

**The Impact of Online Practice Reading Using
“ReadTheory.Org” on Second Language Learners’
Reading skill Improvement**

أثر ممارسة القراءة عبر الإنترنت باستخدام موقع "نظرية القراءة" على
تطور مهارة القراءة لمتعلمي اللغة الثانية

by
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of the requirements for the degree of
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ABSTRACT

Not only do the animals and plants have adaptable tricks, strategies, and natural features to defend their existence during peril, but also the human beings as well. Recently, Covid-19 has changed the life tactics, means, and facets and caused great damage in all sectors, including health, policy, economy, and education. Education has been shifted from physical campuses to be online (Distance learning or Online learning) or blended. The current study conducted in the United Arab Emirates during Covid-19 used a questionnaire to check the impact of Covid-19 on the students' second language reading skill acquisition using the ReadTheory.Org website. The participants are 50 students who attend grades 4,5,6, and 7. The results reflected many advantages and drawbacks of online learning including saving both teachers' and students' time, paying students' attention.

Keywords: Covid-19, Distance learning, blended, intensive reading, extensive reading

الموجز

ليست فقط الحيوانات والنباتات التي تمتلك حيلًا واستراتيجيات وخصائص طبيعية تمكنها من التكيف للدفاع عن وجودها أثناء الخطر ، ولكن أيضًا لدى البشر. في الآونة الأخيرة ، غيّر فيروس كورونا أساليب الحياة والوسائل والجوانب وتسبب في أضرار جسيمة في جميع القطاعات ، بما في ذلك الصحة والسياسة والاقتصاد والتعليم. لقد تم تحويل التعليم من المباني الدراسية إلى أن يكون عبر الإنترنت (التعلم عن بعد أو التعلم عبر الإنترنت) أو الهجين. أجريت الدراسة الحالية في الإمارات العربية المتحدة باستخدام استبيان للتحقق من تأثير فيروس كورونا على اكتساب مهارات القراءة للغة الثانية للطلاب باستخدام موقع ReadTheory.org شارك في الدراسة 50 طالبًا يحضرون الصفوف 4 و 5 و 6 و 7. وعكست النتائج العديد من مزايا وعيوب التعلم عبر الإنترنت بما في ذلك توفير وقت كل من المعلمين والطلاب ، وجذب انتباه الطلاب لدور التكنولوجيا في اكتساب اللغة الثانية ، دمج المواد عبر الإنترنت مع أنشطة الفصل ، وتحسين مهارات الكتابة والتحدث. ومع ذلك ، فإن التعلم عبر الإنترنت لم يحسن مهارات القراءة لدى الطلاب أو يحفز الطلاب في دراستهم الأكاديمية

DEDICATION

I would like to dedicate this work to my brilliant parents who sacrificed and did their best to make me succeed in my practical life and taught me how to persevere to face challenges and achieve my goals, and to my kind, sweet little daughter, Lujain, who is the source of my happiness in life, and who made my life purposeful, and to my dear wife who was patient, very loving, and supportive, that encouraged me to give my best, and she helped me overcome many obstacles in my journey. I do not forget to mention my beloved brother and my affectionate sisters who were honest with me and shared my feelings of joy and sadness. Finally, I would like to thank my tutors who have done a favor to me and made me obsessed with knowledge and self-development.

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CHAPTER ONE: INTRODUCTION

1.1 Introduction

Not only do the animals and plants have adaptable and modified tricks, policies, strategies, and natural features to defend their existence during peril, but also the human beings as well. Wars, natural disasters, poverty, ignorance, fatal diseases, and viruses have taught people to find the most effective alternatives. Recently, Corona Virus (Covid-19) has changed the life tactics, means, and facets and caused great damage in all sectors, living facilities, especially education. Education has been shifted from physical buildings to be via the internet medium or blending.

Second language learning and acquisition require students and learners to master the four skills of the language. The current study is dedicated and focused on practicing reading skills. Before Covid-19, the normal procedures represented learning the phonics and sound of the language. Then, read simple words related to this phonics and simple than complicated sentences. After that, students start to read short stories and novels. These procedures are while education face to face. Schools and local community organizations used to hold local and international competitions to encourage students to practice reading. Students' improvement in their reading skills will have an impact on their academic levels which in turn will make them improve and go forward in their academic levels.

During Covid-19, the atmosphere had changed completely in the procedures and mechanisms of the reading skill practice. While students at home or school with social distancing, teachers find it difficult to practice their reading skills. The only solution was online via websites and through apps on mobiles. Students were able to practice reading skills online

such as on ReadTheory.org to read and answer comprehension questions. Also, teachers used to send some worksheets to students whether on educational apps such as; zoom, Teams, LMS, Google Classrooms, and emails to enable students to practice their reading skills

Online education or Distance-education or Distance-Learning has been found before the 20th Century and there had been many universities and educational organizations that have introduced this kind of education because of the students' conditions which in the first degree do not require students to attend physically the studying institutions, however, the pandemic of Covid-19 shed the highest amount of light on this type of education because of lockdown and quarantine policies imposed obligatory in the most of the infected countries.

Distance- Learning had been settled with great history and various utilized methods. Holmberg and Börje (2005), state that Caleb Phillipps advertised the intention to teach students through the emailed weekly lessons in 1728. Moreover, Alan Tait (2003), declares that Isaac Pitman was the first person to deliver a course online in 1840. The course was about mailing texts transcribed into postcard shorthand and giving students feedback. Such preliminary devices and simple courses paved the way to a formal path. Consequently, various schools were teaching online in the United States of America in 1873, in addition to some colleges such as; the Wolsey Hall, Oxford which represented the first college that was teaching online in the United Kingdom(Robinson, Cole, Elizabeth .2012).

The pandemic of Covid-19 has massive and comprehensive harmful, fatal, and destructive tangible impacts on all aspects of human life including health, economy, policy, trade, traveling, and education. Suminar (2020) states the global economic impacts of the Covid-19 lead to the shrinking of the economy by 1% in 2020. According to Bloomberg (June 8th 2020), the number of killed people reached more than 400,000 worldwide and the number of

infected people are more than 7.0 million people since January. Educationally, most governments all over the world imposed the closure of the educational institutions to avoid spreading the virus among children, students, and learners in all subjects. However, the physical campuses have been closed, and the online platforms, accesses, apps, and programs have been promoted and refreshed. The recorded number of educational institutions closures until the 7th of June 2020, is about 1.725 billion. In addition, UNESCO declared that there are 134 states all over the world that carried out nationwide closures, and 38 countries implemented local closures. This means that 98.5% of the world's students are affected by Covid-19. However, there are 39 countries schools are still open (UNESCO. Retrieved 2020).

The United Arab Emirates is similar to many countries in various regions around the world that have been affected by the Covid-19 in all sectors. Especially, in the education sector, in which the author works, the Ministry of education (Moe) has stopped students in all educational institutions from going to schools and universities since the beginning of the pandemic. The Ministry imposed Distance-learning on all public and private educational institutions to support students and learners with suitable, effective, useful, and educational alternatives through this embarrassing and dangerous era of the virus spread.

The impacts of Covid-19 have involved the entire educational sector components and structures such as educational materials and resources, school staff, students, school fees, digital services presented by the ministry of education and private school, and finally the surrounding psychological conditions. The Ministry of Education has already started a long time to present its digital services for educators, parents, schools, and teachers. There have been many initiatives started earlier to change education into digital learning and schooling. In 2012, under H.H. Sheikh Mohamed Bin Rashid, Vice President and Ruler of Dubai supervision there was an earlier initiative. The hope was to

make a drastic change in the whole education system in the country to achieve the 2021 plan's goals (Jeffrey E Biteng / The National, 2014). Also, the country was planning at that time to support the educational institutions with the Smart Learning Program in all educational cycles which include from grade K.G to grade 12. Mohammed Gheyath states that "The main goal is to reform education in the UAE to become one of the best education systems in the world," said, the director-general of the program.

In practicalities, there has been an initiative followed that began in 2017, which represented another drastic eLearning platform shifting" Madrasa". This platform supports students in the field of science subjects such as; science, math, biology, chemistry, and physics with 5,000 free Arabized videos. Moreover, the Madrasa platform presents 11 million words related to educational content including all educational cycles and renders its educational services to 50 million Arabic students, who can download the application on their smart devices and can log in from their computers. (Ministry of Education, Information and Services,2020). Furthermore, Duroosi, Diwan eBook reader, The AED 1 billion program, boards, and electronic devices such as; tablets, iPods, iPhones, and Android platforms. The abovementioned platforms are the core components of distance-education learning that have been presented before the spread of Covid-19.

In an attempt to handle the urgent impact of the pandemic and spread the lockdown and stop all educational institutions to attend physically and start distance learning, the ministry of education took the responsibility to train the teachers in public and private schools (Ministry of Education, Information and Services,2020). The beginning witnessed 34,200 public and private schools; principals, teachers, and administrators one-week remote professional training. Also, there was a course offered by Mohamed Bin Hemdan University that qualifies teachers to be

teachers online for 24 hours. In addition, Moe found two centers to solve the online issues. Furthermore, the ministry obliged the private schools to render distance learning for students. Moreover, the ministry supported students who do not have computers or laptops with these devices in addition to free Wi-Fi or data. The schools and universities used platforms and applications such as Zoom, Meet, Google Classroom, and Teams to deliver third-term distance education.

The current study tries to improve students' levels in the second language reading skill during Covid-19, the researcher applied an intensive approach to the reading skill by using the ReadTheory.org website. The intensive reading strategy means that students read the text fast to discover the segment of textual content containing the answer they want. The intensive reading that students may practice helps in discovering the unique records necessary to deal with the questions of the reading texts. Reading intensively is carried out with a slow tempo and more care. Doing this effectively requires thinking approximately about the causes of reading and what are the goals of contextual reading.

1.2 Problem Statement

On the 15th of March 2020, at 12:52 a.m., life has completely converted and altered for instructors and learners in the schools and universities all over the world when school principals were told that all schools will be locked down and suspended from studying because of Covid-19. When Coronavirus hit, the students whom I was teaching were studying normally and orderly from textbooks which include two versions: Course Book and Workbook. During the normal studying, the teacher used to depend a lot on the book as it was the main authenticated book from the Ministry of Education and all teachers should finish this copy by the end of the semester.

While students were attending school physically, they were working in groups, teachers support them with help, engaged in answering exercises, following up, giving feedback, designing worksheets that support the curriculum, and classes were active by all members and the teacher was following every student's progress.

Converting studying to be online based on the new cautionary procedures because of Covid-19 has its effects on learning English. According to Vygotsky (1994), the learning process is a combination and interconnection of emotion and cognition. The role of cognition is much more important than emotion. Otherwise, the role of cognition in learning adds a lot to the subject of research. On the other hand, emotions have been considered to a minor degree (Arnold, 2011; Horwitz, 2016; Richards, 2015). So, there have been a lot of constraints that have faced both teachers and students in second language acquisition, especially the reading skill. These challenges are represented in using the online apps, the internet, and the material. The researcher in the current study tried to facilitate and support the reading skill of his students by using the ReadTheory.Org a famous website that is internationally used by all the learners to improve their reading skills.

1.3 The Study Overview

The current research refutes the impact of the Covid-19 impact on second language reading skills. The study samples are students who attend the XYZ School in the United Arab Emirates, Al Ain City (N= 50, M=25, F=25). As the researcher is a teacher at the same school. The participants are attending grades (4,5, 6, and 7). Their ages are verified from 8-to 13 years old. Participation in this research requires the participant's consent in participating in the research voluntarily. When the researcher is going to support more course credits, the

participants should be acknowledged based on based alternative methods of earning the same amount of credit; those alternatives must be genuinely comparable in terms of time and effort. The participants were arbitrarily allocated to one group to measure how intensive reading can improve their academic reading level. In the beginning, there was a background knowledge pre-test and two reading comprehensions. The participants were given a post-test with 5 to 7 texts to measure the impact of the intensive approach on reading comprehension acquisition and improvement level using ReadTheory.org exercises after three weeks of practicing the intensive teaching.

1.4 The Purpose of Study

The core aim of the current study is to enable students during the Covid-19 crisis to practice more reading activities to increase their ability in dealing with various types of texts and to gain more knowledge with reading skills. The findings of the study will be relevant to the development of instructions in English language teaching and learning as a second language learning and teaching of English as a second language.

This current study has a discovery method in English language teaching and learning, the intensive strategy through using the offered material from the Read Theory website.

Moreover, the study sheds the light on using the intensive strategy with students who are expected to achieve high performance under the control of their environment surrounding conditions which include an electronic device, internet, and emotional preparation to study, and the most important is the focus on the reading skill.

Briefly, the study seeks to uncover how using ReadTheory.org can lead to a peak in students reading comprehension levels to compensate for the online learning aspect that manipulated education after Covid-19 hit the world. ReadTheory.org includes many texts from different genera with the following questions which in the first degree depend on students' understanding of intensive reading strategic instruction and which will enable them later to deal with any reading text.

1.5 Definitions of Relevant Terms

1.5.1 Reading skill

The definition of reading defines reading as a cognitive process that includes decoding symbols to get the meanings. The purpose of practicing reading as an active process is to build the words' meanings. Practicing reading purposefully assists the reader to face information towards a goal and focus their attention. However, reading reasons variety, the basic aim of reading is to comprehend the text. During reading, the readers practice their thinking process. Consequently, readers master using what they have and use their background knowledge, which is also called prior knowledge. During this handling of information, the reader utilizes methodologies to comprehend what they are reading, utilizes subjects to coordinate thoughts, and utilizations literary pieces of information to track down the implications of new words. Every one of the three parts of perusing is similarly significant. How about we investigate the parts!

1.5.2 The Reading Process

The reading process includes perceiving words and prompting the improvement of perception. According to research, reading is an important and interactive process between the reader and the text which includes many phases.

The first stage in the reading process is called “**pre-reading**” which is focused on collecting specific foundational information, revising the text, and fostering the causes of reading. The reader in this stage should have a deep look at the text title, read the first sentence of each paragraph, and highlight the numbers, and italic words. Secondly, “**During-reading**” involves the reader’s expectations after reading the text. For instance, a twofold passage diary empowers the reader to compose the text from the reading on one side and their response on the opposite side. Appreciation is a deliberate, dynamic, and intuitive process that happens previously, during, and after an individual reading a specific piece of text.

1.5.3 Reading Comprehension

The reading comprehension process and skill have two components that complete the interaction process. The primary component is understanding the used vocabulary. The reader should understand the option to comprehend the vocabulary utilized by the writer. The subsequent component is text perception, where the reader assembles the vocabulary and different cognizance procedures to foster comprehension of the text. Comprehension, or the psychological cycle that permits the reader to comprehend the text, starts before the reader begins the text and goes on even after the perusing has wrapped up. There are a few explicit procedures that can be utilized to increment appreciation.

1.6 The Types of Reading

Gordana S (2021) states that however, the modern community can be scrutinized as a norm for its appearing disinclination regarding customary side interests such as the skills of reading, the assessment should be practiced as an important tool. Pew Research Center concluded that 72% of the United States grown-up partake in a decent book in their extra time. People who practice this habit are likewise liable to read their collected book in any arrangement

accessible, from printed duplicates to electronic books. The following time you see somebody gazing at their telephone in open transportation, odds are they'll be immersed in stories instead of looking at their Instagram takes care of.

If you have any desire to further develop your understanding abilities and practice dynamic perusing, you want to dominate and utilize different perusing cognizance procedures. Knowing what these systems are assists you with doing your basic perusing practices more productively.

You ought to likewise get to know the sorts of understanding abilities. Alongside composing abilities, they are one of the most critical to have today. We should dive into the significance of consolidating dynamics adding something extra to your everyday existence and hopefully looking out for a way to improve on the different understanding abilities.

1.7 The Classification of Reading Skills

You should read effectively to do any cognizance work out. Since the term reading perception is so expansive, characterizing the abilities that it includes represents somewhat of a test. One method for characterizing reading abilities is to separate detached and dynamic reading, otherwise called careless and basic reading, individually.

1.7.1 Critical reading implies you are:

- *Endeavouring to get texts top to bottom
- *Acquiring new information from texts
- *Twofold checks any realities and articulations
- *Making decisions about the readable book or story or fiction

1.7.2 Practicing Uncritical reading

It does not revolve around acquiring information

Try not to contemplate the text or material that you read

Face the steem with us by the material that you are perusing

Try not to shape a unique assessment of the text

While basic reading is its very own expertise, there are explicit sorts of reading abilities you want to fundamentally figure out how to understand texts.

If you have any desire to dig into the reading kinds abilities that understudies require to utilize and instructors are in a dire necessity of education:

*Translating

*Procuring the items of fresh vocabulary

*Familiarity

*Mastering or having a background in language shows

*Centered consideration

*Growing world information

1.7.3. Decoding

The meaning of decoding mindfulness is the principal expertise someone realizes when he/she marches to class. More explanation includes building up words, expressions, and finally sentences. On the off chance that a student is a secondary school, or he has proactively set out on his school venture, he is utilizing the expertise of disentangling unwittingly. He/she wants this ability to be a basic reader. For instance, he might coincidentally find an obscure word

while he is reading. The student does not have the foggiest idea about its significance, yet he does know how to articulate through interpreting the main letters and the sounds of the language he/she produces when they are organized in a particular request.

1.7.4. Range of Vocabulary

Utilizing information of vocabulary implies the student or learner's ability to unravel significance from the words and expressions that he is learning. The student ought to further develop the vocabulary level no matter what his/she vocabulary age or training level.

Language is something living, and that implies that new vocabulary is being created and gained normally constantly. Whether you are a straight-A student or are battling to get through your understanding boundaries, your vocabulary ought to advance continually.

Vocabulary is likewise firmly connected with idea advancement. This means the more extravagant your vocabulary is; the more extensive comprehension you might interpret the world is. Vocabulary isn't simply an ability that assists you with turning into a capable reader, however, it can likewise work on your possibility of concentrating on some random major.

The English language has a great number of words that reach hundreds of thousands in the English language. Thus, this represents a very daunting prospect in teaching English as an internal language. The native speaker in the normal stage utilizes a maximum use of only five thousand words in daily speeches in communicating with others. Furthermore, the second language learner does not need to learn these huge amounts and use them. Teaching vocabulary is related in the first degree to what is useful and influential for students to use and learn. The choice of the vocabulary item is connected with its usage, learnability, and essentiality.

1.7.4.1 Vocabulary Requirements

- **Meaning**

Teachers must facilitate the meaning of the new vocabulary items to enable learners to understand the meaning of the taught vocabulary to confirm that learners have recognized correctly its meaning and they can answer questions.

- **Form**

Learners should know the structure of the target vocabulary to which part of speech it belongs if it has the function as a verb or it works as a noun/an adjective to utilize it effectively and properly.

- **Pronunciation**

There are huge difficulties in English between the written words and their pronunciation and this represents a challenge in learning this language for learners specifically non-speakers. The important, quick, and the remedial solution is using the script of phonetics which helps the student to keep a written record of these pronunciations to practice more. There must be a drill of the problematic words in pronunciation that may face students and learners and also practice the stress on the words and sentences.

Teachers and instructors can introduce vocabulary items through some techniques and strategies which serve the student in the first degree.

- **Contextualization**

The teacher tries to link between the word and real-life by thinking of a context clearly during word utilization and either describe the word to learners or give sentences as explaining examples to foster the meaning furtherly.

- **Illustration**

It is more important and useful for words with concrete meaning. Concrete words are such as (cat, sky, and short) and are very essential in the language and students who like to study visually.

- **Miming**

The most interesting strategy with verbs that reflect and involve actions and also they are not easy to forget.

- **Antonyms and Synonyms**

The teacher can explain vocabulary items by using these strategies in giving similar words or opposites.

- **Definition/Meaning**

The teacher gives the definition and meaning of the new word to facilitate it for students or students can use the dictionary for support. Teachers should feedback to students by asking questions and have a connection with these items to deepen their understanding.

- **Translation**

The teacher can use students' first language in translating the target vocabulary item with the correct meaning.

1.7.4.2 Vocabulary Learning Steps

1- Introduction

Context plays the most important role in making learners understand and use the target vocabulary through using these vocabs in context. This enables learners to link between listening, repeating, and using this item in daily life.

2- Support Context Within Classroom

Supporting context for learners to learn and study vocab plays a significant role in students learning and acquiring tough words similar to young learners acquiring their first language. Supporting fruitful contexts involves the target vocabulary items with sufficient time for our students to engage and be involved in the meaning of the language vocabulary targeted item. Consequently, and based on this instructor can use English as a second language inside the classroom to link what students learn and the real world through flowing effective strategies to enable learners to utter and produce correct language which enables them to communicate with the world, community and abroad societies.

1.7.5 Language Conventions

Language shows allude as far as anyone is concerned of spelling, sentence structure, and accentuation. The vocabulary abilities, being acquainted with different sentence structure developments, and standard accentuation rules are considered extraordinary noticeable merits, in addition to spelling words accurately.

On the off chance that students can comprehend a message which includes complex sentence structure, the student has only one reading cognizance expertise. Generally, the learner can claim that he has this ability when he is alright with involving more than a few linguistic developments in your composition. This is one manner by which composing is interconnected to understanding abilities.

At the point when you know how expert writers utilize different composting systems to communicate specific thoughts or convey a particular tone, you can peruse their texts easily and comprehend them impeccably.

1.7.6 Attention

Readers who suffer from poor reading have short attention spans. Short attention span means the inability to focus on passage length and exert great effort rather than external or scatters through some thoughts or elements. It's the reason consideration with a mental ability basically, is additionally a piece of capable understanding perception.

If the student is battling with the reading comprehension, text, or story, he ought to work on expanding his capacity to focus and practice expanding the period of focus and concentration. To reach this result, there are a plethora of strategies and techniques that should be followed such as setting a schedule for the reading period that learners or students intend to practice the reading process. The beginning is better if it starts with practicing reading for fifteen minutes reading continuously is sufficient. Check whether, following a few days, you can widen that period to 25 minutes or an entire hour. Another mental expertise that is pertinent for perusing is memory. Good readers will not fail to remember what they've retained when they are involved in an alternate action. That is called retention, and besides the fact that it assists you with concentrating better, however, it likewise allows you really to partake in the understanding material and assimilate novel thoughts from it. for example, you can set a specific time during the day that will be devoted to reading. Setting a specific schedule for practicing reading on regular and daily basis starts from 15 minutes. After practicing reading on this basis, extend your reading for 25 minutes or one hour. Memory is one of the relevant matters in the reading process practice. Different activities improve memory and retention which means retaining information during the need to it in various educational or communication situations. Retention feels the reader and learner enjoy through remembering and using what was learned.

1.7.7 Fluency

Fluent reading implies a learner's ability to read texts easily and without any challenges, whether or not the student knows about the theme or not. Reading fluency is reflected in the amount of learner's possession to get practice the composed reading

The learner's best way to check his reading fluent level is by timing his understanding time. The student doesn't need to utilize a stopwatch each time he plunks down to partake in a decent short story or a book. Another option is that rather time what amount of time it requires for you to traverse a passage or even one sentence of a new message.

1.7.8 Knowledge of the world

During reading, the reader has knowledge and background with the world and he draws using this experience unwittingly while reading. In practice, you are relating what you know to what you are reading.

Reading John Austen's work of art "Pride and Prejudice" is a clear example of this. The first clear sentence in the novel states, "it is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.". The learner's insight into the period and the common assist him with seeing that Austen was making fun of it to peruse Jane.

The more information and great numbers of words readers need; the more books they should read. Students utilize the information they procured to surmise the significance of different texts. This is a genuine illustration of how you utilize all the different perusing abilities at the same time.

1.7.9 Active and Passive Reading Texts

In the real life, utilizing dynamic and reading passively is contingent upon the learner's state of mind and the explanation of the readers' ability to read various types of texts. Working

on understanding abilities, you should have the option to differentiate between active and passive reading.

Assuming you don't generally mess around with leveling up your understanding abilities, you ought to have the option to screen yourself during the reading process. A clear example of that is you could miss concentration frequently and wind up reading inactively even though that was not your unique goal. Whenever that occurs, the best course is to have some time off or return to the entry you missed before you continue. To assist you with knowing whether you are perusing effectively or latently i.e., fundamentally, or carelessly here's a table that exhibits how the two work out:

1.7.9.1 Active Reading

- Planning to make sense of something
- Reading gradually or immediately found on the given data or composing style
- Going over what you have read in your mind and being willing to talk about it with others
- Taking consideration to comprehend the text you're reading completely
- Skimming the text before reading its entirety

1.7.9.2 Passive Reading

- Acquiring minimal new information from texts
- Leafing through the material no matter what the substance
- Giving the thoughts access to the text getaway rapidly after completing it
- Being reluctant to scrutinize how you might interpret the text

-Proceeding with perusing with practically no thought about what's going on with the text

1.7.10 The Intensive Reading

Reading skill implies studying something by looking at various codes of language words. These codes are practiced by the reader as he looks material and comprehended the meanings. Practicing the skill of reading has a lot of applied strategies and approaches in improving students' levels inside and outside classrooms and practicing anywhere. Some of these strategies are reading intensively and extensively. The meaning of extensive reading implies covering a main and vital part of a text and the students point at the selected material done by themselves. On the other side is intensive reading which means practicing in-depth or concentrated reading. Another meaning is that students read carefully and intensively a kind of reading in which the information included includes specific details such as proper nouns, dates, and numbers.

The meaning of intensive reading refers to learners being supposed to read the short text with more focus, attention, care, and deeply to acquire and gain maximum understanding. Based on the challenges faced by students, the researcher tried to apply an important strategy that can support learners in their reading skills. The strategy is intensive reading on the current website ReadTheory.org where students can read and learn how to deal with the reading comprehension activities.

You can consider broad perusing for delight. You don't need to examine each piece of the understanding of the readable texts and involve your head in hard reading whenever you don't know what the creator needed to say. Perusing widely suggests you are perusing to get the master plan, partake in the story, and breathe easy.

1.7.11 Extensive Reading

Extensive reading ought not to be mistaken for uninvolved readable texts. On getting the material that will be read for delight, you need to understand and absorb and charm yourself in the reading process. In general, the reading extensively process assists you with securing fresh vocabulary items as well. It likewise fabricates a sound propensity for perusing for delight. Magazines, fiction books, and comic books are the model materials for extensive reading. Make a point to pick the material you are keen on and establish a loosening up the reading atmosphere for a minimum of 60 minutes. You ought to likewise fend any interruptions off.

1.8 Study Significance

Students during Covid-19 have faced a lot of challenges that affected their performance in the second language learning generally and in the reading comprehension specifically. Firstly, the inability to use the internet or because of the often disconnection. Secondly, English in the UAE is a second language which means that students face problems in the reading itself, especially with what is related to vowels, consonants, and phonics in general. Thirdly, the types of texts and strategies used by every student to deal with these texts to find answers. There have been more studies, however few of these shed the light on resources and websites that can be utilized with students to improve their reading skills to solve the issue of reading during Covid19. The current study bridges the gap between students' absenteeism from school and learning online.

1.9 Research Questions

The current study explains the impact of Covid-19 on second language reading skill acquisition by using the intensive strategy to enable learners to improve their reading activities. The present research paper has some questions that require answers:

- 1- to what degree have students achieved improvement in their reading comprehension skills?
- 2- Have you utilized any new strategy which enabled you to achieve progress in reading?
- 3- Does online learning support students with useful resources in reading comprehension skills?

1.10 The Study Hypotheses

There is only one hypothesis based on the relationship that exists between the intensive group members in the current study:

- 1- There is no impact on students reading comprehension skills through using Readtheory.org.

1.11 The Dissertation Structure

The current dissertation consists of 4 chapters. Chapter 1 displays background about the dissertation title, statement of the problem, details of the intensive reading strategy, overview, purpose, and the importance of the study, definition of intensive reading, research questions, and the hypotheses.

The second chapter introduces the second language theories focused on the reading skill such as; Sociocultural Theory and Schema Theory. Furthermore, the chapter introduces the direct instructions related to the reading intensively practice instructions.

Chapter 3 shows the methodology utilized in this study. It contains the questions of research, hypotheses, design of research, participants, materials, setting, timing, collection of data, analysis, and the results of the study. All the questions of research were given with individual discussions provided by tables and graphs of each question.

Chapter 4 displays a discussion of the results, implications for the pedagogical practices, and the limitations of the study followed by a conclusion that revolves around the benefits expected from applying this strategy with students to improve their reading skills during Covid-19 because students need to verify their resources while they attend at home.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

Chapter two of the dissertation investigates the previously conducted descriptive and empirical studies which have a close relationship with the current dissertation. However, the cohort of studies that shed the light on the topic are various, but limited numbers of these studies focused on the reading skill during Covid-19.

Chapter two presents the second language reading skill acquisition theories as the cornerstone for the dissertation theme. Moreover, before explaining the theories of reading as a skill, there should be an explanation for the online learning website ReadTheory and its role in helping students to improve their reading skills. Furthermore, the chapter displays the intensive reading strategy and its turn in making students achieve high performance in the reading skill.

2.2 Theoretical Background

2.2.1 Schema Theory

Goodman (1971) states the definition reading is a “psycholinguistic guessing game.” He considers that the reader rebuilds and reconstructs as better as he can a message which has been encoded by a writer as a graphic display in the reading process. On the one hand, Coady (1971) designed a basic psycholinguistic model for reading and suggested a model in which the reader’s background knowledge interacts with conceptual abilities and process strategies to produce comprehension. So, the followed approach in the reading skill since that time is called a top-down method utilized in the reading process of a second language. The reading process begins with the reader’s shedding more focus on the given text title, making predictions, looking at

pictures, underlining key information, and highlighting important ideas, and proper noun, so the learner is very active and engaging and processes information. All these steps create schema theory in addition to the reader's background of the text. There are two terms on this side; background knowledge and schema theory.

2.2.1.1 Background knowledge

It refers to the reader's previous knowledge. It is very important and plays important role in the process of reading. It promotes the reader through acquiring information from the reading text. Based on the reader's background knowledge, the schema theory appears and is very tangible in the reading process.

2.2.1.2. Schema Theory

The definition and meaning of schema theory mean how knowledge is acquired, processed, and retrieved. Widdowson (1983) defines schema as the technical term utilized which is used to display processes of people and organize and keep information in their minds mechanisms. Moreover, Widdowson (1983) sees that schema as a cognitive construct by which we do organization of information organization in our long-term memory. They "reflect the experiences, conceptual understanding, attitudes, values, skills, and strategies ...[we] bring to a text situation" (Vacca & Vacca, 1999: 15). Schemata, therefore, have been called "the building blocks of cognition" (Rumelhart, 1982) because they represent elaborate networks of information that people use to make sense of new stimuli, events, and situations.

Schema theory depends on the conviction that “every act of comprehension involves one’s knowledge of the world” (Anderson et al. 1977, cited in Carrell & Eisterhold, 1983: 73). Additionally, and even more extravagantly, Smith, (1994: 8) declares that all that we know and accept is coordinated in a hypothesis of what the world resembles, a theory that represents the premise of all our discernments and comprehension of the world, the foundation of all learning, the wellspring of expectations and fears, rationale and hopes, thinking and imagination. Also, this theory is all we have. Assuming we figure out the world by any means, it is by deciphering our co-operations with the world in the light of our theory. The theory is our safeguard against bewilderment.

The Schema theory believes that grasping a text is an intuitive cycle between the reader’s found knowledge and information and the text. Appreciation of the text requires the capacity to relate the text-based material to one’s knowledge. Grasping words, sentences, and whole messages includes something other than depending on one’s linguistic background. As Anderson (1977) brings up, “each demonstration of appreciation includes one’s information on the world as well. The more information on the world one has the better appreciation through the gentlemen of the text.

The schema theory as above explained refers to the reader’s activity, engagement, and interaction with the reading text. This comes true through the reader’s background knowledge in which the meaning is reconstructed. Consequently, the student can achieve a better understanding of the text.

2.3 Community of Inquiry Theory (CoI)

Garison, Anderson, and Archer (2000) evolved the theory of community of Inquiry to be suitable for online learning. The theory is based on three dimensions: “presences”: cognitive, social, and teaching (see Figure 5.4). The theory is useful utilization in online and blended learning in which offered courses for students depend on teachers and students sharing ideas, information, and opinions. Presence refers to students’ attendance socially with a mindful mindset with interaction and action socially and academically.

2.4 Connectivism

The theory of connectivism is developed by George Siemens (2004). He is one of the leaders in online learning theorists. The theory and its model are completely suitable for the new era of education delivered through the internet which witnesses a major shift in the way knowledge and information flows, grows, and changes because of vast data communications networks. The internet has launched teaching and learning during Covid-19 drastically from internal schools and universities, group work and pair work to individuals work at homes, school community to online home attendants, and even crowd activities to the no activities because of many elements. Siemens depended on Alberto Barabasi’s work and the network’s strong Wi-Fi connections. Siemens elements. Siemens relied on the work of Alberto Barabasi and the strong networks of Wi-Fi. Siemens presents connectivity as the integration of principles discovered by chaos, network, complexity, and theories of self-organizing [where] learning is a process that takes place within ambiguous environments of changing core elements—not entirely under one's control. Learning (defined as actionable knowledge) can exist outside of ourselves (within an organization or a database) and concentrate on linking specialized sets of information,

connections that enable us to learn more significantly than our current stage of knowledge. (Siemens, 2004).

2.5 Digital Reading theory

The current era in the world has witnessed both students and scholars broaden their utilization of digital texts. Thus, digital reading theorists consider what electronic text means to affect understanding of learning and scholarships. Hypertext theory and the phenomenology of reading are assessed as techniques for the digital reading process and cycle and as beginning stages for the improvement of new web-based reading tools.

Digital reading can be examined according to a lot of different viewpoints; the fields of cognitive brain research, studies of information, education, and scholarly examinations have all participated in various parts of current knowledge of advanced reading. The theory of hypertext has been presented as the most noticeable theory of digital reading in this duration. The phenomenology of reading can also be utilized to demonstrate advanced reading, and empirical investigations of reading conduct serve to complement areas of theory. Notwithstanding, the digital reading theory is yet an arising area of study that keeps on looking for a hypothetical structure and accepted collection of information (Miall and Dobson,2001).

The current position of the English language and its domination as the first language of communication imposes great challenges on its learners to improve academically. Academic reading comprises the reading done by students during the time spent finding out about a discipline and by personnel while doing research and educating. Both reading theory and practice highlight an undeniably friendly, intelligent utilization of digital texts. The perspectives that happen during digital texts, like addressing new ideas, blending discoveries, modifying

thoughts, and answering creators, are starting to track down an overt gesture on the internet-based atmosphere through using and pursuing reading via digital reading tools. Researchers and online application designers began to take into consideration the facility reading in the digital environment, creating new chances for readers, however, that topic isn't new to academic reading.

2.5.1 Development of Hypertext Theory

The emergence of the terminology hypertext, first coined in the 1960s by Theodor H. Nelson, can be defined as “text composed of blocks of words (or images) linked electronically by multiple paths, chains, or trails in an open-ended, perpetually unfinished textuality,”(Landow, 1997, p.3). This definition is taken from Roland Barthes' description of an exemplary text, in which the text contains many networks that interact to create a text with no beginning or end (Landow, 1997). Foucault similarly considers a text as a network of links, expressed through texts referenced in the book (Landow, 1997). Therefore, the theory of hypertext is dependent on postmodern and post-structuralist theories (Carusi, 2006) however forms outside the of the printed passage and is often found in contrastive to forms that are printed. Recently, DeStefano and LeFevre (2007) define hypertext broadly as “a collection of documents containing links that allow readers to move from one chunk of text to another”.

On the one hand, Vannevar Bush's 1945 essay represented the same instrument that is evolving today's hypertext concept, where Bush introduced the idea of a memex (Zambare, 2005). The device proved its ability to save all books and document types with the ability to link all documents (Bush, 1945). The theory of hypertext with authors such as Jay David

Bolter, George P. Landow, and Richard Lanham, among others, has been influential in the development of the field of hypertext theory (Miall & Dobson, 2001; Zambare, 2005).

The results can be seen with our students who are reading online and dealing with online texts on various websites and ESL resources such as ReadTheory. Students and learners find it easy to deal with texts on the website and then achieve high progress academically and in the field of reading skills of the second language.

2.6 Previous Studies

One of the closest to the website assigned in this study is the study conducted by Tanner Hock B.A and Amanda Plante-Kropp B.In 2016 ReadTheory.org is a smart website that aims to work as a program of computer-based supplemental reading for pupils who are from several grades. The site gives a wide assortment of reading perception practices and follow-up exposition choices for composing practice. ReadTheory novel elements are its dismissal of a paid permitting or charge for-utilize model, its consolidation of game mechanics, and its responsive evening out calculation, which permits understudies to be given best-fit material in light of earlier execution. This study aimed to explore ReadTheory.org's effect on students' grades, standardized test scores, and understanding certainty and capacity. North of 1100 expert instructors was overviewed. Their reactions give solid proof to recommend that Read Theory affects these three measures. Also, both understudy and educator fulfillment with Reading Theory were viewed as high.

A modern study by TODD JAMES ALLEN, 2021 at the University of Japan entitled “exploring students’ perceptions about intercultural communication education: Rethinking the design and facilitation of a course in Japan”. There have been a lot of researchers and educators who created theoretical principles and methodologies which have deep connections with intercultural educators (IC) courses. The current study investigated 42 students’ opinions for one semester about an intercultural communication course at a university in Japan. This course focused on students’ intercultural communication learning and what are techniques the students utilized to develop their learning of intercultural communication during the completion of their studies. The researcher utilized a survey method to collect data from the participants. The results showed the effective skills used by participants to broaden their experiences, develop tangible skills for their vocations, and influence the management of the IC interactions. In addition, the participants of this study expressed that learning about the IC led to an experience understanding and high performance with large intercultural issues.

The second study is under the title “The Dilemmatic On-Line English Learning during the Covid-19 Pandemic in Rural Area”. The government adopted an educational policy the same as many governments all over the world to deal with the period of Corona Virus Disease (COVID-19), namely learning from home or what is called online learning. The aim of this study is describing and evaluating student motivation and their English language skills during the pandemic. The rural areas based on this educational policy got benefits from online lectures delivered to students at home. Consequently, many applications are used by students. The researchers applied the Monkey Survey application to collect and analyze data on May 29th, 2020, and closed on May 31, 2020. The study included 35 participants who already studied

English online by using different applications. The outcomes of the study showed good improvement during Covid-19 in the writing, listening, and speaking skills by using applications such as WhatsApp, Facebook, YouTube, and Google Classroom. However, the reading skill did not have any effect because reading skills can be improved by using the Schoology application. While the Schoology application cannot be used because of internet network limitations and quotas. Other findings are that online English language learning during the COVID-19 pandemic cannot increase student motivation.

Another different study “The effect of COVID on Oral Reading Fluency during the 2020–2021 Academic Year” was conducted at Stanford Graduate School of Education (GSE), 2020 by Ben Domingue. Students all over the country from first-through-fourth graders reading assessment were given a reading assessment to measure their development of oral reading fluency, and the capability of reading quickly and accurately aloud. However, the study stopped largely in the spring of 2020 after the spread of Covid-19 hit the world accompanied by school closures. Based to the author, there were huge gains in students’ reading levels during Fall 2020, but not the same as it was in Spring 2020. “It seems that these students, in general, didn’t develop any reading skills during the spring – growth stalled when schooling was interrupted and remained stagnant through the summer,” said Ben Domingue. “It picked up in the fall, which is a testament to the work that educators did in preparing for the new school year and their creativity in coming up with ways to teach,” Domingue said. “But that growth was not robust enough to make up for the gaps from the spring.” Also, the researcher added that second and third graders were most affected. The results of the study found that overall, the students’ reading skills reached in the second and third grades are now around 30%.

A study under the title "Predicting Reading Comprehension on the Internet: Contributions of Offline Reading Skills, Online Reading Skills, and Prior Knowledge" by Julie Coiro explored the proficiency degree that adolescents need while they are reading comprehension for information on the Internet. The samples of the study are grade seven learners ($N = 109$) and they were selected from a stratified random. The selection happened through the choice of middle school different students who finished a survey of topic-specific prior knowledge and parallel scenario-based measures of online reading comprehension. The researcher designed a standardized reading comprehension quiz with scores lately collected. The findings of the study reflected that more practice online accounted for an important amount of contrast in performance on the second measure of the reading comprehension plot after controlling test scores which were standardized offline on the process of reading comprehension and topic-specific prior knowledge. Moreover, the reading process interacted between prior online reading comprehension and prior knowledge.

Another study was conducted under the title "Investigation on Motivation of Online Reading: A Case Study Preparatory Year Students" by Eyhab Yaghi, 2019. The study shows that our insight into internet reading inspiration conduct is principally founded on restricted information. The point of the exploration was thus to examine students' inspiration conduct toward internet understanding demonstration. Thus, this exploration utilized a blended technique way to deal with fulfilling the goals of the review. Hence, information assortment devices from past exploration were painstakingly chosen and changed to suit the motivation behind the study. Respondents remembered for this study were haphazardly chosen from the populace under assessment, the students of PYP at Majmaah University. The students' reactions were keyed into WARPPLS programming. Regarding subjective information, five students

were evaluated to acquire their reactions to web-based reading inspiration conduct. The primary outcome was students' and their associates have an alternate assessment on the internet reading. By aftereffects of the poll, students' meetings uncovered that they are propelled to peruse online for various purposes like reading for tests, delight, or finding new things. These outcomes offer a staggering comprehension of the thought of web-based understanding inspiration and widen our insight into the elements that could influence understudies' inspiration while reading on the web.

Reading online has its effects on learners. This comes clear in the current study “ A case study of the impact of free voluntary web-surfing on reading comprehension and motivation in an upper secondary EFL class in Norway” by Franssen, Nathalie Therese, and Johannes Siva,2016. The current study was a contextual investigation of the effect of a three-month free intentional web surfing (FVS) program on students' reading and inspiration in a Norwegian upper optional VG2 International English homeroom (elective subject). The contextual analysis bunch comprised 22 students. Double seven days, over 90 days, every English illustration began with a reading meeting of around 20 minutes for seven days, where the samples could get to any English-speaking advanced news supplier.

The review expected to figure out the effect of FVS on the students' understanding appreciation, the understudies' inspiration to read English-talking news on the web, the students' understanding schedules, their understanding advantages, and, at long last, if FVS assisted them with turning out to be more basic readers. The advancement of the students' reading appreciation was observed on Reading Theory, a web-based reading perception program. This was contrasted with a benchmark group of six students from the other class of International English at the school.

The data comprised a mix of both subjective and quantitative information. The subjective information comprised of two polls replied to by the entire class (one preceding the beginning of the program and one post-program), two meetings with eight center understudies (one toward the beginning of the program and one when the program was done), perceptions during the understanding meetings, and blog passages composed by the students. The quantitative information comprised of the outcomes accomplished by both the contextual analysis bunch and the benchmark group on the perusing understanding site ReadTheory. Triangulation between the various sorts of information expanded the legitimacy of the discoveries.

The exploration showed that most of the contextual investigation students were spurred by the broad understanding venture. This was found throughout the perceptions, the conversations that followed the understanding meetings, the blog passages, and the information given by the surveys and the meetings coordinated for the eight center understudies. The exploration likewise showed that a few understudies battled to track down fascinating articles to peruse, which was affirmed by their generally unfortunate outcomes in Readingead Theory. These understudies didn't appear to have the fundamental capability in English to have the option to peruse and partake in the English-talking on the web news.

The effect of the program on perusing understanding was challenging to survey as the Read Theory site didn't appear to be a solid instrument to quantify progress. For sure, the understudies from the benchmark group and the contextual investigation bunch kept immense vacillations in their grade level accomplishments starting with one test and then onto the next, with here and there up to six grades in contrast throughout the multi-month period.

The aftereffects of the concentrate for the most part showed that the PC is a decent wellspring of understandable information. The students partook in the perusing of the English-speaking news carefully, the majority of them felt that the program had commonly assisted them with further developing their understanding perception, some changed their understanding propensities, and some turned out to be more mindful of the wellsprings of the news distributed on their virtual entertainment stages, and a large portion of them felt that they had acquired information about subjects connected with the English-speaking world. Indeed, even the two most fragile understudies in the class felt that they had profited from the result of the program.

The concentration likewise showed the trouble for the understudies to keep away from interruptions while surfing the web. It is essential to know about the difficulties understudies are faced with when they can ride unreservedly on the net and the effect internet perusing has on the general comprehension of the message.

Scarcely any exploration review has been completed about computerized perusing in upper optional schools in Norway and not many examinations concentrated in Norway have zeroed in on the utilization of genuine materials in EFL instructing, like web-based news. This study has subsequently committed by adding to the little exploration around here.

Both Diana Presadă and Mihaela Badea explain in the case study “**A Case Study on Extensive Online Reading in Higher Education**” how they observed students concentrated exclusively on the materials of the reading syllabus reading materials. Also, the students ignored reading for pleasure outside the classroom. The authors recommend extensive reading which plays an important role in second language teaching and learning. Based on that, the researchers applied an extensive reading program for the introductory and academic levels which also continued for two later years with graduate students. The purpose was to discover students’ inclinations and attitudes toward towards e practicing extensive

reading and to evaluate the findings and outcomes of the pilot as shown in their views points with a frame to understanding and recognizing a large-scale future reading program. Moreover, the research tried to highlight the most significant issues by designing this program.

In any modern foreign language, the reading task is not easy. In the latest program of study (DfE, 2013), At Key Stage 3 students are requested to improve their skills and other skills. requested skills contain original passages for comprehension, which belong to several resources to getting the main ideas and being able to translate them accurately into English. Moreover, literary texts are to be utilized to “stimulate ideas” and improve “creative expression” (DfE, 2013, p. 1) to “expand understanding of the language and culture”. To be more clear, the article highlights the challenges that teachers may face to develop reading skills in their classrooms and how they can be done. As well as other skills – writing, speaking, and listening– it’s necessary to be interested in reading from the first stage of the learning process. Furthermore, the case studies will illustrate the potential for accessing very long texts at an early stage of learning and will demonstrate how to isolate students from rote learning and memorization of new vocab. Also, Case studies will demonstrate how reading skills can improve the other three skills of listening, writing, and speaking. Wanted abilities incorporate perception of unique sections, from a scope of various sources, with the view to comprehend the thoughts imparted as well as have the option to interpret them in exact English. Besides, scholarly texts are to be utilized to "invigorate thoughts" and create an "inventive maxim" (DfE, 2013, p. 1) with the expectation to "extend comprehension of the language and culture". Inside this specific situation, the article expects to talk about the need that instructors face to foster perusing in their study halls and how it tends to be accomplished. Likewise, with every other expertise - tuning, recorded as a hard copy, talking - sustaining perusing from a beginning phase of learning is

significant. The contextual analyses will exhibit the chance and openness of longer sections at the beginning phase of learning and will embody how to move the understudies from repetition learning and memorization of jargon. Contextual analyses will likewise demonstrate the way that perusing can lead to the improvement of different abilities like talking, tuning in, and composing.

This precise writing audit centers around computerized perusing in a moment or unknown dialect. The inspected writing (N = 31, distributed somewhere in the range of 2008 and 2020) uncovered a few attributes of second language computerized understanding conditions, undertakings, and perusers. To start with, attributes of computerized conditions were accessibility and decision of real texts, levels of linearity, spread out qualities, and coordinated devices. Second, task qualities advanced around various understanding purposes, exploring components, and highlights of computerized texts, data the executives, and cooperation. Furthermore, third, peruser qualities included language and perusing capability levels; perusers' view of their self-adequacy, locus of control, and themselves as second language perusers; and perusers' subject, lexical, and world information. These qualities appeared to improve inspiration, connection, and understanding, yet acted difficulties well, by requesting extra abilities, systems, time, memory limit, and focus. The writing gave disparate bits of knowledge about computerized perusing methodology use. The agreement appeared to be that the more one peruses an advanced climate in the subsequent language, the more computerized it is utilized to understand systems. Be that as it may, expansions in system use didn't be guaranteed to bring about a better understanding of cognizance. This audit additionally uncovered disparities among saw and genuine methodology use, and between instructors' assumptions for procedure use and understudies' activities. We observed that instructive settings were being addressed more often

than others. The examination was prevalently explorative and subjective. Given these discoveries, suggestions for future exploration were made. We suggest a clearer spotlight on the novel parts of perusing in a subsequent language, on the affordances of computerized perusing, and on the educators' point of view. To move the examination on advanced perusing in a subsequent language forward, we would likewise advocate a more extensive degree and greater variety in research plans.

Manon Reiber-Kuijpersa, Marijke Kral, and Paulien Meijerc published a study in 2020 under the title "Digital reading in a second or foreign language: A systematic literature review". This precise writing audit centers around computerized perusing in a moment or unknown dialect. The inspected writing (N = 31, distributed somewhere in the range of 2008 and 2020) uncovered a few attributes of second language computerized understanding conditions, undertakings, and pursuers. To start with, attributes of computerized conditions were accessibility and decision of real texts, levels of linearity, spread out qualities, and coordinated devices. Second, task qualities advanced around various understanding purposes, exploring components, and highlights of computerized texts, data the executives, and cooperation. Furthermore, third, pursuer qualities included language and perusing capability levels; perusers' view of their self-adequacy, locus of control, and themselves as second language pursuers; and pursuers' subject, lexical, and world information. These qualities appeared to improve inspiration, connection, and understanding, yet acted difficulties well, by requesting extra abilities, systems, time, memory limit, and focus. The writing gave disparate bits of knowledge about computerized perusing methodology use. The agreement appeared to be that the more one peruses an advanced climate in the subsequent language, the more computerized it is utilized to understand systems. Be that as it may, expansions in system use didn't be guaranteed to bring

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CHAPTER 3: METHODOLOGY

3.1 Introduction

Chapter two of the literature review sheds light on the theoretical aspects of the current study briefly. Chapter three explains the details, practical, and the methodological, and descriptive guidelines of the study, study samples, setting, material utilized with samples under the perfect procedures to achieve the study, and the research rationale as well as the ethical considerations. Moreover, the chapter answers the research questions and enhances the empirical definitions of the various constructs under investigation.

Covid-19 and its variants such as Delta and Omicron have played an important role in supporting online learning. Also, online apps and gadgets strengthen the relationship between online learning and second language acquisition. Online learning's impact on a second language implies the four skills: listening, speaking, reading, and writing. Thus, students' levels and academic performance can be improved by using these websites and gadgets. These websites and gadgets have played important roles during the pandemic crisis as the healthiest and safest solution to keep our children and learners safe and studying at the same time. The researcher thinks that second language learners can achieve a jump in their learning through using online gadgets and websites which are fruitful with materials and resources which can lead to academic improvement(researcher,2021). The online websites support students with extracurricular activities that teachers and students can use at the same time.

3.2 Research Questions:

- to what degree have students achieved improvement in their reading comprehension skills?
- Have you utilized any new strategy which enabled you to achieve progress in reading?
- Does online learning support students with useful resources in reading comprehension skills?

3.2.1. Research Question 1:

- **to what degree have you achieved improvement in your reading comprehension skills?**

The first question explores the degree of improvement in reading comprehension skills. Through direct exposition to various reading websites such as Read theory, learners can understand the various skills such as; guessing, skimming, inferring, and scanning. Hence, this generally improves the learners reading skills.

3.2.2. Research Question 2:

- **Have you utilized any new strategy which enabled you to achieve progress in reading?**

The researcher utilized an intensive reading strategy to enable learners to make progress in dealing with the reading comprehension skill. Through direct exposure to texts, intensive

reading, skimming, and scanning during reading comprehension, students would be able to master their reading skills.

3.2.3. Research Question 3

- **Does online learning support students with useful resources in reading comprehension skills?**

The researcher focused and used only the ReadTheory.org website in two ways. Firstly, the researcher used it as a measure of students' reading progress in the regular classes. The importance of this website is that Read Theory tracks student performance on Explicit and Implicit questions as well as Vocabulary questions. Moreover, the website is an easy way to get a glimpse at what they are struggling with. Students track their progress, but I also pull their results and conference with them. Furthermore, the researcher also uses Read Theory as a reading-based reward for my intervention group. Students enjoyed the texts and enjoyed seeing their progress.

The advantages and benefits of this research are on the current and long scales. Both teachers and students can use these websites at school and home. They can help all levels, beginner, slow, intermediate, and advanced levels. So, teachers, parents, and academic coordinators can use these websites in the students' academic progress and improvement journey. Also, these websites can add edutainment and enjoyment to students learning which reflects on the student's levels in the end. Extracurricular activities have an essential impact on students' learning.

Especially, if the learning process is being conducted online. Students can work under the teacher's supervision or individually at home.

3.3 Hypotheses

Every participant in this study has his /her characteristics and qualities. It is hypothesized that every learner will behave differently and has different levels and various tests with different results. The study has two hypotheses defined in the following two sections.

3.3.1. Hypothesis 1

There is no impact on students reading comprehension skills through using Readtheory.org.

The participants in this study vary in ages, cultures, and backgrounds and this will verify in the tool used to teach them reading and in the results after conducting various tests. Through direct and intensive exposure to this tool, learners will be able to master it. Moreover, their desire and motivation will affect learning methods and gaining reading skills, in addition to the technique they can learn and conceive the reading comprehension skills. Teaching reading intensively in Readtheory.org in which the new target skills strategies and skills are practiced.

3.4 Research Design

The objective of this research is to show the effect of online learning on students' second language acquisition using the Readtheory.org website and tool. Consequently, educators and ESL teachers can utilize this website and tool in their classes. The researcher is

an ESL teacher and teaches grades 5, 6, and 7. The researcher uses Reading Theory. Such a website can make difference in addition to the textbook. The current study included samples from grades four, five, and six Assigning participants and distributing their tasks has many aspects, that include providing information to participants about the study, before their enrolment, to contribute to finding motivation and interest to work in research topics. Usually, the first information participants see about a case study is considered by the federal to be the beginning of the process of informed consent.

Therefore, the information must be very clear and transparent, in the same context the process of recruitment should handle ethically.

3.4.1. Intensive Reading

The theory of intensive reading includes learners reading in more detail with certain learning objectives and tasks. According to Van Duzer (1999), learners are expected to realize and understand the reading materials. The new vocabulary items and grammatical structures which are included in texts will be familiar for second language learners (Van Duzer, 1999). Teachers can follow some procedures in reading such as; pre-reading, during reading, and post-reading. In passages where new words are unfamiliar, teachers can present keywords in activities of pre-reading that concentrate on awareness of language, for example looking for antonyms synonyms, derivations, or related words (Hood et al., 1996; cited in Van Duzer, 1999). The topics of the selected texts should be appropriate to the age group, preferences, gender, and cultural background of the target students. The activities of pre-reading that introduce the text must encourage students to use their basic knowledge (Eskey, 1997; cited in Van Duzer, 1999). Members of the class can brainstorm ideas about title meaning or an explanation and express what they know.

3.5 Participants

The study samples are students who attend the school (N= 50, M=25, F=25). As the researcher is a teacher at the same school. So it's easy and available to get this number of participants. He is one of the ELT staff at the school and with colleagues helping in data collection. The students are attending various classes such as grades (4,5, 6, and 7). Their ages are verified from 8-to 13 years old. Research participants must have a voluntary option. In cases where course credit or additional credit is presented, students should be informed of alternative, non-research ways to earn the same amount of credit; These alternatives should be comparable in terms of effort and time. Firstly, parents will be informed about the type of study and expected results. Students who attend online will be told to fill in the questionnaire followed by a pre-test in some specific language genera. With more focus and observed lessons from the teacher, the teacher will guide students to some websites that are expected to improve language in addition to school textbooks. After some weeks of teaching, the teacher will evaluate the performance by conducting a post-test that will lead to an evaluation of acquisition or not. Much attention is paid that students will participate in these voluntary activities in non-informal periods to ignore the interruption of forma periods. So, they will enjoy and participate.

Total Number	Males	Females
N=	M=	F=
50	25	25

Table 1: Table 1 The Participants

3.6 Data Collection and Results

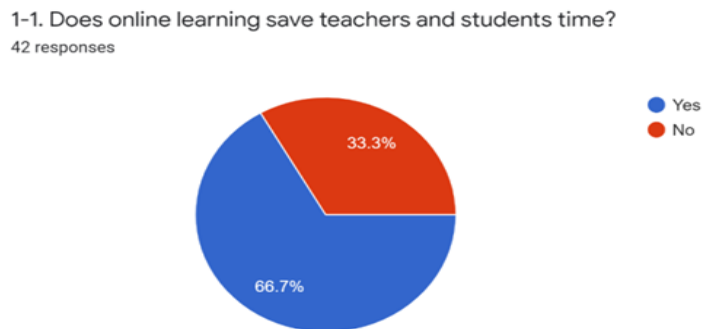


Figure 1 Online learning and Time

The current graph (figure1) illustrates if online learning saves teachers' and students' time. The participants' responses showed that 66.7% agreed that online learning saves time for instructors and learners. However, 33.3% disagreed that online learning saves time. This comes true after many workshops that were held for both teachers and students to guide them during the pandemic on how to deal with the teaching online from the computer aspect.

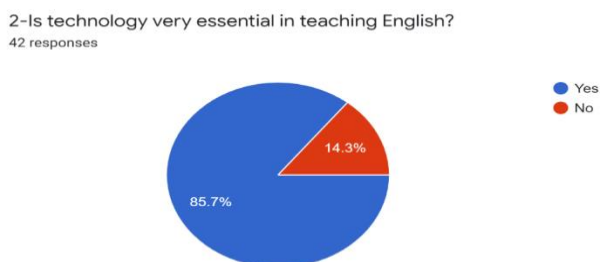


Figure 2 Technology'slogy importance for English learning

Online learning is based on technology which includes a laptop, desktop, iPod, Tablet, or even a mobile and the internet. The responses reflected a great understanding of technology roles in English language teaching. Graph (2) shows 85.7% of responses reflected that technology is

essential in English teaching in comparison to 14/.3% responded negatively to technology roles in second language teaching.

3- Does online learning provide rich resources in language acquisition?
42 responses

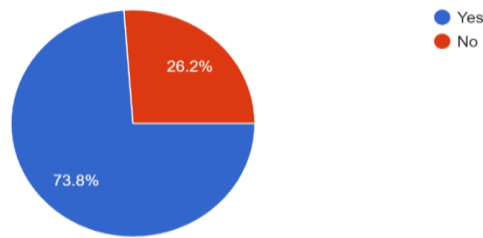


Figure 3 Online learning resources for English learning

According to the graph (figure3), 73.8% of participants' responses showed that online learning provides various resources for language acquisition. These resources include the four skills: listening, speaking, reading, and writing. However, 26.2% of responses do not agree that online learning supports various resources for teaching English. Learners can practice and follow their path by following and pursuing these resources.

4-Can students study at their own pace with online platform?
42 responses

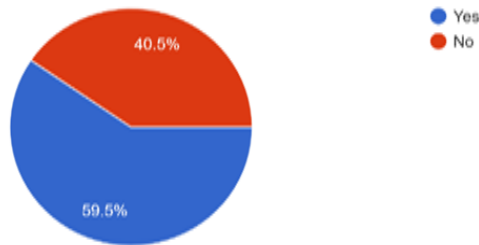


Figure 4 Students' autonomy in studying online

Graph in figure 4 illustrates the student's ability to follow their path of studying online by using platforms and websites such as; Read theory, etc. 59.5% showed that they can pursue their studying greater than those who did not follow their studying online at 40.5%. The samples of the current study are students in the United Arab Emirates and the country exerts great services to support and save internet services through two companies Du and Etisalat with huge services in various fields and the major is saving great services in Wif-connection.

5. Do you believe that students can learn language effectively by integrating the materials in the class with the online platform?
42 responses

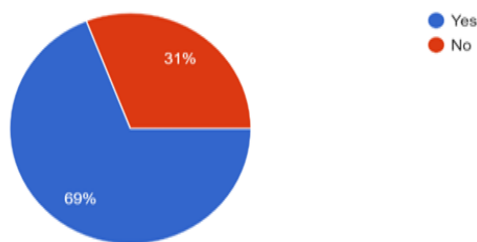


Figure 5 Integrating materials in class with online platforms

Graph in figure 5 shows that 69% of students can integrate materials that they got online in the classroom activities bigger than students who are unable to interact and engage online materials

with the classroom activities. Here the percentage depends on student information technology literacy as most students prefer to work on mobiles rather than using laptops.

6- Does online learning have positive impact on students learning English language?
42 responses

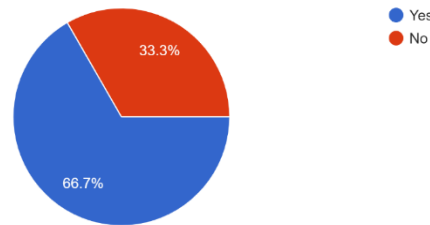


Figure 6 Online learning impact on learning English

According to graph in figure 6, 66.7% of students got positive impacts from online learning in English language learning. However, 33.3% did not get this impact because of various factors that created this feeling. This is because the offered material online in the English language matches all the learning types where he or she likes to study visually or using audio or studying using materials. So, all the materials given online are interesting.

7-Does online learning help learners develop receptive skills (Listening -Reading)?
42 responses

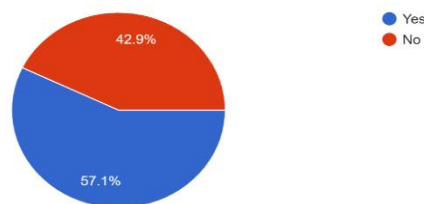


Figure 7 Online learning and improving receptive skills

The receptive skills are listening and reading, so 57% of students showed development in these skills bigger than students who did not achieve this improvement at 43%. Students can read and listen online more than writing and speaking. They can listen to various movies,

channels, programs, podcasts, songs, YouTube, and Tedtalk. At the same time, they can read blogs, stories, comments, novels, articles, and research. Consequently, the listening and reading skills witnessed improvement.

8-Does online learning make students autonomous in learning language?
42 responses

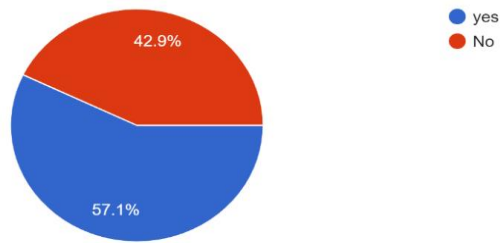


Figure 8 Online learning and Self-study

Autonomy in learning a language is one of the 21st Century learning skills. Based on graph in figure 8, 57% of students consider that online learning creates autonomy in studying which is greater than those who refuse that online learning creates autonomy in learning.

9- Does online learning motivate students in language studying and learning?
42 responses

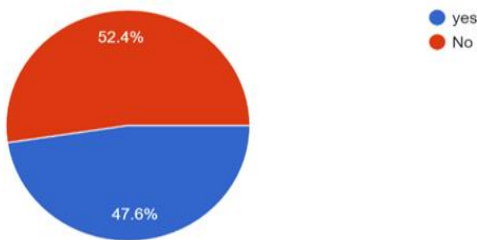


Figure 9 Online learning motivation

There are a lot of factors that dominate and spread online learning which prevent it from being a suitable and excellent substitute for schools and face-to-face learning. Among these factors is

the absence of motivation among students. This comes clear in the 9th question as 52.2% of students lost motivation from online learning greater than those who got motivation from online learning at 47%.

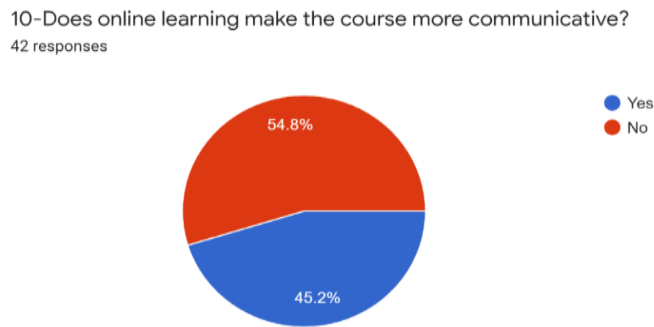


Figure 10 Online learning and its impact on course communication

Any educational content or curriculum includes communication whether it is between teacher and students or among students themselves. Online learning lacks direct and face-to-face communication. So, 54.8 of students agreed that online learning does not include communication in the course bigger than 45.2 who communicated through studying the current course.

11-Does online learning help learners develop productive skills (Speaking –Writing)
42 responses

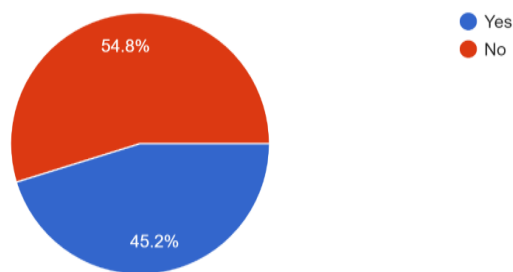


Figure 11 Online learning and support of productive skills

Speaking and writing are productive skills in the English language. 54.8% of students responded negatively to improvement that occurred in their productive skills which are bigger than those who already developed these skills at 45.2%

3.7 Discussion

At the beginning of the current chapter, the researcher raised many questions which should be answered in collecting the results. The first question revolves around to what degree have students achieved improvement in their reading comprehension skills? The results show that students achieved improvement in receptive skills such as listening and reading because 57% of students showed development in these skills which are bigger than students who did not achieve this improvement at 43%.

The second question revolves around the strategies used to achieve improvement in reading skills. Here, the researcher applied intensive reading, scanning, and skimming which in turn helped learners to focus on the text and questions, by following these strategies, the researcher helped students to read quickly and at the same time focus on details, and key vocabulary, and answer various questions.

The third question is related to the variety of the resources in practice reading skills. The third question is about if the learning support students with useful resources in reading comprehension skill? According to graph (3), 73.8% of participants' responses showed that online learning provides various resources for language acquisition. These resources include the four skills; listening, speaking, reading, and writing. However, 26.2% of responses do not agree that online learning supports various resources for teaching English. Learners can practice and follow their path by following and pursuing these resources.

CHAPTER 4: DISCUSSION

The current study sheds the light on online learning's impact on second language learning by using an online website (RedTheory.org) in one of the United Arab Emirates Schools in Al Ain City, Abu Dhabi (Ibn Khaldun Private Islamic School) where the author works. The United Arab Emirates the same as the countries all over the world has been affected with the Covid-19 in all sectors. Especially, in the education sector, the Ministry of education (Moe) has stopped students in all educational institutions from going to schools and universities since the beginning of the pandemic. The Ministry imposed Distance-learning on all public and private educational institutions to support students and learners with suitable, effective, useful, and educational alternatives through this embarrassing and dangerous era of the virus spread. The study used the intensive reading strategy with samples who study the English language as a second language. The authors in the current study and while learners were studying online discovered the best way to improve and develop learners reading skills is using ReadTheory.org as it has many features and characteristics which enable learners to improve their second language reading skills. The results showed that learners achieve great improvement while they were using this website which is a substitute rather than reading face to face while they are attending the school.

4.1 Discussion of the results

The results of the study show many important facts reflected in the current explanation. There are many advantages of online learning that appear in the current results. The results confirm that online learning saves both teachers' and students' time by 76%. In addition to the

important role of technology in the second language acquisition at 86% and saving resources while students study online because of teaching online reached 74%. Some responses reflected those students could study online alone at 60% and 69% of students expressed their abilities to integrate online materials with the class activities. In the great expectation that online learning has an appositive impact on English language learning, 67% of responses show a positive impact. Reasonably, 57% of students affirm that they touch improvement in their reading and listening skills, while 45% express their improvement in speaking and writing. Moreover, responses show that online learning builds autonomy with students learning at 57%.

On the other hand, some disadvantages appear in the results which are reflected in learners' responses. In a question related to saving time while studying online for teachers and students, 33.3% around half of the respondents responded negatively. Furthermore, 41% of responses show that students cannot follow their own pace with online platforms and 31% expressed that students cannot integrate between materials online and classroom activities. Unluckily, 33.3 of the samples responded that online learning never leaves a positive impact on them during studying English. Language skills also do not improve during studying online as 55% expressed that their speaking and writing skills did not improve, while 43% expressed that their reading and listening skills do not improve during online learning. Also, online learning does not motivate students at 52% and it does not create autonomy in studying at about 43%. Students are studying online at home so there is no natural communication with each other and with their teachers. So, the direct and expected result is the refusal, of course, more communicative at 55%.

4.2 Implications for pedagogical practices

The current study refutes both the advantages and disadvantages of online learning through reality. Teachers, educators, social workers, and principals are urged to save a social and educational atmosphere for students while they are studying online during Covid-19. By supporting, schools, students, and teachers with high-speed Wi-Fi, tablets, iPods, computers, and suitable online apps such as zoom, teams, Google Meet, and Wiki, teachers can deliver high-quality classes and at the same time, students can follow positively and interactively to save time for teachers and students. Online learning and blended learning cannot do without technology represented in a technological device such as a computer and the internet. This reflects the important role of technology in second language acquisition.

Through parents' and teachers' guidance, students can cope with the material explained online and use it in classroom activities. Moreover, online learning has an appositive impact on English language learning because of teachers and the exciting given materials.

On the other hand, because of online learning includes some negative aspects such as the absence of students from school for a long time, some students having badly and often Wi-Fi disconnection, teacher's disconnection during some periods, social disconnection among students themselves, and school atmosphere, parents' interference with students during exams and classes. Consequently, little improvement is expressed in the language skills such as listening, speaking, reading, and writing. If teachers are delivering classes from school, much time will be wasted online and this leads to negative impacts on students, so there should be a balance in time. The samples in this study are pupils in grades 4, 5, and 6, so pursuing online individually represents difficulty in most cases. Their parents or elder brother and sisters should guide them on this site and this also included using the materials online in the classroom. Also, teachers and schools have a responsibility in this computer literacy. Teachers and schools are still the cornerstones of online learning because online learning does not motivate students and helps them to be autonomous in learning. Finally, because of the absence from school and attending online, social distance and social interaction are missing in online learning. Students

are studying online at home so there is no natural communication with each other and with their teachers. Students' inability to deal with technology because they are still young controlled the results in this study.

4.3 Study Limitations

There are some limitations inflicted on the current study. Firstly, the participants of this study are (N= 50, M=25, F=25) who are from the same school because of the social distance and quarantine imposed on the interaction among people in the country. With a limited small participant size, attention and caution are considered low in the results authenticity. Undoubtedly, if the study included other participants from other schools thus would enhance and fruit the results. In addition, as far as the researcher is interested, deep and extensive research is needed in improving the reading skill to achieve improvement with students. Moreover, among the limitations that may face in this study is the student's inability to understand all the instructions introduced by the website and this can cause some delay or boredom inflict students and have an impact on the results. Students should know how to create an account on the website which enables them to deal with the reading comprehensions simply and easily without interruption.

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