INVESTIGATING EFL TEACHERS' PERSPECTIVES OF ICT USE IN READING AND WRITING SKILLS

ENQUÊTER SUR LES PERSPECTIVES DES ENSEIGNANTS EFL SUR L'UTILISATION DES TICs DANS LES COMPÉTENCES DE LECTURE ET D'ÉCRITURE

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Abstract: The present research endeavor seeks for exploring English as Foreign Language (EFL) teachers' perspectives regarding the use of ICTs in developing reading and writing skills. To answer research questions and to realize the intended research objectives, the current study adopts a quantitative method by the use of the teachers' questionnaire as the main research tool for the data gathering process. The questionnaire was designed then distributed to the target sample consisting of 25 EFL teachers at the Departments of English- University of Badjo Mokhtar- Annaba and University of 8 May 1945, Guelma. The statistical results reflect teachers' awareness of the potentials of ICTs in learning and their positive effects on enhancing the reading and writing skills.

Keywords: ICT, reading, writings, macro skills, aspects.

Résumé : Le présent travail de recherche vise à explorer les perspectives des enseignants d'anglais comme langue étrangère (EFL) concernant l'utilisation des TIC dans le développement des compétences en lecture et en écriture. Pour répondre aux questions de recherche et réaliser les objectifs de recherche visés, la présente étude adopte une méthode quantitative en utilisant le questionnaire des enseignants comme principal outil de recherche pour le processus de collecte de données. Le questionnaire a été conçu puis distribué à l'échantillon cible composé de 25 enseignants EFL au Départements d'anglais- Université Badji Mokhtar - Annaba et Université du 8 mai 1945, Guelma. Les résultats statistiques reflètent la sensibilisation des enseignants au potentiel des TIC dans l'apprentissage et à leurs effets positifs sur l'amélioration des compétences en lecture et en écriture.

Mots-clés : TIC, lecture, écrits, macro-compétences, aspects.

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R eading and writing are regarded as skills of a significant importance in mastering any foreign language as in the case of English. However, many students still face difficulties and challenges when dealing with such language skills. In the digital age and in response to the new technological advancements, researchers, educators and language practitioners are always eagerly looking forward for new reforms and innovative teaching methodologies. In this respect, Information and Communication Technologies (ICTs) have recently emerged as a new instructional approach in the educational sphere. Through their use, students' reading can be stimulated, and their writing proficiency can be increased. Therefore, this research study serves to gain insights into ICTs use in reading and writing skills from EFL teachers perspective.

The current study aims at investigating the degree of awareness among EFL teachers regarding potentials of ICTs in the educational learning process in general, as well as exploring their perceived perspectives concerning ICTs use and their efficiency in reading and writing skills in particular.

In view of the objectives of the present study, the following questions are addressed:

1. How aware are EFL teachers of the potentials of ICT use in education?
2. How do EFL teachers use ICTs to teach reading and writing skills?

It is hypothesized that :

1. EFL teachers are aware of the potentials of ICT use in education
2. EFL teachers use ICTs to teach reading and writing skills through different tools and applications

The present study adopts the quantitative methodology through utilizing the questionnaire as a chief research instrument. The questionnaire was designed then distributed to a sample consisting of 25 EFL teachers at the Departments of English, University of Badji Mokhta-r Annaba et University of 8 May 1945- Guelma. This research tool is the most suitable to elicit the respondents' perspectives and perceptions towards the tackled topic i.e. ICT Use in Reading and Writing Skills.

1. Literature Review

1.1. The Reading Skill

According to Urquhart & Weir (1998), the reading process is based on receiving and interpreting information encoded in a printed language. Besides, Anderson (1999) emphasizes the active nature of reading since building meaning involves the reader and the reading materials. Reader's background knowledge is significant in getting the gist of the text. Goodman (1998) has further explained that reading is not a passive skill as it is based on the interaction between the reader and the text in order to extract meaning encoded by the author. Getting meaning out the written words is the essence of the reading process. Ur (2012) views that good readers can be described considering the following elements:

1. *Language Level*: the text is easy enough to be comprehensible to learners.

2. *Content:* the topic is accessible to learners. They know enough about it to be able to apply their own background knowledge.
3. *Speed:* Learners read fairly fast, meaningful unit by meaningful units, rather than word by word.
4. *Selective attention:* Learners concentrate on the significant bits and skim the rest. They may even skip parts they know to be less significant.
5. *Unknown vocabulary:* Learners are not worried by unknown vocabulary. They guess its meaning from the surrounding text, or ignore it. They use a dictionary only when these strategies are insufficient.
6. *Prediction:* Learners think ahead, hypothesize and predict.
7. Motivation: learners are motivated to read: by interesting content or a challenging task.
8. *Purpose:* learners are aware of clear purpose in reading, beyond just understanding
9. *Different Strategies:* learners use different strategies for different reading (p. 143)

Therefore, the elements involved for good reading are the language level of the text that needs to be accessible to the reader to understand the content. The good readers are also fluent with no worries about the meaning of unknown words as they base their reading on selective attention to the keywords, phrases and expressions. They are motivated to know more about the content of the text they read as they have a purpose and use different strategies depending on the nature of the text where they mostly use prediction.

1.2. The Writing Skill

According to Emig (1977), writing can be defined as originating and creating a unique verbal construct that is graphically recorded. For Collins and Gentner (1980), the writer should consider the word structure, sentence structure, paragraph structure, and overall text structure. Hyland (2003) mentioned that writing is based on coherence of ideas and the arrangement of words, phrases and sentences according to grammar rules. Nunan (1991), p.35, on his part, has pointed out that the successful aspects of writing involve:

- Mastering the mechanics.
- Mastering and obeying conventions of spelling and punctuation.
- Using the grammatical system to convey one's intended message.
- Organising content at the level of the paragraph and the complete text to reflect given/new information and topic/comment structures.
- Polishing and revising one's initial efforts.
- Selecting an appropriate style for one's audience.

Hence, successful writing is based on mastering spelling, punctuation, grammar, paraghraph writing, style, drafting and revising. In his turn, Brown (2004) refers to the micro and macro skills of writing as follows:

Micro skills:

- Produce graphemes and orthographic patterns of English
- Produce writing at an efficient rate of speed to suit the purpose.
- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems (e.g. tenses, agreement, pluralization), patterns, and rules.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in written discourse.

Macro skills:

- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative functions of written texts according to form and purpose.
- Convey links and connections between events, and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- Distinguish between literal and implied meaning when writing.
- Correctly convey culturally specific references in the context of the written text.
- Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretations, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing (p.221).

The micro skills of writing and the macro ones are essential for an effective writing. The first skills are very specific as they refer to orthography, its speed, word order, grammar, and cohesion. The second skills are general as they include the conventions of written discourse, coherence and cohesion, literal and implied meaning, culture references, communicative function, and writing strategies.

1.3. ICTs and its Place in Education

Information and Communication Technologies (ICTs) can be defined as electronic means of capturing, processing, storing and disseminating information (Adeya, 2002). Additionally, Owusu-Ansah (2014, p.56) has offered a broad definition of ICT referring to all forms of technologies that are used to create, store, share or transmit, and exchange information. A more simplified definition has considered ICT to consist of the hardware, software and media for collection, storage, processing, transmission and presentation of information and related services (Karoline & Celine, 2016).Anderson (2010) has pointed out to the various devices that can be grouped within ICTs. The following figure is illustrative for these different ICT tools:

Figure 1: ICT Devices (Source: Anderson, 2010, p.4)
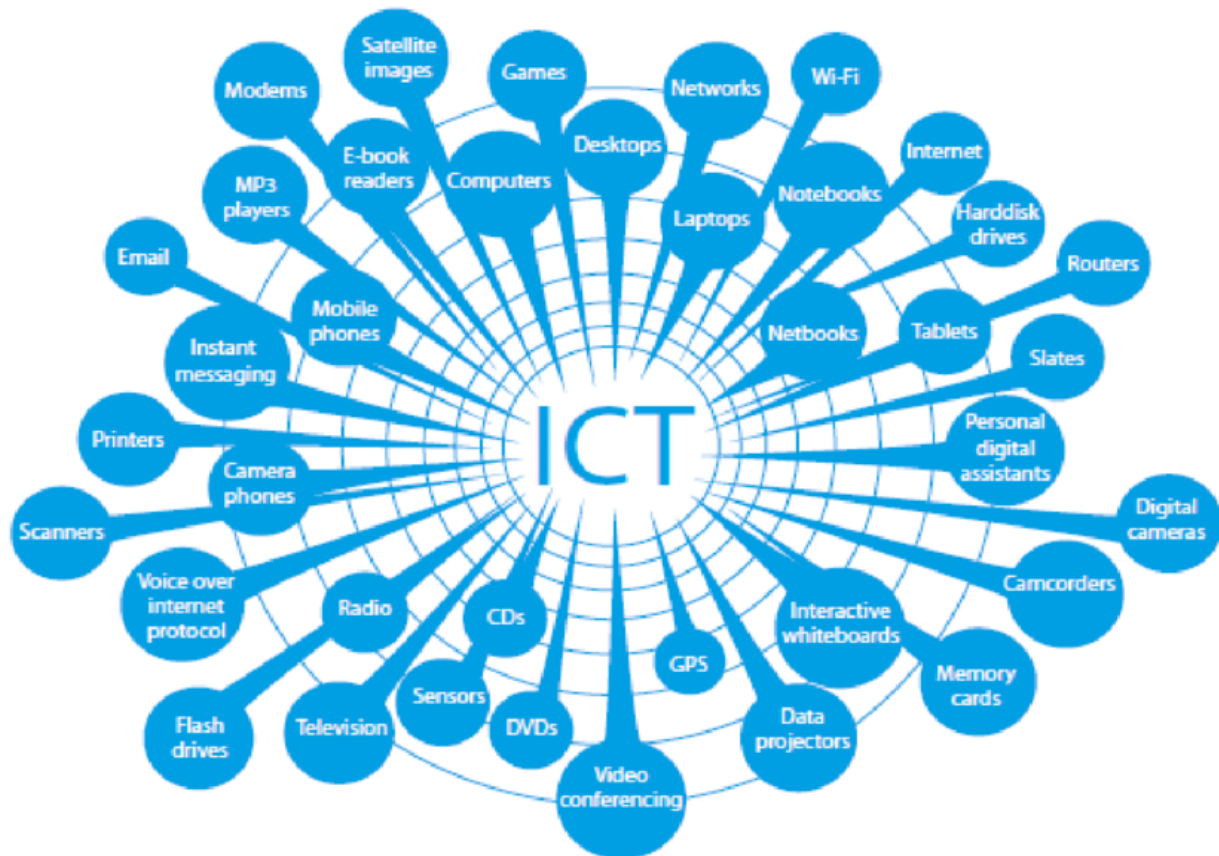
Rathore (2011) has summarized the benefits of ICTs in education as the following:

1. It enhances learners' levels of understanding.
2. It develops effective collaborative independent learners.
3. It motivates learners.
4. It enables students to gather data easily.
5. The learner processes data easily (when using the audiovisual).
6. It develops communication among learners.
7. The pupil is in control of the lesson.

Therefore, ICTs are sources of motivation, development and enhancement, collaborative learning, easy data gathering and use, promoting communication skills

1.4. ICTs in Reading and Writing Skills

According to a significant number of research studies, ICTs have a considerable positive role. For instance, integrating ICTs such as social networking sites can

significantly enhance literacy skills i.e. reading and writing (Mccall, 2017). Other research results have documented for ICTs positive role in developing students' reading comprehension and reading strategies by the use technology-enhanced learning environment (Dreyer & Nel, 2003). It is also reported that integrating ICTs such as word processing can significantly enhance writing through its automatic detection of the spelling and grammatical errors, students' attention can be easily turned towards the direct correction of their erroneous written forms Levy (2009). Moreover, ICTs as emails, chats or other text-based applications are effective in fostering students' communicative skills through offering additional opportunities for written interaction between students and teachers, or students themselves (Kwan &Yunus, 2014). Furthermore, ICTs succeed to create environments that are suitable for collaborative writing and peer corrections or feedback (Fong, 2012; Alghasab, 2016).

2. The Study

2.1. Questionnaire Description

Teachers' questionnaire is divided into five sections with twenty eight questions. The first section, General information, depicts information about teachers' age, degree, years of teaching at the university, and years of teaching written expression. The second section, the writing skill, focuses on students' level in written expression, the main difficulties students face, the sufficiency of the allotted time for written expression, teaching approach whether product based or process based. Section three, the reading skill, deals with the importance of reading, opportunities of trading in the classroom, and the frequency of doing so. It also considers the effect of reading on writing and investigates the tasks that would integrate reading in the written expression session. Section four, ICTs, writing and reading, considers the use of ICTs in the written expression teachers, the types of used ICTs, the purpose of using them, using ICTs outside the classroom, their perception of ICTs as effective tools improving learners' reading and writing skills. The last section, suggestions, refers to teachers lacks in order to use ICTs yo enhance their learners' reading and writing skills.

2.2. Findings and Discussion

Twenty five EFL teachers answered the questionnaire, the majority (52%) are between 30 to 35 years old, 20% between 25 and 30, and equally 12% 35-40 and 40-45.84% have the magister degree while 12% the master degree and 4% Doctorate degree. The majority of the teachers under investigations (56%) have an experience of 6 to 10 years of teaching English at the university. 72% of them have the experience of teaching written expression from 1 to 3 years, 20% from 4-6 years and 8%percent more than 6 years as shown in the following figure.

Figure 2: Experience of Teaching Written expression
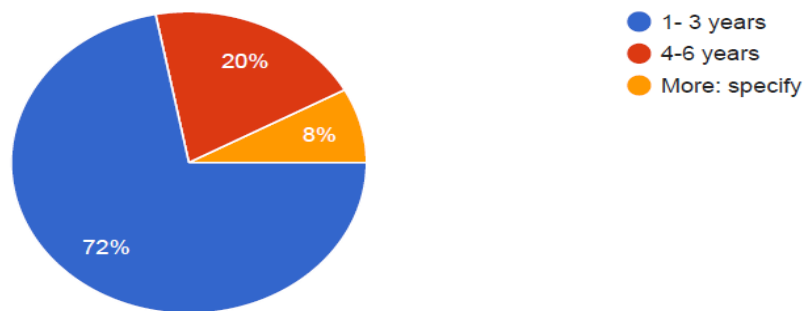
88% of the teachers confirm that the level of their students in written expression is average, 12% poor and no one opted for advanced. About using ICT in teaching written expression, 48% rarely used them, 36% sometimes, and only 12% always used them.

Figure3: Teachers' Perception of Students' Level in Written expression
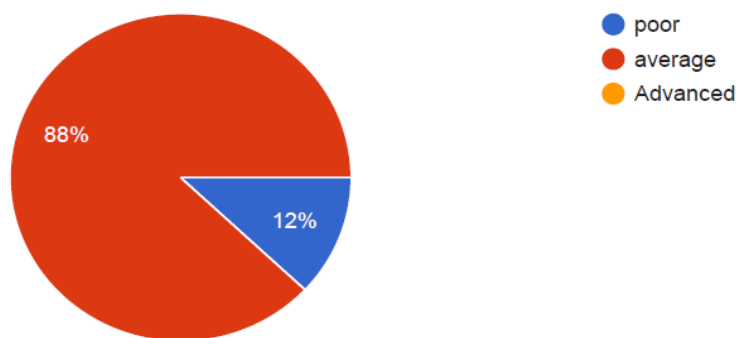
Teachers advance that the type of difficulties students face while writing are mainly related to 1) Mechanics (grammar, punctuation, capitalization), 2)planning for writing, 3)finding clear ideas, 4)Cohesion, 5) choice of words, 6) organizing ideas, 7) Finding ideas. The great majority of teachers (84%) confirm that they apply the process approach of writing.

In relation to reading, all the teachers agree that reading is important, and all of them provide their students with opportunities of reading in the classroom. The frequency of involving them in reading is shown in the following figure:

Figure 4: Frequency of Reading in the written Expression Session
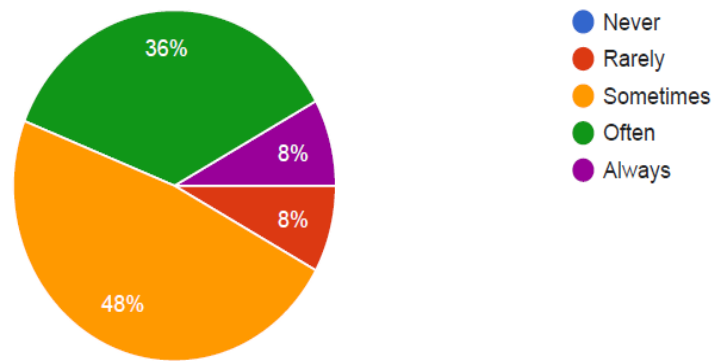
48% of the teachers sometimes involve their students in reading in their sessions, 36% often do so while equally 8% always and 8% rarely. Besides, 72% confirm that they enlighten their students with some reading strategies as mind mapping, skimming, scanning, predicting, paraphrasing, questioning, using prior knowledge, intensive and extensive readings, chunking the texts into parts, visualization through creating mental images. They all agree that reading effects writing.

Written expression teachers opted for the following ICT tools: Smart phones, Internet, datashow, computer and IPod. They use them for the following purposes in their own words:

1. Read long essays, check words or definitions.
2. Help students find ideas and access to model essays I have given them homework on creative writing (online fan fiction writing).
3. Usually, to focus on the handouts and to follow what I explain since they hate the papers
4. Using digital dictionaries to find synonyms, meaning of new words and expressions
5. Motivate and encourage them to use technology to develop and enhance their writing skills.
6. Watched a movie and narrate its story in an essay form
7. Dictionary and camera(since the sources I rely on are primarily printed books, so if they have a text to read, they take pictures and we analyze it together)
8. Since students have the application we use and all the documents are saved in their mobiles by which they can edit, submit, or check at anytime
9. To share files and documents, check the transcription of words, contact students
10. Easy access, saves time and energy,
11. My only purpose is to display the info easily and to ensure that all students are following the same idea while explaining.
12. To enhance writing So that they can be more at ease doing what they know best
13. I relay a lot on e-books and articles
14. I could sometimes use data show to help me in some written expression lessons for example when I want my students to distinguish between the

compare /contrast paragraph and how to make its pattern of organization and other types of paragraph

Therefore, teachers use ICTs in the written expression session because it is easy to carry, use and helpful for the teacher and the students. They use them to check digital dictionaries, provide model texts, access to lessons, use video (narrative story)/ data show, scanned books parts, e-books, and articles

88% of the teachers confirm that they use ICTs for educational purposes outside the classroom as follows:

1. Preparing lessons, learning new teaching strategies
2. To download PDF and e-book to read and prepare lectures
3. Emails to send them documents
4. Mainly to interact with my students through an e-learning platform, Facebook, email
5. Sending lessons and clarifying things
6. Providing students with e-books, making research about current issues in education
7. Assessment
8. For me, the major problem is giving feedback I cannot give feedback to all members of the group during the sessions. Besides that, university does not offer us permanent support in using handouts in classrooms, so students need to receive the materials digitally
9. E-learning, reading and downloading online books and novels, sharing files and videos.
10. Reading, taking notes, taking down ideas, Accessibility
11. research, videos, self development by increasing knowledge and information
12. I vary my methods of my own learning and improvement so I use ICTs for self-teaching for easier and faster learning.
13. To enforce the background
14. Reaching out to my students outside of the classroom
15. I often use my computer and printer to type lessons and workshops. Print them and pass them to all students. So that it will be easier to grab their attention and manage the time.
16. I may use my smart phone as a dictionary or English thesaurus and the computer is very useful in urgent situations.

To sum up, teachers use ICTs outside the classroom as part of the learning imposed situation because of COVID19; also, to interact through facebook and sending emails. They are helpful in providing e-books, sending lessons, making research. Furthermore, teachers benefit from ICT for personal and professional development purposes. Using ICTs also solved the problem of assessment as students can send their assignments to their teachers.

96% of the teachers see that ICT can be used as effective teaching tools in improving learners' reading skill. They advance the following reasons:

1. They can use the internet to read articles, books, essays, novels and stories
2. Innovative learning
3. By practicing reading and listening via those tools.

4. ICTs provide learners with opportunity to read anytime anywhere and to find any reading material intended.
5. The multiple type of references and resources encourage students to read
6. Reading leads to writing Giving students a chance to read different types of writing and helping them learn how academic writing should be
7. They can listen to audio books. They can download a lot of e books and save them in their mobiles and they will be available at any time
8. There are software, applications, and extensions which can help them get familiar with the meaning of difficult words , so that they extend their vocabulary knowledge
9. If someone reads for them and show the strategies of reading
10. They can have reading tasks done on their Smart phones
11. Cheap and easy tools to read and share written texts (sometimes with an indexed dictionary to check words meaning).
12. Using technology facilitates the accessibility of better learning process for both students and teachers.
13. By using ICT learners can have easy access to reading materials; they can also highlight, edit and add notes to what they're reading. The more accessibility learners have to reading materials the more they will read
14. Students have access to different types of texts and information. They have the chance to read topics of interest, to learn more about the world, they have the possibility to check their comprehension of what they read, to enlarge their vocabulary, they have access to dictionaries, they can read some texts accompanied by CD ROM.
15. ICTs, if effectively used, can provide vivid and lively information for students. They are also enjoyable for faster reading. Some students when taught by ICTs become creative and dedicated for the fascination those tools can instigate on students.
16. Helping students to get access to a wide range of documents
17. When they can carry their readings on their smartphones, they can be more comfortable reading anywhere, anytime.
18. They actively interact with learning activities
19. Reading will be easier through the available access to the same sources of lecture. Teachers will no longer depend on handouts or ask students to make copies. Reading an article for example in the class by using ICTs will give importance to understanding and analysis rather than just reading.
20. Using a data show for example to practice visual learning as graphic organizer and mind maps to make the students draw a mind picture and develop their reading skill.

Then, ICTs can improve learners' reading skill as they offer students the opportunity of downloading different electronic material (e-books, essays, novels, and articles). Consequently, the problem of accessibility to materials in English in relation to the lessons or to students' interests is solved. In addition, through ICTs, students can apply the different reading strategies as highlighting, adding notes, using dictionary, and even editing. Moreover, ICTs provide students with enjoyable, vivid and lively information that ease the reading process and facilitate comprehension. Finally, ICTs have the undeniable benefit of comfortable reading anywhere, and anytime. One of the teachers highlighted the importance of reading for writing and how teachers should allow students to interact with different types of texts which ICTs provide for free for a huge number of written works.

According to them, ICTs can be used as an effective tool to improve learners' writing skill as follows:

1. Writing using "word processor" can help students spell words correctly especially if used to write their assignments or dissertations' draft.
2. Word processors, wilkis, creative writing platforms, etc.
3. I can only think of internet and vocabulary applications to help students broaden knowledge and learn more appropriate words for the context.
4. Since students like them, they can read more and focus on grammar, spelling, and punctuation. In addition, most smart items contain integrated dictionaries, so the written material can be corrected, and this is helpful.
5. ICTS encourage learners to be autonomous and thus feel more comfortable with reading and writing even outside the classroom
6. They can easily find information and therefore they will be able to write effectively
7. Errors can be easily detected and corrected. They are time saving. The written work will not be seen boring and frustrating. Information can be easily extracted to complete an assignment.
8. In reality and nowadays there are many opportunities to develop learners writing skill such as grammar and spelling checkers, students can write together, edit for each other, teacher-students conferences can be done synchronously and asynchronous. Participating in online workshops and courses can also be beneficial at a particular age. Students can check the different kinds of genres on the internet and get familiar with their format, content, and presentation which would benefit them either in their field of study or as future writers.
9. Since most students are so attached to their smart phones, they can practice their reading skill via internet. For example they read PDF instead of a printed book, because it's handy and easier and it doesn't cost them anything.
10. Use of specific tacks to solve problems related to students' written barriers (Many sites provide online quizzes) enhance students' motivation to write. Participate in online tutoring.
11. Easy to organize ideas using many structures, easy to omit or add information, easy to read in order to edit. Has a lot of options concerning grammar correction
12. We should learn how to bring the four skills of listening, speaking, reading and writing together in all modules to make language teaching livelier and more interesting. ICTs can make this possible when teachers allow their creativity to guide them on how to use those tools so variously and enthusiastically
13. Using the notes on their phones and the grammar corrections and suggestion could help them more with their writing.

All the teachers see that ICTs can be effective tools improving learners' writing skills. First, Word processors, wikis, creative writing platforms are helpful in writing their assignments and dissertations. Second, ICTs facilitate note taking, organizing, omitting or adding ideas. They are also helpful in checking word spelling, and even in automatic correction of miss-spelt words. Third, they allow creativity to develop. Fourth, they improve students writing skill through online lessons and quizzes. Fifth, they facilitate interaction among learners and between learners and teacher for a better understanding of the lessons. Finally, ICTs

develop learner autonomy and self-reliance in developing their writing skill. However, only one of the teacher said " I think it doesn't improve".

According to teachers, in order to use ICTs to enhance their learners' reading and writing skills, they need:

1. To master many ICT tools and try to integrate them very often in their teaching practices.
2. To Updated to latest technology and integrate it in their teaching techniques
3. To have the willingness to be lifelong learners.
4. To be involved in training to enhance the teachers' skills in order to use these tools more.
5. To be trained in order to master them, "They require along with students a good mastery of ICT
6. To be supplied as "Educational authorities have to supply language classrooms with all necessary technological tools - Some teachers need training to be able to use some new devices". "Teachers need the material support of the institutions as administration, faculty. They also have to get some ICTs courses to learn how to integrate in developing reading and writing".
7. To have Data show, High internet speed, and Laptop for each student
8. To have internet accessibility and flow in addition to electricity at the university level. "Good internet connection and electricity (since the minimum requirements are absent in our university)".
9. To collaborate, "Teachers should collaborate to apply these tools in a real context, action research and teachers meetings are necessary to share, discuss, and suggest new propositions that would cope with 21st century".
10. A smart phone, a computer, a smart printer (sometimes) and an access to internet are always needed for teachers, because they need it the most.
11. Universities have to provide the means to accomplish the good advancement for the process.
12. As I previously said, teachers should allow their creativity to inspire them. However, in order to do so, teachers should have access to ICTs and also taught about how to use them effectively. Institution should provide ICT tools and make them accessible to all teachers and students. Easy access to the internet is also needed in this case.
13. Internet and different devices in classroom

Therefore, teachers need to gain knowledge of how to use the different ICTs such as data-show, smart phones as part of being a lifelong learner. Teachers also need to collaborate and exchange expertise of using the new technologies in their teaching. They highlight the importance of equipping universities with different ICT tools in addition to internet accessibility.

 Teachers further add the following points:

1. Even with ICTs, teachers' role is always significant, "ICTs do help teachers and learners in the teaching-learning process, yet nothing can change the crucial role of a good teacher".
2. Develop ICTs knowledge for both teachers and learners:"Both teachers and students should keep abreast with the new technological developments and utilize them to maximize good learning feedback".
3. Focus on Reading and writing: "Reading and writing are interrelated literacy skills that every student is in need to master, hence they must be

considered by schools and researchers in order to develop new teaching procedures at different levels".

4. Focus on knowing our learners: "ICT is good and quite effective in adding to the learning experience. Nevertheless, without focusing on individuals (in our context students and learners) in order to probe their cognitive abilities and what ignite their interest nothing could be achieved".

5. Cautious use of ICT: "Using ICT in classrooms needs to be to certain level. Teachers must give students other activities in order to intense their individual efforts without resorting to such assistance"

6. Allowing innovation in the written expression session: "Though I believe that there is no tool replaces hands and papers when it comes to writing, i see that allowing students to move from a pen and paper towards the use of ICT gives new possibilities of interaction and opens better relationships between teachers and students, mainly because students feel comfortable using tools they know well. ICTs are indispensable nowadays, especially in these dire times when we find no means for teaching and learning other than online platform. I like the topic and answering the questions.

However, one of the teachers highlighted that the traditional way of reading and writing is the better way to learn these skills; "I prefer reading from the book and using my pencil to take notes highlight and write summaries and paraphrases, and I like my students to do the same thing. ICT'S don't work in Algeria. You know how much we suffer with data shows".

Therefore, EFL written expression teachers are very aware of the potentials of ICTs in education, precisely reading and writing. They assured they use them in teaching writing inside and outside the classroom. They have also confirmed that ICTs have a role in enhancing learners' writing and reading skills. Teachers highlighted the importance of reading for a well written piece of writing. They referred to different applications that might help students with these skills. Hence, ICTs became an important part of students' educational life.

Conclusion

Reading and writing are essential skills for academic success. The relation between the two skills is intertwined as there is no good writing without good reading. Indeed, a good reader makes a good writer as this last developed interaction with the text and became aware how the writer expresses ideas. Consequently, this reader will end up with certain writing strategies, styles and sentence patterns while writing his own text. In investigating EFL University teachers' perspectives of ICT use in reading and writing skills, the questionnaire results confirmed the two hypotheses. Teachers showed awareness of the potentials of ICTs use in education. They also use them to teach reading and writing skills through different tools as smart phones, data-show and through different applications. Indeed ICTs become crucial in today's education for both teachers and learners. Getting profit from what ICTs provide helps in enhancing the learning of the literacy skills and promotes successful EFL learners.

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Appendix: Teachers' Questionnaire

Section One: General Information

1. Age…………………

2. What is your highest degree? …………………………………..

3. How long have you been teaching English at university? ……………………..years

4. How long have you been teaching Written Expression? ………………………years

Section Two: The Writing Skill

5. How do you find the level of your students' in writing? Poor ☐ Average ☐ Advanced ☐

6. If poor or average, please, explain why?

………
………

7. What are the main difficulties your students face while writing?

a) Finding clear ideas ☐   b) Organization of ideas ☐   C) planning for writing ☐

☐   ☐

d)Choice of words ☐   e) Cohesion   F) mechanics (grammar, punctuation, capitalization)

8. Do you think that time allotted for written expression is enough?

Yes ☐   No ☐

9. In your teaching approach, do you focus on:

a) The final product of writing ☐ b)The steps of the writing ☐

Section Three: The Reading Skill
10. Do you consider reading as an important skill for EFL learners?
Yes ☐   No ☐

11. Do you provide your students with opportunities for reading in your session?
Yes ☐   No ☐

12. How often do you encourage your students to read?

a)Always ☐   b) Sometimes ☐   c) Rarely ☐
d)Never
13. Do you provide your students with some reading strategies?   Yes ☐   No ☐

14. If "yes", please, specify
……………………………………………………………...……………………………………………………………
…….

15. Do you think reading effects writing?   Yes ☐   No ☐
16. What tasks do you provide for your students to integrate reading with writing?
………
………
……………………………………………

Section Four: ICTs, Writing and Reading
17. Do you use ICTs in the written expression classroom?

a)Always ☐   b)Sometimes ☐   c)Rarely ☐   d)Never ☐

18. Which types of ICTs do you use?

a) computer ☐ b)Smartphone ☐   c) Datashow ☐   d) Ipods ☐   e) ☐
Internet

Others……………………………………………………………………

19. Please specify for what purposes?
………
……………………………………………………………………….

20. Do you use ICTs for educational purposes outside the classroom?

Yes ☐   No ☐

21. Please specify for what purposes?

………
………………………………………………………………………..

22. According to you, can ICTs be effective teaching tools in improving learners' reading skill?
Yes ☐   No ☐

23. If yes, please explain how?

………
………………………………………………………………………..

24. According to you, can ICTs be an effective teaching tool in improving learners' writing skill?   Yes ☐   NO ☐

 25. If yes, please explain how?

26. According to you what are the benefits of using the ICTs in the written Expression classroom?

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

Section Five: Suggestions

27. According to you, what do teachers need in order to use ICTs in the written expression session for a better written work from their students?

………
…………………………………………………………………………………………

28. Do you want to add further comments or suggestions?……
……..