DEMYSTIFYING READING SKILLS FOR EFL STUDENTS AT KING KHALID UNIVERSITY THROUGH LEARN UNLEARN AND RELEARN TECHNIQUES DURING THE CURRENT PANDEMIC

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Abstract

This study will investigate the effect of Learn Unlearn and Relearn technique on the reading skill of EFL students as a part of the study skills course at King Khalid University. Study skills as a course of study facilitate improved academic performance among EFL students at faculty of languages and translation, King Khalid University. Relearning emphasizes acquiring the required competency for excellence in reading skills through the online teaching methodology and tools. This study aims to develop reading skills through Learning, to unlearn, and relearning techniques as a study skill. This experimental research uses a pre-post group design. Students will have focused online training to enhance their competency in digital reading skills through Blackboard tools. In addition, the experimental group will have in-depth training on using blackboard tools to effectively use various digital reading strategies as a part of study skills. Data is collected and analyzed from different sources; tools of the study involve exposing them to the reading techniques of Learning, unlearning, and relearning in online classes for focused learning to help develop knowledge and skill of comprehending unseen reading content. By unlearning, the focus will be on letting go of some of the techniques they used to follow under the watchful eyes of the instructor in the face-to-face classroom. Another tool designed by the researchers is questionnaires that aim to analyze the different reading techniques students participate in and Practice. Apart from this, students will share information about their previous education, place of living, previous grades, and future careers to understand the reading technique they use in general and the reading skill they feel was influential during online teaching and training. The data will be analyzed using SPSS. The researchers will recommend and suggest techniques for future research.

Keywords: digital reading, EFL, KKU, learn to unlearn Relearn, online teaching.

1. Introduction:

The current pandemic has made the teaching fraternity realize that it is essential to teach and encourage digital literacy to help the students achieve the desired learning objectives. We live in an age of digital transformation; the earlier the students realize its importance and master this skill, the greater their chance of success in their academic field. EFL Students at KKU have been using Bb for a considerable period. However, the instructors gave them quizzes, assignments and even posted lectures in Bb; they were usually in blended mode and had the liberty to use or ignore it. The instructors also realized that most EFL Saudi students being greatly techno-savvy, made their job easy for digital transformation.

Moreover, most of the available teaching materials require extensive use of multimedia gadgets to acquire learning competency; this also helped the students during the pandemic where the mode of instruction was entirely online. As a result, level 4 students at EFL KKU become well versed with the Bb activities and various

components that require active usage of multimedia. Moreover, it actively promotes self-learning study skills through perceptive, creative, analytical, and problem-solving skills for continuous academic Learning. This need to learn in this digital age has resulted in a surge of online courses and books that have helped students develop this invaluable skill.

Reading can be considered one of the essential 21st-century skills as part of study skills for practical students' academic performance. Unfortunately, most research on study skills focuses on labyrinthine study skills for students' academic success. The researchers noticed that limited studies had been done on the effect of reading techniques on students' academic success in online mode. The methods we were using in the classroom are not really about teaching study skills. Instead, these skills, and indeed the skills that will spell success for our learners in the future, will be how capable they are as independent and curious individuals. Thus, our real challenge as educators is to model a desire to embrace the known, the unknown, and the just plain unknowable. As Alwin Toffler, writer and futurist put it: "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn.

Research Problems and Significance

As researchers and instructors at the faculty of languages and translation, King Khalid University, we had the opportunity to use educational technology immensely during the current pandemic. We have noticed that students are unaware of the appropriate reading techniques they should use during this pandemic to grasp textual comprehension and be independent learners. Learning how to learn is very important in a situation where independent Learning has become an important aspect. During regular face-to-face teaching and learning in colleges, the task and test demands increase both in number and complexity. Students need the ability to use a variety of study tactics that stimulate a deeper level of processing and improve retention of information. A substantial body of research suggests a positive relationship between students' academic performance and knowledge and good study tactics, particularly reading techniques. According to Boller (2008), young adolescents cannot develop and use a set of study tactics effectively without significant guidance because they are physically and emotionally not fully developed to be self-regulated and independent students. Reviewing the literature and informal interviews with staff members and students of different levels helped the researchers reach the need for the present study. All this helped the researchers to conclude the following:

1. We are in a dire need to recognize the study skills, particularly reading skills, for students at the Faculty of Languages and Translations, King Khalid University
2. We need to find out the correlation between the use of study skills in general and reading skills in particular on students' academic performance at the Faculty of Languages and Translations, King Khalid University.

3. Students need to develop various study tactics that stimulate deeper processing and understanding and improve information retention.
4. The teacher has a significant effect on students' achievements. Research shows that the teaching-learning environment influences students' learning approaches and outcomes. Thus, we should give much interest to teacher training.
5. Students need more training in study skills for the following reasons: A- Study skills are lifelong skills. B- Students need to be trained to be more organized. Students who are disciplined and organized are most likely to be motivated. In addition, our students need to be inspired, as motivation is one of education's most important psychological concepts. The researchers felt that Practice is essential to learning new facts, but not all method is equivalent. Teachers can space Practice over time with the content reviewed across weeks or months to help learners remember the content over the long term. They can explain to students, for example, that trying to remember something makes memory long-lasting than other forms of studying. They can use low-or-no-stakes quizzes in class to do this, and students can use self-tests.

2. Research Objectives:

The study will achieve the following objectives:

a. Recognize the most effective study skills the students at faculty of languages and translations, King Khalid University use.
b. Provide training in reading skills to the EFL students at faculty of languages and translations, and observe its effectiveness.
c. Helping students to acquire and use the study skills effectively, namely; motivation, note-taking, test-taking strategies with a particular focus on digital reading.
d. Providing Faculty of Languages and translation with the study skills inventories
e. Providing instructors at the Faculty of Languages and translation with the study skills inventories to adopt the effective use of reading skills.

3. Research questions:

a. What is the effect of training EFL students at faculty of languages and translations in reading skills through using Learn Unlearn and Relearn techniques?
b. What are the most effective study skills the students at faculty of languages and translations, King Khalid University use?
c. What are the practical reading skills of the EFL students at the faculty of languages and translations?
d. What are the study skills inventories that can be helpful and useful for the instructors (at the EFL classroom, King Khalid University) to adopt the effective use of reading skills?

4. Research hypothesis:

There is no effect of training EFL students at faculty of languages and translations in reading skills through using Learn Unlearn and Relearn techniques between the control and the experimental group.

5. Literature Review:

It is perceived that to be effective in one's academic life, one has to follow several habits regarding studying. Study skills are habitsthose learners apply to be successful in their academic careers. Different learners follow different kinds of study habits. Whatever skills or habits students apply or make use of, in the end, all these help them to achieve their goals and be successful in their academic careers. According to Crede and Kuncel (2018), We should look at Study skills from two distinct factors directly related to academic and non-academic methods. Awang and Sinnadurai (2011) described the following essential components of educational features of study skills: organizational and time-management processes, memory procedures, information processing, and metacognitive comprehension. (Putwin et al., 2013) said that non-academic study skills are the mindset of effective studying, such as persistence, enthusiasm, self-efficacy, constant self-motivation, and the desire for growth and development.

Some of the steps that advanced level EFL students adopt to enhance their performance in reading skills are they try to read more and more. Highlight the sequence of events and take notes while reading a complex text. They also try to make margin notes. Finish their reading tasks well in advance. Spend some time to have a recap of the lesson. Try to involve them in an active reading lesson with total concentration. They try to comprehend captions and figures. They try to compile a list of difficult words they come across during the study.

According to the reading skill steps as a part of study skills habits mentioned above, we can say that an average learner would apply a few of these skills to carry on with their readings. Without using these skills, it is difficult to manage time and handle the stress and pressure of his readings. It is a known fact that undergraduate students would undoubtedly be under a lot of pressure when admitted to a university. EFL students at KKU often request their instructors about ways and means they need to adapt to enhance their proficiency and competency in the English language. To address this concern, EFL instructors at KKU give great importance to reading fluency in the first language (L1) and second language (L2) in an English classroom setting (Assiri, A. I., & Siddiqui, A. 2020). A study conducted by Bulent et al. (2015) stressed that studying in a planned manner is the key factor of academic accomplishment in university learning. Koruklu (2010) mentioned that effective studying strategies are essential to show a learner's real potential. A similar opinion is shared by Lemmer (2007) that a learner who follows instructions on study habits such as time management, note-taking, and study techniques can improve Learning.

Researchers strongly felt that learning skills must be taught and practiced to get deep-rooted into regular everyday use, developing confidence, work ethic, and inner motivation. According to Dweck (2015), this growth mindset is a learned characteristic that should be thoroughly taught, encouraged, and cultivated.

However, our current study emphases the quick shift from traditional classes to online classes and how the study skills used by learners had to be changed as well. For years, students and teachers who attended and imparted face-to-face lessons had to face a remarkable change in the whole system of giving and receiving commands. It is no denying that teachers and students familiar with the traditional approach of interacting, meeting, communicating in face-to-face classes were suddenly challenged with adjusting to the system of online instructions. During this current pandemic, the sudden shift from traditional teaching styles to fully online lectures, some teachers and students were undoubtedly familiar with online education. Still, a complete switch in the scenario where all categories were 100 percent online was new for all. As stated by Oraif and Tariq (2021), "education has changed radically, with a distinguishing rise in e-learning, whereby teaching is undertaken remotely or virtually and on digital platforms." However, it has to be stated that any system followed by educational institutions has its pros and cons. Whether it is entirely online classes or face-to-face classes, both have their benefits and drawbacks. As for Delaney and Fox (2013) and Roll et al. (2018), learners from different backgrounds and geographical regions see online Learning as suitable and flexible. However, this opposes the study (Blackmon & Major, 2012; Brown et al., 2015; Buck, 2016; Zembylas et al...2008). As for their studies, several online learners struggle balancing family, work, and study. Thus, our research focuses on learning to unlearn and relearn techniques on reading skills during this current pandemic. It's a forced exercise where students and faculty members were not prepared to shift to this model. Still, the digital literacy methodology through blackboard tools encouraged the researcher to go for this innovative research.

Komarraju, K. &Schmeck (2009) defined Study skills as methods applied to Learning that helps students to succeed in their desired courses of study, pass a test, or even get good grades. It is a normal tendency among students to achieve an excellent dekgree in their class of study irrespective of the ways and means concerning their study habits. Researchers feel that academic challenges for students are connected more to a lack of organization than to an absence of intellectual ability. Students who are organized and disciplined are most likely to be motivated. Richardson et al. (2010) suggested some essential steps for students to study in a better way. First, students must read and reread information. Then, they sort out the crucial ideas from details and organize the data by arranging it and relating it to previous knowledge. The researchers felt that each of these activities is affected by the students' type of study techniques. The more suitable the strategy, the deeper the level of processing and the more efficient information can be stored.

Therefore, effective studying requires techniques or skills to help students read, use, and process, memorize, and recall information. Study skills are the competencies associated with recording, acquiring, organizing, synthesizing, and remembering information. Wernersbach et al. (2014) added that due to a steady rise in student

numbers and increased diversity in the student population, a big challenge facing higher education institutions is confirming a smooth development of students through different levels of their study. This challenge relates to the lack of required study skills among students, which are fundamental to success. In addition, higher education students face severe academic stress as high expectations need them to multi-task under time limitations. The researchers think that study skills support is an important aspect to consider in helping students attain success and bear the challenges they face in the academic situation. Studying skills were defined in various ways by researchers. Steele (2010); Aquino, (2011) and Yu, (2011) described studying skills as the proper use of strategies when accomplishing a specific learning task. According to Rafoth&DeFabo (1990), studying skills function as a procedure, including planning, organizing, and coding information to achieve a learning goal. Many researchers accepted that studying skills include the behaviors such as preparing for exams (Purdue & Hattie, 1999), doing homework, doing revision (Neri, 2007), reading, listening, writing. Some studies have stressed on eleventh hour rush towards revision for the next day's exam or cramming or burning midnight lamps for their next day's exam. But, as a result, many students end up doing okay or even more than alright on the test. Moreover, students who have a regular study hour, concentrate on their studies, and diligently follow their study hours always do well academically. Thus, sharpening study skills plays an essential role in academic success.

6. Methodology:

The researchers adopted the following techniques to conduct this research, Pre-post group research (experimental and control) consisting of level four EFL students will be selected. The experimental group will receive extensive training on using various blackboard tools, for instance, weblink usage, connected discussion board, wikis, blogs, and journals. The researchers conducted pre-and post-tests at the beginning and end of a training program on the control and experimental groups. However, the control group will have regular teaching classes. A set of questionnaires to both the control and experimental group will be given seeking their response on the digital literacy platform available and the difference they notice on the various aspects of traditional and online training. There would also be a set of questionnaires for the students to seek their opinion on study skills through digital platforms and traditional platforms. The achieved results will be analyzed through SPSS and discussed in detail.

Participants:

Sixty-eight participants of level four at the Faculty of Languages and Translation King Khalid University participated in the study. Participants' age ranged between 18-20 years. The researchers divided them randomly into the control group (n=34) and the experimental group (n=34). All members spent at least eight years learning EFL.

Instruments:

a. Reading inventory tests to measure students' reading skills before and after the experiment. Seven TEFL experts reviewed the tests to ensure their face validity. The test-retest reliability coefficient was 0.881 for the pretest and 0.892 for the posttest. These coefficients are significant at the 0.01 level.

b. Study skills questionnaire:
The EFL questionnaire scale was intended to investigate the study skills and study habits of level four students. Literature connected to EFL study skills was reviewed. According to this literature review, a list of 30 EFL study skills items was composed and arranged in a 5-point Likert Scale starting from never to always. The list was given to a jury of TEFL to decide which of these items were significant and suitable for level four students. The jury recommended 21 items in the study skills. See appendix (A). The questionnaire was based on learners' experiences who had applied their study skill habits online for at least two semesters. In the current study, Cronbach Alpha reliability coefficients were calculated for every item of the questionnaire and found to be 0.93 for the total questionnaire, which was quite satisfying since the minimum level is suggested to be 0.70 by Pallant (2015).

c. Students' interviews:
These students shared information about their previous education, place of living, previous grades, and future careers to understanding the reading technique they use in general and the reading skill they feel was influential during online teaching and training.

The Materials of the Study:

The book used in teaching reading skills is "Well Read 4" by Pasternak, M & Wrangell, E. (2008). The experiment lasted for three months, "12 weeks," during the first semester of 2020-2021. Four hours a week. It is the same book used with the control group but using the traditional method in teaching. It aims to reinforce vital reading skills and vocabulary approaches step-by-step over an extensive range of authentic texts intended to engage students' attention. The course is designed to strengthen reading skills. The importance is on paragraph organization, vocabulary building, comprehension skills, and learning strategies. The emphasis is on aiding the students to comprehend different text structures and improve effective strategies for critically reading and understanding other textbooks.

A- Teaching Aids of the program:

Several teaching aids were used through the treatment, such as:

1. A Connect yard
A Connect yard offers an altogether engagement platform that confirms equal access by allowing for anytime, anywhere announcement and association across a diversity of social and mobile technologies, containing

the WhatsApp (delivery and read receipts) the Twitter DM, and Facebook, SMS, the MMS (rich text, picture, and video messaging) and The Voice (text-to-speech, speech-to-text) using the Amazon Poly (Alexa in 29 languages). The Connect Yard platform also incorporates all emails and portal explanations, allowing all constituents to communicate using their technology of choice, including the phones with only basic cellular service and no data plan is required. This helps increase attendance, participation, and completion rates for all constituents while meeting Federal requirements for the remote learners with disabilities, bridging communications gaps with English language students, and better assistance for those with partial or no internet access at their home.

2. Wikis
   Wikis let course participants contribute and adopt one or more of the pages of course-related resources and offer a means of sharing and partnership. Course participants can construct and edit pages quickly and trail alterations and additions, which leads to effective collaboration between multiple students. They can create one or more wikis for all course participants to share and wikis for specific sets to cooperate. All course participants can use the wikis tool to write information and serve as a source for course knowledge. A course wiki is a vast source of material accumulated by course participants. The Wikis can help build a community of teamwork and Learning. Social communication rises throughout the exchange of information.

3. The blog
   The blog is a private online journal that is regularly updated and planned to share with others. Blogs also have a commenting characteristic so that learners can reply to one another's views. The Blogs are intended to encourage learners to express their thoughts clearly. Most Blogs also address the necessity of expanding numerous aspects of social Learning. From the teacher's point of view, blogs are practical tools for gaining insight into learners' accomplishments and offer a way to share the information and resources collected. In Blackboard Learn, teachers create and plan blogs, and only registered users can view and make entries and observations in them. Like journals, blogs are used for a graded task or gather views and information without allocating a grade.

4. Journals
   Journals are individual spaces for learners to connect privately with teachers. Learners can use journals as a self-reflective instrument. They can post their views, ideas, and interest about the course of debate and analyze course-related resources. Teachers can create journal tasks that are broad and student-directed. Learners can reflect on the learning process and text changes in their views and attitudes. Learners can describe the difficulties faced and how they resolved them. Teachers can also build instructor-directed journal entries which are more official. Teachers can narrow the focus with a list of topics for argument.

Activities of the program:

The activities used were mostly online activities. The activities focused on using the techniques of Learning, unlearn and relearning to enhance the reading skills in specific and the study skills in general of EFL students.

7. Analysis of Data:

SPSS (Version 21) was used for analyzing the data. A tabulation of descriptive statistics: minimum, maximum, mean, and standard deviation was prepared to find out answers to the research questions: 8.1 Procedures:

The procedures of this study were carried out during the first semester of the (2020-2021) academic year in four consecutive stages: a) pretesting, b) setting the scene& applying the program, and c) post-testing. These stages are described below.

a. Pretesting

As soon as the first term of the 2020 -2021 academic year started, the researchers randomly chose two-level four classes (one as a control group, of 34 students and another as an experimental, of 34 students) from the Faculty of Languages and Translation, Khalid University. Before being exposed to the program, students were pretested in reading skills. The purpose was to decide the level of the control & experimental groups in the dependent variables (reading skills).

After being pretested, an independent samples t-test was used to determine the differences between the mean score of the two groups on the pretests of reading skills. Tables 1 and 2 show the difference between the two groups on the reading skills:

Table1; Mean and Standard Deviation

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental. group	1.0	34	67.71	13.781	2.363
Control group	2.0	34	64.21	18.444	3.163

Table2: Pre-Experimental and Control Group

	t	Sig. (2-tailed)	Std. Error Difference	lower	Upper	df
Experimental group	.886	.379	3.948	-4.383	11.383	66
Control group	.886	.379	3.948	-4.395	11.395	61.091
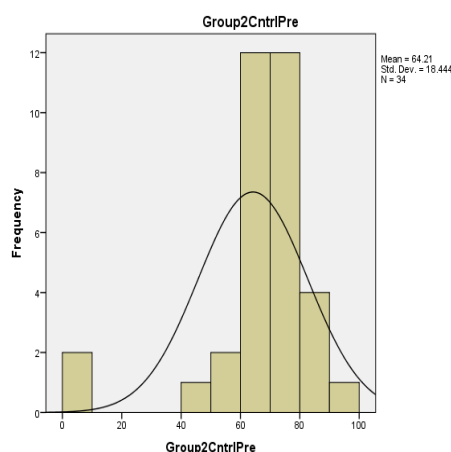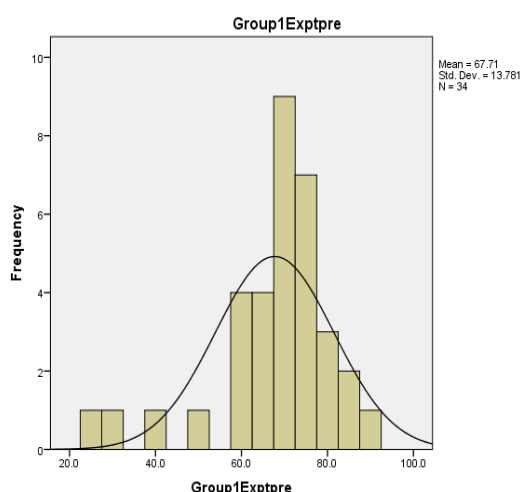
b. Setting the scene and applying the experiment

A popular type of digital communication is the act of curating. The ability to curate at a sophisticated level, both in content and visual appeal, is quickly necessary for teachers who engage in online teaching and Learning (Thompson, 2015). During this pandemic, the researchers decided to analyze the effect of digital literacy tools available to the majority of the EFL students in facilitating reading lessons. Level four EFL students at the faculty of languages and translation are a bit advanced level student in terms of reading comprehension and were well versed with the basic reading techniques of scanning, skimming, reading for main ideas, and general awareness. The researchers first of all divided the students into groups of 5 students each. The students with higher competency levels were made the group leaders after assessing their performance in the pretest for experimental and control groups.

The experimental group of students was connected through connect yard (blackboard tool) for 24/7 communication with peers and instructors.

The instructor posted general questions about the title and main idea of the text and the chapters in progress in wiki and blogs. They were asked to share their opinion and understanding of the given question through wikis and blogs. The group leaders were encouraged to motivate their team and complete the assigned tasks within the stipulated time. Those groups who could finish the lessons well in advance and were satisfied with the laid objectives were appreciated in bonus grades. Students facing difficulty comprehending the given texts or questions could share their thoughts through journals on the blackboard. This tool helped in one-to-one focus on individual students. Students discussed any complex ideas in the text through wikis and blogs as the researchers made them available to the students 24/7. Having group leaders from their peers encouraged the students to participate in the assigned activities freely. The group leaders chose new and complex vocabulary in consultation with their group members. Complex ideas, too, were discussed in live sessions. Students were encouraged to use an online reader (https://www.naturalreaders.com/online/)to help them improve their reading speed and monitor their accent; thereby, the slow readers practice reading with confidence. The group leaders and other students too shared that it was all a new experience for the students, who had studied reading through traditional reading methods. They first let go of their old reading habits, following the digital literacy methods adopted by the researchers, and finally relearn the combined strategy of traditional and digital literacy models to perform extraordinarily well in the assessments.

c. Post testing

After completing all the sessions, posttests of the reading skills were applied to students in both groups.

Statistical of Data Analyses:

a. To test the first hypothesis of the study:

The first hypothesis of the study stated that "There is no effect of training EFL students at faculty of languages and translations in reading skills through using Learn Unlearn and Relearn techniques between the control and the experimental group." Both the experimental and the control groups' mean score Reading skills posttest were compared using an independent t-test. The results are shown in Tables 3 and 4

Table 3: Post Test

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Experimental group	1.0	34	77.68	11.118	1.907
Control group	2.0	34	67.65	9.035	1.549

Table 4: Post Test

	Levine's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
	F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Experimental group	2.037	.158	4.082	66	.000	10.029	2.457	5.124	14.935
Control group			4.082	63.349	.000	10.029	2.457	5.120	14.939

As shown in Table 3 and 4 there is a statistically significant difference happened between the mean score of the two groups on the reading skills posttest in favor of the experimental group.

Tables 3 and 4 show that a statistically significant difference happened between the mean score of the two groups on the reading skills post-test in favor of the experimental group.
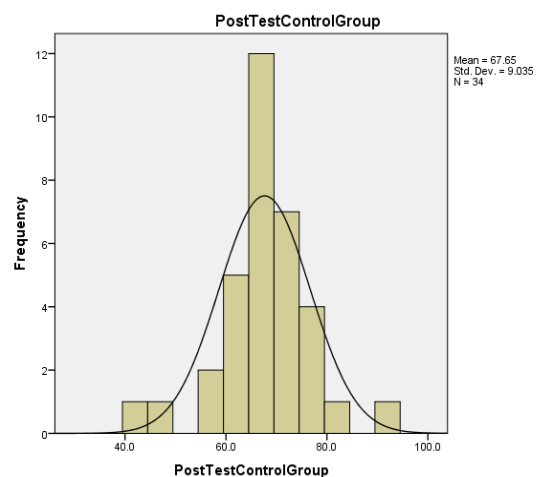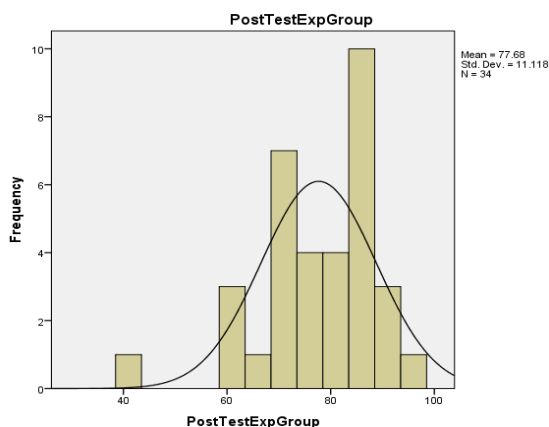
b. As for the questionnaire:

From the table, out of the 34 variables, 29 agreed that applying study skills for online classes is more effective. The students scored above three on a 5-point Likert scale. Only one variable scored less than 3. These are as follows

1. (M=3.99, S.D= .877), 2. (M= 3.49, .SD= 1.133), 3. (M= 3.51, S.D= 1.132), 4. (M= 3.323, S.D= 1.370), 5. (M= 3.77, S.D= 1.1204), 6. (M= 3.57, S.D= 1.072), 7. (M= 3.51, S.D= 1.228), 8. (M= 3.13, S.D= 1.165), 9. (M=3. 88, S.D= 1.064), 10. (M= 4.29, S.D= 1.013), 11. (M= 3.87, S.D= 1.133), 12. (M= 3.82, S.D= 1.118), 13. (M= 3.50, S.D= 1.213), 14. (M=3.76, S.D= 1.180), 15. (M= 3.58, S.D= 1.228), 16. (M= 3.13, S.D= 1.259), 17. (M= 4.38, S.D= .936), 18. (M= 3.44, S.D= 1.335), 19. (M= 3.79, S.D= 1.030), 20. (M= 4.12, S.D= .921), 21. (M= 3.89, S.D= 1.124), 22. (M= 3.68, S.D= 1.017), 23. (M= 3.79, S.D= .929)

The data showed that students were content with online classes and their study skills because they found them more suitable than traditional classes. This infers that the students preferred to conduct online courses and effectively apply their study skill habits online. They felt they get more scope to use all their study skill habits properly.

c. Students' interviews:

The researcher offered questions to the students to see their impact on applying this experiment. Here are some of these questions and their responses:
What do you think which strategies may help develop become a confident reader, and do you find this helpful way to build your reading skills? the researchers received these responses: One of the students said "*read in front of people*," another mentioned, "*The first thing I learn is writing, then learn to read letters and words, then learn to memorize simple words and letters, then learn to write pieces.*" About their impression, some mentioned the following" *Very lovely and very helpful*" "*It is good and makes the reader improve quickly.*" *To do this, we need new techniques in learning*" "It's *important, easy, and it looks fun*" "*Know how to examine materials deeply... Read actively ... Study different types of materials ... Create your schedule of contents* "*They are nice strategies and help you improve your language better*" *Proper Learning, and reading what you like*" *Reading everyday Practice to read without any help.*"

Another question was offered to students through the blackboard tools. *Which strategies may help to become a confident writer?* The researchers received the following responses from the students:" *Practicing writing at leisure and writing is essential for a person's life*" *Before you start writing, you should know why you are writing. In other words, what is the purpose of that writing? To discover the intention of your essay*" "*Lamb learning strategy and writing it correctly*" "*Learn how to spell words. Write every day more than five words.*"

Another question was offered to students through the blackboard tools. "What's your aim in life, and how do you want to plan to achieve it? Here are some of their responses: "*My goal is to become an officer in one of the military sectors and to*

protect my homeland" "My goal is to become a great trader in the market by experience and practice" My aim is to learn awareness in daily life. I realized that I am rarely aware of what is happening to me while it is happening" My goal in life is to become an amazing person and someone who helps people. I will achieve this success because if I intend to do something for my future," My goal is to achieve success and happiness, which requires a little faith, patience and determination." My aim is to be a master in English because I love it, and I want to speak fast."

Another question was offered to the students: What type of reading text do you prefer to read in your free time? Here are some of their responses:" *I prefer it to be, fun" "Read conversation aims in English," "long stories," History," Comic stories."*

8. Findings and discussion:

Testing the first hypothesis, the researchers used an independent t-test to compare the mean score of both groups on the effectiveness of using the technique learn, unlearn, and relearn. This t-test indicated a statistically significant difference (t=4.82) in favor of the experimental group. So, the first hypothesis was rejected. The result recommended that learners in the experimental group have achieved significant improvements in their reading skills throughout the experiment. Thus, it was concluded that the technique positively influenced reading skills in specific and study skills in general. There are several clarifications for this result. The first possible clarification for this effect may be using this technique to enhance the reading skills. In this respect, Buck, S. (2016) determines in his study: "learners presented an extreme interest in simultaneous reading, FL language instructors could offer them with a good deal of online input to foster their skills." In this regard, one of the learners observed the worth of this work for his EFL: "It was stimulating because the on line reading activities helped me enhance my skills. Students were happy with the varied techniques of online learning, especially during the pandemic". Additional clarification might be connected with the different types of feedback (self, peer, & instructor) given to the experimental group during the experiment. This way of feedback might have helped learners to see thonlineres in the eyes of their peers, and it also might have stimulated those who were unwilling to improve their tasks next time. Finally, each learner had a great chance to evaluate his work, particularly after perceiving others' work. This internal reflection might have helped learners better recognize their work and improve their ideas about what they are going to do next time. This clarification is consistent with Bell, B. S., &Fedeman, J. E. (2013). An extra possible clarification might have been that this technique offered pupils a non-threatening,g welcoming atmosphere for reading and recognizing the different types of their study skills. They could easily socially interact with their instructor and collaborative peers. This justification is reinforced by other researchers (e.g., O'Shea, S., Stone, C., &Delahunty, J. (2015).

Further explanation may be connected to the nature of the technique itself. As one of the new technological tools, a pretty tool which worked as a hook to attract students' attention and exceed their interest in reading skills. During the program, the instructors observed that students were keen on using the blackboard tools to recognize the different types of reading skills. This clarification is also given by Di

Blas et al. (2019), who added that blackboard, ass a collaborative multimedia technology that confines some disadvantages of using tangible tools like pens and papers and promotes new methods of creativeness, increasing commitment over interactivity it also allows students to escape from print literacies to improve the deeper dimension to study.

The questionnaire and the interviews show that learners can apply their online study habits very efficiently. Learners feel more self-reliant in their capability, and they can join the classes on time. They can follow lectures, take down notes effectively and also follow guidelines during online exams. They focus on the main ideas while reading and also can concentrate while reading a text. Moreover, shy students feel motivated to participate more through using the different tools of the blackboard. These results are similar to the opinions stated in the study of Lemmer (2007). It is believed that while taking online classes, students undoubtedly become autonomous students and take their duties for Learning. Lee et al. (2008) found that strategic note-taking is an effective learning tool. The wide variety of technology progress used by universities' online programs enhances the interaction between learners and teachers and among learners at large (Bell &Fedeman, 2013). Furthermore, learners with shy qualities benefit a lot from this as they do not want to join face-to-face classes.

However, the students' responses show that the application of online study skills is practical to an excessive extent. Learners feel more self-confident and interested in joining classes. They can follow guidelines and find lessons to be stimulating. Students attend the online classes with a positive attitude. This is comparable with the view expressed in Rayahu and Wirza (2020), who mention in their study that online courses make instructors more creative. In their research, they pointed out that instructors have an excellent attitude to online classes. It makes instructors can use the best applications to conduct online classes

However, online students should be well-trained to manage time and how to use the tools efficiently. This goes with the opinions stated by (Buck 2016). In his study, it has been pointed out that time- management, strong organizational skills, and the capabilities to keep on task are crucial to being an effective online learner. On the other hand, the study conducted by Farell and Brunton (2020) showed that being an effective online student was obstructed by the affected by life load.

9. Recommendations:

Through the results of the application and the students' views regarding the application of online classes, the researchers have come up with certain recommendations.

a. Students should be trained to use the blackboard and its tools.
b. Students should learn to be stress-free in their Learning and before their exams.
c. It is necessary to take learners' views concerning their learning and study skills.
d. Learners should also be encouraged to take online classes seriously.

e. Teachers should be encouraged to use blended Learning and teaching after the pandemic

f. Instructors should be trained to conduct online classes.

g. Instructors should have appropriate knowledge and experience to motivate, guide, and monitor learners.

h. For reading classes, instructors should make sure students review their tasks for corrections.

i. Students should have the ability to apply their study skill habits to get the entire profits of online classes.

j. Instructors and students should both make combined efforts to make the teaching and learning process effective.

10. Conclusion:

It is assumed that academic accomplishment depends entirely on a learner's attentiveness and incentive. If a learner doesn't have the attention and enthusiasm to learn something, nothing can help the learner be involved in the learning process. Study skills are habits those learners use to be successful in their academic professions. The main aim of this study has been to show how effectively learners at the fourth level have used their reading skills, especially their study skill habits, to cope with online classes and to what extent they have advanced. Traditional classes require one kind of habit, while online courses require a whole new pattern. For the majority of the students, the idea of having full online classes was a new tendency that required skill, training, and patience. It was something new for both learners and educators as well. Instructors also have to train themselves to keep pace with these sudden changes that need the skills and the patience to guide students to get familiar with full online sessions. The study determines that to make online teaching and learning more successful, it should be a mutual effort from both instructors and students correspondingly.

11. Suggestions for Future research

Based on the current study, the researchers recommend other areas for future research:

a. A study of the influence of online classes on preparatory schools learners and secondary schools learners

b. Repeating the study with other skills such as writing, speaking, and listening.

c. A comparative study of using the same technique in improving the creative thinking of EFL learners.

d. A study of the influence of online classes on EFL learners' motivation and engagement towards learning English.

e. A study of the influence of online classes on the self-directed learning of the EFL learners.

f. A study of the influence of online classes on the critical thinking of the EFL learners.

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