculum frameworks are essential, as they provide guidance on selecting appropriate technologies and effectively engaging learners in technology-supported reading activities.

Wood (2021) became aware that some students might face challenges in accessing digital reading materials that come at a fee. Teachers should also demonstrate to students how to effectively utilize e-reading tools to enhance comprehension. Literature reveals that students and their parents not only struggle to access but also to afford digital materials that could improve academic performance. Thaggard (2023) observes that varying proficiency in digital technology among students influences their learning. Additionally, Bailey et al, (2022) emphasize the need for teachers to provide comprehensive guidance on the use of digital reading tools. It is therefore crucial for educators to help students navigate these materials in order to develop an inclusive environment. Ultimately, as technology continues to advance in education, educators must continually update their knowledge. Adapting to new tools and platforms, as Altakhaineh, et al., (2023) point out, is demanding without sufficient professional development. Schools fostering innovation and learning can empower teachers to adapt to an evolving environment in reading instruction.

2.5.3 Integration of Technology in EFL Reading Curriculum

The emergent transformative nature of technology in teaching strategies for EFL reading. Acknowledging the potential of technology to reach learners, personalize their learning, and foster interaction, the text examines the issue of instructional limitations that hinder its full potential. One potential difficulty relates to selecting the appropriate technology applications. It is essential that these tools align with the existing curriculum, cater to the diverse learning preferences and abilities of students, and complement current teaching methodologies rather than supplanting them. Research by Dwiono et al. (2018) and Muslim et al. (2018) emphasizes the importance of teachers possessing a comprehensive understanding of both technology and pedagogy to achieve this goal. Unfortunately, many teachers, particularly those with limited exposure to new technologies or inadequate training, struggle to bridge this knowledge gap. Further compounding this challenge is the issue of unequal access to technology among students, particularly in resource-constrained settings. This 'digital divide', as Singh (2019) appropriately terms it, can exacerbate existing educational inequalities and hinder learning for those already facing difficulties.

According to a study conducted by Routman (2023), the teachers who received digital literacy training were better able to integrate technology into their reading instruction and saw improvements in student engagement and achievement. To address this challenge, schools and districts can offer professional development opportunities for teachers to enhance their digital skills and learn how to effectively utilize technology in reading instruction. This aligns with Wang's (2021) findings: teachers who underwent digital skills training were more successful in integrating technology into their reading instruction, leading to increased student engagement and improved academic outcomes. To address the challenges associated with digital literacy in education, it is essential for schools and districts to offer professional development programs that enhance teachers' digital skills and equip them with effective strategies for utilizing technology in reading instruction.

Recent literature contains useful information facilitating the reduction of these challenges. Bhattarai (2021) recommended that professional development programs for teachers should

be highly intensive to help prepare teachers with adequate pedagogical content knowledge and technological skills needed to integrate technology into reading lessons. Bhusal (2020) also supports the concept of peer-assisted and mentorships with other students and professional teachers. Such tactics can aid in supporting social inclusion by reducing the digital divide and providing equal opportunities to share the advantages of using technology in Response to Intervention (RTI) for all students, as well as increasing class cohesiveness. In addition, Al-Wasy (2020) and Goh and Sigala (2020) further stated. extensively use computers and visual projectors, in addition to utilizing online resources in teaching methods. Different research studies demonstrate that the concept of multimedia aids can help increase the level of student engagement and contribute positively to learners' learning outcomes. This is also in line with Anderson and Putman (2020), who noted that websites like YouTube and other credible education-related sites offer a variety of videos that can help students learn reading concepts. Thus, the use of the described resources is beneficial not only for enhancing teaching practices but also for the educational growth of students.

2.5.4 Pedagogical Challenges in Using Technology for Reading Instruction

Recent changes in reading instruction methods are closely connected to technology. Technology offers diverse materials and personalized approaches, but also presents challenges. One challenge is that information technology may slow critical literacy development. Technology is effective for basic comprehension, but can overlook higher-order thinking skills like analysis and evaluation. Sharma (2019) states that students relying only on digital resources may miss developing skills such as synthesizing information, which are essential to critical reading. Emphasizing comprehension with technological tools can hinder overall learning, especially if students are unprepared to engage with real-world texts.

Technology also introduces distractions through computer interfaces. Features and internet access can promote multitasking and irrelevant searching. Hiniker et al., (2016) highlight that distractions reduce concentration, a key factor for understanding texts. Technology-based feedback tends to be generic, lacking the nuance and personalized guidance that instructors provide. While general notes can help, low-achieving or special needs learners may struggle

without individualized support, as noted by Abdel Latif (2022). This gap can prevent mastery of new concepts, further widening the learning divide if foundational skills remain undeveloped.

The belief that technology improves educational access can sometimes worsen inequality. Jacob and Warschauer (2018) found that students in areas lacking internet access are excluded from valuable online resources, increasing inequity. This gap reduces the chances of improving literacy and may widen the achievement gap. Over-reliance on digital texts can also result in neglecting print reading, even though physical books can aid in understanding challenging material. According to Mangen and Pirhonen (2022), it is essential to balance digital and print resources to enhance students' ability to handle various texts.

2.6 Challenges Faced by EFL Students in Reading

EFL students encounter several challenges when developing reading skills in a new language, including the digital divide and unequal access to technology, distractions and reduced focus from digital devices, limited digital literacy, low motivation and engagement in technology-based reading activities, and language barriers in using digital resources for reading.

2.6.1 Digital Divide and Access to Technology

The digital divide as the disparity in access to ICTs among individuals Acilar and Sæbø ,2023. A significant challenge is students' limited exposure to authentic, real-world texts. Traditional textbooks fail to provide modern EFL learners with information on everyday language use and cultural context. Online resources such as e-books and web articles offer rich, authentic materials that can enhance reading ability and comprehension (Kukulska-Hulme & Lee, 2019). However, mere access is insufficient. Most EFL students lack the digital literacy necessary to effectively engage with these resources. Skills such as evaluating sources, using search engines efficiently, and understanding hyperlinks are essential (Johnson et al., 2023). Without these abilities, students cannot fully benefit from online reading platforms.

However, the digital divide itself is a significant barrier. Students from less privileged backgrounds often cannot afford computers, internet access, or even basic devices

(Moldovan et al., 2022). Lack of access prevents participation in online reading activities, widening the literacy gap. Collaborative learning, which enriches EFL reading, is restricted by the digital divide, preventing interactive discussions on forums, online book clubs, and social reading sites. This limits exposure to diverse perspectives and reduces opportunities for meaningful interactions, negatively impacting reading skills and enthusiasm (Wang and Wu, 2022).

Language barriers exacerbate the digital divide for EFL students, limiting their ability to access and participate in online reading environments and impeding skill development.

2.6.2 Technological Distractions and Lack of Focus

Distraction from digital stimuli is a major challenge for EFL students. Modern devices, social networks, online games, and the vast online world often distract from focused studying. The common belief in the effectiveness of multitasking leads students to combine studying with texting or listening to music; however, Upadhyaya (2021) notes that multitasking reduces focus and learning effectiveness, ultimately harming EFL reading comprehension. Additionally, the vast amount of online content can overwhelm EFL students, making it challenging to distinguish between relevant and irrelevant information. Lettie, Lipson, and Eisenberg (2019) noted that information overload leads to procrastination, negatively impacting the productivity of all students.

Easy access to entertainment and social media increases students' tendency to procrastinate on assignments and studying, as observed by Hasan and Bao (2020). Strong self-control is required to resist technological distractions. Graben, Doering, and Barke (2021) report that digital messages and platforms disrupt study sessions, reducing performance and learning gains. Additionally, many students use their devices in bed, which disrupts their sleep and leads to daytime fatigue and poor concentration. Sargent and Casey (2019) link poor sleep quality to sleepiness, reduced learning, and diminished memory, which negatively impact EFL reading comprehension.

2.6.3 Digital Literacy Skills

The most significant challenge of the digital divide, according to Abdelraheem and Ahmed (2018), is the unequal distribution of devices, internet access, and technical support, which leads to social division. Moletsane (2023) emphasizes that digital literacy involves critical awareness, safe technology use, and responsible behavior online, encompassing not only device operation but also the broader aspects of online interactions. Alsoud et al. (2021) note that students from disadvantaged backgrounds often lack the essential equipment to participate in digital environments, which widens academic and socioeconomic gaps. Even for those with access, the abundance of information online presents further difficulties.

The overwhelming amount of online information presents additional risks, such as plagiarism, cyber insecurity, and technophobia, which hinder students' productive use of technology.

2.6.4 Motivation and Engagement in Technology-based Reading Activities

One of the barriers that affect students' engagement in TBRAs include low relevance that is easily noticed due to its impersonal nature. As per Osuna (2019) study, Generic contents, repetitive tasks and one-size-fits-all approach ignore the individual differences, learning styles and previous knowledge. The removal of personal stake and context that erases the natural utility of reading for enjoyment results in disconnection. In addition, the technology inhibits the progress of development by posing barriers and diversions that challenge its existence. Organizational technological problems, scarcity of resources, and the sheer appeal of digital notifications lead to conflict and frustration because they disrupt attention and understanding (Chen et al., 2020).

Another reason which indicate the possibility of losing motivation is the structure of TBRAs. The use of passive reading might be negative as it leads to shallow processing and no engagement from within (Howorth et al., 2019). This is made worse by the little opportunity for contact and cooperation as is the case with students who perform well when they are grouped together. In addition, it indicates that evaluation practices and pressure may dominate the pleasure of reading and learning. Fear is created by an overemphasis on testing

and extrinsic motivators, which results in disaffection or passive learning as a coping mechanism (Ismail et al., 2018). Thus, by admitting that the success of TBRA is strongly tied to teacher training and implementation, Lack of adequate preparation and understanding of technology integration may limit effective practices. Some drawbacks include: Teachers may struggle in creating engaging activities, utilizing technology effectively or managing learners' individual learning differences and this leads to low student motivation as stated by Huang (2022).

2.6.5 Language Barriers in Using Technology for Reading

Language barriers pose a significant challenge for students using technology for reading. Limited English vocabulary restricts students' comprehension, especially when digital reading tools lack vocabulary support or translation, as found by Mandasari and Aminatun (2022). This leads to low engagement, undermining intrinsic motivation and learning performance (Altun and Ahmad, 2021). Individual understanding drops, and language limits restrict participation. Mudra (2020) notes that students struggling with language may feel socially isolated and withdraw from group tasks, which can further harm their learning.

Numerous studies have shown that language barriers negatively impact students' classroom performance. For example, Zhao and Lai (2023) find a strong negative link between language barriers and academic achievement, highlighting the need for targeted support. These barriers also create challenges for students in digital reading. Educators can address these issues by using technologies that build inclusive learning environments and ensure equal access. Adopting such measures is vital for making education accessible and supportive for all learners.

2.7 Technology and Reading

Technological advances have transformed reading and improved language learning. Using computers, multimedia, and the internet, students access e-books, audiobooks, language apps, and other digital tools to strengthen reading skills. This review examines the role of

technology, the educational technologies used in English as a Foreign Language (EFL) instruction, and their impact on reading development.

2.7.1 The Concept of Technology

Technology has transformed modern life. Advances such as artificial intelligence and virtual reality have transformed the way we communicate, work, and learn (Keller, 2022). This change affects education and can reshape the student-teacher relationship. Hammad and Ahmed (2020) found that technology-enhanced settings keep students engaged and motivated, leading to improved results. These settings help students stay engaged and motivated, resulting in improved outcomes. The World Economic Forum (2020) argues that technology is key to closing digital divides and bringing access to all. Technology supports access to education, regardless of status or location, and helps instructors meet students' diverse needs. Muxtarova (2021) states that digital tools foster individualized learning. Adapting teaching to learners' needs improves comprehension and learning. Hew and Cheung (2013) say technology boosts collaboration. Digital platforms enable group projects, feedback, and discussions (Ross, 2020). These advances expand learning opportunities and improve instruction by widening content and enhancing training.

2.7.2 Types of Educational Technologies Used in EFL Teaching and Learning Reading Skills

Educational technologies play a central role in developing reading skills for English as a Foreign Language (EFL) learners. These technologies offer a variety of methods for reading instruction, foster learner engagement, and enable individualized learning experiences (Al-Maashani & Mudhsh, 2023). Commonly used tools include Learning Management Systems such as Moodle and Google Classroom, which help organize materials, assignments, and feedback. Digital reading platforms and e-books provide accessible and level-appropriate texts, while mobile applications enhance motivation and engagement (Li, R., 2022). Text-to-speech tools and audiobooks promote simultaneous reading and listening, supporting pronunciation and comprehension. Multimedia resources, such as video platforms and

smartboards, add visual and contextual support (Asratie, M.G., Wale, B.D., and Aylet, Y.T., 2023). Overall, utilizing these educational technologies has made reading instruction for EFL learners more efficient and adaptable. Key categories include e-books, reading applications, audiobooks, online forums, and gamified tools.

. *E-books (Electronic books)*

From the research, the benefits of utilizing e-books and digital libraries with EFL learners have been strongly underscored. Sari et al. (2022) and Have and Pedersen (2020) reported that the interactive and multimedia characteristics of e-books enhance components of language learning, such as comprehension, vocabulary, and motivation. The following are supportive of these, following Bana's (2020) arguments that e-books provide a more enhanced learning environment to the EFL learners. They can enhance learners' ability to read by making it easy for them to secure books published in various forms. Yorganci (2022) acknowledges that this may increase its read frequency, ease of reading, and make it more likely to foster reading habits, which form the basis of a lifelong learner.

The benefits of e-books are not exclusive to EFL learners. Bus et al. (2020) explain that this approach can positively affect the early emergent literacy of young learners. For example, the use of multimedia features such as audio assistance and vocabulary support within e-books significantly contributes to the development of early literacy skills in EFL contexts.

. *Reading Apps*

The contemporary information landscape differs substantially from that of a decade ago. Reading applications have become a defining feature of modern EFL instruction, reflecting significant changes in how students' access and engage with knowledge. These apps actively support EFL literacy and language development by making reading interactive and personalized. Ingram (2020) has identified their personalization and gamification processes as effective in enhancing cognitive understanding, vocabulary, and learners' engagement levels. This corroborates Graafland's (2018) finding that they assist in supporting children's literature, particularly in phonics, fluency, and comprehension. Thus, this means they can

transform into beneficial teaching aides within formal education institutions. In an outcome-based research study conducted exclusively on EFL learners, Papadakis (2021) demonstrated the effectiveness of reading applications in enhancing language learning and vocabulary acquisition. Moreover, Abdurakhmonova (2022) also noted that these applications are mostly designed to be used in an 'interplay' and are often presented in the form of games, quizzes, or puzzles, which can lead to better outcomes. It is also greatly beneficial for EFL learners who find the commonly used forms of teaching less engaging.

. *Audio Books*

Audiobooks offer an effective instructional model for EFL students who encounter challenges in reading comprehension. Professional narration of texts can enhance students' comprehension, reading speed, and overall proficiency. According to Heather Waite, an Audubon High School teacher, audiobooks render literature and various writing styles accessible to learners with reading difficulties, as reported by The Press of Atlantic City (Waite, 2018). She asserts that this immersive approach facilitates participation, allowing learners to engage with the text through listening. Reading while listening is recommended as a sound learning strategy for English as a foreign language students (Waite, 2018; Elgendy, 2020). Audiobooks also support phonemic awareness and listening comprehension, both foundational reading skills as identified by Best (2020). Putri (2020), in her study on 'The effect of the use of Euclidean Voice Application in reading comprehension among EFL learners,' demonstrated that this approach yielded greater improvement compared to alternatives. Thus, audiobook platforms with appropriate features are particularly valuable for language acquisition.

. *Online Discussion Forums*

The impact of digital technologies on EFL education, particularly through the use of newsgroups in university computer labs, has been substantial. These systems facilitate peer interaction with reading materials and serve as assistive technologies to enhance reading skills. However, forums present both advantages and challenges for EFL reading development. The literature offers a nuanced evaluation of discussion forums, highlighting

both benefits and drawbacks. These environments immerse learners in texts from diverse genres, providing opportunities to engage with various writing, lexical, and thematic structures (Sari, 2020). This exposure supports vocabulary growth and analysis from multiple perspectives (Topping et al., 2020). Overall, such platforms promote active reading, meaning-making, and knowledge construction through collaborative discussion.

Kim (2020) maintains that forums promote robust participation, as they are inherently interactive. Responding to questions, posing inquiries, and composing answers enable users to integrate and deepen their understanding of the texts. Such environments foster a collective sense of engagement, facilitate collaborative learning, and enhance cognitive processing. Nevertheless, as is the case with most educational tools, online forums also possess inherent drawbacks.

The predominance of informal language in certain discussions may impede the advancement of standard written English (Ayu, 2020). Exposure to non-standard linguistic forms can potentially limit learners' abilities to write formal English. Furthermore, the presence of biased or subjective information within forum threads may compromise students' critical reading skills and their capacity to evaluate sources objectively. Since learners may be unable to distinguish between instructor-provided information and peer contributions, their ability to form independent opinions and make informed decisions could be constrained.s. (Andujar & Nadif, 2020).

. *Gamification*

In the field of reading instruction, Tasadduq et al., (2021) indicate that several procedures may resemble games—such as Quizzical, Kahoot, or Trivia games—where learners can assess their reading comprehension by actively participating in competition with peers. The benefits of gamification extend beyond leisure, as the significance of its outcomes is integrated into various dimensions of skill development. Zainuddin et al., (2020) and Zimmerling et al., (2019) have demonstrated satisfactory outcomes regarding the use of gamified methods to develop not only educational skills but also psychological and social abilities. The literature indicates that aspects of gamification and motivation correlate with improved learning performance.

This aligns with the assertion by Azar and Tan (2020) that ICT-driven gamified tools can help motivated learners reach their potential in acquiring English language skills.

Building on this more transformative function, Ortega-Dela Cruz (2020) noted that the accomplishment of autonomy and self-reflective practices among learners regarding the learning process is facilitated by the use of gamification. Further to support this assertion, Hashemi, (2021)'s study also found that fun, which emerged from the gamified learning improves vocabulary acquisition and the motivation towards learning English. Further, they found out that the strategic reading games are more persuasive than the traditional practices in as much as the degree of understanding in learners' classes is concerned.

2.8 Factors behind the challenges for teachers and students

This section will delve into the deeper aspects of the issues faced by EFL teachers and students in reading with technology, as discussed in the previous sections. These factors tend to be interconnected, forming a complex environment that does not favor efficient technology integration and reading instructions. Specifically, these factors include: Insufficient Infrastructure and Resource Allocation, Gaps in Teacher Training and Professional Development, Misalignment of Pedagogical and Curricular, Socioeconomic Disparities and the Digital Divide, and Student-Specific Factors and Digital Literacy.

. Insufficient Infrastructure and Resource Allocation

Inadequate technological infrastructure and resource allocation significantly hinder EFL reading instruction. Problems like a lack of infrastructure and limited access to technology directly affect integration. Recent studies cite the important role of facilities and access in educational technology. For example, Herdina and Ningrum (2023) highlight poor internet and infrastructure as major barriers. The COVID-19 pandemic revealed these disparities as millions of students lack basic technology tools. This gap relates to equipment, stable high-speed internet, and classroom facilities. Sozon et al. (2024) note that these reinforce social disparities and restrict access to EFL resources. The issue concerns not just the presence, but its quality and reliability, affecting effective integration in teaching.

. Gaps in Teacher Training and Professional Development

A significant challenge is the insufficient teacher training and professional development in technology integration. The thesis identifies that most EFL teachers lack digital literacy and integration knowledge, leading to uncertainty, a concern reflected in the literature. Nugroho and Mutiaraningum (2020) argue that limited digital literacy and technology knowledge significantly impede teachers' adoption of new technologies. Altakhaine and Alnajjar (2021) further highlight that inadequate resources and restricted professional development opportunities constrain technology use. Sun et al. (2023) recommend ongoing professional development to equip teachers with the necessary knowledge and confidence to utilize digital tools. Routman (2023) and Wang (2021) show that digital literacy training improves technology integration and enhances student engagement and achievement. Therefore, while technology is important, teacher preparedness and confidence are critical for maximizing student outcomes. Insufficient training may limit teachers' ability to explore, troubleshoot, and integrate new technologies in EFL reading education. Bhattarai (2021) also advocates for intensive professional development to ensure teachers acquire essential pedagogical and technological skills.

. Misalignment Pedagogical and Curricular

Pedagogical and curricular misalignments hinder the effective integration of technology in EFL reading instruction. The thesis highlights the challenge of selecting technology that is compatible with existing curricula and instructional methods. Research (Abukhattala, 2016; Wood, 2021; De Coster et al., 2021) shows that technology does not guarantee better learning outcomes unless teachers understand both pedagogy and technology and can plan activities effectively. Additionally, traditional assessments often fail to measure progress in technology-enhanced environments, underscoring the need to align curriculum and assessment practices with the evolving role of technology.

. Socioeconomic Disparities and the Digital Divide

Socioeconomic inequality, reflected in the digital divide, significantly affects EFL reading instruction. The thesis and scholars (Greczynski & Hultman, 2022; Selwyn, 2021; Ali et al., 2023) show that unequal access to technology and digital resources—accentuated during the COVID-19 pandemic—leads to educational disparities, especially for students in lower-income households or areas with poor connectivity. This divide encompasses not only device access but also the ability to afford digital resources, limiting opportunities for marginalized students and reducing technology's potential as an equalizer in education. Moreover, disadvantaged students might lack any experience with online learning platforms, which influences their navigation of online reading materials. Another problem is that teachers have difficulties adapting their lessons to students with different levels of access to technology. Such gaps diminish the efficiency of technology adoption in education, which is one of the factors that explain the ongoing educational disparities (Gottschalk and Weise, 2023).

. Student-Specific Factors and Digital Literacy

Student-specific factors, especially digital literacy and engagement, are central to challenges in technology-enhanced EFL reading. The thesis and researchers (Timotheou et al., 2023; Susanti et al., 2025; Thaggard, 2023; Khan et al., 2020) report that many EFL learners lack essential digital skills and self-management, impacting their ability to benefit from online reading. Economic barriers to paid resources and the risk of distractions from digital interfaces further hinder comprehension, emphasizing that access alone is insufficient without adequate competency and focus.

2.9 Previous Studies

The integration of technology in EFL reading instruction is increasingly recognized as a strategy to engage students and improve reading skills. However, research consistently identifies digital infrastructure and access as persistent challenges. Dredi (2025) reports that universities in many developing countries frequently experience slow internet, limited computer availability, and outdated software, which complicates technology-based reading

instruction. Ghazalla (2025) observes that in Libyan schools, including Tripoli University, the scarcity of computer labs and reliable internet further restricts students' access to online reading materials.

Teacher preparation is a critical factor influencing the effective use of technology in reading instruction. Salem (2019) found that insufficient training among EFL teachers leads to limited use of online reading platforms and interactive activities. Allafi (2023) indicates that even when technological tools are available, teachers may not employ them effectively due to a lack of integration skills. In Libya, Omar et al. (2022) report that most EFL teachers at Tripoli University are unprepared to design or deliver technology-based lessons, primarily due to the absence of ongoing training and institutional support.

For learners, reading online presents both technical and mental challenges that can impact language learning. Algwil (2023) found that many EFL students struggle with online navigation, taking notes, and reading on screens, which hinders their comprehension. Lin (2023) reports that reading with technology does not always help students remember information. In contrast, print reading works better when students are not distracted. Students at Tripoli University often lack digital literacy, as traditional learning methods remain prevalent. These students struggle to adapt to reading with technology. Yahmed (2021) also notes that the language used in Libyan university classrooms affects student comfort.

Attitude toward technology is a key factor that affects its use in EFL reading. Badi and Noor (2024) note that in many Arab schools, memorization and traditional teaching methods are prevalent. These methods limit the use of new practices. Aidoo et al. (2022) also note that the use of technology in language learning is inconsistent and depends on strong leadership, effective policy, and adequate investment. At Tripoli University, these system issues lead to a lack of planning and vision for utilizing technology. Teachers and students are left without guidance. To effect real changes, schools must allocate resources and provide support to remove these barriers. Overall, the reviewed studies indicate that technology has significant potential to improve the EFL reading instruction, but its effective use is still limited, especially

in developing contexts like Libya. The main obstacles include the lack of digital infrastructure, a lack of training of teachers and low levels of digital literacy among students. In addition, traditional pedagogical approaches, institutional barriers, and the lack of strategic plan also hinder technological integration. The results of the research reveal the urgent need to support both teachers and students with specific help and resources to engage in the use of technology in reading in an effective manner.

2.10 Summary of the Chapter

This chapter reviewed previous research on the challenges encountered by teachers and students in integrating technology into reading instruction at Tripoli University. It also addressed factors influencing both groups during the adoption of technology in reading lessons and examined how researchers in other contexts have responded to similar challenges.

Chapter Three: Methodology

3.1 Introduction

This chapter outlines the research methodology used to investigate the challenges faced by EFL teachers and students in developing reading skills through technology. Research methodology refers to the systematic procedures for conducting, evaluating, and interpreting research to address specific questions or phenomena. Employing an appropriate methodology is essential for ensuring the reliability, validity, and generalizability of research findings. As described by Pandey and Pandey (2021), research methodology encompasses the systematic processes of data collection, analysis, and interpretation. De Groot and Spiekerman (2020) further define it as the formal system of procedures and techniques for designing, assessing, and implementing studies. Accordingly, this chapter includes sections on the research design, data collection tools, semi-structured interviews, pilot study, sampling, data collection procedures, ethical considerations, data preparation for analysis, and a summary.

3.2 Research Design

Research design is defined as the structured plan a researcher uses to answer research questions or hypotheses. Specifically, research design refers to the strategies, processes, and logical sequence that guide the collection and analysis of data. Creswell and Creswell (2017) describe research design as a roadmap—a clear plan detailing how an investigation will be conducted, which includes the steps and procedures for collecting and analyzing data. This design guides researchers from defining the research problem to drawing conclusions based on results. In this study, a qualitative approach was employed, utilizing semi-structured interviews with both teachers and students.

A qualitative approach was employed in this study to investigate the knowledge and challenges faced by EFL teachers and students regarding the use of technology in reading skills at Tripoli University. This approach enhances understanding of the subject matter by enabling in-depth exploration of participants' perspectives. Silverman (2020) notes that

qualitative research uncovers underlying causes of behaviors, thoughts, and beliefs. Creswell (2020) adds that qualitative research is particularly suited for studying human processes and contexts without relying on statistical analysis.

Lester (2023) highlights another important aspect of qualitative research: it is a practical endeavor; this means that it is conducted in a physical setting. Interactions involve Populations that the researchers have an authoritative role in the society being studied. This involvement also implies converting their experiences into recordings, notes, and interviews. These recordings and notes are then used to help in the analysis and, consequently, construct knowledge on the issue. Furthermore, Patton (2015) stressed that qualitative research is particularly appropriate to address social, cultural, and behavioral phenomena. He opines that such issues are sometimes quantified and hence, research data is unable to capture the richness of such issues. While quantitative research gives more of a factual view by ensuring that the numbers are facts derived from the population and often taking into consideration the numerical treatment of data such as percentages, qualitative research offer a wider perspective by paying much attention to the background of the study, the people and especially the meanings that they attach to such events in the study.

3.3 Data Collection Tools

Semi-structured interviews are revealed as a valuable method within the framework of this study, as they allow for the formulation of specific questions and an exploratory approach (Adeoye-Olatunde & Olenik, 2021).

3.3.1 Semi Structure Interview

Semi-structured interviews represent a form of qualitative research that presupposes the utilization of a pre-defined set of questions and allows the researcher to delve into participants' responses in depth. This method enables the collection of rich, detailed, and context-driven data (George,2022). In this study, the semi-structured interviews comprised seven questions for teachers and eight for students, designed to explore the significance of integrating technology in teaching reading skills. Student interviews were conducted online,

while teacher interviews took place face-to-face at the university. This format provided a balance between structure and flexibility, allowing the researcher to lead the discussion and encourage participants to elaborate on their views and experiences (Hwang et al., 2023). Through this flexibility, new themes and insights emerged during the interview process (Magaldi and Berler, 2020). Thus, semi-structured interviews are a powerful tool for developing a nuanced understanding of participants' attitudes and experiences, as highlighted by Ruslin et al. (2022) and Scanlan (2020).

3.4 Pilot Study

Many authors consider pilot studies crucial for informing more extensive investigations (Paik et al., 2021; Tonozuka et al., 2021; Tonelli et al., 2020). These preliminary investigations, which are often done on a small sample, serve a dual purpose. The following pilot studies were presented to both teachers and students.

Pilot study for teachers before conducting interviews with EFL teachers, the interview questions were carefully examined for reliability. The evaluation examined two key aspects: whether the questions aligned with the research objectives and whether the topics were clear and feasible for teachers. For the pilot study with students, both teachers and students evaluated the questions before the interviews. Some questions were specifically formulated to help students understand them better.

3.5 Population and Sampling

The population of this study consisted of university teachers and undergraduate students from the Department of English at the University of Tripoli. This population was selected because both groups are directly involved in the teaching and learning of reading skills through technological tools. Teachers represent the instructional perspective, while students provide insights into their learning experiences and challenges. The total population included approximately six teachers and eight students. This sample size was considered sufficient for a qualitative study, as the aim was to obtain rich, in-depth data rather than statistical generalization. Larkin, Flowers, and Smith (2021) emphasize that qualitative research values

depth of understanding and the richness of participants' experiences over large sample sizes. For this study, participants were selected through convenience sampling, a type of non-probability sampling. This method was chosen because it aligns with the study's specific criteria. Etikan et al., (2016) describe these criteria as ease of access, availability at a certain time, and willingness to participate. This approach was particularly suitable for this study, as the researcher had limited access to participants within a specific academic context and timeframe. Moreover, qualitative sampling methods are inherently flexible and adaptable. This flexibility allows researchers to adjust their sampling strategies throughout the research process. Such flexibility helps address new topics and ensures the sample represents the population (Strauss & Corbin, 1990, p. 79). Sampling is an iterative process that continues until a comprehensive understanding is achieved. Therefore, the chosen sampling strategy ensured the inclusion of both teachers and students who could provide meaningful insights into the challenges of developing reading skills through technology. The use of convenience sampling was both practical and consistent with the exploratory nature of qualitative inquiry.

3.6 Data Collection Procedures

This research was held in Tripoli University during the academic year 2023-2024. It targeted English students of first and second year who faced challenges similar to those faced by EFL teachers and students in reading skills, using technology in their study journey. Convenience sampling was employed in this study to choose participants who are willing to join. Unlike random sampling, where everyone has an equal chance of being selected, convenience sampling focuses on quickly obtaining participants. According to Babbie (2020), researchers select persons who are easily accessible to complete the research, rather than employing a more complex procedure. Similarly, both Simkus (2022) and Bowen et al. (2021)'s convenience sampling entails gathering information from individuals who are readily available. This could be classmates for school-going individuals, coworkers for employed people, or volunteers you find on the internet.

Participating teachers are English language experts with extensive teaching experience. They were chosen by convenience sampling due to their availability and willingness. These

teachers shared opinions, knowledge, and experiences about EFL reading challenges with technology at Tripoli University. The students who participated were first and second-year students from the English Department of the Faculty of Arts, University of Tripoli. Moreover, they may have encountered challenges in reading using technology at the University of Tripoli. When gathering interview information, students were cooperative and willing to contribute as the subject matter aligned with their recent experiences and educational passions, particularly since most of them were born into the digital age.

The information gathered from the interviews was transcribed into text and analyzed using thematic analysis, a qualitative research method. Thematic analysis is a process for identifying, analyzing, and interpreting patterns (themes) within qualitative data (Hamel et al., 2021). This approach enables researchers to provide detailed and nuanced insights into the research topic or question under investigation. Thematic analysis is recognized as a foundational and widely used qualitative technique. It allows researchers to explore data deeply, uncover recurring themes, and interpret their significance. Braun and Clarke (2019) highlight the adaptability and accessibility of thematic analysis for analyzing qualitative materials.

To ensure reliability and validity, reliability means stable, dependable interview data. Gani et al. (2020) suggest interviewer training, pilot testing guides, and regular debriefing. These steps keep data collection organized and lower bias risk. Coleman (2022) advises setting interview guidelines, consistent data types, and reflexivity. Reflexivity means researchers acknowledge their own biases.

In interviews, validity refers to how accurately data reflects the studied topic. Building trust is key to validity. Gani et al., (2020) note that trust helps participants share real information. Hickman et al. (2022) include believability and generalizability as validity parts, as well as credibility, transferability, dependability, and confirmability. Holmen Lund et al., (2021) argue that validity should emphasize participant experiences and views. They support reflexivity, or researchers being aware of their own biases and experiences.

3.7 Ethical Issues

Ethical issues are fundamental to the research process, involving the treatment and confidentiality of participants and the responsible handling of their data. Informed consent ensures that participants are aware of the study's purpose and voluntarily agree to participate. Researchers must maintain confidentiality, protect participants' privacy, and ensure no harm or embarrassment comes to them. Declaring any potential conflicts of interest is essential to maintaining the reliability and credibility of the study. Adherence to ethical standards, citation, and avoidance of plagiarism are crucial to upholding integrity.

This approach supports the ethical principle of respecting personal rights and protecting research participants (Bryman, 2016). Ethical considerations involve protecting participants' information. Researchers must ensure privacy and data protection (Ng et al., 2021). Keeping information confidential demonstrates a concern for participants' privacy, thereby supporting the credibility of the research. Ethics also require researchers to prevent harm by assessing risks and minimizing negative effects on participants (Artal & Rubenfeld, 2017). This practice promotes ethical conduct and adheres to the principle of beneficence, ensuring that participants are treated with respect.

The researcher addressed ethical issues and restrictions during the data collection process. In consultation with the supervisor, permission was granted to access the English language departments at the University of Tripoli. Letters were sent to department heads to seek approval for engagement with faculty members. Potential participants received written details on the study's purpose and their right to withdraw at any time. Participants were informed that data would be used for research only and their identities would be protected by using only their initials.

3.8 Preparing Data for Analysis

All collected data were organized and saved on the computer in preparation for analysis. The interviews for both teachers and students were separated into separate files as a first stage,

and they were coded and a thematic analysis method was used to analyse the qualitative data. For more details, see chapter four.

3.9 Summary of the Chapter

This chapter discusses the research design and methodology used in the current study, which employs structured interviews as the primary method of collecting research data. The type of organization adopted is one that has been commonly adopted by teachers and students. The research then progressed to a pilot study to check the reliability and validity of the research work. It continues the discussion on the study population and outlines additional steps in conducting the research. Finally, it addresses some ethical concerns and provides a summary of data preparation for analysis.

Chapter Four: Data Analysis

4.1 Introduction

This chapter analyzes data from semi-structured interviews. It addresses the research questions and fulfills the study's objectives. Qualitative data are examined to identify key findings about the research topic. The chapter has two main sections. The first analysis focuses on teachers' interviews, studying the effects of technology on reading comprehension, the effectiveness of digital tools, obstacles, resource availability, and professional development needs. The second section examines students' interviews, highlighting technology's role in reading instruction, effects on comprehension and motivation, utility of digital tools, challenges, and support needs. The chapter ends with a summary.

4.2 Framework

This chapter presents the process of examining the data collected from semi-structured interviews, using thematic analysis to interpret the qualitative information provided by teachers and students. According to Lauterbach et al. (2022), qualitative research enables researchers to explore the complex aspects of educational experiences, including the social, cultural, and environmental influences on teaching and learning. This approach facilitates a comprehensive understanding of pedagogical practices by recognizing and studying patterns in the data. Researchers can use various analytical theories to examine qualitative data. Glens and Pushkin (1992, P127) state that "data analysis is about organizing what is seen, heard, and read so that one can understand what has been learned". Commonly used analysis theories include grounded theory, content analysis, thematic analysis, and discourse analysis (Cohen et al., 2007).

Thematic analysis is used to identify patterns or themes within qualitative data. This approach enables researchers to interpret the meaning of collected information by grouping data under common themes, ideas, or concepts. Braun and Clarke (2006) describe thematic analysis as both flexible and accessible. Data analysis aims to generate valuable insights and

inform decision-making. Peck, Short, and Olsen (2020) highlight its central role in reducing and clarifying data to produce useful knowledge. The interview data were analyzed to address the study's research questions.

Mishra and Dye (2022) highlight the concept and name of the theme to avoid confusion between different themes and to guide the research and analytical processes. Selecting a specific and appropriate name for the theme makes it easier for a researcher to situate the study within the published works and explain the rationale and importance of the research project. Li et al, (2021) also agree with the idea that a clearly articulated topic helps guide the researcher through the process of achieving meaningful and useful findings, from the beginning of the study process to the end. The data collected in the interviews were transcribed and then coded by the researcher, who reviewed each interview in detail and assigned codes where relevant in the text. After reading through each transcript, the researcher has a list of the main codes and allows the categories to emerge from the data. The most important codes are analyzed below:

4.3 Analysing Teachers' Interviews

According to Chapter Three (see page 32), face-to-face interviews were conducted with teachers to gauge their understanding and beliefs regarding the challenges faced by EFL teachers and students in reading, particularly when using technology. Additionally, participants were assigned pseudonyms to ensure research confidentiality and protect their privacy. Moreover, the interview participants had extensive experience in teaching English.

4.3. 1 The Impact of Technology on Reading Comprehension

The findings indicate that all the teachers being interviewed (R, A, L, M, S, W) agreed on the important role that technology plays in enhancing students' reading comprehension and developing their reading skills. For example, the teacher (R) expressed that technology is an essential factor in education and training, and he said, 'I cannot do without it, especially since we are in the age of technology'. According to the teachers (A, L, M) they have the same belief and thought that the use of technological tools increases the students' desire to learn and

read, and creates a new atmosphere of interaction and participation. The teacher (L) assured his point of view as he said:

The use of advanced technological tools facilitates communication between the student and the teacher and also allows participation and interaction between the teacher and the student and among the students themselves. It also creates a new learning environment away from routine and monotony'.

Moreover, the teacher (S) raised another significant point:

In my experience, and through delivering IELTS courses specifically for the Reading section, I have found that technology can be both beneficial and detrimental to students' reading comprehension. On the positive side, technology can be used as engaging and interactive tools that can capture students' interest in reading.

Also, he expressed on the contrary, *"technology can also be a double-edged sword. Over reliance on digital platforms can reduce focus and depth of understanding of text and lead to distraction"*. Furthermore, from the teachers' (W and M) point of view, they believe that they can benefit from electronic tools and programs. For example, 'interactive e-books, online quizzes, audiobooks, and various short articles are effective in improving comprehension by making the reading experience more enjoyable'. The teacher (W) added an important point, she said, 'technology tools can help meet the needs of individual students in their home and provide support for readers who are struggling with learning'.

4.3.2 Effective Technological Tools for Teaching Reading

The findings show that all teachers had a unified view that technology tools have a positive impact on students, and all of them claimed to have applications they liked and used. For instance, (A) he said *"I personally find reading comprehension apps like 'visual display tools, smart screens, advanced computers, and self-reading programs that convert text into spoken words and correct reading"*. These applications aid the visually impaired, help them overcome their disability, and acquire knowledge. Additionally, it can also benefit from international scientific websites, social media, and all interactive tools that facilitate

communication between teachers and students. From the teachers' (R and L) point of view, they find that language learning apps like Duolingo, Rosetta Stone, reading comprehension apps, Reading and writing, Annotation tools, speed reading apps, as well as platforms like Google Classroom and Kahoots, are very effective and beneficial.

Furthermore, according to the point of view (M), she added that "...interactive e-books with built-in dictionaries and audio support to help students understand and pronounce new words" and collaborative tools like Google Docs allow for real-time feedback and collaborative reading exercises. Moreover, the teacher (S) considered e-books and interactive reading platforms with audio narration and multimedia content, pdf reader and academic reading help students engage in English as a foreign language effectively and away from boredom. Teacher (W) went on to say that she found Text-to-speech (TTS) technology converts written text into spoken words using synthesized voices, and audiobooks are recorded versions of text, often featuring professional narrators or even celebrity voices. For individuals with dyslexia, visual impairments, or other reading challenges, they allow users to listen to text, which can enhance comprehension, especially for auditory learners.

4.3.3 Assessing the Effectiveness of Technology in Improving Reading Skills

The teachers' point of view in assessing the Effectiveness of Technology in Improving Reading Skills was that everyone has a specific method. For example, the teacher (R) mentioned 'I assess effectiveness through a combination of formative and summative assessments. This includes tracking students' progress on digital platforms, analyzing quiz and test scores, and observing improvements in their ability to discuss and analyze texts during class discussions. According to teacher (A), he claimed that he evaluated the effectiveness by the extent of benefiting from the experience through tests, the final outcome of the experience, the extent of the development of the student's level, and the increase in achievement and acquisition. Furthermore, the teacher (L) assured his point of view by using assessment effectiveness and evaluation, which involved observing students in the classroom, administering tests, participating in classroom activities, and analyzing texts, all of which depended on understanding. Teacher (M) also added she used to use a combination of qualitative and

quantitative measures, for examples, 'Reading assessments, Student feedback, Observation'. Teacher (S) assured their point of view as he said, "I used to monitor students' progress via electronic platforms, conduct pre- and post-assessments and tests, analyze data related to reading comprehension levels, and monitor the extent of students' engagement with digital reading resources". The teacher (W) commented that she assesses the effectiveness of using technology in improving students' reading skills by 'observation', noting improvements in reading fluency and engagement during lessons, surveys, and testing results.

4.3.4 Challenges of Integrating Technology into Reading Lessons

The findings obtained from the interviews indicate that all the teachers being interviewed (R, A, L, M, S, W) agreed to the point that there are many obstacles, for example, when free internet is not available in a university and the devices to ensure explanation and equality for all students and the use and application of these tools within the classroom. Teachers (M and R) also noted that not all students are equally proficient with technology and using these methods, as well as finding appropriate and high-quality digital content. According to the teacher (S) he said, 'not all students can subscribe to paid sites and find appropriate and interactive digital reading materials. In addition, teachers may also need to provide training to students on how to effectively use these tools and applications in digital reading materials to achieve effective results. Moreover, the teacher (w) raised another significant point by saying, 'the most important challenge is that Libyan students and educational institutions are not used to using these techniques in the educational industry'. Furthermore, the Ministry of Education should initiate this effort, and we, as teachers, must start using these tools with our students in a step-by-step manner. Universities should help us by providing access to resources, electronic libraries, and IT technicians.

4.3.5 Access to Technology Resources for Reading Activities

The findings revealed that all teachers (R, A, L, M, S, W) agreed on one point of view that they are always seeking reliable and well-known resources. For instance, the teacher (R) commented that he tried to ensure that resources are accessible by providing alternatives, such as printed materials or downloadable content that can be accessed offline. The teacher

(A) assured his point of view as he said, “I always ask my students not to rush and search well for reliable sources and not to trust any information from an unknown source or that has doubts about it without consulting the main source that is known and reliable”. Teacher (M) also added that she ensures that resources via sharing, for example using school resources like computer labs or lending devices to students who lack personal access and providing printable materials and offline activities to ensure continuity of learning. Furthermore, according to the teacher (S) added he dealing with issues related to access to technological resources for reading activities, for example you can collaborate with stakeholders to find creative solutions to ensure that all students have equal access to reading materials by assessing available resources and identifying any problems or exploring alternative options such as providing printed materials or accessing community resources such as libraries. Moreover, the teacher (W) expressed: “I always tell my students to trust the famous British Universities such as Cambridge, Oxford, Macmillan, and others. There are also some famous, trusted websites and magazines. They have to learn how to trust and find the appropriate resources”.

4.3. 6 Training and Support Needs for Using Technology in Reading Instruction

Throughout the interviews, the teachers expressed similar attitudes towards training and support needs for using technology in reading for insurance, the teacher (R) EFL teachers need training on how to effectively integrate technology into their curriculum, use specific tools and apps, and troubleshoot common technical issues. The teacher (A) assured his point of view as he said, “Libyan universities and institutes lack the most basic capabilities and means to the point that they do not have the Internet or visual presentation methods”. However, there are some successful experiences in private universities that have provided capabilities, and the results have been excellent.

Moreover, the findings also showed teachers (L and M) agreed with the point that teachers need regular training sessions on the latest educational technologies. Besides, providing teachers with subscriptions to effective digital platforms and tools. Teachers (M and W) expressed similar thoughts, stating that EFL teachers need training and support to improve

their digital literacy and develop their skills in using new technologies. To add more, the teacher (W) said, “my experience in Libyan educational institutions is very poor with technology. I tried my best to include it, but unfortunately, there is no support either educationally or financially”.

4.3.7 Strategies for Overcoming Challenges in Technology Integration in Reading Lessons

During the interviews, teachers expressed diverse views on strategies for overcoming challenges in integrating technology into reading lessons. For instance, the teacher (R) said, 'I am starting with small, manageable tech projects to build both teacher and student confidence.' From the teachers' (A) point of view, 'we as teachers have to rely on ourselves and our own means. On a personal level, I own a computer, a visual projector, and access to the Internet, which I utilize in my teaching. I also rely on educational videos on YouTube and well-known educational sites that help us in the field of reading'. Furthermore, the teacher (L) added that the university forces us to rely on ourselves to provide capabilities and invent new methods of development. Because there are no subscriptions within the university to well-known and reliable sites, we subscribe to both free and paid sites, and I encourage students to do so. The teacher (M) stated that she employs strategies such as combining traditional teaching methods with digital tools to create a balanced approach and stay updated with new technologies through workshops and online courses.

The teacher (S) shared that he tries to explain to students how to use websites and applications that are specific to reading material and educational websites to help them in their teaching. *“I also try to support students and encourage them to develop their skills in the field of technology”*. Moreover, the teacher (W) mentioned, 'I always try to trigger their attention by using YouTube videos for people who read story books or by using online games for reading comprehension, and help students with less cognitive skills to use technology to make their learning journey easier.' Moreover, from this perspective, the teacher (M) shared her perception of the same idea with teacher (W) when she expressed She makes her students participate by using technology for instance, she will come and show them long

stories on the screen and then discuss them together with them, apart from playing online games that are geared towards improving the reading abilities of the participants. She also always tries to teach them what she knows about programs, including Kahoot, and about any other program that can enhance their understanding of using technology in education and leveraging it to their advantage, especially since the world is in the twenty-first century.

4.4 Analysing Students' Interviews

According to Chapter Three (see page 32), online interviews were conducted with students to assess their understanding and beliefs regarding the challenges faced by EFL teachers and students in reading, particularly when using technology. Additionally, participants were assigned pseudonyms to ensure research confidentiality and protect their privacy. Moreover, the interview students had extensive experience in teaching English. Especially since all the students were born in the age of technology.

4.4. 1 Importance of Technology in English Reading Education

Throughout the interviews, the students expressed similar attitudes towards the importance of technology in English reading education and the great role that technology plays in facilitating the delivery of information, and that greater attention should be paid to the field of technology, focusing on digital study, and providing all capabilities that help the student benefit from technology. For example, the students (E, O, A) emphasized the importance of technology in teaching and learning English reading. It provides access to a wide range of resources, makes learning more interactive, and facilitates the research process to access information and verify its accuracy. The student (F) highlighted the benefits of technology in promoting self-learning and digital skills, providing instant feedback, enabling online collaboration, and supporting learners with special needs. For instance, technology, such as speaking dictionaries and applications, can assist students who struggle with reading certain words. This, in turn, makes it easier for them to comprehend and engage with educational content. Furthermore, the student (N) considered another factor that the importance of technology in children's learning,

for children. There are many applications that they play with and teach them the correct pronunciation of those words by simply clicking on them. This highlights one of the key benefits of technology in education - the time and effort saved by students, as they can learn to read from their home via a mobile phone or computer without searching for a teacher or educational facility to save time and effort, and making it more convenient for young learners.'

Moreover, the students (M, D, H) agreed that when dealing with technology, a new environment can be created that is distinct from routine, boredom, and repetition. It also fosters an interactive environment among students, making them more engaged, active, and competitive. It also makes it easier for them to access and search for information and ensure its accuracy. It also increases their ability to gain information through sharing and exchanging information.

4.4. 2 Positive Impact of Technology on Comprehension and Analysis

The findings indicate that all the students being interviewed agreed that technology can have an impact on comprehension and analysis. For example, the student (E) expressed, “technology has positively impacted my ability to understand, analyze, and enjoy English texts by providing interactive tools, instant feedback, and easy access to various resources”. Student (O) added that the students can understand and read the text quite easily without the need to refer to a paper dictionary or paper books. Obtaining scientific references has also become easy, and scientific discussions have often taken place through social networking sites such as Zoom or Google Class. Therefore, the method of understanding has become easier, and they can read a lot of other people’s experiences to analyze texts and understand them correctly.

Furthermore, student (F) stated that “we benefit from technology in speedy review and proofreading, and interactive programs that allow us to write with native speakers. For language: There are also many games that help acquire the language and develop writing and reading skills. Moreover, the student (N) considered another factor: some applications help analyze and explain the text correctly and in a simplified manner. Saying that 'I find Digital

tools also provide additional explanations and examples that improve my experience in understanding and expanding my learning perspective'. The student (M) went on saying.

Technology has greatly improved my ability to comprehend and analyze English texts. Interactive reading apps and educational websites offer exercises and quizzes that test and reinforce my comprehension skills. Moreover, the student (D) raised another significant point by saying:

Technology has affected me personally; for example, I have benefited from some websites. Online dictionaries, grammar checkers, and reading comprehension programs made it easy for me to understand and analyze complex texts, which helped me improve my overall reading skills.

4.4. 3 Beneficial Technological Tools for Improving Reading Abilities

Through the interview with the students, it became clear that they have their favorite programs that they use, and there are also programs in common between them. For example, the student (E) mentioned 'e-books and audio books help teach the pronunciation of words and develop speaking skills'. Reading applications can be tailored to a student's level, in addition to using online dictionaries and translators. The student (A) added, "I usually used some applications, such as social networking sites, and analyzing texts by sharing them with others from different countries, as well as PDF books, which also helped me integrate the reading material and make it more enjoyable".

Furthermore, the student (F) expressed:

There are many useful technological tools that help with reading, such as a linguistic corrector that turns writing into reading, and many scientific websites that facilitate research and scrutiny, and there is an e-book that helps us read by enlarging or reducing the font, making it easier for us to learn the meanings of words and vocabulary.

The student (N) assured his point of view as he said, "I find comics, interactive stories, and digital stories the most helpful in improving my reading skills. For example, providing

attractive and diverse content helps improve my reading abilities, enhances my understanding of diverse texts, and broadens my vocabulary". Moreover, the student (M) raised another significant point by saying, 'Online dictionaries and translation apps for quick look-ups of unfamiliar words, educational websites like Khan Academy and Coursera offer courses and materials that help me to improve my reading skills'. The student (H) also went on saying, "I find digital dictionaries and online reading platforms to be the most beneficial for improving my reading abilities. They provide instant access to definitions, synonyms, and a variety of reading materials".

4.4. 4 Technology Integration in Reading Education: Perceptions and Impacts

The data obtained from the interviews showed that all students are aware of the impact of technology in teaching reading. The student (E) said, "I find technology in reading classrooms very useful. It makes learning more engaging, provides immediate feedback, offers numerous resources, is reliable, and enables personalized learning". Likewise, the student (O) added:

I find the integration of technology has significantly enhanced the reading experience, making it more enjoyable and efficient. It eliminates the need to spend time searching through libraries for information, as it allows easy access to a wide range of resources at any time. For instance, technology facilitates the summarization and development of stories, articles, and scientific magazines. Additionally, it has contributed to the development of constructive criticism, fluency in speech, and the storage of a vast array of new vocabulary.

Furthermore, the students (A) expressed that technology makes lessons more interactive, provides access to diverse materials, and facilitates collaborative learning through discussion forums. According to the student (F),

technology has become a part of our daily lives and should be exploited well, according to our financial and mental capabilities. Personally, I used a specific, regular program through which I could develop myself. I rely on well-known and reliable educational sites to obtain information from. I also correspond with people who speak the

language fluently and write with them, as well as reading articles. And stories in the native English language. I also use a program to correct spelling mistakes and linguistic errors. I use programs to convert writing into speech to correct pronunciation, and I use some educational games that combine reading with writing.

Moreover, the student (D) commented that, from my perspective, using technology for reading lessons is very beneficial because it provides easy access to a wide range of reading materials. Students also mentioned that the interactive features of reading apps enhance the learning experience and make it more engaging, unlike traditional methods that some may find less interesting. Student (H) emphasized that technology makes learning more attractive and easier, and allows students to explore modern and useful websites and applications that are suitable for today's era.

4.4. 5 Impact of Technology on Student Engagement and Comprehension

Throughout the interviews, the students shared similar views on the Impact of Technology on Student Engagement and Comprehension. However, the University of Tripoli lacks many modern technological capabilities that could greatly enhance curriculum development and student learning. The availability of advanced technology can complement the teacher's role in the classroom, enhance student efficiency, raise academic standards, and streamline the teacher's workload. For instance, the student (F) commented on the importance of technology in the classroom, stating that

It should be a fundamental element in education, as using technology can provide a better learning experience, as it enables easy access to additional resources and immediate feedback on reading skills. Well, using technology in an English reading class presents a good opportunity to develop language and overall educational achievement for me.

The students (E and O) emphasized that integrating technology into reading lessons can significantly enhance students' interaction with the material and their understanding of it, making the learning experience more enjoyable. Reading is considered a very important

subject, and technology, such as interactive e-books, electronic reading platforms, and reading games, can make reading materials easier, more engaging, and more enjoyable. Reading apps help attract students' attention, keep them interested, and continue the reading process. This enhances the value of language, fosters innovative ideas, expands awareness, develops conversation skills, builds grammatical structures, and facilitates more engaging and entertaining discussions, moving away from the traditional method of using pen and paper. This also saves the teacher's time and effort, as they can engage with students at any time, rather than only at a specific time at the university.

The students (A and N) expressed that incorporating technology into English reading classes as a foreign language at Tripoli University will greatly improve students' interaction with each other and strengthen their conversation skills and ability to provide constructive criticism. For example, listening repeatedly to audio files in a foreign language will enhance our ability to understand and comprehend speech in cognitive classes. It will also expand students' skills in constructive criticism, making discussions of articles and topics more enjoyable and helping to expand our vocabulary and knowledge.

Furthermore, the Student (D) said:

Integrating technology into English language reading classes at universities can enhance students' participation and understanding through interactive learning, personalized assistance, and access to resources. Discussing different topics, analyzing texts, and reading different articles with the teacher encourages us to expand our understanding and engage in constructive criticism. For example, the teacher gathers students on the Zoom or class discussion application, and each group analyzes the text through the application

The student (H) added that *'the presence of the smart board in the classroom makes it easier for the teacher to write, read, and convey information. It also increases interaction between the teacher and the students and creates a sense of competition.*

4.4. 6 Common Difficulties with Technology in Reading Tasks

Through interviews with students, it was revealed that some of them face the same difficulties with technology in reading tasks, and each of them expressed their concerns from their own point of view. For instance, the students (E, A, F) expressed that one of their primary challenges in utilizing technology for reading tasks is the lack of reliable internet and appropriate devices. This often results in a lack of access to necessary technology at their university and insufficient support for reading online materials and accessing digital resources. As a consequence, students experience frustration and a decline in motivation. The students (O and N) agreed that the lack of training for teachers in using these digital platforms or resources can be a daunting and time-consuming problem. Without proper guidance and training, it can be challenging to effectively utilize technology in reading tasks, which hinders our ability to understand and engage with the material, ultimately leading to boredom.

Technical issues such as internet disconnections or device incompatibility may also arise, making it difficult to continue the reading process, stay focused, and stay on track in our studies. Without proper technological support, it may be challenging to meet lesson requirements and continue to benefit from the educational resources necessary for their learning success. When using any technological tools in the classroom, it requires personal effort from the teacher. Moreover, the student (D) stated:

The common challenges related to the lack of Internet infrastructure and technical issues, such as slow connection and difficulty navigating applications, a potential lack of knowledge and access to these modern applications and their benefits for students. These factors may be compounded by limited Internet services outside of the university

The student (H) said,

From my point of view as a student, there are some difficulties that we face when using technology in learning, the most important of which are the lack of resources and tools and the lack of knowledge on how to use these applications. In addition, not all

students can access electronic tools or fast internet, and there is difficulty in obtaining educational programs due to the lack of resources and their unavailability on free websites. We also face a problem in accessing reliable and well-known websites, so I believe it is essential for teachers to guide and train us. There are also obstacles in using programs or tools due to the lack of sufficient experience in using them or training on them.

Furthermore, the student (M) also went on saying '*there is a lack of sufficient knowledge to use these modern tools and applications, and how to properly use these tools. Therefore, the source of these tools could be a distraction and being preoccupied with other matters outside of the scope of education.*

4.4.7 Navigating Issues with Access to Technology Resources

The data gained from students revealed that all of them had the same views regarding that it is difficult to access technological resources for reading activities due to the lack of capabilities and the difficulty of obtaining reliable resources. For instance, the students (E, F, O) mentioned the importance of addressing issues related to access to technology resources for reading activities. They have identified various available resources, such as free apps and software, including digital versions of library books, popular online reading platforms, and E-books, particularly for academic reading purposes. This can be highly beneficial for students, enabling them to access reading applications on their personal devices for an enhanced learning experience. According to the student (N), added that:

I think it is important to ensure that the necessary resources are identified to meet student needs. Access to devices and internet connectivity, both inside and outside the classroom, is crucial. Teachers should be knowledgeable about operating applications, such as text-to-speech tools and screen readers, which can assist with pronunciation and text analysis. Ongoing support and training for both teachers and students is essential for the effective integration of technology into reading activities

The students (H, D) expressed that there are many technological resources available, but unfortunately, some of these resources are unreliable, and they find that some of them are not credible, as they are either pronounced incorrectly or provide incorrect information. Therefore, they should verify these sources and adopt what is reliable and widely recognized internationally, such as those from Cambridge and others. To avoid unreliable information, they often turn to the teacher to verify the quality of the site or the validity of its information. Moreover, the student (M) raised another significant point by saying:

Since the world has moved towards the development of technology, we should benefit from this development and use technology to develop reading. From my point of view, I find tools and capabilities. For example, I always stay up-to-date with the latest releases and offers on electronic devices, which help me expand my knowledge. I rely on trusted Arab and foreign websites, universities, and research centers to obtain reliable information. I have subscribed to several websites and platforms that focus on developing reading skills. I also discuss with my friends who are interested in reading and educational programs. Unfortunately, Tripoli University lacks these facilities and does not support them.

The student (A) expressed his point of view, saying, “I download reading materials and resources when I have an Internet connection to use them later offline, and I work with classmates to share resources and support each other in accessing the necessary technology”.

4.4. 8 Support and Guidance for Effective Use of Technology for Reading in English

The findings showed that students believe they need support and guidance to effectively use technology for reading in English. They expressed a desire for a teacher to assist them in navigating technology and directing them towards suitable websites and tools that can aid in their learning. The students (O, N, M) highlighted that access to e-books, audiobooks, applications, and games through a digital library or online platform makes reading in English

easier, more enjoyable, and enhances the overall reading experience. Overall, having access to a range of technology resources and personal guidance will help them use technology correctly and more effectively to read in English. The students (E, A, F) emphasized the importance of receiving guidance from teachers on using technology effectively, avoiding plagiarism, and utilizing reading programs such as e-books and audiobooks. Furthermore, the Student (D) said:

from my point of view, the importance of having dedicated courses for learning how to use various applications and websites can greatly enhance the learning experience. Because the field of reading is large and diverse, such as text analysis, constructive criticism, and analysis, it is not just limited to written text and greeting questions

The students (E and H) emphasized the importance of universities and scientific institutions in adopting technology to enhance learning and engagement. They emphasized the importance of providing technological resources that support access to well-known educational platforms and useful tools such as e-books, audio applications, and purposeful programs from reputable sources. This integration of technology can greatly facilitate learning and participation in academic activities. The students (M) assured her point of view as she said:

as a student, I need support to effectively utilize technology in reading and learning. This support includes financial assistance to access resources such as subscribing to paid sites and useful programs. In addition, moral support plays a crucial role in encouraging students to develop their reading skills and maximize the use of available technological tools. It also provides training centers, technical assistance, and educational courses. To facilitate students' engagement with technology in their academic endeavors

4.5 Summary of the Chapter

The results presented above were obtained from the analysis of semi-structured interviews. The focus of the analysis was on the challenges faced by both teachers and students regarding

the integration of technology in reading, as well as the challenges encountered at Tripoli University, including inadequate infrastructure, internet connectivity issues, power outages, and their impact on the educational process. It also highlighted the comprehension of the significance of technology integration in reading within the classroom by both teachers and students. Additionally, the data will be discussed and interpreted in the next chapter.

Chapter Five: Discussion

5.1 Introduction

This chapter discusses the most significant findings from semi-structured interviews with teachers and students. The results are analyzed in relation to the research questions and the findings from the previous literature review. The chapter is divided into several sections. First is an overview of key findings. Next, it examines the challenges EFL teachers face in integrating technology into reading instruction at Tripoli University. Then, it explores the challenges that EFL students face when developing reading skills through technology. The chapter ends with a summary.

5.2 Overview of Key Findings

The study revealed significant challenges faced by both EFL teachers and students in integrating technology into the reading skills process at the University of Tripoli. The findings highlight that the unveiled barriers should be addressed by popularizing the technology among students, training teachers, and improving students' information technology competency. Overcoming these challenges would be beneficial in enhancing the implementation of technological devices in EFL reading instruction, and more importantly, in improving the quality of education for both teachers and students at the University of Tripoli. This has been examined through semi-structured interviews, and most key findings are discussed in detail below based on the research question.

5.3 Challenges in Integrating Technology into Reading Instruction for EFL Teachers at Tripoli University

The qualitative finding confirmed this conclusion for teachers. One of the main difficulties faced by EFL teachers at the University of Tripoli in using technology to teach reading skills is the limited availability of resources and infrastructure. Many teachers face the challenge of finding and using appropriate digital tools and materials for effective reading instruction. Furthermore, some teachers lack the training and support necessary to smoothly integrate

technology into their reading instruction, which can impact their teaching methods. Additionally, language barriers and teachers' lack of digital literacy can prevent the successful integration of technology into the reading curriculum. The teacher (A) noted that Libyan universities and institutes face significant deficiencies in fundamental facilities and resources, to the point that they lack access to the Internet and essential tools for visual presentations. However, some successful experiences in private universities have provided capabilities, and the results have been excellent. This conclusion aligns with the findings presented by Nugroho and Mutiaraningrum (2020), which reveal that EFL teachers have limited digital literacy and knowledge of integrating technology into their teaching. This lack of knowledge can cause them to feel anxious and unsure, which often prevents them from implementing new technologies and techniques. Furthermore, it also focuses on the factors such as unequal access and limited physical infrastructure highlighted by Alimyar and Lakshmi (2021).

According to the teachers (M and R), not all students are equally proficient with technology and in using these methods, as well as finding appropriate and high-quality digital content. This finding is consistent with that of Aissaoui's (2022) study, which highlights the potential societal impacts of technology resource availability disparities in education for students and teachers. The COVID-19 pandemic has highlighted the inequalities in learning, as millions of students lack access to essential technology tools. Making it even more challenging is the vast array of educational technology now available. Furthermore, this finding is also consistent with Selwyn's (2024) observations that this inequality widens educational inequalities, as it denies marginalized students the chance to learn via digital-based tools and to gain crucial digital literacy skills.

Furthermore, according to the teacher (S), he said not all students have the means to subscribe to paid platforms or obtain appropriate and interactive digital reading materials. Moreover, it may be necessary for teachers to provide students with training on how to effectively utilize these tools and applications to ensure successful learning outcomes.

This result corresponds with Wood (2021), who confirmed that some students may face challenges in accessing digital reading materials that come at a fee. Teachers should also

demonstrate to students how to effectively utilize e-reading tools to facilitate learning and enhance comprehension. This is similar to what Thaggard (2023) observes, that students are not equal in their use of digital technology, which influences the learning process.

Finally, teachers expressed diverse views on strategies for overcoming challenges in technology integration during reading lessons. The findings showed teacher (A) said we as teachers have to rely on ourselves and our own means. On a personal level, I own a computer, a visual projector, and access to the Internet, which I utilize in my teaching. I also rely on educational videos on YouTube and well-known educational sites that help us in the field of reading. This result corresponds with Al-Wasy (2020) and Goh and Sigala (2020), who went further to state 'I extensively use computers and visual projectors besides using online resources in my teaching methods'. Different research studies demonstrate that the concept of multimedia aids can help increase the level of student engagement and contribute positively to learners' learning outcomes. This also accords with Anderson and Putman (2020), who noted that websites like YouTube and other credible education-related sites offer several videos that can foster the learning of reading concepts by students. Thus, the use of the described resources is beneficial not only for enhancing teaching practices but also for the growth of students.

5.4 Challenges in Integrating Technology into the Reading Skills for EFL Students at Tripoli University

The qualitative finding supported this conclusion for students; the results of this study held the view of the great importance of technology in teaching reading in English. Students. (E, O, and A) pointed out that technologies enable them to access many resources, learning becomes more interactive, and they can check information, which resonates with the idea stated by Kukulska-Hulme and Lee (2019) that a digital interface gives access to authentic materials that promote reading comprehension. The student (F) has stated that technology enables them to learn independently and enhance digital skills, allowing for instant feedback and online collaboration. This echoes Johnson et al., (2023), who noted that digital literacy is essential for reaping benefits from online educational platforms.

The fact that educational apps can teach children proper pronunciation and reading through word clicks is specifically highlighted by Student (N), in line with Lythreatis et al. (2022), who confirmed how technology can facilitate language learning and make the process of acquiring information in a foreign language more accessible. Also, students (M, D, and H) stated that technology sets a new, interactive environment where boredom and monotony are less possible, routine is minimized, communication and information exchange is simplified, confirming Wang and Wu (2022), according to whom access restrictions can diminish engagement and opportunities to collaborate and learn together.

Additionally, students have identified several obstacles to accessing technological resources that hinder their participation in reading activities. Students (E, F, and O) cited the challenges of accessing trustworthy sources, despite the availability of free applications, downloadable books, and websites. This aligns with Herdina and Ningrum (2023), who note that poor technology infrastructure and a lack of access are significant obstacles to effectively integrating technology in EFL reading. Student (N) highlighted the necessity of access to the device, internet connection, and teacher expertise in using tools like text-to-speech tools. It correlates with Sozon et al. (2024), who noted that poor suppliers are unable to acquire digital literacy, and since teachers were not sufficiently trained, they cannot maximize the benefits of educational technology. The students (H and D) have noted that online sources are unreliable and require verification by teachers. This aligns with Herdina and Ningrum (2023), who outline the need to have quality and trustworthy digital resources in mastering reading in English. Student (M) stated that one of the values is the importance of actively finding verified platforms, and student (A) also added strategies like downloading materials to use offline and working with others. This confirms what Sozon et al., (2024) found out, indicating that students have managed to work around the shortfalls in the technological setup in learning.

Finally, the students emphasized the importance of having guidance and support in applying technology to read English effectively. Students (O, N, and M) shared that access to e-books, audiobooks, applications, and online games helps make the reading process easier and more enjoyable, which aligns with Osuna's (2019) observation that these resources make the

process more appealing and personally relevant. In the same style, all students (E, A, and F) commented that “teachers should play a defining role in the proper use of technology, the prevention of plagiarism, and fully taking advantage of reading programs,” reflecting the findings of Howorth et al. (2019) about the importance of teacher assistance. Student (D) reported that we should study specific courses on how to use different applications, as it would significantly improve the learning process, and it corresponds with this article that the authors arranged properly, since it says that good training will improve technology usage, according to Chen et al., (2020). Students (E and H) went further to say that institutions must have technological facilities and access to credible learning portals, which aligns with Ismail et al. (2018) on the role of institutions. Lastly, student(M) remarked that, with financial and moral support, students become motivated to commit to the use of technological tools, which is in line with Huang (2022), who cites preparation, guidance, and support as paramount to conducting technology-based reading activities to maintain motivation associated with the current prompt.

5.5 Summary of the Chapter

This chapter presented the results obtained from the data analysis as outlined in the study. According to the study’s objective, the following research questions were formulated, analyzed, and discussed in detail. By evaluating this aspect, the comprehension of how technology aids reading in the classroom, both for teachers and students, was deliberated. It may be influenced by the absence or lack of proper educational facilities, instability of internet connections, and the consequences of power failures on the effective learning process. Awareness regarding the use of technology in the classroom reading was also emphasized among teachers and students. Such factors, which could include infrastructure and digital literacy, were considered. This was achieved by presenting and analyzing the findings derived from the qualitative results obtained.

Chapter six: Conclusion

6.1 Introduction

This chapter provides an overview of the entire study. Conclusions are based on the analysis and discussion of the data obtained. In a brief discussion, recommendations are made for undergraduate students, teachers, and institutions. Suggestions for further research and the study's limitations are also presented. A brief summary is included at the end.

6.2. Conclusion of the whole study

This study focused on investigating the challenges faced by EFL teachers and students in reading skills by using technology at Tripoli University. This study was conducted to identify the factors behind these challenges, and some teachers suggested some solutions to overcome them. It used semi-structured interviews to collect the required data. To become clearer, interviews were conducted with six teachers and eight students. The qualitative results obtained showed that teachers suffer from a lack of technological equipment, inadequate preparation, a lack of organizational support, and insufficient knowledge on how to use these modern applications, which may hinder their use of technology in teaching. On the other hand, challenges that students encounter include varying levels of technological skill in reading digital texts, distractions resulting from the use of technology, and navigating these modern applications, as well as the lack of free internet access on campus. Therefore, overcoming these barriers is crucial to enhancing the reading experiences of EFL students and empowering teachers to utilize technology effectively. and can lead to improved learner outcomes at the University of Tripoli.

6.3. Recommendations for Teachers, Students, and Institutions

In this section, recommendations are drawn from the results of this study. These recommendations are intended for teachers, undergraduate students, and institutions. These recommendations are:

6.3.1 Recommendations for Teachers

1. Technology integration in professional development, for example, involves teachers attending development workshops on the use of technology in teaching to discover more efficient technologies usable in teaching reading, along with other procedures that may be useful in enhancing students' interest in reading.
2. Teachers should select high-interest and achievement level digital reading texts that relate to the content taught at school and the student's choice; the many interactive reading tools that are available for use on a daily basis, depending on the learning ability of the student.
3. Combining face-to-face teaching with the online reading materials so that students can see how to practice organization of a learning environment and lesson planning that uses conventional methods of reading combined with technology, so that students have different avenues that they can use to learn.
4. Establish a help center where students experiencing issues with the specific technologies are welcome. For example, offer lessons and/or arrange a time when students can come and ask questions about the technology of reading.
5. Introduce to the students a list of multimedia materials and allow them to choose particular ones that they would want to read. Talk to students on various topics and types of work, and make them feel like real learners.
6. Some supplementation to textbooks can be used in connection with the viewing of multimedia materials, such as reading videos, podcasts, and other materials during class activities, with the purpose of explaining the topic in concern and supplementing the children with different types of learning to enhance their comprehension, thereby boosting their reading comprehension.

6.3.2 Recommendations for students

1. Be proactive in developing the literacy skills required for reading technologies and attend meetings where reading applications or sites are introduced or demonstrated in groups.
2. Making efforts to take advantage of the electronic amenities offered by the university for reading and extending the options for the usage of e-books, e-journals and other online media to enhance the interest and utility of reading.
3. To increase technology in reading, set goals and maintain a record of daily/weekly/monthly reading in the form of an online diary.
4. Organize activities that help develop group skills, such as quizzes, group discussions and multimedia presentations. These should be times when you can expand on further reading and difficult materials.
5. Interview some of the teachers and gather their ideas on the positive aspects that may have been achieved through the implementation of the above tools in the classroom context, as well as areas that require improvement in the use of technological devices among teachers.

6.3.3 Recommendations for institutions

1. Develop structures and coordinate advances in technologies to enhance the availability of Information technology. For instance, the connectivity, new computers, and the tools that provide easier and faster access to the internet.
2. Develop the traditional and creative training programs for EFL teachers and students, including the continuous training and participation of the educational technology specialists and EFL specialists in integrated workshops in terms of the digital literacy of resources and teaching pedagogy of technology for reading for the EFL students.

3. Establish a virtual library where a collection of e-books/articles/multimedia is placed, based on topics of interest to EFL students and useful in achieving the curriculum's goals and objectives; ensure accessibility for all students.
4. Design a well-coordinated curriculum that will enhance group harmony during group reading activities for instance, during message boards, presentations, and group projects.
5. Provide details, materials, and services that will be used to help the student improve their reading, as may be determined by the level of English proficiency expected to meet the student's needs.

6.4 Limitations of the Study

There are some limitations that could be acknowledged in this study. First, the research is restricted to a single institution: The University of Tripoli. Furthermore, the sample size was small, and student participation was limited due to their preparation for final examinations, which reduced the number of respondents. Finally, the study employed only a single methodological approach; different results might have been obtained if a mixed-methods approach had been applied.

6.5 Suggestions for Further Research

As stated in chapter one of this research, the intention of this study was to investigate the challenges faced by EFL teachers and students in reading by using technology at Tripoli University. Similar research can also be conducted using other research methods. For instance, more longitudinal studies could be conducted to compare the experiences of different universities when using technology in teaching reading, and to determine which tool is most effective (e.g., an e-book, an app, or an online platform). In addition, despite the researcher's effort to obtain data that meets the research objectives, other researchers may view the issue from a different angle and thus discover ways that may help university students overcome the challenges.

6.6 Summary of the Chapter

The general conclusions regarding the investigation of the challenges faced by EFL teachers and students in reading skills by using technology at Tripoli University were summarized. The research findings were derived from the objectives and research questions employed in the study. Moreover, some recommendations were made for teachers, students, and institutions. The limitations of the research and suggestions for further studies were presented.

References

- Abdel Latif, M. M., (2022.) Coping with COVID-19-related [online] English teaching challenges: teacher educators' suggestions. *Elt Journal*, 76(1): 20-33.
- Abdelraheem, A. Y. & Ahmed, A. M. (2018.) The impact of using mobile social network applications on students' social-life. *International Journal of Instruction*, 11(2): 1-14. [[online]]. Available from: <https://doi.org/10.12973/iji.2018.1121a>.
- Abdurakhmonova, Z. Y., 2022. THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN IMPROVING THE QUALITY OF THE EDUCATIONAL PROCESS. *Экономика и социум*, (3-2 (94)), pp. 12-16.
- Abukhattala, I., (2016.)The use of technology in language classrooms in Libya. *International Journal of Social Science and Humanity*, 6(4): 262-267.
- Acilar, A. & Sæbø, Ø.,(2023.)Towards understanding the gender digital divide: A systematic literature review. *Global knowledge, memory and communication*, 72(3): 233-249.
- Adeoye-Olatunde, O. A. and Olenik, N. L., (2021). Research and scholarly methods: Semi-structured interviews. *Journal of the american college of clinical pharmacy*, 4(10): 1358-1367.
- Adifatoni, Y. (2019). Upaya Meningkatkan Kemampuan Membaca Teks Cepat Melalui Teknik Skimming Dan Scanning Pada Siswa Kelas IX Smp Negeri Loa Janan. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.

- Aidoo, B., Macdonald, M. A., Vesterinen, V. M., Pétursdóttir, S. & Gísladóttir, B., (2022.) Transforming teaching with ICT using the flipped classroom approach: Dealing with COVID-19 pandemic. *Education sciences*, 12(6), p. 421.
- Aissaoui, N., (2022.) The digital divide: a literature review and some directions for future research in light of COVID-19. *Global Knowledge, Memory and Communication*, 71(8/9), pp. 686-708.
- Al Habib, N., (2023). A practical guide for implementing occupational therapy services in schools for students in Saudi Arabia (Doctoral dissertation, Boston University).
- Algwil, K., (2023.) The Significance of Integrating Technology in Teaching English at a Libyan Secondary School in Libya. *Faculty of Languages Journal-Tripoli-Libya*, 1(28): 88-75.
- Ali, J. K. M., Shamsan, M. A. A., Hezam, T. A. and Mohammed, A. A., 2023. Impact of ChatGPT on learning motivation: teachers and students' voices. *Journal of English Studies in Arabia Felix*, 2(1): 41-49.
- Ali, Z., Palpanadan, S. T., Asad, M. M., Churi, P. & Namaziandost, E., (2022). Reading approaches practiced in EFL classrooms: a narrative review and research agenda. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1): 1-2.
- Alimyar, Z., & Lakshmi G, S. (2021). A study on language teachers' preparedness to use technology during COVID-19. *Cogent Arts & Humanities*, 8(1), 1999064.
- Allafi, S. M., (2023.) Libyan EFL Teachers' Beliefs, Practices, and Challenges Regarding Target Language Use in Public High School Classrooms: Translanguaging Pedagogies to Achieve

Balanced and Effective Teaching to Empower EFL Learners to Speak in the Target Language
(Master's thesis, University of Minnesota).

Allington, R. (2006). Fluency: still waiting after all these years. In S. J. Samuels & Alan E. Farstrup
(Eds.). What research has to say about fluency instruction (pp. 94-105).

Al-Maashani, S. & Mudhsh, B. A., (2023.) Educational and instructional technology in EFL/ESL
classrooms: A literature review. *International Journal of Language and Literary Studies*, 5(2):
292-304.

Al-Mutairi, M. Y. S., (2021.) The Effectiveness of a mobile learning based program in developing
some (EFL) creative reading skills among high school students in Kuwait (Doctoral
dissertation). Faculty of Education, Sadat City University.

Al-Qahtani, F. M. and Alwaheebi, E. W., (2023). Using Motivational Strategies to Develop
University EFL Students' Reading Skills. *Journal of Language Teaching and Research*, 14(1): 82-
89.

Alqahtani, M. (2021). The Role of Reading in Developing Critical Thinking Skills: A Review of
Literature. *Journal of Language Teaching and Research*, 12(2), 254-262. doi: 10. 17507/jltr.
1202. 07.

Alsaif, A., & Masrai, A. (2019). Extensive reading and incidental vocabulary acquisition: The case
of a predominant language classroom input. *International Journal of Education and Literacy
Studies*, 7(2), 39-45.

- Al-Shehri, A. (2020). The Relationship between Reading Comprehension and Critical Thinking among EFL Learners. *English Language Teaching*, 13(8), 1-9. doi: 10. 5539/elt. v13n8p1.
- Alshumaimeri, Y. (2020). The Effectiveness of a Critical Thinking Training Program on EFL Learners' Writing Skills. *Journal of Language Teaching and Research*, 11(3), 364-372. doi: 10. 17507/jltr. 1103. 03.
- Alsoud, A. R., Al-Debei, M. M., Johar, M., Ab Yajid, M. S., Alshareef, H. N., & Ariffin, I. (2021). Digitalization in educational technologies for edtech solutions: a comparative study of Jordanian and Malaysian universities. *Educational Sciences: Theory & Practice*, 21(4): 83-99. [[online]]. Available from: <https://jestp.com/index.php/estp/article/view/15>.
- Altakhaineh, A. R. M., Alaghawat, M. & Younes, A., (2023.) Challenges with [online] teaching and learning of English vocabulary. *International Journal of Information and Education Technology*, 13(3): 577-586.
- Altun, M. & Ahmad, H. K., (2021.) The use of technology in English language teaching: a literature review. *International Journal of Social Sciences & Educational Studies*, 8(1), p. 226.
- Álvarez Cañizo, M., Cueva, E., Cuetos Vega, F. and Suárez Coalla, M. P., 2020. Reading fluency and reading comprehension in Spanish secondary students. *Psicothema*.
- Al-Wasy, B. Q., (2020.) The effectiveness of integrating technology in EFL/ESL writing: A meta-analysis. *Interactive Technology and Smart Education*, 17(4): 435-454.

- Alzahrani, A. (2020). The Importance of Reading in Developing Critical Thinking Skills: A Case Study of EFL Learners in Saudi Arabia. *International Journal of Applied Linguistics and English Literature*, 9(5), 1-11. doi: 10. 7575/aiac. ijalel. v. 9n. 5p. 1.
- Amin, A. M., Karmila, F., Laode, Z. A., Ermin. E., Akbar, A. Y., & Ahmed, M. A.(2023.) The WE-ARe model's potential to enhance digital literacy of preservice biology teachers. *JPBI (Jurnal Pendidikan Biologi Indonesia)*, 9(1): 36-45.
- Amin, M. R., 2019. Developing reading skills through effective reading approaches. *International Journal of Social Science and Humanities*, 4(1): 35-40.
- Anderson, S. E. and Putman, R. S.,(2020.) Special education teachers' experience, confidence, beliefs, and knowledge about integrating technology. *Journal of Special Education Technology*, 35(1): 37-50.
- Andrés, I. C., (2020.) Enhancing Reading Comprehension through an Intensive Reading Approach. *HOW*, 27(1): 69-82.
- Andujar, A., & Nadif, F. Z. (2020). Evaluating an inclusive blended learning environment in EFL: A flipped approach. *Computer Assisted Language Learning*, 1–30. doi: 10. 10 80/09588221. 2020. 1774613.
- Ar, N. A. E. and Syam, A. T.,(2024.)Increasing Students' Reading Skills Using Reading Box in Junior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2): 1249-1260.

- Aritonang, I. R., Lasmana, S., & Kurnia, D. (2018). The Analysis of Skimming and Scanning Technique to Improve Students in Teaching Reading Comprehension. *PROJECT (Professional Journal of English Education)*, 1(2), 101–106.
- Artal, R. & Rubinfeld, S., (2017.) Ethical issues in research. *Best Practice & Research Clinical Obstetrics & Gynaecology*, 43, pp. 107-114.
- Aryadoust V., Baghaei P. (2016). Does EFL Readers' lexical and grammatical knowledge predict their Reading ability? Insights from a perceptron artificial neural network study. *Educ. Assess.* 21, 135–156. doi: 10. 1080/10627197. 2016. 1166343.
- Asratie, M. G., Wale, B. D. and Aylet, Y. T., (2023.) Effects of using educational technology tools to enhance EFL students' speaking performance. *Education and Information Technologies*, 28(8): 10031-10051.
- Ateek, M. (2021). Extensive reading in an EFL classroom: Impact and learners' perceptions. *Eurasian Journal of Applied Linguistics*, 7(1), 109-131. Available at: [[online]]. Available from: <https://doi.org/10.32601/ejal.911195>.
- Ayu, M.,(2020.) [online] learning: Leading e-learning at higher education. *The Journal of English Literacy Education: The Teaching and Learning of English as a Foreign Language*, 7(1): 47-54.
- Azar, A. S. and Tan, N. H. I., (2020.) The application of ICT techs (mobile-assisted language learning, gamification, and virtual reality) in teaching English for secondary school students in Malaysia during COVID-19 pandemic. *Universal Journal of Educational Research*, 8(11C), pp. 55-63.
- Babbie, E. R., (2020.) *The practice of social research*. Cengage AU.

- Badi, M. A. and Noor, N. M., (2024.) English-Language Lecturers' Acceptance of E-Learning in Libyan Universities; Theoretical Models and Challenges: A Systematic Literature Review. *Sains Humanika*, 16(1): 77-86.
- Bahtiar, Maimun, & Ibrahim. (2023.) Analysis of collaboration, communication, critical thinking, and creative thinking ability of students in solving science problems in terms of gender. *Journal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)*, 11(2): 379-400. doi.org/10.24815/jpsi.v10i4.29065.
- Bailey, J., Kaiser, F., Thomas, C., Dillingham, S., Norwood, D., Smith, N. & Brown, A., (2022.) The intersection of preparation and practice: School leadership learning through simulation. *NASSP Bulletin*, 106(3): 209-231.
- Bana, A., (2020.) Students' perception of using the internet to develop reading habits. *Journal of English Teaching*, 6(1): 60-70.
- Barroso-Osuna, J. (2019). Adoption of augmented reality technology by university students. *Heliyon*, 5(5), e01597. [[online]]. Available from: <https://doi.org/10.1016/J.HELİYON.2019.E01597>.
- Basuki, S., (2018.) Applying scanning and skimming skills to understand life skills reading. *Journal of English Language and Literature (JELL)*, 3(01): 129-142.
- Belazi, N. A. and Ganapathy, M., (2023.) Teachers' and Students' Perceptions Towards the Station Rotation Model: A Case of Libyan EFL Writing Classroom. *AJELP: Asian Journal of English Language and Pedagogy*, 11(1): 22-36.

- Best, E. (United Kingdom). (2020). Audiobooks and literacy: A rapid review of the literature. A National Literacy Trust Research Report. National Literacy Trust. National Literacy Trust.
- Bhattarai, P. (2021). Purpose and Challenges of Integrating ICT in English Language Teaching in Nepalese Context. *Journal of Ultimate Research and Trends in Education*. 3 (3). 198-206. doi: [[online]]. Available from: <https://doi.org/10.31849/utamax.v3i3.7780>.
- Bhattarai, P., (2021.) English language teachers' perceptions and practices on learner autonomy in Nepalese context. *REiLA: Journal of Research and Innovation in Language*, 3(1): 17-25.
- Bhusal, D. R. (2020). Nepalese Teachers' Perceptions on Integrating Technology in English Language Teaching. *ELTAR-J*. 2 (1). 19-25.
- Bowen, J., Bulbena, A. & Fatjó, J., (2021.) The value of companion dogs as a source of social support for their owners: Findings from a pre-pandemic representative sample and a convenience sample obtained during the COVID-19 lockdown in Spain. *Frontiers in Psychiatry*, 12, p. 622060.
- Braun, V. & Clarke, V., (2016). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2): 77-101.
- Braun, V. & Clarke, V., (2019). Reflecting on reflexive thematic analysis. *Qualitative research in sport, exercise and health*, 11(4): 589-597.
- Bryman, A., (2016). *Social research methods*. Oxford university press.
- Bus, A. G.; Neuman, S. B.; Roskos, K. Screens, apps, and digital books for young children: The promise of multimedia. *AERA Open*(2020), 6. [CrossRef].

- Cartwright, K. B., Marshall, T. R., Huemer, C. M. and Payne, J. B., (2019). Executive function in the classroom: Cognitive flexibility supports reading fluency for typical readers and teacher-identified low-achieving readers. *Research in developmental disabilities*, 88, pp. 42-52.
- Chen, M., Wang, L., Zou, D., Lin, S., Xie, H., Wang, L., Zou, D., Lin, S., Xie, H., Chen, M., Wang, L., & Zou, D. (2020). Effects of captions and English proficiency on learning effectiveness, motivation and attitude in augmented-reality-enhanced theme-based contextualized EFL learning. *Computer Assisted Language Learning*, 0(0), 1–31. [[online]]. Available from: <https://doi.org/10.1080/09588221.2019.170478>.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th Ed.). Routledge/Taylor & Francis Group.
- Coleman, P., (2022). Validity and reliability within qualitative research for the caring sciences. *International Journal of Caring Sciences*, 14(3): 2041-2045.
- Creswell, J. W. (2020). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (4th Ed.). SAGE Publications. Silverman, D., 2020. *Qualitative research*.
- Creswell, J. W. and Creswell, J. D., (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W. and Poth, C. N., (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- Darmaji, Astalini, Kurniawan, D. A., & Prameswari, N. (2023). Analysis science process skills, arguing ability and digital literacy of MAN 5 Batanghari students based on gender

- differences. *Jurnal Pendidikan Sains Indonesia (Indonesian Journal of Science Education)*, 11(2): 221-235. [[online]]. Available from: <https://doi.org/10.24815/jpsi.v11i2.27678>.
- De Coster, W., Weissensteiner, M. H. and Sedlazeck, F. J., (2021). Towards population-scale long-read sequencing. *Nature Reviews Genetics*, 22(9): 572-587.
- De Groot, A. D. and Spiekerman, J. A., (2020). *Methodology: Foundations of inference and research in the behavioral sciences (Vol. 6)*. Walter de Gruyter GmbH & Co KG.
- Dewi, K. A. A. (2022). Analysis On 7th Grade Students' Reading Comprehension Through Skimming- Scanning Techniques. *Journal of Educational Study*, 2(1), 72– 82.
- Doyan, A., Susilawati, S. & Hardiyansyah, H., (2021). Development of natural science learning tools with guided inquiry model assisted by real media to improve students' scientific creativity and science process skills. *Jurnal Penelitian Pendidikan IPA*, 7(1): 15-20.
- Dredi, I., (2025). Challenges in Teaching Research Methods in Applied Linguistics to MA Students: A Case Study from Tripoli University. *Faculty of Languages Journal-Tripoli-Libya*, 1(31): 30-17.
- Drwish, S.,(2023). Perception of Libyan English language teachers towards integrating ICT into English language classes at the Libyan school in Malaysia. *Faculty of Languages Journal-Tripoli-Libya*, 1(27): 92-75.
- Duke, N. K. and Cartwright, K. B., (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*, 56, pp. S25-S44.

- Dwiono, R., Rochsantiningsih, Suparno. (2018). Investigating the Integration Level of Information and Communication Technology (ICT) in the English Language Teaching. *International Journal of Language Teaching and Education*. 2 (3). 259274.
- Ebrahim, M. H. A. (2018). Intensive Reading Impact on EFL Learner's Comprehension A Case Study of Basic Schools in Madani—, Gezira State, Sudan (2017). University of Gezira.
- Elgendy, Y. M. I. (2020). Using AudioBook-Based Activities for Developing EFL Secondary Stage Students' Critical Listening Skills and their Attitude towards it. *Journal of the Faculty of Education*, 111(5), 95–113. [[online]]. Available from: <https://doi.org/10.21608/maed.2020.17759>.
- Ersin, P., Atay, D., & Mede, E. (2020). Boosting preservice teachers' competence and [online] teaching readiness through e-practicum during the COVID-19 outbreak. *International Journal of TESOL Studies*, 2(2), 112-124.
- Etikan, I., Musa, S. A. and Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1): 1-4.
- Famelia, M., Supriyono, S., & Angraini, N. (2022). Upaya Meningkatkan Kemampuan Membaca Pemahaman dengan Teknik Skimming dan Scanning pada Siswa Kelas VII SMP Taman Siswa Teluk Betung tahun pelajaran 2021/2022. *Jurnal Ilmiah Mahasiswa Pendidikan Bahasa Dan Sastra Indonesia*, 10(1), 1–12.

- Fauzi, I. (2018). The Effectiveness of Skimming and Scanning Strategies in Improving Comprehension and Reading Speed Rates for the Students of English Study Program. *Register Journal*, 11(1), 77–92. [[online]]. Available from: <http://journalregister.iainsalatiga.ac.id/>.
- Frank, H. & Hatak, I., (2014). Doing a research literature review. How to get published in the best entrepreneurship journals, pp. 94-117.
- Gahl, S. & Garnsey, S. M., (2014). Knowledge of grammar, knowledge of usage: Syntactic probabilities affect pronunciation variation. *Language*, pp. 748-775.
- Gani, A., Imtiaz, N., Rathakrishnan, M. & Krishnasamy, H. N., (2020). A pilot test for establishing validity and reliability of qualitative interview in the blended learning English proficiency course. *Journal of critical reviews*, 7(05): 140-143.
- Gao, Y., Meng, X., Bai, Z., Liu, X., Zhang, M., Li, H., Ding, G., Liu, L. & Booth, J. R., (2022). Left and right arcuate fasciculi are uniquely related to word reading skills in Chinese-English bilingual children. *Neurobiology of Language*, 3(1): 109-131.
- Garzón, M. D. C., Jiménez, M. E. and Seda, I., (2008). El teatro de lectores para mejorar la fluidez lectora en niños de segundo grado. *Lectura y vida*, 1, pp. 33-44.
- Ghazalla, N. A., (2025). Examining the extent of technology integration in ELT education at the faculty of education in Tripoli University. (28), pp. 279-308.
- Glesne, C. & Peshkin, A. (1992). *Becoming Qualitative Researchers: An Introduction*.

- Goh, E. & Sigala, M., (2020). Integrating Information & Communication Technologies (ICT) into classroom instruction: teaching tips for hospitality educators from a diffusion of innovation approach. *Journal of teaching in travel & tourism*, 20(2): 156-165.
- Graafland, J. H., (2018). New technologies and 21st century children: Recent trends and outcomes.
- Graesser, A. C., McNamara, D. S., & Louwerse, M. M. (2020). The construction-integration model of text comprehension and its implications for instruction. In R. B. Ruddell & N. J. Unrau (Eds.), *Theoretical models and processes of reading* (6th Ed., pp. 431-455). International Reading Association.
- George, T., (2022). Semi-structured interview| Definition, guide & examples. *Scribbr. com website*.
- Gottschalk, F. and Weise, C., (2023). Digital equity and inclusion in education: An overview of practice and policy in OECD countries. *OECD Education Working Papers*, (299), pp.0_1-75.
- Greczynski, G. & Hultman, L., (2022). A step-by-step guide to perform x-ray photoelectron spectroscopy. *Journal of Applied Physics*, 132(1).
- Hamel, C., Michaud, A., Thuku, M., Skidmore, B., Stevens, A., Nussbaumer-Streit, B. & Garritty, C., (2021). Defining rapid reviews: a systematic scoping review and thematic analysis of definitions and defining characteristics of rapid reviews. *Journal of Clinical Epidemiology*, 129, pp. 74-85.

- Han, J., Ahn, E., & Hwang, J. (2019). Effects of critical thinking and communication skills on the problem-solving ability of dental hygiene students. *Journal of Dental Hygiene Science*, 19(1): 31-38.
- Hashemi, A., 2021. The effects of using games on teaching vocabulary in reading comprehension: a case of gifted students. *Journal for the Education of Gifted Young Scientists*, 9(2), pp.151-160.
- Hwang, E., Kirkham, R., Marshall, K., Kharrufa, A. and Olivier, P., (2023). Sketching dialogue: incorporating sketching in empathetic semi-Structured interviews for human-computer interaction research. *Behaviour & Information Technology*, 42(13), pp.2226-2254.
- Hariro, K. H., (2024). Digital literacy in pre-service English teachers' professional development: Perspectives and challenges. *ELITE JOURNAL*, 6(1): 95-110.
- Hasan, N., & Bao, Y. (2020). Impact of “e-Learning crack-up” perception on psychological distress among college students during COVID-19 pandemic: A mediating role of “fear of academic year loss”. *Children and youth services review*, 118, 105355.
- Have I and Pedersen BS (2020). The audiobook circuit in digital publishing: voicing the silent revolution. *New Media & Society* 22(3): 409–428.
- Herdina, G. F., & Ningrum, A. S. B. (2023). Teachers' perceptions and challenges in integrating technology in English reading course: A systematic research review. *English Education: Journal of English Teaching and Research*, 19133. Retrieved from [[online]]. Available from: <https://ojs.unpkediri.ac.id/index.php/inggris/article/view/19133>.

- Hew, K. F. and Cheung, W. S., (2013). Use of Web 2. 0 technologies in K-12 and higher education: The search for evidence-based practice. *Educational research review*, 9, pp. 47-64.
- Hickman, L., Bosch, N., Ng, V., Saef, R., Tay, L. & Woo, S. E., (2022). Automated video interview personality assessments: Reliability, validity, and generalizability investigations. *Journal of Applied Psychology*, 107(8), p. 1323.
- Holmenlund, C., Overgaard, S., Bilberg, R. & Varnum, C., 2021. Evaluation of the Oxford hip score: does it still have content validity? Interviews of total hip arthroplasty patients. *Health and Quality of Life Outcomes*, 19, pp. 1-10.
- Hiniker, A., Schoenebeck, S. Y. and Kientz, J. A., (2016). February. Not at the dinner table: Parents' and children's perspectives on family technology rules. In *Proceedings of the 19th ACM conference on computer-supported cooperative work & social computing* (pp. 1376-1389).
- Howorth, S. K., Rooks-Ellis, D., Flanagan, S., & Ok, M. W. (2019). Augmented Reality Supporting Reading Skills of Students with Autism Spectrum Disorder: [[online]]. Available from: <https://doi.org/10.1177/1053451219837635>, 55(2), 71–77. <https://doi.org/10.1177/1053451219837635>.
- Huang, M., (2022). Mobile Learning Activities for Students' English Learning Engagement in China.
- Hubaib, S., (2022). Meningkatkan kemampuan membaca cepat melalui teknik skimming dan scanning. *Intelegensia: Jurnal Pendidikan dan Pembelajaran*, 7(2): 61-70.
- Huynh, P., (2022). Extensive reading on postgraduate students' perceptions and its effects on reading comprehension. Available at SSRN 4272049.
- Ingram, N. B., (2020). The use of E-books, computers, and tablets to enhance reading skills.

- Insiyah, I. (2019). Strategi Skimming Dalam Meningkatkan Efektivitas Baca Siswa Pada Kelas XI SMK Nurul Jadid Paiton Probolinggo. *Edureligia; Jurnal Pendidikan Agama Islam*, 2(1), 11–18. [[online]]. Available from: <https://doi.org/10.33650/edureligia.v2i1.753>.
- Ismail, M. E., Utami, P., Ismail, I. M., Khairudin, M., Amiruddin, M. H., Lastariwati, B., & Maneetien, N. (2018). The Effect of an Augmented Reality Teaching Kit on Visualization, Cognitive Load and Teaching Styles. *Jurnal Pendidikan Teknologi Dan Kejuruan*, 24(2), 178–184. [[online]]. Available from: <https://doi.org/10.21831/jptk.v24i2.20031>.
- Jacob, S. R. and Warschauer, M., (2018). Computational thinking and literacy. *Journal of Computer Science Integration*, 1(1).
- Jeanne Sternberg Mayer (2011). How effective are different teaching methods for improving vocabulary acquisition? In *Vocabulary instruction in reading comprehension: Research and application* (pp. 91-107). Lawrence Erlbaum Associates Publishers.
- Johnson, C. C., Walton, J. B., Strickler, L. & Elliott, J. B., (2023). [online] teaching in K-12 education in the United States: A systematic review. *Review of Educational Research*, 93(3): 353-411.
- K. Graben, B. K. Doering, and A. Barke, “Playing smartphone games while studying: an experimental study on reading interruptions by a smartphone game,” *Education and Information Technologies*, pp. 1–16, 2021.
- Kabir, T. S. (2020). Teachers’ and Students’ Perception of Using Translation (L1) for Developing Reading Skill. *Shanlax Internatioanl Journal of English*, 8(4), 1-11.
- Keller, S., (2022). Anzahl der Speditionen in Deutschland bis 2020. [[online]].

- Khan, N., Sarwar, A., Chen, T. B., Khan, S. (2022). Connecting digital literacy in higher education to the 21st century workforce. *Knowledge Management & E-Learning*, 14(1): 45-61. [[online]]. Available from: <https://doi.org/10.34105/j.kmel.2022.14.004>.
- Khan, R. M. I., Shahbaz, M., Kumar, T. & Khan, I., (2020). Investigating reading challenges faced by EFL learners at elementary level. *Register Journal*, 13(2): 277-292.
- Kim, Y. S. G., (2020). Toward integrative reading science: The direct and indirect effects model of reading. *Journal of Learning Disabilities*, 53(6): 469-491.
- Kukulska-Hulme, A. & Lee, H., (2019). Mobile collaboration for language learning and cultural learning. *The handbook of informal language learning*, pp. 169-180.
- Larkin, M., Flowers, P. & Smith, J. A., (2021). Interpretative phenomenological analysis: Theory, method and research.
- Lattie, E. G., Lipson, S. K., & Eisenberg, D. (2019). Technology and college student mental health: challenges and opportunities. *Frontiers in psychiatry*, 10, 246.
- Lauterbach, A. A., Bettini, E., Mathews, H. M., Rossetti, Z. & Hughes, O. E., (2022). Beyond exploratory: How varied qualitative methodologies can inform and advance the field of special education. In *Handbook of Special Education Research, Volume I* (pp. 171-186). Routledge.
- Lee, S., Kuo, L. J., Xu, Z. & Hu, X., (2022). The effects of technology-integrated classroom instruction on K-12 English language learners' literacy development: A meta-analysis. *Computer Assisted Language Learning*, 35(5-6), pp. 1106-1137.

- Lestari, C. E., & Ibrahim, N. (2021). Upaya Peningkatan Partisipasi Aktif Siswa SD terhadap Pembelajaran Bahasa Indonesia berdasarkan Kurikulum 2013 (Studi Penerapan Metode Skimming dan Scanning dalam Membaca Cepat). *Diglosia: Jurnal Pendidikan, Kebahasaan, Dan Kesusastraan Indonesia*, 5(1), 370–376.
- Lester, J. N., (2023). Introduction to special issue: Qualitative research methodologies and methods for theory building in human resource development. *Human Resource Development Review*, 22(1): 7-14.
- Li, B., Zhang, T., Hua, N. & Jahromi, M. F., (2021). Developing an overarching framework on theme park research: A critical review method. *Current Issues in Tourism*, 24(20): 2821-2837.
- Li, R., (2022). Effects of mobile-assisted language learning on EFL/ESL reading comprehension. *Educational Technology & Society*, 25(3): 15-29.
- Lubis, B. N. A., Syahputri, D., & Rambe, K. R. (2022). Pelatihan Teknik Membaca Cepat: Skimming and Scanning Bagi Siswa Kelas XI Jurusan Teknik Komputer dan Jaringan SMK Swasta Yapim Biru-Biru. *Jurnal Pustaka Mitra (Pusat Akses Kajian Mengabdi Terhadap Masyarakat)*, 2(1), 30–33.
- Lythreatis, S., Singh, S. K. and El-Kassar, A. N., (2022). The digital divide: A review and future research agenda. *Technological Forecasting and Social Change*, 175, p. 121359.
- M. Şevik and Z. Yücedağ, "An evaluation of distance education during the coronavirus-19 pandemic: The views of Turkish EFL teachers, " *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, Vol. 9, no. 11, pp. 171-190, 2021.

- Magaldi, D. & Berler, M., (2020). Semi-structured interviews. Encyclopedia of personality and individual differences, pp. 4825-4830.
- Majidi, N., & Aydinlu, N. A. (2016). The effect of contextual visual aids on high school students' reading comprehension. *Theory and Practice in Language Studies*, 6(9), 18-27.
- Makebo, T. H., Bachore, M. M. and Ayele, Z. A., (2022). Investigating the correlation between students' reading fluency and comprehension. *Journal of Language Teaching and Research*, 13(2): 229-242.
- Mandasari, B. & Aminatun, D., (2022). INVESTIGATING TEACHERS' BELIEF AND PRACTICES TOWARD DIGITAL MEDIA OF ENGLISH LEARNING DURING COVID-19 PANDEMIC. *English Review: Journal of English Education*, 10(2): 475-484.
- Mangen, A. & Pirhonen, A., (2022). Reading, writing, technology, and embodiment. *Movement matters: How embodied cognition informs teaching and learning*.
- Mariano, E. M., Del Rosario, C. A., Bensurto, S. A., Hernandez, M. M., Laroya, E. R., & Llante, A. T. M. (2020). Using extensive reading in improving reading speed and level of reading comprehension of students. *Journal of Critical Reviews*, 7, 1127–1132.
- Marliasari, S. (2017). Teaching Reading Comprehension by Using Skimming and Scanning Techniques to the Tenth Grade Students of SMAN 1 Gelumbang. *English Community Journal*, 1(2), 109–122.
- Masada, C., & Evitarini, A. (2022). Meningkatkan Kemampuan Membaca Cepat Siswa Dengan Teknik Skimming Dan Scanning Melalui Layanan Bimbingan Dan Konseling. *Jurnal Review*

Pendidikan Dan Pengajaran, 5(1), 114–119. [[online]]. Available from: <https://doi.org/10.31004/jrpp.v5i1.5347>.

Mishra, S. & Dey, A. K., (2022). Understanding and identifying ‘themes’ in qualitative case study research. *South Asian Journal of Business and Management Cases*, 11(3): 187-192.

Moats, L. C., (2020). Teaching Reading" Is" Rocket Science: What Expert Teachers of Reading Should Know and Be Able to Do. *American Educator*, 44(2), p. 4.

Moldavan, A. M., Capraro, R. M. and Capraro, M. M., (2022). Navigating (and disrupting) the digital divide: Urban teachers’ perspectives on secondary mathematics instruction during COVID-19. *The Urban Review*, 54(2): 277-302.

Moletsane, R. (2023). Determining the Level of Awareness of Electronic Waste Impact on the Environment Among Students in at University of Technology: A Case Study. In *Software Engineering Application in Systems Design: Proceedings of 6th Computational Methods in Systems and Software 2022, Volume 1* (pp. 1-10). Cham: Springer International Publishing.

Mudra, H., (2020). Digital literacy among young learners: how do EFL teachers and learners view its benefits and barriers? *Teaching English with Technology*, 20(3): 3-24.

Muslem, A., Yusuf, Y. Q., Juliana, R. (2018). Perceptions and Barriers to ICT Use among English Teachers in Indonesia. *Teaching English with Technology*. 15 (2). 3-23.

Muxtarova, L. A. (2021). Use of multimedia technologies in the educational process. *ACADEMICIA: An International Multidisciplinary Research Journal*, 11(4), 1781-1785.

- Ng, D. T. K., Leung, J. K. L., Chu, K. W. S. and Qiao, M. S., (2021). AI literacy: Definition, teaching, evaluation and ethical issues. *Proceedings of the Association for Information Science and Technology*, 58(1): 504-509.
- Nugroho, A., & Mutiaraningrum, I. (2020). EFL teachers' beliefs and practices about digital learning of English. *EduLite: Journal of English Education, Literature and Culture*, 5(2), 304-321.
- Omar, A., Harb, F. E., Al-Shredi, N. & Ethelb, H., (2022). Exploration of EFL Freshman Law Students' Attitudes on Telegram Messenger Usability in a Legal Terminology Course. *Theory and Practice in Language Studies*, 12(12): 2519-2526.
- Ortega-Dela Cruz, R. (2020). Pedagogical practice preferences among generational groups of learners: Towards effective twenty-first century higher education. *Journal of University Teaching & Learning Practice*, 17(5).
- Ozensoy, A. U., (2021). The Effect of Critical Reading Skill on Academic Success in Social Studies. *Eurasian Journal of Educational Research*, 93, pp. 319-337.
- Paik, J. J., Casciola-Rosen, L., Shin, J. Y., Albayda, J., Tiniakou, E., Leung, D. G., Gutierrez-Alamillo, L., Perin, J., Florea, L., Antonescu, C. & Leung, S. G., (2021). Study of tofacitinib in refractory dermatomyositis: an open-label pilot study of ten patients. *Arthritis & Rheumatology*, 73(5): 858-865.
- Pandey, P. & Pandey, M. M., (2021). Research methodology tools and techniques. Bridge Center.

- Papadakis, S., (2021), June. The impact of coding apps to support young children in computational thinking and computational fluency. A literature review. In *Frontiers in Education* (Vol. 6, p. 657895). Frontiers Media SA.
- Park, J. & Lee, J., (2021). Effects of E-Books and Printed Books on EFL Learners' Reading Comprehension and Grammatical Knowledge. *English Teaching*, 76(3): 35-61.
- Patton, M. Q., (2015). What to observe: Sensitizing concepts. *Qualitative research and evaluation methods*, pp. 358-363.
- Peck, R., Short, T. & Olsen, C., (2020). *Introduction to statistics and data analysis*. Cengage Learning.
- Posukhova, E. A. and Khrapchenkov, V. G., (2023). Formation of lexical and grammar skills in the process of teaching English. *Просвещение и познание*, (2 (21)), pp. 103-110.
- Pratolo, B. W. and Solikhati, H. A., (2021). Investigating teachers' attitude toward digital literacy in EFL classroom. *Journal of Education and Learning (EduLearn)*, 15(1): 97-103.
- Putri, L. A. (2020). Euclidean Voice: Aplikasi Pembelajaran Geometri Euclid Berbasis Android untuk Penyandang Tunanetra. *Jurnal Ilmiah Matematika Realistik (JI-MR)*, 1(2), 23–27.
- R. M. Altakhaineh, and A. Alnajjar, "The challenges of acquiring research skills by secondary school students in Jordan: teachers' and students' perspectives," *The International Journal of Interdisciplinary Educational Studies*, Vol. 16, no. 2, pp. 125-146, 2021.

- R. Mathew and J. E. Iloanya, "Open and distance learning: benefits and challenges of technology usage for [online] teaching and learning in Africa," Commonwealth of Learning (COL) and Open University Malaysia (OUM), (2016).
- Raeisi-Vanani, A. & Baleghizadeh, S., (2022). The contributory role of grammar vs. vocabulary in L2 reading: An SEM approach. *Foreign Language Annals*, 55(2): 559-585.
- Rejeki, S., & Kurnia, A. (2019). Students' perceptions on intensive reading activities and its influence on their writing skill. Paper presented at the Committee of The 16th JETA International Conference 2019 Patron.
- Renandya, W. A., & Hidayati, M. (2021). Extensive reading: Top ten implementation issues. *JACET Journal*, 65, 11–21.
- Renandya, W. A., & Jacobs, G. M. (2016). Extensive reading and listening in the L2 classroom. In W. A. Renandya, & H. P. Widodo (Eds.), *English language teaching today* (pp. 97-110). Cham: Routledge.
- Rohani, T., Yuniar, V., & Yuliana, Y. (2022). A Descriptive Study on the Improvement of Students' Reading Comprehension through Number Head Together Technique. *Edusaintek: Jurnal Pendidikan, Sains Dan Teknologi*, 9(2), 524–536.
- ROSA, P., (2023). THE EFFECTIVENESS OF INTENSIVE READING ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT EIGHTH GRADE OF SMPN 18 KRUI IN THE ACADEMIC YEAR OF 2022/2023 (Doctoral dissertation, UIN RADEN INTAN LAMPUNG).

- Ross, S. M., (2020). Technology infusion in K-12 classrooms: A retrospective look at three decades of challenges and advancements in research and practice. *Educational Technology Research and Development*, 68(5): 2003-2020.
- Routman, R., (2023). *Literacy essentials: Engagement, excellence and equity for all learners*. Routledge.
- Ruslin, R., Mashuri, S., Rasak, M. S. A., Alhabsyi, F. & Syam, H., (2022). Semi-structured Interview: A methodological reflection on the development of a qualitative research instrument in educational studies. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 12(1): 22-29.
- Sabil, S., 2022. *Increasing English Reading Comprehension through LiteraryText Extensive Reading*.
- Saleh, S. E., (2019). Critical thinking as a 21st century skill: conceptions, implementation and challenges in the EFL classroom. *European Journal of Foreign Language Teaching*.
- Salem, H., (2019). *LIBYAN LECTURERS'PERCEPTIONS OF THE USE OF TECHNOLOGY IN CLASSROOMS TO SUPPORT TEACHING ENGLISH AS A FOREIGN LANGUAGE: A CASE STUDY IN A LIBYAN UNIVERSITY* (Doctoral dissertation, University of Huddersfield).
- Salem, N. & Mohammadzadeh, B., (2018). A Study on the Integration of ICT by EFL Teachers in Libya. *Eurasia Journal of Mathematics, Science and Technology Education*, 14(7): 2787-2801.
- Sánchez-Mena, A. (2020). Reading as a Tool to Develop Critical Thinking in Higher Education Students. *Journal of Education and Training Studies*, 8(7), 63-72.

- Sargent, J., & Casey, A. (2019). Exploring pedagogies of digital technology in physical education through appreciative inquiry. In J. Koekoek & I. Hilvoorde (Eds.), *Digital technology in physical education: Global perspectives* (pp. 1–27). Routledge.
- Sari, F. M., (2020). Exploring English learners' engagement and their roles in the [online] language course. *Journal of English Language Teaching and Linguistics*, 5(3): 349-361.
- Sari, S. Y., Rahim, F. R., Sundari, P. D. and Aulia, F., (2022). The importance of e-books in improving students' skills in physics learning in the 21st century: A literature review. In *Journal of Physics: Conference Series* (Vol. 2309, No. 1, p. 012061). IOP Publishing.
- Scanlan, C. L., (2020). Preparing for the unanticipated: Challenges in conducting semi-structured, in-depth interviews (pp. 67-80). SAGE Publications Limited.
- Scanning Recount Text of the Eighth Grade Students at SMP N 1 Glagah in The 2013/2014 Academic Year. *Lunar: Language and Art Journal*, 1(02), 48–58.
- Selwyn, N., (2021). *Education and technology: Key issues and debates*. Bloomsbury Publishing.
- Selwyn, N., (2024). Digital degrowth: Toward radically sustainable education technology. *Learning, Media and Technology*, 49(2): 186-199.
- Sharma, V. (2019). Saudi Students' Perspective on Social Media Usage to Promote EFL Learning. *International Journal of Linguistics, Literature and Translation*, Vol. 2 (1), pp. 129-139.
- Siahaan, D., & Yulita, D. (2021). Improving The Students' Ability in Reading Narrative Text Through Series of Picture at Grade Ten of Sma Kampus Pematangsiantar. *Jurnal Edulanguage*, 7(1), 1-9.

- Simkus, J., (2022). Convenience sampling: Definition, method and examples. Retrieved Oktober, 6, p. 2022.
- Singh, R. (2019). Students' Perspectives on Technology Integration in ELT. *Journal of NELTA*. 24 (1-2). 95-106.
- Silverman, D., 2020. Applying the qualitative method to clinical care. In *Researching health care* (pp. 176-188). Routledge.
- Sofyan, N., Wahid, J. H. and Idris, N. H., (2021). The effectiveness of reading aloud strategy in concerning students' reading skills. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 8(1): 11-18.
- Sozon, M., Alkharabsheh, O. H. M., Fong, P. W. and Chuan, S. B., (2024). Cheating and plagiarism in higher education institutions (HEIs): A literature review. *F1000Research*, 13, p. 788.
- Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. SAGE Publications.
- Subayil, S. (2017). *The Descriptive Study on Students' Reading Comprehension in*.
- Sun, D., Chou, K. L., Yang, L. & Yang, Y., (2024). A systematic review of technology-supported scaffoldings in empirical studies from 2017-2022. *Educational Technology & Society*, 27(3): 185-203.
- Sun, L., Dong, H. & Zhang, X., (2023). Innovative solutions for language growth: the impact of problem-based learning via DingTalk on Chinese undergraduates' business vocabulary amid COVID-19. *Frontiers in Psychology*, 14.

- Susanti, M., Sukma, E. & Gistituati, N., (2025). Analyzing the factors affecting reading literacy skills: The case of internal and external factors. *Indonesian Research Journal in Education| IRJE|*, 9(01): 479-494.
- Tasadduq, M., Khan, S., Nawab, R., Jamal, H., & Chaudhry, T. (2021). Exploring the effects of gamification on students with rote learning background while learning computer programming. *Computer Applications in Engineering Education*, 29(6), 1871-1891. [[online]]. Available from: <https://doi.org/10.1002/cae.22428>.
- Thaggard, Z. D., (2023). The Teachers' Perspective: How Can Rural Elementary Teachers Use Digital Literacy Tools to Enhance Reading? (Doctoral dissertation, The Chicago School of Professional Psychology).
- Thaggard, Z. D., (2023). The Teachers' Perspective: How Can Rural Elementary Teachers Use Digital Literacy Tools to Enhance Reading? (Doctoral dissertation, The Chicago School of Professional Psychology).
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M. and Ioannou, A., (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and information technologies*, 28(6): 6695-6726.
- Tonelli, R., Fantini, R., Tabbì, L., Castaniere, I., Pisani, L., Pellegrino, M. R., Della Casa, G., D'Amico, R., Girardis, M., Nava, S. & Clini, E. M., (2020). Early inspiratory effort assessment by esophageal manometry predicts noninvasive ventilation outcome in de novo respiratory

failure. A pilot study. *American journal of respiratory and critical care medicine*, 202(4): 558-567.

Tonozuka, R., Itoi, T., Nagata, N., Kojima, H., Sofuni, A., Tsuchiya, T., Ishii, K., Tanaka, R., Nagakawa, Y. & Mukai, S., (2021). Deep learning analysis for the detection of pancreatic cancer on endosonographic images: a pilot study. *Journal of Hepato-Biliary-Pancreatic Sciences*, 28(1): 95-104.

Topping, K., Douglas, W. & Robertson, D., (2020). The Effectiveness of [online] and Blended Learning from Schools: A Scoping Review.

Toprak, T. E. (2019). Teaching grammar is not my main responsibility: Exploring EFL teachers' beliefs about grammar teaching. *International [online] Journal of Education and Teaching*, 6(1), 205-221.

Tran, M., (2021). The use of virtual reality technology in foreign language education: from teachers' perspectives (Doctoral dissertation, University of Oxford).

Trilling, B. & Fadel, C. (2009). 21st century skills: Learning for life in our times.

Upadhyaya, P. (2021). Impact of technostress on academic productivity of university students. *Education and Information Technologies*, 26(2), 1647-1664.

Vinyals, O., Toshev, A., Bengio, S. & Erhan, D., (2015). Show and tell: A neural image caption generator. In *Proceedings of the IEEE conference on computer vision and pattern recognition* (pp. 3156-3164).

- Waite, S. I. (2018). Embracing Audiobooks as an Effective Educational Tool. [[online]]. Available from: <http://hdl.handle.net/20.500.12648/5242>.
- Wang, C. H. and Wu, C. L., (2022). Bridging the digital divide: the smart TV as a platform for digital literacy among the elderly. *Behaviour & Information Technology*, 41(12): 2546-2559.
- Wang, J., (2021). Technology integration in education: policy plans, teacher practices, and student outcomes. Doctoral dissertation.
- Wang, Y., & Wu, J. (2020). Effects of different reading comprehension strategies on EFL learners' critical thinking skills. *RELC Journal*, 51(2), 222-238.
- Wang, Y., (2021). In-service teachers' perceptions of technology integration and practices in a Japanese university context. *The JALT CALL Journal*, 17(1): 45-71.
- Wolf, M. (2022). *Reader, come home: The science of reading, writing, and childhood literacy*. HarperCollins.
- Wood, J., (2021). A dialogic technology-mediated model of feedback uptake and literacy. *Assessment & Evaluation in Higher Education*, 46(8): 1173-1190.
- World Economic Forum, J., (2020). *The future of jobs reports 2020*.
- Wu, Y., Wang, X., & Lin, Y. (2023). The effects of reading on academic vocabulary development among secondary school students in Taiwan. *Reading and Writing*, 36(1), 17-37.
- Yorganci, S., (2022). The interactive e-book and video feedback in a multimedia learning environment: Influence on performance, cognitive, and motivational outcomes. *Journal of Computer Assisted Learning*, 38(4): 1005-1017.

- Yusuf, Q., Qismullah Yusuf, Y., Yusuf, B., & Nadya, A. (2017). Skimming and Scanning Techniques to Assist EFL Students in Understanding English Reading Texts. *Indonesian Research Journal in Education*, 1(1), 43–57.
- Zainuddin, Z., Chu, S., Shujahat, M., & Perera, C. (2020). The impact of gamification on learning and instruction: A systematic review of empirical evidence. *Educational Research*.
- Zalha, F. B., Alfiatunnur, A., & Kamil, C. A. T. (2020). Strategies in dealing with the Reading Section of 'TOEFL Prediction': a case of Aceh EFL Learners. *IJEE (Indonesian Journal of English Education)*, 7(2), 159–171.
- Zhao, Y. & Lai, C., (2023). Technology and second language learning: Promises and problems. In *Technology-mediated learning environments for young English learners* (pp. 167-206). Routledge.
- Zimmerling, E., Höllig, C., Sandner, P., & Welpel, I. (2019). Exploring the influence of common game elements on ideation output and motivation. *Journal of Business Research*, 94, 302-312.
- Zraga, A. R. A., (2018). An investigation of the relationships between Libyan EFL lecturers' beliefs about the teaching and learning of reading in English and their classroom practices in Libyan universities (Doctoral dissertation, London Metropolitan University).
- Zwaan, R. A. and Rapp, D. N., (2006). Discourse comprehension. In *Handbook of psycholinguistics* (pp. 725-764). Academic Press

Appendices

Appendix A: Interview questions for teachers

- 1.. Do you find that technology helps or hinders the reading comprehension of your students if yes how?
2. What specific technological tools do you find most effective for teaching reading to EFL students?
- 3.How do assess the effectiveness of technology in improving students' reading skills?
- 4.What are the main challenges EFL teachers face when integrating technology into reading lessons.
- 5.How do you navigate issues related to access to technology resources for reading activities?
- 6.Are there any specific training or support needs identified by EFL teachers for using technology in reading instruction?
- 7.What strategies do you employ to overcome challenges related to technology integration in reading lessons?

Appendix B: Interview questions for students

1. Do you think using technology is important in teaching and learning English reading?
2. Do you feel that technology has had a positive impact on your ability to comprehend and analyze English texts?
3. What specific technological tools do you find most beneficial for improving your reading abilities?
4. How do you perceive the use of technology in your reading classes?
5. How does technology used in EFL reading classes impact student engagement and comprehension at Tripoli University?
6. What are the most common difficulties EFL students encounter when using technology for reading tasks?
7. How do you navigate issues related to access to technology resources for reading activities?
8. What kind of support or guidance do you think would help you to use technology more effectively for reading in English?