The role of the electronic Dictionary in the development of reading skills of French learners: Field study in Iraqi Kirkuk schools for the middle stage

By

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Abstract

The current study was aimed at identifying the role of the electronic dictionary(ED) in developing reading skills of French learners in Iraq. The analytical descriptive curriculum was adopted. The researcher prepared a questionnaire consisting of 20 paragraphs, and an open question about reading skills (RSs). suitable for students' age, after verifying its honesty and consistency, was applied to a sample of 65 teachers in the middle schools of Kirkuk during the second semester of (2022-2023). The responses were subject to statistical analysis, arithmetic means and standard deviations of answers, with the following results:

- A list of RSs suited to the level of French middle-level learners varied from both oral and silent RSs.
- Positive effects of using the ED to develop learners' RSs from the point of view of teachers.
- There are no statistically significant differences at the indicative level (0.05) between teachers' average opinions on the role of the ED in the development of RSs of learners' French language subjects due to variables: scientific qualification, years of experience, number of courses in electronic techniques.

Keywords: electronic dictionary(ED) - reading skills(RS).

Introduction

Language with its different skills is the peoples' mirror, the main means of learning about other peoples' cultures. Reading is still the most important means of conveying to us the fruits of the human mind and the purest human feelings that the world of the desired page has known, based on the interpretation of written symbols, i.e. the link between language and facts. The reader reflects on the symbols and links them to the meanings, interpreting them according to his experience. Reading is a process in which the reader sets out the facts behind these symbols, and this construction must relate to the experiences of interpreting these symbols, and it is wrong to count the letters out and simply pronounce words.

This is a mechanical process whose qualities do not include many mental processes, such as connectivity, cognition , balance, understanding, selection, evaluation, remembrance, organization, deduction, innovation, and main RSs. Many of these skills include: knowledge of the word, understanding and pronunciation, and speed. These skills have a set of linguistic skills that help in the linguistic communication process "(Mashdod 2008, p. 54).

Dictionaries of different types are one of the most important means used by the learner to overcome the challenges encountered during the process of reading understanding of phrases and texts in different languages, especially those available in electronic formats that the learner can use at any time he desires. The dictionary "is one of the most important support of language and knowledge and represents the memory of peoples. Arab linguists have taken care of the dictionary in terms of content and structure since the second century of Hijri, the Arab lexical industry has flourished and its schools have multiplied, and interest in EDs has begun since the middle of the last century; Initially limited to use as linguistic resources for automated analysis of natural languages at the pure, grammatical and semantic level, the dictionaries served as databases containing encrypted information that only the software that exploited them understood "(Ben Hamadou, 2011, p. 233).

Based on the basic functions of the ED in increasing the learner's uptake of language skills in general, and reading in particular, this study was to learn about the role of ED in the development of RSs of French learners in Kirkuk middle schools in Iraq.

The problem of research

In an era characterized by accelerated developments in various cultural and educational fields, the development of RSs in foreign languages, in particular English and French, has become an urgent necessity at all levels of education, especially at the middle level, where this stage is of great importance to the educational peace; It is the link between primary and secondary education, so it is of great interest that the learner reaches the level of language proficiency with all its skills, in addition to its role in building his personality from the social point of view, which is the basis of RSs.

Many Arab studies have revealed poor reading among students at all educational levels, such as Abdul Salam's (2007), the results showed difficulties in readers' understanding and the reasons for this can be attributed to the poor performance of language teachers who are responsible for teaching it, Due to the negativity of teaching strategies and their traditional means, however, other studies have shown that there are many ways to overcome this weakness, such as using ED to develop language skills of various kinds, such as the (2022, Ulandari) study. The results showed a positive role in using the online dictionary as a means of promoting students' vocabulary learning.

Hence the need for French teachers to adopt effective teaching strategies and methods that enable them to fulfil their mandated role in order to achieve effective teaching as an urgent requirement; The modern trend of education focuses on the orientation and guidance of the learner to effective means of developing his skills, developing his achievement and creating conditions for him In view of the fact that French is taught in Iraq's middle schools, the researcher notes that he is a teacher with poor RSs. education ", which is limited to routine means that often do not help to achieve the goals of teaching the subject in the development of language skills in general, and reading in particular. Based on the above, the problems of the current study have been identified by the following question:

What is the role of the ED in developing the RSs of French learners?
The following sub-questions are devoted to the problem:

1-   What RSs are appropriate for the level of French learners in the middle level?
2-   What are the effects of using an ED on the development of learners' RSs?

3-   Are there statistically significant differences at the indicative level (0.05) between teachers' averages of opinion on the role of the ED in the development of RSs attributable to variables: scientific qualification, years of experience, number of courses in electronic techniques?

Study hypotheses

1-   There are a number of RSs suitable for the level of French learners at the middle level
2-   There are positive effects of using the ED to develop learners' RSs.
3-   There are statistically significant differences at the indicative level (0.05) between teachers' averages of opinion on the role of the ED in the development of RSs attributable to variables: scientific qualification, years of experience, number of courses in electronic techniques.

Importance of the study

The theoretical significance is that French is one of the world's main languages for international communication. French is the second most educated language after English, and is the sixth most widely spoken language worldwide. French is classified as the second language to be taught globally after English, so it was important to learn about the RSs in this language and the strategies and methods of its development among learners in general and the middle stage in particular. The ED, along with other means, is one of the most important means of improving learners' ability to read.Practical importance can be summarized as follows:

1-   Draw the attention of French teachers to the need to adopt an ED in language education.
2-   Teachers are familiar with the benefits of the ED and indicate steps to be taken to develop learners' RSs in French.
4-   Learners may be useful in overcoming some of their difficulties in learning French.

Objectives of the study

The general objective of the study is to reveal the role of the ED in developing the RSs of French learners from the teachers' point of view.

The specific objectives are defined as follows:

1-   Familiarize yourself with the right RSs for middle-level French learners
2-   To know the implications of using the electronic lexicon for the development of learners' reading skills?
4-   Identification of differences of statistical significance at the indicative level (0.05) between teachers' averages of opinion on the role of the ED in the development of RSs due to variables: scientific qualification, years of experience, courses in the field of electronic techniques.

limits of study

Human boundaries: a sample of French teachers for the middle stage.
Spatial boundaries: middle schools in Kirkuk.
Time limits: The study was applied during 2022-2023.

Terms and procedural definitions of the study

ED :

The dictionary is defined as: each book contains language vocabulary arranged in a particular order and an explanation of these vocabulary with clarification in meaning, word, adjective, connotation, or equivalent in other languages as stated in Al Ain dictionary and others (Ahmet, 2021, 51).

The researcher adopts the previous definition in his study procedurally by using it electronically in French. ED:

Reading :

It is a psychological linguistic process in which the reader reconstructs a meaning expressed by the writer in the form of written symbols, and reading in the light of that is the process of extracting meaning from written symbols, or is an intellectual communication tool between the reader and the writer through written symbols (Saphasephah, 2012, 85).

The researcher adopts the previous definition procedurally in his study.

Previous studies

After seeing a number of studies presented in two axes: Arab and foreign studies.

A- Arab studies
1- Fatiha Study (2021):

The effectiveness of the ED in enriching the language learner's linguistic balance - the meaning dictionary; Each drawing of meaning (Arabic) is a model.

The aim of the study was to know the effectiveness of the ED in enriching the linguistic balance of the language learner. The research followed the descriptive curriculum. The study tools consisted of providing a practical illustration of the vocabulary of the book "New in Literature, Text and Reading for the Second Secondary Grade, and explaining it through the dictionary of electronic meanings.

The study showed that the ED should be a substitute for the paper dictionary in Arabic language teaching subject. Some of the dictionaries currently available and proven effective can be used because of their ease of use, the extent of confidence in their results, as well as inadequate and insufficient preparation of EDs.

2-Aziz Study (2019):

Development of the Arabic Dictionary for All on an Android basis.

The study aimed to learn about the development of the Arab dictionary for all electronics based on Android, its validity and effectiveness. The study followed the developmental approach, the tools consisted of a test, note card and interview.

The results of the study showed an evolutionary model of the Arabic ED for all based on Android, and the existence of positive effects of its use by 77%.

B. Foreign studies
1-The study of (2022, Ulandari): Indonesia
The used of ED as a media to enhance the students vocabulary

I aimed to see if the ED was effective in promoting or not mastering the vocabulary of seventh grade students in Indonesia. Using the experimental curriculum, the sample consisted of (30) middle school students, the research tool consisted of a multiple choice type test.

The results of the study indicated that there was a difference between post and pre-tests, and that the ED was effective in promoting vocabulary learning.

2. Ahmet Study (2021):Turkey
The role of EDs during translation and its impact on teaching Arabic to non-native speakers

The study aimed to learn about the role of EDs during translation and their impact on teaching Arabic to other speakers, and to learn about the types of Arabic dictionaries.

The research followed the analytical descriptive curriculum by analysing learners' perception of Arabic language and their use of dictionaries in general. The research sample consisted of 480 Arabic language learners at the Faculty of Divinity in Turkey. The research tools consisted of an electronic questionnaire distributed to students.

The results concluded in a large proportion of students being helped by EDs to help them translate and learn as an important and indispensable learning and translation for the learner.

3- Fadila study(2018): Indonesia
ED and interest in reading influenced students' knowledge of vocabulary.

This research aims to demonstrate the impact of the ED experimentally and interest in reading about students' knowledge of the vocabulary in the eighth grade in Jakarta, conducted using the quantitative method with semi-experimental research, the study sample consisted of 40 eighth graders. The tools consisted of testing and resolution

The results indicated:
 (1)   There is a difference in knowledge of students' vocabulary between those who were taught through the ED and those who were taught through the printed dictionary.
 (2)   There was no interaction between educational media and reading interest on students' knowledge vocabulary.
 (3)   There was a difference in the knowledge of vocabulary between students with a great interest in reading taught by the ED and those who learned by the printed dictionary.
 (4)   There was no difference in the knowledge of vocabulary between students with low interest in reading which was taught by the ED and who was taught by the printed dictionary. In general, students' knowledge of the vocabulary was found to be influenced by the use of the ED and students with a high interest in reading are more suitable for use of the ED than students with a low interest in reading, and most students gradually gained good grades from the next test.

Comment on previous studies：
In terms of similarities, the present study is similar in purpose to the study of Fatiha (2021), the study of Aziz (2019), the study of (2021, Ahmet), the curriculum level is similar to

the study of Fatiha (2021), the study of Aziz (2019) and the study of (Fadilah 2018), and the sample level (middle school) is similar to the study of(2022 ‹Ulandari).

In terms of differences, the current study differed at the curriculum level with (Fadilah study 2018), which used the experimental curriculum, and at the place of the study, it differed with all previous studies conducted outside the State of Iraq. This distinguishes it and adds scientific value. Aspects of the benefit were identified in the assistance in preparing the identification and writing the study's theoretical literature.

Theoretical Studies

The concept and importance of the ED

The ED is defined as: a technically automated database of linguistic units and related information, such as how to pronounce them, their morphological roots, connotations and uses, so that such units and their information are stored in a particular system in a large-capacity storage memory, and their technical knowledge are managed by an automated device, contents contained by the ED(25 , 2004,Bocchi).

Another defined it as: a type of reference work using computers, and associated techniques for providing information on the display screen (Hartman and Gregory, 1998, P47).

There are many benefits to the use of the ED, as it is the largest and most important provider of linguistic wealth with its vocabulary and words that we say or hear; The ED is also a reference in the inflection of the word, knowing its derivatives; The literary property of the learner is enhanced by the existence of various literary texts and evidence that relate to the meaning of a particular word, sentence or concept.

The importance of ED is determined to be essential for the learner in the information society and knowledge-based economy s education ", the function of the dictionary has evolved in recent years into a working tool for the learner and teacher, For translators, and for several other occupational groups, this necessity becomes even more evident if we look at the reality of the dictionary industry in the world's languages. And compared it to the reality of our Arabic dictionary industry, especially electronic ones. The ED is important for language education, which lies in the readiness of learners to the electronic version of the enrichment it provides at the level of information search and display using multimedia means, Rapid updating makes it up to date with language development at all levels(Baccar et all, 2011, P225).

The ED's role in language education: Knowledge acquisition is an art, language acquisition is the most important knowledge, and dictionary is one of the key tools in its acquisition. Therefore, the teacher must encourage learners to use dictionary in both printed and electronic ones, given its importance and its significant role in the acquisition of language skills in general, and the acquisition of vocabulary and concepts in particular.

Today's EDs are readily available, and modern technology in smart computers, tablets and mobile phones should therefore be used to teach the language. One of the roles of the ED in language education is to mention the following:

1-   The ED helps develop the learner's overall efficiency.
2-   It enhances the acquisition of learners' receptive skills.

3-   It develops confidence in the learner's use of the language and search for the meanings of ignorant words.

4-   The linguistic knowledge of learners is developed through explanations and comments, selecting what the learner thinks is useful for them in the learning process.

5-   It is a great source of enrichment of the learner's dictionary of synonyms and opposites.

6-   It is a rich resource for knowing the new word, or its preposition.

7-   It supports self-learning by using the dictionary itself.

8-   It improves overall knowledge of the word's multiple information.

9-   It helps to differentiate meanings whether using monolingual or bilingual dictionaries.

10-   It contributes to the acquisition of spelling and dictating skills (Abu Amshah, 2010, 35-36).

The concept and types of reading

Reading is defined as a process that connects speech language with written symbols, encompasses meaning and word symbol, and is automated through two processes: first, perception of symbols written by a sense of sight and transmission of images of those symbols to the brain that analyze them and perceive their content; and second: verbal translation of those symbols by the brain's pronunciation organs into words. (Attiya, 2007, 91).

Reading in terms of its general form is divided into two types:

1-   Silent reading: It means receiving printed symbols, giving them the appropriate integrated meaning within the limits of the reader's previous experiences with their interaction with new meanings read, forming new experiences, and understanding them without using pronunciation organs.

2-   Oral Reading: is capturing printed codes and communicating them across the eye to the brain, understanding them by combining the symbol as an abstract form, the meaning stored in the brain and the proper use of speech organs, an opportunity to exercise reading health, speech quality, and good performance.

Oral reading involves the fact that silent reading requires a visual definition of written symbols, a sense of reason for their connotations and meanings, and is augmented by the oral expression of these connotations and meanings by word pronunciation, thus making oral readers harder than silent reading. (Al-Rikabi, 1997, 88).

Research curriculum and procedures

It includes steps to implement the study in terms of identifying its approach, society, sample and tools, ascertaining its truthfulness and consistency, statistical laws and methods, and presenting and interpreting results.

First- Curriculum

The analytical descriptive curriculum was used because it is the most appropriate research curriculum for the study.

Second-The study community and its sample:

All teachers in French at the preparatory schools in Kirkuk, Iraq, for the academic year 2022-2023. A random sample of 65 teachers and schools was selected. The study variables are described below:

1-Scientific qualification variable
Table No. (1): *Sample personnel distributed according to scientific qualification*

Scientific qualification	Number	%
Baccalaureate	46	%70‹77
Diploma	13	%20
Master's degree	6	%9‹23
Total	65	%100

2-Variable years of experience
Table No. (2): *respondents distributed according to years of experience*

years of experience	Number	%
Under 5 years	12	%18‹46
10_5years ago	24	%36‹92
19_11years ago	14	%21‹54
20 years and above	15	%23‹08
Total	65	%100

3-Variable number of training courses
Table No. 3: *respondents distributed according to training courses*

Training courses	Numbers	%
Less than 3 courses	42	%64‹62
3-7 courses	15	%23‹08
7courses and above	8	%12‹30
Total	65	%100

Study tools

After learning the theoretical aspect of ED and RSs in French and presentation of studies related to the current study, survey of curriculum specialists and teaching methods A list of RSs suitable for students was built at this stage and clarify the role of dictionary in its development, and to ensure the veracity of the tools presented to the group of specialists s views on the adequacy and appropriateness of questions of identification and the extent to which these paragraphs belong in addition to their observations on the scientific and linguistic

wording of each paragraph, and in the light of those Views the List has been prepared and finalized, see adjoined (1), (2).

The stability of the list and the resolution was ascertained in the Alpha Cronbach formula, where it obtained the value of the alpha coefficient for each of them, the value of the total stability (0.86). This indicates that the list and the resolution have a high degree of stability. The fifth lectert scale was used according to the following table:

Table No. (4): *Test adopted in the study*

N	Cell Length	Relative weight corresponding	Grade Rating
1	1-1,80	20-36	Strongly disagreed
2	1,80-2,60	36-52	Disagreed
3	2,60-3,40	52-68	Neutral
4	3,40-4,20	68-84	Agree
5	4,20-5	84-100	Strongly Agreed

Presentation and discussion of research results

Answer the first question, which reads:
What RSs are appropriate for the level of French learners in the middle school.

To answer this question, it was directed to teachers in an open question. The following table shows the results:

Table No. 5: *RSs in French*

N	Phrases	%
1	Identification of visible ideas contained in the readable text.	90%
2	Concluding key ideas about the readable text	86%
3	To distinguish the main and subsidiary ideas in the read text.	84%
4	Understanding the true meaning of the readable text.	80%
5	Discrimination of events in the text read.	77%
6	Analysis of the subject's personalities.	75%
7	Discrimination of events in the text read.	74%
8	Prediction of the events of the readable text before its completion	72%

From the previous table we see the most important RSs a learner has to master in middle school from the point of view of French teachers in the first place, concerning the identification of explicit ideas contained in the text to be read, Followed by the skill of concluding key ideas, then the skill of differentiating basic and sub-ideas, And the real understanding of the meaning of the text, and the last one came the skill of being able to distinguish events, Predicting the event before you finish reading, which in itself is a difficult skill that requires a high level of linguistic and logical intelligence in the learner at this stage.

This result corresponds to the first hypothesis, which states:
There are a number of RSs suitable for the level of French learners at the middle school.

Answer to the second question, which reads:
2-What are the effects of using an ED on the development of learners' RSs?

To answer this question, the arithmetic means and standard deviation for each of its paragraphs. The following table shows this:

Table (6) *Sample individuals' responses to questionnaire paragraphs*

N	Paragraphs	Arithmetic mean	standard deviation	Degree
1	Encourages the learner to participate actively in understanding the reading topic.	4.19	0.78	high
2	It helps the learner to understand the true meaning of the readable text.	4.15	0.83	high
3	It develops the learner's skill in recognizing the aesthetic value of the reading subject.	4.08	0.69	high
4	The learner can distinguish the events in the readable text.	4.03	0.92	high
5	It helps the learner to analyze the characters in the subject.	3.96	0.78	high
6	It develops the learner's skill in inferring similarities and differences in the read text.	3.91	0.64	high
7	It helps the learner to distinguish between basic and secondary ideas.	3.88	0.75	high
8	It develops the learner's skill in drawing conclusions from the information contained in the text.	3.85	1.22	high
9	It develops the learner's skill in determining the logic of the ideas involved in the subject.	3.82	1.06	high
10	It develops the learner's skill in rearranging events in the readable text.	3.79	0.97	high
11	It increases the learner's ability to determine the credibility of the reader.	3.75	1.17	high
12	It helps the learner conclude the main ideas around which the readable text revolves.	3.73	0.87	high
13	The learner can access the meanings contained in the reading subject.	3.68	0.65	high
14	The learner can predict the events of the text before it ends.	3.62	0.94	high
15	It develops the learner's ability to create and create a creative end to a particular story or theme.	3.53	0.83	high
16	the learner is trained in searches and inferences.	3.49	1.05	high
17	It helps the learner detect repetition in the read text.	3.42	1.08	high
18	It helps the learner helps distinguish between reasonable and unreasonable ideas.	3.40	0.74	high
	Total degree	3.79	0.88	high

The previous table shows that the total rate of responses was 3.79, reflecting a high level according to the approved standard. This indicates the importance of using the ED to improve reading skills. This result is consistent with the second hypothesis, which states:

There are positive effects of using e-lexicon to develop learners' reading skills.

The researcher explains this finding that the benefits of ED, along with other educational means, are one of the most important means of improving students' ability to develop their RSs at all levels in the French language, particularly related to the middle stage. He encourages them to participate actively in the assimilation of the reading subject and to realize the aesthetic value of the reading subject. As a technical dictionary, the learner finds a way to understand words and their meanings, and to understand the relationships between paragraphs and words, it helps him to conclude similarities and differences in the French-read text, and trains him in research and inference skills that enable him to enter the world of knowledge and learn about the cultures of nations and countries that speak French.

ED has several important linguistic applications that the user can benefit from: the conjugation of verbs and nouns, the search for synonyms, audio-level processing to transform the written into an operative, and spelling to correct the inserted words, making it an important resource for the learner to improve his or her reading skills.

This result is consistent with the (2022, Ulandari study), whose findings underscored the importance of using ED in promoting vocabulary learning in learners, and (2021, Ahmet study), which demonstrated the role of EDs during translation and their impact on language teaching.

The answer to the third question, which reads:
There are statistically significant differences at the indicative level (0.05) between teachers' averages of opinion on the role of ED in the development of RSs attributable to variables: scientific qualification, years of experience, number of courses in electronic techniques.

To answer this question, the three variables have been addressed as follows:

A-Results relating to the scientific qualification variable
Table No. 7: *Results of analysis test of difference indication attributable to scientific qualification variable*

Source of variation	Total boxes	Freedom Grades	Average boxes	Calculated value (q)	Indicative level
Between groups	126٬33	2	72٬16		
Within groups	2156٬13	62	21٬34	2٬17	Irrelevant
Total	2282٬46	64			

The previous table shows no statistically significant discrepancies at the indicative level (0.05) between the averages of the responses of the sample individuals depending on the scientific qualification variable. The researcher explains that the cultural and scientific level of French teachers with baccalaureate, diploma or master degrees is close to the perception of the role of dictionaries in French language development and skills. programme ", due to the experience gained by each teacher of any category through web-based language programmes that have become available to all without exception, Sometimes, however, the difference remains small in favour of the master's as a result of the excellence of the experiences gained as a result of their research.

B. Results related to the years of experience variable
Table No. (8): *Analysis test results for difference attributable to variable years of experience*

Source of variation	Total boxes	Freedom Grades	Average boxes	Calculated value (q)	Indicative level
Between groups	150‹37	2	75‹12		
Within groups	2021	62	47‹52	2‹88	Irrelevant
Total	17058	64			

The previous table shows that there are no statistically significant differences at the indicative level (0.05) between the average responses of the study sample individuals depending on the years of experience. The researcher explains that the majority of French teachers in formal education have a single view of ED's roles in the development of reading skills, regardless of how many years of experience each teacher carries in general or in his or her school. In view of the similarity of the nature of the tasks assigned and defined in the rules of procedure for Iraqi State schools, This is a guide for every school teacher, whether new or more experienced at school.

C- Results relating to the variable number of courses in the field of electronic techniques
Table No. (9): *Analysis test results for difference attributable to variable number of courses.*

Source of variation	Total boxes	Freedom Grades	Average boxes	Calculated value (q)	Indicative level
Between groups	35‹66	2	17‹59		
Within groups	1231‹51	62	26‹13	0‹62	Irrelevant
Total	1267.17	64			

The previous table shows that there are no statistically significant differences at the indicative level (0.05) between the average responses of the study sample members depending on the variable number of training courses. The researcher attributes this result to the fact that the training courses and educational workshops held to develop the capacities of educational staff in most of their outcomes are accessible to all teachers of French language, where public invitation by the Ministry of Education on the need to attend them is made available.

Summary of findings

The number of learner-friendly reading skills at this stage has reached 8 from the point of view of French teachers. The use of EDin the development of learners' reading skills has been shown to have a positive effect. There have also been no discrepancies between the responses of teachers of the subject attributable to the variables: scientific qualification, years of experience, number of courses in electronic techniques.

Study proposals

In the light of the findings, the researcher proposes to carry out the following research:

1- The effectiveness of the use of ED in developing the RSs of French learners.
2- The requirements for teaching French language skills of human and material possibilities.
3- Doing similar research to current research in subjects except French.

4-   A comparative study of the benefits and importance of electronic and printed dictionaries in developing language skills.

Study recommendations

1-   Foreign language teachers should be instructed to follow specialized courses in modern technological methods of teaching the subject.

2-   Creation of training programmes aimed at enhancing teachers' competence in French in the use of modern technological techniques during their teaching.

3-   Conducting training workshops in schools that provide an exhaustive explanation of how to use EDs to teach French skills.

4-   Attention to seminars and meetings encouraging the presentation of new ideas on technology and their application in the educational environment.

5-   Work to provide all the components of the school environment necessary for the successful use of ED and other technological tools and tools in teaching.

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Appendix No. (1)

List of French RSs suitable for the middle school

N	Phrases
1	Identification of visible ideas contained in the readable text.
2	Concluding key ideas about the readable text
3	To distinguish the main and subsidiary ideas in the read text.
4	Understanding the true meaning of the readable text.
5	Discrimination of events in the text read.
6	Analysis of the subject's personalities
7	Discrimination of events in the text read.
8	Prediction of the events of the readable text before its completion

Appendix No. (2)

Questionnaire
Questionnaire for French professors
Dear Teachers

Greetings

The researcher conducts a study to learn about the role of the ED in the development of RSs of French learners. This questionnaire contains a set of phrases. Each phrase has five possibilities (strongly OK, OK, neutral, not OK, strongly disagree), so I hope you read these phrases well and then put your mind to them thoroughly and objectively. By placing a reference (×) before the answer expressing your opinion, knowing that these answers will be used for scientific research purposes.

With great thanks and appreciation

Researcher
Personal Data:

1-   Scientific qualification:
Institution ☐   University Degree   ☐ Postgraduate Studies ☐

-2   Years of experience:
Less than (5) years ☐ (10-5)years ☐ More than (10) years ☐

-3   Number of courses in electronic technologies:
Less than 2 ☐   2-4 courses ☐   More than 4 courses ☐

Phrases

N	phrases	strongly OK	OK	neutral	not OK	strongly disagree
1	Encourages the learner to participate actively in understanding the reading topic.					
2	It helps the learner to understand the true meaning of the readable text.					
3	It develops the learner's skill in recognizing the aesthetic value of the reading subject.					
4	The learner can distinguish the events in the readable text.					
5	It helps the learner to analyze the characters in the subject.					
6	It develops the learner's skill in inferring similarities and differences in the read text.					
7	It helps the learner to distinguish between basic and secondary ideas.					
8	It develops the learner's skill in drawing conclusions from the information contained in the text.					
9	It develops the learner's skill in determining the logic of the ideas involved in the subject.					
10	It develops the learner's skill in rearranging events in the readable text.					
11	It increases the learner's ability to determine the credibility of the reader.					
12	It helps the learner conclude the main ideas around which the readable text revolves.					
13	The learner can access the meanings contained in the reading subject.					
14	The learner can predict the events of the text before it ends.					
15	It develops the learner's ability to create and create a creative end to a particular story or theme.					
16	the learner is trained in searches and inferences.					
17	It helps the learner detect repetition in the read text.					
18	It helps the learner helps distinguish between reasonable and unreasonable ideas.					
	Total degree					