



## **Impacts of Technology Enhanced EFL Reading Classroom on Student Learning and Achievement**

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### **Abstract**

Technology is considered one of the most important aspects of education. Today not only college education, but also language teaching is being challenged by the development of technology. Since technology is regarded as a powerful asset for the 21<sup>st</sup> century teachers and students, pedagogy must be a priority rather than technology itself. As institutions, schools and colleges change the way they teach due to new technologies, and convert their current curriculum and teaching strategies into newer ones to equip today's learners, a deeper understanding of the subjects and greater student success can be evidential. Therefore, an effective next generation teaching needs to fulfill the expectations of the 21<sup>st</sup> century in English as a Foreign Language (EFL). This paper presents students' attitudes to technology enhanced reading classroom, and its effects on their academic achievement at Kadir Has University School of Foreign Languages English Preparatory Program. From this analysis, if appropriate technology is integrated into reading lessons, the students seem to reflect a positive attitude towards reading. It is concluded that with a well-equipped and staged classroom presentation and instruction, deficient reading activities in the current text book became more communicative and collaborative by using technology. The results also reveal that students have become more efficient readers, and have achieved significant academic progress. The study implies that technology enhanced reading lessons have improved their motivation toward learning. However, it should be kept in mind that technology rapidly changes, so constant updating is required for such institutions and teachers. This work is primarily conducted, and seeks to shed light on the importance and benefits of technology enhanced classrooms.

**Keywords:** technology, technology enhanced reading classroom, reading

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## **Bilgi Teknolojileri ile Geliştirilmiş İngilizce Okuma Derslerinin Öğrencilerin Öğrenme ve Başarıları Üzerindeki Etkileri**

### **Öz**

Teknoloji eğitimin önemli unsurlarından biridir. Günümüzde, sadece üniversite öğrencileri değil, dil öğretimi de teknolojinin sürekli gelişmesi ile karşı karşıya gelmektedir. Her ne kadar bilgi teknolojileri, 21. yüzyıl öğretmenleri ve öğrencileri için etkin bir araç olarak görülse de, pedagoji her zaman ön planda tutulmalıdır. Kurumlar, okullar ve üniversiteler eğer varolan öğretim programı ve öğretim stratejilerini yenilerler ise, o zaman öğrencilerin konuları anlamasındaki gelişim ve başarı düzeylerinde artış gözlemlenebilir. İşte bu yüzden, yeni nesle yönelik etkin bir öğretimin 21. yüzyılda İngilizceyi yabancı dil (EFL) olarak öğrenmedeki beklentilerini karşılayabilmesi gerekmektedir. Bu çalışmada, Kadir Has Üniversitesi Yabancı Diller İngilizce Hazırlık Programı'na devam etmekte olan öğrencilerin teknoloji ile geliştirilmiş okuma derslerine yönelik görüşleri incelenmiştir. Yapılan değerlendirmelere göre; uygun ve yeterli bilgi teknolojileri okuma derslerinin içeriğine uygulandığında, öğrencilerin okuma derslerine yönelik görüşlerinin olumlu yönde değiştiği gözlemlenmiştir. Doğru ders malzemeleri ve sıralama ile sunulan bir ders içeriği ve akışı, kurumda okutulan okuma ders kitabındaki yetersiz olan aktiviteleri daha iletişimsel ve işbirlikçi bir öğretim haline dönüştürmüştür. Ayrıca elde edilen sonuçlar; öğrencilerin daha etkin okuyucular haline geldiğini ve gözle görülebilir akademik başarı elde ettiklerini göstermektedir. Bu durum, öğrencilerin okumaya ve öğrenmeye karşı olan tutumlarını da olumlu yönde etkilemiştir. Fakat, teknolojinin gün ve gün hızla gelişmesi karşısında, kurumlar ve öğretmenler için de güncelleme yapmak kaçınılmazdır. Bu ön çalışma ile, bilgi teknolojileri ile geliştirilmiş derslerin önemi ve faydalarının açığa çıkmasına ışık tutması amaçlanmıştır.

**Anahtar Sözcükler:** teknoloji, bilgi teknolojileri ile geliştirilmiş okuma dersi, okuma

### Introduction

Effective reading is substantial for success in learning English as a Foreign Language (EFL) in higher education. It is considered as the basis of instruction in all areas of learning. Levine (2000, p.1) stated that “The ability to read academic texts is considered one of the most important skills that university students of English as Second Language (ESL) and English as a Foreign Language (EFL) need to acquire”. Most foreign language (L2) learners have difficulty in comprehending a text due to lack of necessary strategies and metacognitive skills because “reading is a conscious and unconscious thinking process” (Mikulecky, 2008, p.1). Most students who enter in higher education are not well-prepared to cope with academic texts. As far as the researcher has discovered, Turkish students do not read much, and they have limited demands in high schools, and they have poor reading habits. In addition, the researcher's experience and observations suggest that EFL reading classrooms depending on traditional teaching and learning, which students sit and listen to their teacher, and take notes, do not provide the expected outcomes from a reading course.

Acquiring the knowledge of reading and necessary strategies in class, it is substantial that students need to “engage in tasks” (Edgerton, 1983, p. 32) because reading is “the ability to draw meaning from the printed page and interpret the information appropriately” as Grabe and Stoller defined (2002, p. 9). A reader needs to construct accurate information in the text followed by identifying the topic and structure of the text. This is very similar to an orchestra and a conductor because reading is a repertoire of strategies that needs systematic instruction and training. To read and comprehend a text requires “identification skills” and “interpretation skills” (Cohen, 1990, p. 75). Therefore, EFL learners in higher education need to acquire the necessary reading skills and strategies not only to cope with academic texts, but also with their real-life reading.

Many research suggest that a digital teaching environment potentially creates something new, and has significant impact on education (Roblyer, 2003; Roschelle, 2003). Digital resources such as PowerPoint, multimedia and social networking sites provide many possibilities for the development and application of technology in education. It is widely seen that “the relationship between teachers and students have undergone a phenomenal change” (Barad, 2009, p. 10) in this century. The impact of technology on learners has been the major interest for educators and researchers lately, and has played a major role in enhancing English as a second language. Seemingly, there are many factors influencing the application of technology in classrooms when benefits are considered. It is particularly noteworthy that the key to successful use of technology in education is provided by the institution and teachers. Kasper (2000a) suggests that the changing face of education encourages educators to develop effective methods of delivery or means for teaching reading so that learning could be endorsed. Teachers are seen as the primary guide for promoting technology in education and enhancing learning. That is why their impact provides us the necessary information about how technology is implemented and adopted in education, how it can be supported technically and personally. Technology Enhanced Learning (TEL) can play a prominent role in fostering skills in language learning in

the hands of teachers. That's why, the pedagogical approach of teachers is likely to be considered as core of this process. Teacher attitudes to the application of technology and classroom management skills should be guided by a particular theoretical model, which Selber (2004, p. 36) called this attitude toward technology a "tool metaphor". He claimed that "from a functionalist design perspective, good tools become invisible once users understand their basic operation". According to Owsten (1997), it is the teacher's role to encourage students to explore new things, compare different viewpoints of the problem, analyze and synthesize diverse sources of information, and construct their own understanding of the topic or issue at hand.

As a result, students are encouraged to develop their critical thinking and problem-solving skills in reading, writing, listening and speaking. Roles and practices in language classes vary according to the adaptation of technology; therefore, it would be a good idea to keep in mind that technology rapidly changes, and constant updating is required for such institutions and teachers.

### **Technology and Education**

Technology and multimedia technology are powerful assets for the 21st century teachers and students. Technology seems very appealing to teachers and students, but its functional power on learning, teaching and assessing reading should not be underestimated. Research claims that technology is often considered to be a valuable tool for increasing educational benefits and instructional quality (Dexter, Anderson & Becker, 1999) if pedagogy is considered as the main concern. According to Graddol (1997:16); "Technology lies at the heart of the globalization process; affecting education, work and culture"; however, the rapid change in education and technology leads to a lot of arguments and discussions about the terms 'educational technology' and 'technology in education'. If we want to enhance learning with technology, it is good to clarify these two terms so that an appropriate approach could be implemented to design our lessons. "Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources" Januszewski & Molenda (2008, p.1). Another definition made by AECT (1977, p.1-2) is that "Educational technology is a complex, integrated process involving people, procedures, ideas, devices, and organization, for analyzing problems and devising, implementing, evaluating, and managing solutions to those problems, involved in all aspects of human learning". On the other hand, "Technology in education is the application of technology to any of those involved in operating the institutions" (Januszewski & Molenda, 2008, p.2). That includes the function of digital devices as instructional tools for education. Therefore, it is important to reconsider the word 'technology' and 'enhancement' while thinking of pedagogic approaches to using technology for learning. Technology in education offers more plentiful and colorful materials than textbooks. It provides vivid cultural background, rich context, natural life and true life materials for students. These materials not only improve their abilities or skills, but also they help them learn cultural, social and natural information. They can equip the learners with diverse knowledge, and make them

share and actively participate with others in class as research suggest that “Language learning is assisted through social interaction of learners and their interlocutors, particularly when they negotiate toward mutual comprehension of each other’s message meaning” (Long 1991, Chapelle 2001, Pica, 1994, Long, Kanagy and Falodun 1993,11).

### **Technology Enhanced Learning**

As teachers change the way they teach due to new technologies, the traditional pedagogy, which requires face-to-face interaction in class, is replaced by technology enhanced teaching and learning. This can provide a deeper understanding and learning, and greater student success in all areas of English language learning. Interest in pedagogic theories and processes for the use of technology has been a hot topic in the last decade, and integrating technology in foreign language classrooms is still debatable. Research suggests that technology enhanced learning has failed to have the expected impact on learning processes (Attwell & Huges, 2010, p.15); however, in Europe and other parts of the world, it has been stated that “technologies can enhance learning”. So, it might be good to have a deep understanding of the term 'Technology Enhanced Learning' (TEL). In brief, it refers to “the application of information and communication technologies to teaching and learning” (Kirkwood, Adrian and Price, Linda, 2014, p.2). In other words, “it is anything online that directly supports learning and teaching” (Walker, Voce and Ahmed, 2012, p.2). The word 'enhance' is defined as “to increase or improve in value, quality, desirability, or attractiveness” in Merriam Webster Dictionary. In order to design technology to enhance a lesson regarding the definitions, there are some concerns about;

- how much we should increase technology use,
- which educational activities we should integrate,
- how we can improve student learning outcomes both quantitatively and qualitatively.

In this study, the above concerns were taken into consideration, and the lessons were designed accordingly by the researcher. She believes that if the right amount of technology is integrated into the lesson with the right pedagogy, it facilitates reading comprehension development and academic achievement. Moreover, many studies have shown that TEL motivates and engages the learner in the learning process. When teachers give more chance in their tasks, those tasks become more meaningful and students gain a sense of responsibility of taking care of their learning. Furthermore, research indicates that TEL has enlightened students’ critical and communicative skills positively in learning English. Studies suggest numerous benefits of TEL, and the most significant ones are;

- it helps students become active, motivated and involved in language learning process
- it increases students' interest in the classroom (Mayora, 2006).

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- technology equipped classroom encourages not only students but the teacher also in a positive way (Jonassen, 2000).
- it provides a good opportunity to develop and create different and enjoyable tasks in the EFL classroom (Genc Ilter, 2009).

### Learning and EFL Reading

It is crucial to understand the meaning of learning in technology enhanced reading classrooms. In a broad definition, “Learning refers only to significant changes in capability, understanding, knowledge, practices, attitudes or values by individuals, groups, organizations or society” (Coffield, 2008, p.7). Learning also requires mental processes and interaction between individuals and their environment. Technology enhanced learning involves participation in a community of practice, and social engagements which provide a context for learning in the classroom. Kirkwood and Price (2014) have proposed three characteristics, which the researcher has granted her reading lessons.

- ✓ operational movement e.g. providing greater flexibility for students, making resources more accessible
- ✓ quantitative change in learning e.g. increased engagement on tasks, students achieving improved success in test scores
- ✓ qualitative change in learning e.g. promoting reflection on learning and practice, deeper engagement, richer understanding, raising awareness, improved reading strategies

A major issue and perhaps one that deserves further research is how a deficient reading text book can challenge and foster learning for 21st century students, who are Next Generation Learners (NGL) because they are “attached to their technologies, emotionally and in terms of personal organization and practice: they benefit from being able to use personal technologies and access personalized services in institutional contexts” (Beetham, 2009:24). NGL are tech savvy, and new pedagogies are needed to promote learning for them. Franklin and van Hammelen (2007) pointed out the need for new pedagogies and assessment methods. According to Doolittle and Camp (1999), this new pedagogy should be “based on the dynamic interplay of mind and culture, knowledge and meaning, and reality and experience”. In other words, a constructivist pedagogy could be applied by using the correct technology such as Web 2.0 in the right place and time in class. Doolittle and Camp suggest eight principles of constructivist pedagogy that the researcher based her reading lessons:

- Learning should take place in authentic and real-world environments...
- Learning should involve social negotiation and mediation...
- Content and skills should be made relevant to the learner...

- Content and skills should be understood within framework of the learner's prior knowledge...
- Students should be assessed formatively, serving to inform future experiences...
- Students should be encouraged to become self-regulatory, self-mediated, a self-aware...
- Teachers serve primarily as guides and facilitators of learning, not instructors...
- Teachers should provide for and encourage multiple perspectives and representations of content.

### **Motivation in EFL Reading**

Students sometimes have prejudices against reading. They do not like reading in their native (L1) language, and they know that reading needs more commitment than learning grammar. The researcher has witnessed that reading especially reading academic texts are challenging because it demands more effort and concentration. Students know they need more strategy training in the lessons, and more texts that they could exploit their strategies. Providing authentic texts, and helping them to skim and scan those texts would make them engaged more in reading than complaining about books or the course. In addition, they have to deal with words, structures and questions “many different things at the same time” they say. Moreover, the readings in the textbook are not their area of interest. Therefore, they get bored of reading similar deficient texts, so they lose their interest and motivation. They develop some kind of negative attitude toward reading. Krashen (1982) claimed that this negative attitude works like a filter and prevents them to acquire the relevant strategies. When learners are not anxious but motivated, they provide more satisfactory results (Alderson, J. C. & Urquhart, A. H. 1984). Bastidas (2006, p.154) pointed out that “motivation is a dynamic and an interactive process composed of beliefs, wants, reasons, and goals mediated by socio-cultural and historical conditions to learn a second or a foreign language”. Moreover, Ryan and Deci (2000, p.54) stated that “To be motivated means to be moved to do something... Someone who is energized or activated toward an end is considered motivated”. If the reader is motivated, s/he will show interest in learning, get pleasure out of reading and achieve success. Motivation enables the reader to learn effectively and make connections with real life. In this context, technology enhanced reading classroom is considered as motivational and engaging because the research suggests that when students are given more chance in doing tasks, they become more meaningful, and increases the students' intrinsic motivation (Jordan & Hendricks, 2002).

### **Facebook and EFL Reading**

It is an undeniable fact that social media has also influenced teaching and learning English. Social media or the so-called Social Network emerge in different forms such as Facebook, Instagram, Twitter, etc. According to many research, “the

most popular among them is Facebook” (Acharya, Patel and Jethava, 2013, p.528). Most students use Facebook to communicate with their friends by sharing texts, photos, videos or opinions. The researcher suggests that Facebook could also be considered as part of learning if integrated and applied appropriately. According to her experience, teaching via Facebook could enhance motivation and promote learning because students could ask questions, post tasks, read online or join in a discussion and have fun while learning.

As many of us know, one feature of Facebook is closed groups. As far as the researcher has discovered, a closed Facebook group could provide communication among the group members and the teacher during a course. Teacher and students could share text messages, images, answer keys, videos files, word documents, etc. It has been witnessed that Facebook offers asynchronous and synchronous communication and learning opportunities in a reading course. In this study, Facebook offered audio visual communication, online reading and discussion board, sharing documents such as Pdf, Word doc., and assignments. Black (2008, p.15) stated that “Technology provides a series of electronic platforms and tools that support many language learning activities from the most mechanical drill-and-kill exercises to fully communicative real time conversations”. As we know, language learning does not only occur in the classroom; it should continue outside the classroom. Technology enhancement offers teachers and students the ability to work without time and location constraints. It frees teaching and learning “From the physical boundaries of classrooms and the time restraints of class schedules” (Owsten, 1997, p.27). Nowadays university students do not know a world without computers, and technology is integrated in every part of their lives. So, the researcher took advantage of this, and provided synchronous and asynchronous learning environment via Facebook.

### **Integration of Facebook into EFL Reading Classroom**

The researcher created a closed group on Facebook because the students did not prefer any other digital classrooms such as Edmodo, or Blackboard, and they agreed that Facebook is one of the most popular among them. In this study, the group policy had been negotiated by the teacher (the researcher) and the learners. One of the students volunteered to be the admin of the group. Students were highly enthusiastic about the idea that they would share ideas, discuss in English with all classmates, and their teacher outside class. They were also able to access course resources such as PowerPoint lessons or Word documents provided by their teacher, so that they could benefit from them at home as well. They were motivated by posting their views about their assignments, or related photos and videos.

The control group started as a repeat B1 level, and they did not have any motivation to learn or to do anything in class. They also had no intention of doing extra work at home. The situation looked very challenging both for the teacher and the students. However, with the promotion of the closed group on Facebook, learning outside class was endorsed, they were not left alone with their books or assignments



at home. This group enabled them to work with their friends, and they knew that their teacher was a mouse click away. If they were not able to finish their tasks in class, they had the opportunity to complete them at home, and share them in the group. In other words, Facebook provided flexibility and freedom during their learning process.

The researcher also tried to encourage her students to explore the digital world by assigning tasks, which she thought they would give them the opportunity to develop their communicative and written skills on the computer. To exemplify, one of the tasks was to find relevant videos for the current theme in their book. They had to do some careful research because the videos should be at their level of understanding, interesting and to the point. Such assignments made them unbelievably enthusiastic and motivated. They watched videos and shared their opinions on Facebook. The group created a platform to share ideas and collaborate. They became ready for oral discussions after they practiced writing on Facebook. Moreover, the assigned group sent some relevant videos, and the teacher chose the suitable ones, and inserted them on her PowerPoint slides. During the lesson, when they saw that their videos were turned into a teaching material, they felt the sense of accomplishment in their learning process.

Besides fun and educational motives of Facebook, all of these tasks served for pedagogical purposes such as activating schema, which has a significant role in reading lessons. As research suggests activating schema, prior knowledge, is an important skill for readers (Hedge, 2000). When learners are familiar with the content, it is easier to use strategies on the material. When students do not have an idea about the topic in the text, they are more concerned with trying to understand what is in it instead of strategies. Hence, it is distracting dealing with an unfamiliar content for students. Most students lack general knowledge or not confident enough to make some predictions that relate the textual knowledge. However, Facebook and interactive PowerPoint method of delivery in this study enabled students feel more confident before working on the reading texts.

### **Integration of PowerPoint into EFL Reading Classroom**

As all educators, lecturers or instructors, we are all familiar with the use of PowerPoint (PPT) in our classrooms. However, the researcher tried to vary the use of PPT by integrating different items on the slides. First of all, the PPT starts with different topic related videos inserted in the slides in order to activate schemata. The students are always asked to watch similar videos via YouTube or Facebook. The videos are followed by discussion questions to engage the students into the topic. Then, there is an interactive target vocabulary teaching and practice. There is a variety of activities ranging from the forms of the target vocabulary to using them in context through teacher-designed activities or games. The teacher prefers more digital work because she believes that these activities are more motivational than traditional pen and paper ones. The PPT proceeds with skimming and scanning

activities, which were also created by the teacher. PPTs provided variety and fun for the students.

One piece of reading approximately takes 100 minutes, which makes two lessons in the current institution. PowerPoint and other technological tools or items are provided to the students during the lesson. Lastly, the teacher sends some parts of the presentation to the Facebook group after the class in order to make them revise at home, and Facebook communication continues after class.

## **Method**

### **Methodology and Research Plan**

The first stage of the research was to conduct a survey to collect data on student attitude towards exposure to technology enhanced reading classroom vs. traditional classrooms. The second stage was to collect secondary data to compare their academic performance after the students had been exposed to technology enhanced reading classroom.

### **Setting**

The study was conducted at Kadir Has University, School of Foreign Languages, and English Preparatory Program. It is located in Istanbul. It has approximately 900 students including international students. The data was collected during the academic year 2015-2016.

### **Participants**

The study participants were 17 English language preparatory program students ( $n=17$ ) who studied a 16-week academic term. Eight female and nine male students, whose ages range from 18 to 20, studied repeat B1-B2 (Intermediate). Students were assured that the information supplied in the questionnaire was confidential and was to be used for research purposes only.

### **Research questions**

The current study examines the impacts of technology enhanced reading classroom. The following research questions were examined:

1. What are the students' perceptions about the technology enhanced reading classroom?
2. Does technology enhanced reading classroom instruction enable students to change their attitude toward learning compared to traditional teaching and learning (face-to-face classrooms)?
3. Does technology enhanced reading classroom instruction help students improve their academic performance?

Answers to these questions would serve as groundwork for alternative studies, suggestions and recommendations.

### **Research Instrument and Data Collection**

The curriculum of the institution is based on integrated skills. There is no main course in the curriculum. The academic term aims to improve students' academic reading, writing, listening and speaking. Therefore, the course is based on two books. A reading and writing book (QSkills 3 and 4, by Oxford Publishing) was taken as basis of this preliminary study. The book is designed thematically that focuses mainly on an event or a problem situation.

The primary purpose of this study was to research the attitude of EFL learners in relation to the technology enhanced reading classroom, and whether there was progress in learning and their test scores. Data was collected mainly from two sources. The first stage was to explore students' perception on technology enhanced reading teaching and learning. The second stage was to see the progress in their academic performance. The first stage of data collection instrument was a questionnaire, which the items were based on the relevant literature. The questionnaire was designed in simple and clear language to avoid misunderstanding to the participants. There was a pilot questionnaire with 30 questions. However, some questions were repeating themselves, or they lacked content reliability. Therefore, the researcher thought that several items should be removed from the instrument. The final version of the questionnaire consisted 18 questions. It was used as a main instrument to elicit data from the students. The first part consisted questions about technology enhanced reading classroom. A Likert Scale with four points was used for responses (strongly agree, agree, neutral and disagree). The second part of the instrument consisted a free writing section that participants could write their comments about technology enhanced reading classroom and face-to-face classroom. The data gathered from the questionnaire was shown in relevant tables. The data was not analyzed by SPSS program due to the lack of the number of participants and variables.

The second stage of the data was gathered from the tests administered by the institution. There were four tests every three or four weeks. The results of the tests showed the progress of their achievement in the reading section. The tests were used to measure students' academic achievement to see if there was a relationship between the method applied in reading classes and traditional method of instruction.

### **Findings**

The findings are given in percentages by taking the number of 'Strongly Agree' responses into consideration.

**Students' Perceptions about Technology Enhanced Reading Classroom**

Table 1

*Students' Perceptions: Strongly Agreed responses*

Qs	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18
%	83	100	78	83	0	72	78	72	88	72	72	61	78	61	67	72	11	83
n=	15	17	14	15	0	13	14	13	16	15	13	11	14	11	12	13	2	15

Table 1 shows the total responses of 'Strongly Agree' in percentages given by 17 participants. The data obtained from them show mostly positive views about the technology enhanced reading class. Firstly, according to the results mentioned in the table, it could be concluded that there was no significant evidence of negative attitude toward using Facebook and PowerPoint to endorse reading skills. Question 9 showed that 88% of the respondents strongly agreed that Facebook group helped them work collaboratively, and make them responsible for their own learning. In addition, question 4 revealed that 83% of them strongly agreed that PowerPoint presentation was more motivating and engaging than a traditional instruction in reading classes. 100% of the respondents strongly agreed that authentic materials (e.g. YouTube videos, TED Talks, podcasts, etc.) provided outside class helped them engage in, and understand the content of the reading, and provided background information about the readings. Only 6% responded 'Agree' with the statement. 72% of the respondents for question 10 strongly agreed that the teacher acts as a facilitator rather than an expert in and outside class, which gave them more freedom in the learning process. However, 24% consisted 'Agree' and 4% was 'Neutral'. Moreover, the result of question 11 showed that 72% of the students were happy to drive their learning using technology with the guidance of their teacher. None of the students for question 5 agreed that using technology in and outside classroom made the lesson boring and prevent their learning.

As the table indicates, 61 % strongly agreed that their test scores were improved. The results of the tests and the progress the participants had made are shown in Table 2. Therefore, the result of this question and the results correlate, since there was no or slight progress in the scores of six participants. Another important result of this study is that 83% thought that the use of technology promoted their interpersonal skills (e.g. ability to discuss or work with others). In addition, the same amount of response was given to question 1, which the participants agreed that their motivation towards reading lessons have increased. As it can be seen from the table that there are a few responses including Agree or Neutral, which were not included in the table. The 'neutral' answers will be investigated in another study.

**Student comments on reading lessons**

The second part of the instrument included qualitative results, which included written feedback from the participants about the lessons. Feedback revealed that technology enhanced reading classroom endorsed their reading skills. They were

given more freedom and more opportunity for doing the tasks. They could also practice all skills (listening, speaking, reading and writing) during the learning process. Moreover, technology promoted their interpersonal skills such as working collaboratively with others. Although they were hesitant in the beginning, they realized the benefits of these lessons. It took them some time to get used to this method, but by the end of 16 weeks, they became more autonomous in learning as they claimed. They also stated that their achievement had also shown significant progress due to the work they had on Facebook. Overall, they agreed that they enjoyed the lessons and Facebook activities. Therefore, they responded mostly “Strongly Agree” in the questionnaire. The following statements exemplify their views about learning reading with tools of technology.

*'My reading was worse at the beginning of the year but now it is good thanks to technology. I enjoyed the course'. E. A.*

*'I think, we all improved our reading skills thanks to Zeynep teacher because she cares us and she did a lot of reading with PowerPoint. Lessons were fun.' D. D.*

*'I think technologically designed reading is good for motivation. Learning is better than traditional reading because traditional is boring'. E. Y.*

*'You were giving me a lot of materials. We were doing a lot of practice for the exam. Also, you were using the best of technology in class'. M.A*

*'My perspective has changed. Reading is that I most fear in exams but now I feel more ready.' B.O.*

**Progress in Academic Achievement**

Table 2

*Results of Reading Section in Midterm 1 and Final Exam*

Student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Average
MT1	14	18	16	10	22	20	18	22	10	10	14	14	18	16	0	14	20	15.06
Final	14	20	22	20	22	28	22	24	22	22	18	14	30	16	16	20	26	21.42

Table 2 indicates the progress of the respondents in the beginning and the end of the academic term. The total score of reading section in the exams is 30 points. The results show only the scores of reading section. Evidently, some students showed slight progress between the first and the last test, whereas two of them stayed the same. Students’ number 13 and 15 showed significant progress. Among all the students, number 13 achieved the total score in the reading section, which means he showed 40% improvement. Student 15 was not successful in Midterm 1, but he

achieved quite a good score in the end by showing 53% progress. However, it was not enough for his overall success in the exam. It is also strange to see that there was no progress in Students 1, 5, 12 and 16 at all. They stayed the same, but there might be outside factors that had influenced their progress. Other students; number 2 and 7 showed 23% progress, while two of them had 100% progress in their tests. The results of these tests indicate that there is an average progress in their academic achievement. There were other factors influencing their exam results, but they were not taken into consideration during the study. As all the students in the study started the term with no motivation due to their failure in the first term, this improvement could be considered positive. Below is the overall results of the tests that were administered during the academic term.

Chart 1

*Overall Results of the Tests*

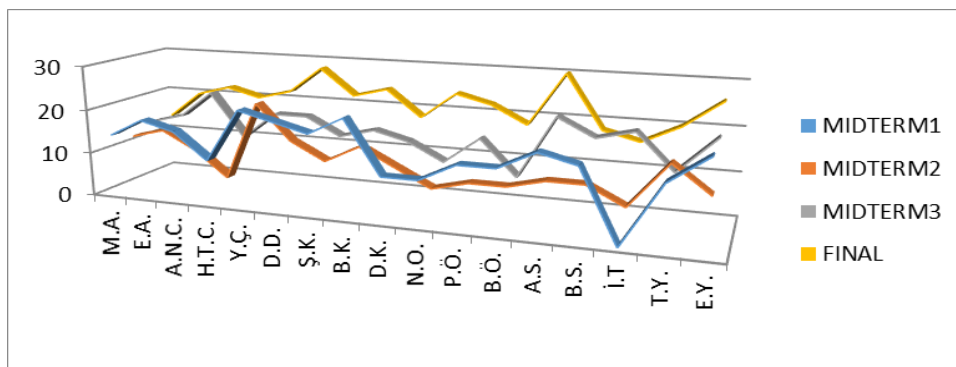


Chart 1 shows the results obtained from the tests that were administered at the institution. There were 3 midterm exams and a final exam in one academic term. Most students showed significant progress in their tests. That is to say, there was a clear evidence between their academic achievement and technology that the teacher used in reading lessons. In the light of the results illustrated in the chart, Final exam was the most successful. The chart indicates that most students have shown progress between Midterm 1 and the Final exam as stated above, whereas a few have shown slight progress, and one student was unsuccessful in the final exam. The results in the chart reveal the effects of technology not only in reading, but also in other areas of the test such as writing. Since the students had practiced a lot of writing and listening on Facebook, the progress was evident in tests.

### **Outcomes of the Technology Enhanced Reading Lessons**

In the study, the researcher has found out that there are significant benefits of technology enhanced reading lessons:

- Students took control of their learning process
- Students learned from each other actively

- The teacher became a facilitator, not an expert in class
- Students benefited from collaborative learning
- Students were able to see the difference between a technology enhanced reading classroom and face-to-face classroom
- Students were able to achieve higher scores in tests

As a result, the tentative data indicates that technology endorsed critical thinking, problem solving, oral and written communication, and the ability to work collaboratively outside class more efficiently than face-to-face traditional methods of delivery.

### **Conclusion and Suggestions**

This study revealed that students have positive attitudes towards a technology enhanced reading classroom. The results showed that using a social networking site such as Facebook, and the use PowerPoint effectively in classroom endorsed their reading skills and learning. Moreover, there was a significant progress in their academic performance in class and tests. Students' reading motivation was promoted by using technology in and outside classroom. I hope the present study will help both teachers and students take a step forward to innovate their reading classrooms, and new technology applications should be used to reinforce EFL reading to become the most favorable activity for students in the future.

This study was implemented on a small sample, which limited the study's outcomes. A further research is recommended with larger groups of EFL learners to generalize the significant outcomes. In addition, more quantitative and qualitative methods such as SPSS or observations should be conducted to compare the advantages with the disadvantage. Lastly, more research is needed to assess the impacts of technology enhanced classroom with other skills such as listening, speaking and writing, as well as with different levels of students.

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