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An Experimental Application of the Interactive Reading Approach with ICT Tools to Improve Struggling Readers' Comprehension Skills during English for Law Classes

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Abstract:
Introduction: The current research project subsumes a vibrant analysis of the convoluted essence of reading comprehension, with the aim of exploring the diverse deficits learners encounter to assimilate texts in law in the English language at the Faculty of Law and Political Sciences, University of Bejaia, Algeria. Then, it attempts to find possible remedial solutions for a particular subset of foreign language learners, law students, to whom tasks on legal English pose dreadful pitfalls.
Methods: We have employed the experimental method, using an analytic, quantitative approach.
Results: The study has revealed the effectiveness of an interactive reading approach using computer-based instruction in addressing learners' difficulties in comprehending legal English texts, particularly in groups five and six (the experimental groups). The technique has appreciably affected how much time our applicants need to comprehend texts on legal English and how much they understand.
Discussion: The experiment has examined the impact of computer-assisted instruction on comprehension rate, micro, and macro skills. The essence of the technique's noteworthy influence involves adopting the interactive reading approach, timed readings, integrating ICT devices, taxonomies of various types of questions that engage both bottom-up and top-down abilities, and maintaining regularity. This confirms the two hypotheses that address the primary issue of this investigation.

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Limitations: Learners' language interference between French and English has allowed for the transfer of reading strategies and skills, potentially impacting their processing of texts and biasing the outcome of this inquiry.
Conclusions: This research study advocates the integration of ICT devices in teaching English for law texts to university students. Moreover, it highlights the need to shift from the Ptolemaic view of reading comprehension, which focuses on comprehension levels and neglects readers' reading rate.

Key words: comprehension skills, English for law, ICT tools, interactive reading approach, struggling readers.

Introduction

Reading in a foreign language usually poses a problem and becomes a serious challenge for those who have to learn for academic or professional purposes. The teaching of the English language to students of law has specificities that are related to the domain of the language and the domain of law. Like many university students, learners at the Faculty of Law and Political Sciences, University of Bejaia, constantly encounter learning difficulties. These latter range from varying levels of motivation to fundamental difficulties in one or more skills of the English language; in particular, reading comprehension and written expression which are the two great dividing lines in a foreign language class for specific purposes. In the case of reading comprehension of texts on legal English, it is of the utmost importance to note that the balance of the English language assignments carried out with the students towards an understanding dimension must be equal to the dimension of personal involvement.

The equality between both dimensions can be achieved by implementing Information and Communication Technologies (ICTs). Despite the potential benefits of using interactive reading approaches with ICT devices in the field of language education, there are concerned voices regarding the effectiveness of interactive reading approaches with ICTs in improving reading comprehension skills. The study provides empirical evidence about the efficacy of such a reading programme for struggling readers in the discipline context. The guiding research question is what is the potential impact of an interactive reading approach based on ICT on the development of the micro skills, macro skills, and comprehension rate of students who are struggling to read English for law texts?

The article reports on an experimental study conducted on a group of law students, with the following objectives:

- To explore the effectiveness of integrating interactive reading approaches with information and communication technology tools for English for law students regarding their class performance in reading comprehension.
- To find a remedial solution that assists struggling readers in sorting out their deficits in processing texts in legal English.
- To help learners develop long-run reading comprehension strategies.
- To highlight the importance of reading rate in boosting comprehension.
- To encourage the use of ICTs in classrooms to teach, test, and solve classroom issues.

It is noted that there is a lack of pedagogical studies focusing on English for law students at the tertiary level in Algerian universities. In that respect, this paper presents an experimental classroom investigation of high significance. It tackles the problem of law students' reading comprehension deficits during English for law classes, an issue which is rarely addressed at the national level. Although most studies focus on either reading pace or reading quality, our initiative balances both of them by adopting the interactive reading approach that considers reading comprehension as a continuum of various sub-skills. Therefore, it concurrently tackles the issues of how much our learners understand, and how quickly can they grasp the material completely? Furthermore, the study may contribute to the literature on developing language instructional models and interactive reading approaches via ICT devices. It may also benefit teachers and researchers in the fields of English as a foreign language, law, and task-based language teaching.

The present paper opens with broad background information about the topic of our study and the areas of concern along with brief definitions of the main variables according to the context of this research project. Next, it states the research problem and sub-problems, identifies the assumptions, and establishes the hypotheses. Afterwards, it describes the research methodology and design, the population and sample, the methods of data collection, and finally, it details the layout of the article.

1 Literature review

The premise that reading comprehension is a complicated, interacting process forms the basis of all of the contemporary definitions, approaches, theories, models, and classroom methodologies and practices. According to Rand Reading Study Group (2020, p.11), reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. It consists of three elements: the reader, the text, and the activity or purpose for reading". It encompasses an interaction between the reader, the text, the instructor, and the classroom setting (Flynt & Cooter, 1996). The interaction necessitates instinctive and strategic cognitive

processes in order to construct a mental representation of the text (Van den Broek & Espin, 2012; Nurhana, 2014; Zuhair, 2017; Budi & Zuhro, 2023). Treating reading as a process entails taking into account how the many components that go into comprehension interact and work in tandem (Urquhart & Weir, 1998). In this view, there are three approaches: the bottom-up approach, the top-down approach, and the interactive approach.

The bottom-up model addresses micro-skills that comprise: a) distinguishing between the unique English orthographic patterns and graphemes (letters or letter combinations that form phonemes); b) storing language fragments of varying durations in short-term memory; c) processing writing quickly enough for the task; d) identifying a core of words and decipher patterns of word order and their meaning; e) identifying grammatical word classes (nouns, verbs, etc.), systems (such as tense, agreement, and pluralisation), patterns, rules, and elliptical forms; f) understanding that a given meaning may be conveyed using a variety of grammatical forms; and g) comprehending cohesive techniques in written discourse and how they serve to indicate the link between and among clauses (Brown & Abewickrama, 2010; Gail, 2017). This model describes how readers deduce the author's original meaning and comprehend the material by inferring meaning from letters, words, phrases, clauses, and sentences. It emphasises how quickly readers can comprehend the material and recognise words. It is the identification of letter and phonic equivalents. According to this paradigm, readers' distinct awareness of the text's individual words marks the start of the reading process (Abrio & Baco, 2022). As defined by Budi and Zuhro (2023), the bottom-up approach denotes the literal comprehension of a given text, which covers the capacity to understand a text's main, clear meaning. Through strategies including recognising important terms, rapidly going over the text (skimming), and meticulously looking for certain features (scanning), this ability helps readers find important information quickly. This approach is supported by theories from Gough (1972), who avows that readers go through a reading process by going over the series of letters one at a time (comprehension by recognition), and LaBerge and Samuels (1974), who assert that readers, at a particular level, automatically decode and comprehend the text simultaneously (Tungka, 2019).

The top-down model covers the macro-skills of reading comprehension, including: a) acknowledging the importance of interpreting the rhetorical norms of written discourse; b) recognising the form and aim of written texts' communication activities; c) using schemata to infer implicit context (by drawing on prior knowledge); d) finding relationships such as main idea, supporting idea, new information, provided knowledge, and generalisation by drawing conclusions about causes and consequences from ideas, events, and other details. and illustration; e) distinguishing between implicit and literal

meanings; f) identifying culturally unique inferences and interpreting them using the relevant cultural schemata; g) establishing and employing a broad range of reading techniques, including skimming and scanning, identifying discourse markers, inferring word meanings from context, and using schemata to comprehend texts (Brown & Abewickrama, 2010). The top-down model explains how readers use their prior knowledge to comprehend and generate meaning that makes sense for them both individually and in the context. This approach has produced theories such as Smith's (2012) notion of a person's background knowledge to create meaning and Goodman's (1976) psycholinguistic guessing game to explain how readers use their broad conceptual background and prior experiences to comprehend the text (Tungka, 2019). The active participation of the reader in reconstructing the meaning that the text conveys is highly valued in the top-down approach. It considers the reader's schema (knowledge base), and the effective ways they can use it to form predictions (Abrio & Baco, 2022). Unlike the bottom-up method, the top-down approach to reading places a greater spotlight on the higher-order cognitive skills involved in reading and less emphasis on letter and word decoding.

In the interactive model, both the micro and the macro skills are highlighted. The emphasis is on how readers engage with the text's content and how their prior knowledge affects understanding. Tracey and Morrow (2006) along with Hudson (2011) talk about the Stanovich (1980) and Rumelhart (1977, 1994) models of the reading process which are based on this type of approach. They restate the Rumelhart's Interactive Model, which holds that reading is truly made up of concurrent processing of lexical, syntactic, semantic, and orthographic information. All of these processes enable simultaneous interaction between lower- level and higher-level processes on the visual input. While reading, both the surface and the deep structural systems are activated, allowing readers to decode new words using their letter-sound knowledge and connecting them to previously learnt concepts.

Notwithstanding the foregoing, reading comprehension is a demanding task for good readers and a tough activity for the struggling readers. One of the potential feasible options to assist learners overcome their difficulties in reading comprehension is implementing ICT equipment. Ul-Amin (2017) states that at the levels of teaching and learning, ICT tools hasten, invigorate, and intensify skills in order to prompt and engage learners to aid them link school experience to professional practices, generate economic viability for tomorrow's workers, plus reinforce teachers' teaching and help schools change. Ul-Amin adds that current educational systems favorite curricula that endorse competency and performance. Therefore, the emphasis is put on abilities and the focus is given to how the information will be used rather than to what the information is. This what ICTs make available through world class settings for competency and

performance-based curricula that make sound use of the affordances of these technologies. The implementation of ICTs in learning contexts maintain various aspects of knowledge construction. By means of ICT devices, teachers can create meaningful and appealing learning experiences for their learners. Moreover, Ul-Amin highlights the noteworthy role of ICT devices in enhancing education quality and accessibility. These devices enhance flexibility, allowing learners to access knowledge anytime and anywhere. They promote learner-centeredness, foster influential teaching processes, and help learners with special needs overcome temporal constraints. ICTs also provide healthy learning environments, enhancing critical thinking, research, and evaluation skills. This introduces vitality to learning environments, increasing motivation and engagement among learners.

As reported by the Illinois Professional Teaching Standards (2022), a competent teacher will employ ICTs in the classroom to fill in learners' needs, achieve instructional objectives, and improve learners' learning. Implementing technology devices along with digital-age media and formats into classrooms aid teachers to assist learners in solving problems and constructing new knowledge. When it comes to reading comprehension, a key remedy to help struggling readers surmount their comprehension difficulties is to employ computer-assisted tools such as text-reader software, talking or interactive electronic books, hand held text readers, or any other computerised devices that provide interactivity or multimedia presentation. As stated by James (2014), integrating computers in classrooms creates a productive, healthy atmosphere that encourages students to read. It adapts the learning process according to each reader's unique requirements by means of supplementary practice in reading and by implementing individual instruction. Using computers in a one-on-one context, English language learners can become more engaged learners and improve their vocabulary retention over time. Thompson (2015) asserts that text-to-speech technology is one efficient tool to enhance electronic literacy. It implies the ability to convert electronic text to digitised speech. In such a way, electronic literacy offers learners the opportunity to have access to a wealth of activities such as reading, writing, plus spelling that one can access through computers. Consequently, technology devices mainly computers assist reading on every learner's level. Likewise, Segers and Verhoeven's (2016) study has shown that young children can enrich their vocabulary background with the help of an adaptive and interactive software program. Other studies have shown that computer use significantly affects reading comprehension outcomes in both cognitive and affective sides (Mioduser, Tur-Kaspa, & Leitner, 2017; Lewin, 2019). Moreover, it boosts learners' reading motivation that is essential for raising reading proficiency (Hong & Lee, 2022).

Additionally, a computer-assisted instruction enhances comprehension rate (Muhaimin, 2018) that stands for the number of words read per minute (wpm) in a given passage, with full understanding of the meaning conveyed. Grabe (2009) alleges that in the case of L2 learners, the average reading rate varies between 80 to 120 wpm. Fry (1963) avows that proficient readers attain a speed of 350 words per minute, average readers 250 words, and struggling readers read 150 words per minute. Nation (2009, pp.131-144) tells the types of speed - reading apart as follows: a good reading speed is around 150 words per minute, a good careful silent reading speed is around 250 words per minute, and a good skimming speed is around 500 words per minute. Higgins and Wallace (1989, p.392) settle on the speed of 180 wpm as a threshold between immature and mature reading, which implies that a speed below this deteriorates comprehension or the pleasure of reading the passage. Dubin and Bycina (1991, p.198) limit the threshold to a rate of 200 wpm for full comprehension. In relation to college learners, Carver (1990) refers to 300 wpm in the case of raiding reader, 200 wpm for learning, and 138 wpm for memorising. Meyer, Talbot, and Florencio (1999) have examined the rapport between time constraints and comprehension with college students and winded up with the following results: readers under no time pressure read 90 wpm, readers under mild time pressure achieve 130 wpm, and readers under severe time pressure attain 300 wpm. He (2014, pp.17-18) proclaims that the available evidence seems to suggest optimal reading speeds that vary between a minimum of 180 wpm and a maximum of 600 wpm though some readers can be able to reach 10,000 wpm over the years. He refers to two predicaments involved in the discussion of optimal speeds. To begin with, the aforementioned speeds are attributed to readers of a certain age because of the fact that older readers are more expertised and more probable to read faster. Next, reading materials of diverse levels of difficulty require different reading speeds, but we ignore the degree of change the individual reader makes during his shift from one passage to another.

Actually, speed reading boosts both the rate to access text comprehension and the level of understanding as well (Quinn & Nation, 1974; Bell, 2001; Chung & Nation, 2006; Iwahori, 2008; Macalister, 2010; Chang & Coolege, 2010; Naseri, Maghsoudi, & Rajabi, 2014). Macalister (2008) explicates that learners who exercise speed reading tasks appreciably demonstrate more dexterous comprehension proficiency than those with no speed reading practice. He adds that at the end of a speed reading syllabus, rate activities bring about what is so-called ‘practice effect’. It stands for the progress of learners’ reading rate after completing the syllabus because of frequent practice with particular text types. This view is in parallel with Rasinski’s (2014) vision: the faster readers are, the better they comprehend. Armagan and Genc (2017) communicate the National

Reading Panel's (NRP, 2000) report that asserts that: a) a learner can be deemed a good reader only if he is fluent in reading; b) a low reading rate is the result of poor fluency, which results in low comprehension. They also reveal a number of investigations on the effect of computer-based speed reading and timed reading activities on reading rate as well as reading comprehension, which have shown a positive correlation between the former and the latter variables (Anderson, 1999; Ur, 2012; Tran & Nation, 2014). Improving reading speed using computers will expose the readers to much more language compared to situations of a slower, more arduous speed (He, 2014, p.16). Timed reading tasks using computer-based tools elicit learners' attention more, allow them to concentrate better, and direct them to develop into skilled readers (Armagan & Genc, 2017).

Studies on the effects of ICT devices on text comprehension are numerous, but there has not been as much attention paid to texts on English for law. This variety of ESP also known as legal English is defined as "The specialised variety (or occupational register) of the English language used by lawyers and in legal documents" (Nordqsist, 2019, p.2). Legal English is a register of English used in legal writing, also referred to as legalese. It is different from everyday spoken English in several ways including the usage of specific terminology, grammatical structures, and prescribed phrases like legal doublets (Butler, 2013) in addition to distinctive word meanings and modes of expression (Mellinkoff, 1963). Based on Haigh's (2009) perspective, legal language is frequently substantially distinct from everyday English, which is one of the primary reasons it might be challenging to grasp at times. Two problems are involved here:

a) The writing conventions are different: unusual pronouns are used (the same, the aforesaid, etc.), unusual set phrases are found (null and void, all and sundry), foreign phrases are occasionally used in place of English phrases (e.g., inter alia instead of among others), and sentences frequently have what appear to be peculiar structures.
b) A lot of challenging terms and expressions are employed.

In Higher education, there has long been a belief in the international legal community that traditional English language training is insufficient to meet law students' English language requirements because of the English language's widespread use in international interactions and its function as a global legal language. The primary cause of this is that such instruction typically overlooks how the unique requirements of legal practice - as well as the conventions of legal English as a distinct subset of English - may alter how English is used. Consequently, a growing number of non-native English speakers are seeking specialised English for law instruction, which is currently offered by specialised teachers, law schools, language centres, private companies, and legal language podcasts (Cambridge Law Studio, 2020; Study Legal English, 2018).

Law students preparing for the bar examination, or those who are about to graduate and are preparing to launch their professional practice, need to gain proficiency in reading specialised texts in the English language. Studying at the Faculty of Law and Political Sciences, University of Bejaia offers many learning opportunities to work on legal English comprehension skills, but students may feel tired or overwhelmed by the effort of reading and translating large amounts of information on the specific legal subjects being lectured in the course. The reading skills that are promoted in the courses correspond to basic teaching strategies to understand the informational content of a document. Our teaching proposal, however, combines reading strategies with the use of information and communication technologies, assuming a cognitive, metacognitive, and affective view of learning. We will amalgamate ICT tools with several pedagogical and teaching strategies designed to improve reading comprehension while also teaching legal content.

2 A blueprint of the experiment

2.1 Research questions

The study delves into the issue of what effect a computer-based interactive reading approach can have on developing struggling students' comprehension rate, micro skills, and macro skills in reading English for law texts. Through this investigation, we are interested in answering three further questions: Do timed readings using computers contribute to learners' speed assimilation of law texts? How effective is a computer-assisted interactive reading model of question taxonomies in enhancing learners' comprehension skills? Can the findings be broadly applicable from the trial sample to the population as a whole?

2.2 Hypotheses

Being anchored in an a priori assumption that asserts that multimedia technologies enhance the visual aspect of the language in question, which is the terminus a quo for the process of reading comprehension, we put forward two hypotheses:

H1: Struggling readers who receive regular computer-assisted taxonomies of questions that activate bottom-up and top-down comprehension skills will improve their micro and macro skills in English for law texts.

H2: Struggling readers who receive regular computer-assisted timed readings will accelerate their comprehension rate in English for law texts.

2.3 Research approach

Because experimental investigations are chief tools to test the effectiveness of newly implemented techniques or strategies, we have employed an experimental

method, using an analytic, quantitative approach. The quantitative approach treats quantifying and analysing variables to obtain results. It is based on the use and the analysis of numerical data by means of definite statistical techniques to answer questions like who, how much, what, where, when, how many, and how (Apuke, 2017, p.41).

2.4 Research design

The current study is built on a true experimental design wherein all the key factors that may intrude to influence the upshot of the intervention are entirely controlled. Additionally, we believe that no other factors rather than the manipulation of the independent variables that are the regular computer-assisted taxonomies of questions and timed readings (the cause) may be responsible for the change that will occur in the dependent variables that are comprehension rate plus micro and macro skills (the effect). We have made under control as much as possible two foremost effects: the Hawthorne effect and the subject expectancy effect by making the students unaware of being participants in an experimental study. Instead, the technique has been introduced simply as an integral part of the teaching method. Besides, we have opted for a random design, that is to say, the participants are randomly allocated to either a treatment group or a control group. Any of the study population groups has an equivalent and independent chance turning out to be the experimental or the control group (Kumar, 2011, p.113). Furthermore, this design is based on a natural field experiment where the study is carried out in a real-life setting, and the learners remain unaware of their involvement in the experiment.

2.5 Research method

To achieve the objectives stated at the beginning of this research project, we have chosen the experimental method. It comprises three stages: a pretest, tests, and a posttest. All through the experimental manipulation, the learners are required to read texts of about 900 words. The texts are included in the participants' syllabus and they vary in their level of difficulty from average to more complex vocabulary, style, and language structure. The applicants are two groups: the experimental groups with whom the technique is introduced and the control groups that do not undergo any intervention. The results of the groups are compared to each other during the three stages of testing. The pretest serves to diagnose learners' profile in the reading comprehension of legal English texts before introducing the computer-assisted technique. The tests are employed to check learners' progress during the application of the technique. The posttests are used to determine the extent to which the implemented technique has been efficient with the experimental subset and how well the outcomes of the experimental manipulation are reliable.

2.6 Sampling method

The population we have chosen to undergo our experiment is the second year students of Law, at the Faculty of Law and Political Sciences, University of Bejaia. After classroom observations and piloting questionnaires, we have concluded that for law students including first, second, and third-year level, reading comprehension of texts on legal English is a challenging task that requires a variety of bottom-up and top-down skills these learners have deficiencies in. The incentive behind the choice of second-year students is based on three reasons. First, these learners have the threshold background knowledge in the English language that allows them to deal with English for law. Second, they do not have national exams that may interrupt the experimental manipulation, plus we can follow their progress in their third year too. Third, these learners do not have any illness such as dyslexia that can affect their reading comprehension ability.

The total number of learners who constitute our population is N=240. For the sample, we have decided on the use of the probability sampling method which implies the random selection of applicants from the population of interest. Probability sampling is employed in experimental designs and assumes that any kind of difference at baseline between the randomly assigned groups is due to chance. The use of probability sampling is "necessary in experimental designs that want to make causal inferences regarding treatment effects. With random assignment, groups are thought to possess a state of equipoise or equal levels of prognostic, confounding, and demographic characteristics at baseline between groups" (ScaleLive, 2016, p.1). From the probability sampling methods, we have chosen the simple random sampling method that we have already explained in the research design (random design). The sample is a subset of one hundred and twenty (N=120) learners, grouped into four different groups of thirty learners (N=30) in each. They are randomly selected, without being aware that they would be the applicants of our research work. Groups (5 and 6) receive the experimental manipulation as they represent the experimental groups. Yet, groups (7 and 8) denote the control groups that do not undergo any type of experimentation.

2.7 Materials

a) A computer for every learner of the experimental group.
b) Each computer has the AceReader Pro Delux 8.2 software installed. This software program is a free trial software application from the Teaching and Training Tools subcategory that has a file size of 9.85 MB. It is a threefold tool given that: a) it is a training tool that will help the reader to develop into a more proficient reader both online and offline; b) it is an assessment tool to assess and trace in detail readers' reading levels; c) it is an online

reading tool that assists readers to read more professionally while online. The AceReader Pro Delux 8.2 software can be used in three ways: as a course mode, a menu mode, and an expert mode. The course mode enables the user to go step-by-step in the process of self-adjusting automated courses. The menu mode provides the possibility of selecting and choosing from a menu of training activities. The expert mode enables the user to have full control over the content by loading the needed content including documents and web pages, plus adjusting the display mode and speed according to the context requirements. Moreover, the expert mode can be employed for training purposes and/or as an online reader that helps users to read more competently while working on their computers. As a result, using this application to control the computers in accordance with the parameters and conditions of our experiment is highly feasible. Additionally, it enables us to assess reading comprehension and rate simultaneously.

c) English for Law texts of 900 words in each, based on students' syllabus. The number of the texts is limited to only eight (N=8) because of the Faculty considerations and time constraints.
d) A series of reading comprehension questions, including bottom-up and top-down questions. The number of the series is eight (N=8), and each series is on one of the eight texts cited above.

2.8 Procedures for collecting and treating data

a) A diagnostic test (pre-test) is administrated to the experimental and the control groups. The test consists of a legal English text followed by a taxonomy of questions, completed on test papers that include both the questions and the answers. This taxonomy and the next seven contain a range of questions, such as comprehension questions pertaining to both micro- and macro-skills, which differ from one test to another while maintaining the same degree of difficulty.
b) Questions requiring macro-skills are scored out of twenty (/20) on the diagnostic test and all the subsequent tests; whereas, questions requiring micro-skills are evaluated out of ten (/10).
c) A maximum of fifteen (N=15) minutes are allocated for reading comprehension of each text. This means that the candidates read at a pace of 60 words per minute (60 wpm).
d) Two weeks later, the experiment is launched by introducing the computer-assisted technique to the experimental groups. These latter use AceReader Pro Delux 8.2 software to display the text, questions, and responses on their computers. This program also assesses each participant's reading speed and it determines each student's duration within the allocated time. On their

answer sheet, participants of the control groups must, however, note how much time they have spent on comprehending each text. This procedure has been repeated five (N=5) times by the teacher, with a one-week gap between each experiment.

e) The experimental group candidates can revisit the material twice after the initial reading, with a maximum of two (N=2) minutes per session, using the AceReader Pro Delux 8.2 application. This enables students to respond to queries about the text or to go over certain specifics because our goal is to assess comprehension skills rather than memorisation.

f) To confirm the validity of the experimental manipulation results, all the groups take a posttest, two (N=2) weeks after the experimental stage is completed.

g) Lastly, the results of the experimental groups before, during, and after the application of the computer-test taxonomies technique have been compared with those of the control groups.

h) The criteria of assessment include:
   - Comprehension rate: 00→15 minutes (mins).
   - Micro-skills (Mic) grades: grade a: 10/10; grade b: 05→10/10; grade c: 00→05/10.
   - Macro-skills (Mac) grades: grade A: 20/20; grade B: 15→20/20; grade C: 10→15/2; grade D: 05→10/20; grade E: 00→05/20.

i) The treatment and the analysis of the collected data are based on a manual comparison between the results of the control and the experimental groups during the experimental manipulation. Tables are employed to present, compare, and discuss the participants' results after each test. The choice of a simple comparative method of analysis is due to the small number of applicants and to facilitate the understanding of the findings and the conclusions drawn at the end of the experiment by a large community of teachers and interested readers. Besides, the experiment tests three distinct comprehension variables: comprehension rate, micro-skills, plus macro-skills in unison, which makes the analysis via the manual analysis method easier and more feasible.

3 The experimental manipulation

3.1 The pretest

Date: 14/01/2024.
Time: 08:00 a.m.→09:30 a.m./09:30 a.m.→11:00 a.m.

Table 1

The experimental and the control groups' profiles in the pretest

Text	*Diagnostic Text*	
	Percentage of Learners/ Time Consumed	
	100% 15 mins	
Group 5 & 6	*Percentage of Learners/ Level of Comprehension*	
(The experimental groups)	*Mic*	*Mac*
	83% b	15% C
	17% c	75% D
		10% E
	Percentage of Learners/ Time Consumed	
	100% 15 mins	
Group 7 & 8	*Percentage of Learners/ Level of Comprehension*	
(The control groups)	*Mic*	*Mac*
		12% C
	86% b	79% D
	14% c	09% E

This phase commences with a pretest to check learners' basic abilities in comprehending English for law texts. It is also a kind of evaluation that is administered prior to the experimental manipulation in order to provide a standard against which the outcomes of the posttest can be assessed. This makes it possible for the researcher to see how the independent variables affect the dependent variables. The experimental groups have spent 15 mins to accomplish the reading comprehension of the diagnostic text. Similarly, the control groups have consumed all the allotted time that is 15 mins, to comprehend the text. Pertaining to bottom-up skills, group (5 & 6) applicants have level (b) for the largest majority (83%) and level (c) for the minority (17%). Concerning top-down questions, a few (15%) have obtained level (C), a wide range (75%) have level (D), and a small number of them (10%) have attained level (E). Regarding the control groups, more than two-thirds (86 %) of the participants have level (b) while less than one-third (14%) have obtained level (c) in micro-skills. Besides, there are (12%) of them have attained level (C), (79%) level (D), and (09%) level (E) in macro-skills. These results demonstrate a substantial inadequate comprehension of legal English texts in the sample groups. It is consequently imperative that remedial action be taken.

3.2 The experimental tests

Dates: 28/01/2024; 04/02/2024; 11/02/2024; 18/02/2024, 25/02/2024; 03/03/2024.

Times: 08:00 a.m.→09:30 a.m./09:30 a.m.→11:00 a.m.

Table 2

The experimental and the control groups' profiles during the experimental tests

Texts	*Text 01*		*Text 02*		*Text 03*		*Text 04*		*Text 05*		*Text 06*	
Group 5 & 6 (The experimental groups)	*Percentage of Learners/ Time Consumed*											
	95% 13 mins		90% 13 mins		82% 13 mins		70% 12 mins		55% 12 mins		50% 12 mins	
	05% 12 mins		10% 12 mins		11% 12 mins		30% 11 mins		45% 11 mins		50% 11 mins	
					07% 11 mins							
	Percentage of Learners/ Level of Comprehension											
	Mic	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*
	94%b	05%B	02%a	06%B	05%a	09%B	10%a	11%B	12%a	13%B	13%a	13%B
	06%c	30%C	93%b	40%C	95%b	42%C	90%b	44%C	88%b	46%C	87%b	47%C
		65%D	05%c	54%D		49%D		45%D		41%D		40%D
Group 7 & 8 (The control groups)	*Percentage of Learners/ Time Consumed*											
	100% 15 mins		97% 15 mins		95% 15 mins		88% 15 mins		80% 15 mins		80% 15 mins	
			03% 14 mins		05% 14 mins		12% 14 mins		20% 14 mins		20% 14 mins	
	Percentage of Learners/ Level of Comprehension											
	Mic	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*	*Mic*	*Mac*
	82%b	12%C	85%b	13%C	90%b	16%C	91%b	01%B	93%b	01%B	01%a	02%B
	18%c	80%D	15%c	87%D	10%c	84%D	09%c	18%C	07%c	17%C	99%b	20%C
		08%E						81%D		82%D		78%D

The above chart shows the results of our applicants during the experimental stage, wherein the teacher has implemented the computer-based interactive reading technique. In the first text, nearly all the applicants in groups five and six (95%) have consumed 13 mins to comprehend the text while the rest (05%) have spent 12 mins. However, the whole control groups (100%) needed 15 mins to complete the reading comprehension of the text. With reference to comprehension levels, the experimental groups have two categories in micro-skills, category (b) for (94%) of the participants and category (c) for (06%) of them. Regarding macro-skills, there are three categories: category (B) for (05%) of the applicants, category (C) for (30%), plus category (D) for (65%). The results of the control groups, however, seem to be less effective. In micro-skills, more than two-thirds (82%) have level (b) and (18%) have obtained level (c). Macro-skills questions categorise the learners into three various levels: level (C) for (12%), level (D) for (80%), and level (E) for merely (08%).

Learners in the experimental groups have increased their reading rate in text two where (90%) have accomplished the text comprehension in 13 mins and (10%) of them in 12 mins. On the other side, the applicants in the control groups show

little advance where almost all of them (97%) have spent 15 mins to understand the text, yet a minority (03%) has completed the task in 14 mins. The outcomes of the experimental groups in bottom-up comprehension questions have shown the emergence of the category (a) for a tiny percentage (02%), then category (b) with a high percentage (93%), and lastly category (c) for (05%) of the learners. In top-down comprehension questions, there are (06%) with level (B), (40%) with level (C) along with (54%) with level (D). With respect to the control groups, (85%) of the participants have attained level (b) and (15%) level (c). The gap between the experimental and control groups appears clearly at the level of macro-skills. The minority of control groups (13%) has level (C) whilst the largest majority (87%) have obtained level (D).

In text three, (82%) of groups five and six have spent 13 mins to fully comprehend the text, (11%) have consumed 12 mins, and (07%) have finished in 11 mins. Steadily, the reading speed of groups seven and eight progresses. Approximately the whole groups (95%) have consumed 15 mins to understand the text and (05%) have required 14 mins. Speaking about micro-skills, there are (05%) with level (a) and (95%) with level (b) in groups five and six. Significant development is also noticed in macro-skills where (09%) have obtained level (B), (42%) level (C), and (49%) level (D). As far as the control groups are concerned, (90%) of the candidates have level (b) and (10%) level (c) in micro-skills. Poor results by most of the control groups have been obtained, where (84%) have level (D) while only (16%) have reached level (C).

A paradigm shift with the experimental groups has occurred when dealing with text four, at the comprehension rate. More than half of the participants (70%) have completed the reading comprehension of the text in 12 mins and more than a third (30%) has done the task in 11 mins. Conversely, the control groups' reading speed is still far from that of the experimental groups. The vast majority (88%) have consumed 15 mins to assimilate the text content while the minority (12%) have done it in 14 mins. In bottom-up skills, the experimental groups have realised progress of (05%) in level (a) compared to text three. There are (10%) with level (a) and (90%) with level (b). Referring to top-down skills, the three categories recur, but with different percentages: category (B) for (11%), category (C) for (44%), and (D) for (45%). Regarding the control groups, roughly, the entire applicants (91%) have level (b) and a small percentage (09%) has level (c) in bottom-up skills. Concerning top-down skills, a new category (B) has come out with a percentage of (01%), besides category (C) with (18%), and category (D) with (81%).

Over again, the experimental groups' comprehension rate develops fast where (55%) have accomplished the understanding of text five in 12 mins and the remaining (45%) have completed the task in 11 mins. Stability characterises groups seven and eight comprehension rate with a little change in the

percentages. More than two- thirds (80%) of the control groups have needed 15 mins to grasp the meaning of the text whilst (20%) have required 14 mins. In questions that entail micro-skills, (12%) of groups five and six have obtained level (a) and (88%) have level (b). Speaking about macro-skills, category (B) covers a percentage of (13%), category (C) encompasses (46%), and lastly category (D) takes in (41%). The control groups compared to the experimental groups in either micro or macro-skills have made less progress. There are (93%) of the applicants in groups seven and eight who have attained level (b) and only a tiny percentage (7%) has got level (c) in micro-skills. In macro-skills, the vast majority (82%) have level (D), less than the third (17%) have obtained level (C), and only (01%) has reached level (B).

We have closed the experimental stage by text six. The reading speed of the experimental groups is limited to two rates: 12 and 11 mins, with half (50%) of the applicants at each. In turn, the control groups' comprehension rate varies between 15 mins for (80%) of the groups and 14 mins for (20%) of them. In micro-skills questions, (13%) of the experimental groups have reached level (a) and the rest (87%) have obtained level (b). The results of macro-skills questions divide the experimental subset into three categories: category (B) with (13%), category (C) with (47%), and category (D) with (40%). Concerning the control groups, noticeable advancement has been done in micro-skills wherein category (a) has emerged with a percentage of (01%), category (c) has disappeared (0%) while nearly all the members (99%) have obtained level (b). In macro-skills, the control groups have a minority (02%) with level (B), less than the third (20%) with level (C), and more than half (78%) with level (D).

3.3 The posttest

Date: 17/03/2024

Times: 08:00 a.m.→09:30 a.m./09:30 a.m.→11:00 a.m.

Table 3

The experimental and the control groups' profiles in the posttest

Text	*Post Text*	
	Percentage of Learners/ Time Consumed	
	49% 12 mins	
	51% 11 mins	
Group 5 &6		
(The experim-	*Percentage of Learners/ Level of Comprehension*	
ental groups)	*Mic*	*Mac*
		13% B
	15% a	50% C
	85 % b	37% D

	Percentage of Learners/ Time Consumed	
	82% 15 mins	
	18% 14 mins	
Group 7 & 8	*Percentage of Learners/ Level of Comprehension*	
(The control	*Mic*	*Mac*
groups)	01% a	01% B
	99% b	22% C
		77% D

Finally, we have completed our experiment with a posttest, which reveals whether the applicants in the experimental groups have gained the skills required to successfully comprehend texts in legal English. Moreover, it shows how much the computer-assisted technique has contributed to learners' progress during the experimental manipulation. Almost the same speed rate and percentages are found in the posttest and text six with the experimental groups. There are (49%) who have accomplished the reading comprehension of text eight in 12 mins and (51%) in 11 mins. Likewise, little difference in comprehension rate has occurred with the control groups where (82%) of them have needed 15 mins to comprehend the text while the rest (18%) have finished in 14 mins. The candidates in the experimental groups have continued their progress even out of the intervention which may reflect the long-run effect of the computer-assisted instruction on the applicants' comprehension abilities. In bottom-up skills, (15%) have obtained level (a) and (85%) have level (b). In top-down skills, (13%) have attained level (B), (50%) level (C), and (37%) level (D). On the other side, the control groups have kept the same results in bottom-up questions, that is, (01%) with level (a) and (99%) with level (b). In macro-skills comprehension questions, the results have shown that (01%) of the control groups have level (B), (22%) have obtained level (C), and (77%) have acquired level (D).

4 Discussion

Throughout the experimental manipulation, the outcomes have supported our hypothesis, addressed the study issues, and matched with previous investigations. We have launched the experiment with a pretest to enable us to determine the threshold profile of our learners in English for law texts as well as the extent of progress after the implementation of the computer-based interactive reading technique. The experimental subset has started with a reading speed of (60 wpm). Likewise, the control groups have commenced with a comprehension rate of (60 wpm). Such a low rate may be one of the hindering factors that undermine the participants' comprehension rate as well as the level of text understanding since the faster readers are, the better comprehension rate and quality are (Macalister, 2008; Rasinski, 2014).

Progressively, the experimental groups have advanced in their reading speed to assimilate text (1). The groups' speed ranges from (69.23 wpm) to (75 wpm). In relation to the control groups, the reading speed has witnessed stability in comparison to the pretest, which is (60 wpm). Hence, the computer-based interactive reading technique may have had an impact on the disparity in the achievements of the two groups. Given that computer-assisted instruction increases students' motivation and engagement and helps teachers create more entertaining and engaging text-based connections (Liu, 2016), the technique may have encouraged the readers to put in more effort to boost their reading speed.

Subsequently, there has been ongoing progress in the applicants' comprehension rate starting from text (2) though an achievement gap does exist between both subsets. While the control groups have achieved reading rates that range from (60 wpm) to (64.28 wpm), the experimental subset has accomplished comprehension rates that vary between (69.23 wpm) and (75 wpm). Equally, in the text (3) the candidates have roughly kept the same comprehension rates in the text (2), with differences at the level of the percentages in each category. Yet, an added category with a reading rate of (81.81 wpm) has appeared in the experimental groups. The participants in the experimental groups have shown incessant advance which may be related to the fact that computer-based instruction teaches basic reading skills to struggling readers (Hans, 2013), including speed readings.

Working on individual computers that respond to every learner's learning style, that allow the readers to work at their own space and reading speed, that permit them to move in and go back to the text freely may altogether be determining factors of the major steps forward in the comprehension rate realised by the experimental groups. In texts (4), (5), and (6), two divergent comprehension rates either subset has reached. The experimental groups in the text (4) have attained reading rates that vary between (75 wpm) and (81.81 wpm). These speeds have stayed the same along the two next texts (5 and 6), with a growing percentage of the participants in the second speed (81.81 wpm) and a declining percentage of the applicants in the first speed (75 wpm). The control groups, in their turn, have obtained comprehension rates that range from (60 wpm) to (64.28 wpm), which have also continued to be the same in texts (5) and (6) with little development of the percentage of candidates in the second rate (64.28 wpm). Thus, the individualised instruction that the computer-based interactive reading technique offers may have assisted the experimental groups in diminishing the time spent comprehending legal English texts, which implies accelerating the comprehension rate of our participants. Moreover, it may have helped the slow readers to catch up while their faster peers have been engaged in further activities (Kledecka-Nadera, 2001).

Lastly, we have ended the experimental stage with a posttest that is devised to verify the results obtained during our experiment. The experimental groups have immensely promoted the comprehension rate to assimilate the English for law texts' content starting from text (1) until the posttest. There is nearly the same percentage of applicants who have achieved a reading speed of (75 wpm) as those with a reading rate of (81.81 wpm) in the experimental groups. The outcomes of the experimental subset demonstrate the efficiency of the technique that may have pushed the individual readers to adopt new strategies or refresh pre-existing ones in order to manage their reading time. These acquired strategies may have continued to affect the experimental groups' achievements even without the intervention of the technique. On the other hand, the control groups have kept the same slow rhythm of progress with comprehension rates that range from (60 wpm) to (64.28 wpm). The candidates in the control groups may have exploited the factor of regular, repeated timed readings to activate their comprehension speed. This factor has not been effective enough to attain the results obtained by the experimental groups with whom the computer-based interactive reading technique has been applied.

The regular timed readings have developed the comprehension rate of both subsets. However, the computer-based timed readings have considerably enhanced the experimental groups' comprehension rate as opposed to the control groups. The regular application of the computer-based interactive reading technique has reduced the time our participants spend comprehending legal English texts, with various difficulty levels of language structures and styles. The impact is plainly ostensible during and after the intervention of the technique. Therefore, the results confirm our hypothesis that states: struggling readers who receive regular computer-assisted timed readings will accelerate their comprehension rate in English for law texts.

Beginning with the pretest and continuing through the posttest, learners' accomplishments concerning micro and macro skills have evolved systematically. To start with, the applicants' profiles in the pretest are analogous. The large gaps emerge at the level of macro-skills where both subsets have shown average and in some cases poor competencies. However, in micro-skills the participants seem to have more aptitudes and language capabilities, which contradicts the claims of Grabe (2009) who states that L2 readers' lower-level processing gives the impression is trickier than higher-level processing the reason that these readers are incapable to carry out lower-level processing competently, preventing them from using cognitive resources for meaning construction.

Next, a kind of steadiness is noticed, with close outcomes between the pretest and text one, in both groups. This may imply that the participants in either subset still have had difficulties in understanding the new texts. However, the

intricacies seem to be less in intensity with the experimental subset regarding their results not only in micro/macro skills, but also in the time consumed to access comprehension as well. Again, this may be related to the computer-based interactive reading technique that activates bottom-up and top-down reading skills, and it helps learners to manage their reading time as well.

After that, in texts two and three the experimental groups have started to demonstrate more control over the reading comprehension process. Advancement in micro and macro skills is realised. The advancement may be the result of the interactive approach we have adopted where bottom-up and top-down comprehension skills are assumed to compensate for and support each other during the process of reading comprehension. In such a model, the individual reader is required to utilise his own competencies to understand a given text. Besides, he is pushed to make use of his background knowledge to retrieve meaning and memory from the text (Yumul, 2017). Moreover, the computer-based interactive reading technique may have promoted the experimental groups' motivation along with comprehension abilities since when condensed complex texts are presented electronically, learners show higher reading desire and reading comprehension aptitudes (Greenlee-Moore & Smith, 1996). On the other side of the coin, the control groups seemed still struggling during texts two and three as if it is a completely distinctive experience of text comprehension and analysis. This may be the consequence of the nature of the comprehension strategies this subset has generated, which have not been effective enough to treat texts in English for law, with various levels of complexity.

From text four till text six, there has been a rising advance, particularly in micro-skills, then a state of constancy with little change either in bottom-up or in top-down skills, for the experimental as well as the control groups. By comparing the results of the two subsets, it is obvious that the progress made by the experimental groups is more noteworthy than that of the control groups. In text four, the experimental groups have maintained the enhancement achieved in the two preceding texts (two and three), plus it has accomplished a little further improvement in texts five and six. These results may reflect the following facts: a) the positive effect of the computer-based interactive reading technique on the experimental group's reading rate has also contributed to the participants' comprehension skills since reading speed and reading comprehension skills are complementary; b) the computer-based interactive reading technique has motivated the applicants, then, it has brought about a cause-effect relationship wherein the learners' motivation has aided the interpretation of the texts (Gamez, 2001); c) The technique has stimulated the participants' metacognition which is a key factor to control cognitive strategies that assist the reader process new information from a given text (Kuhn, 2000). Moreover, metacognition is a tool

that permits a learner with a particular strategy to solve a particular problem context, and then retrieve and apply that strategy in a similar but new context (Kuhn & Dean, 2004).

Regarding the control groups, the outcomes illustrate a little progress in micro-skills but little improvement in macro-skills throughout the three texts: four, five, and six. This may be related to: a) the strategies applied to treat the texts are not adequately efficient to deal with more complex text analysis situations, or they have not been well employed by the members of the control groups; b) the progress achieved by this subset, chiefly in micro-skills, has drawn on learners' formal and content schemata. The former entails structural knowledge of language, knowledge of text genre, metalinguistic, and metacognitive knowledge. The latter involves knowledge of subject matter/ topic, knowledge of the world, and cultural knowledge (Alderson, 2000); c) the practice effect of timed readings along with regular taxonomies of questions that include bottom-up and top-down questions.

As a final point, we have devised a posttest. The applicants' outcomes support those obtained in the two last texts (five and six) of the experimental manipulation, with a little augmentation in both micro and macro skills, achieved by the experimental subset. The participants in the experimental groups have adjusted their reading rate to fit the requirements of each text. Once more, enhancing and adjusting the reading speed may have reduced the time spent to access comprehension, which in turn, may have ameliorated the quality of comprehension. Furthermore, the implementation of the computer-based interactive reading technique during reading comprehension sessions of legal English may have resulted in the following outcomes: a) increasing the applicants' motivation; b) assisting the candidates' comprehension since teachers make use of ICT tools including computers to address learner difficulties in comprehending various types of texts; c) promoting the participants' response to English for law texts; d) improving language awareness such as providing contextualised ways of learning new vocabulary; e) developing the candidates into more active readers and building long-term recall of vocabulary (Zainal, 2012; James, 2014). All the above mentioned effects support our second hypothesis: struggling readers who receive regular computer-assisted taxonomies of questions that activate bottom-up and top-down comprehension skills will improve their micro and macro skills in English for law texts.

In relation to the control groups, almost the same results have been obtained in text six and the posttest at the level of micro and macro skills. The control subset's outcomes may mirror learners' limited strategies in dealing with more complex, condensed reading materials. The timed readings, the regularity of reading sessions, different types of question taxonomies, and the interactive approach wherein both bottom-up and top-down skills interact and interconnect

during the reading comprehension process may all together have aided this subset to have some control over the reading materials.

5 Theoretical and practical implications

According to the experiment's results, the four components of interaction the reader, the text, the instructor, and the learning environment work in tandem during reading comprehension activities, and once we make adjustments to one of them, the others are also affected, which supports Flynt and Cooter's (1996) claim in the literature review above. Moreover, we have developed a method that considers both the cognitive (micro and macro skills) and affective (motivation, interest, engagement) components of reading comprehension. This is made possible by the holistic approach to reading components, which highlights the processes involved in understanding a text in lieu of the type and quantity of the constituents. Additionally, the computer-assisted method draws on the interactive approach's tenets. Long-term, more effective comprehension skills and strategies have been developed by the candidates thanks in large part to this approach, which incorporates both micro and macro skills. Furthermore, merging two sub-categories of technology, namely technology as an integral part of the teaching process and technology as a means to adjust skill shortages happening with at-risk learners and those with mild disabilities (Stearns, 2012) has generated an inspiring learning atmosphere. An atmosphere that has sustained the learning of comprehension skills, boosted the teaching of legal English texts, and filled the gaps in learners' comprehension abilities as well as in the previous teaching methods.

The findings of the study have demonstrated the effectiveness of a true experimental design, in particular, a natural field experiment in controlling as much as possible the various factors that may interfere to influence the outcomes of our intervention. What's more, since the experiment has been conducted in a real-life setting, and the learners have remained unaware of their involvement in the experiment, we have eliminated Hawthorne and subject expectancy effects, which has maintained the validity and the reliability of the study results. Moreover, the random selection of participants, the participants' ignorance of what intervention they are receiving, and the use of the experimental manipulation have established a trustworthy cause-effect relationship between the computer-based interactive reading technique as a treatment for learners' deficits in comprehending legal English texts and the development of learners' comprehension rate and skills as the outcomes of the intervention. Such kind of correlation has supported the results of our investigation, making them generalisable and applicable to other groups of learners, situations, settings, and times.

Conclusions

The ground covered in the current paper subsumes a longitudinal experimental study designed for the experimental groups of second-year students of Law with whom the computer-based interactive reading technique has been introduced. After the implementation of the technique, the learning context has developed into a more active, flourishing atmosphere. The use of timed readings along with various types of questions, in a regular manner, by means of computers and the AceReader Pro Delux 8.2 software to manage each step are the conditions under which the computer-assisted technique can create such a healthy learning environment. The applicants' progress in reading comprehension skills has enabled them to treat legal English texts with less effort, to turn out to be strategic, and to become independent of the technique when dealing with further texts out of the experimental manipulation. The regular timed readings using ICT tools have considerably enhanced learners' speed assimilation of law texts. The contribution of the technique to learners' improvement in bottom-up and top-down skills is crucial in a way that makes it of paramount importance during reading comprehension sessions and more efficacious compared to the preceding teaching methods. It has established interrelations between cognitive abilities, affective factors, and strategic learning styles that complement each other to guarantee successful reading comprehension processes of English for law texts. Hence, the findings can be broadly applicable from the trial sample to the population as a whole. Considering everything, the results have confirmed our two hypotheses established at the beginning of the investigation and answered the research questions.

However, a set of recommendations is necessary for the effective use of the interactive reading approach using ICT tools to improve struggling readers' comprehension skills during English for law classes. The recommendations serve as an insightful guide to address specific problems and provide worthwhile outcomes with reference to teaching/learning policies and classroom practices. It is recommendable: a) to provide teachers as well as learners with well-designed training on new software programs before implementing them during reading comprehension sessions in order to save time, to avoid the misuse of the software, and to realise the intended objectives of the course. b) to spread the use of technology devices and software programs during reading comprehension sessions together with narrowing the gulf between learners by devoting special sessions to improve technology skills for those with poor expertise in technology use; c) to create curricula of reading comprehension based on learners' monitoring, visualising, activating, questioning, inferring, summarising, and determining the importance of each part in the legal English text; d) to develop curricula that orchestrate multiple theoretical underpinnings, including Bloom's cognitive domain taxonomy (Köksal, Ulum, & Yürük, 2023), the cognitive

model of McKenna and Stahl (2009), and the reader-response approach, either in teaching or in assessing legal English texts. e) - To offer opportunities for teachers to interact, collaborate, and exchange experiences and ideas with each other on the effective ways to employ ICTs to teach English for law texts.

It is suggested to conduct further research that seeks alternative ways to mine ICT devices to assist the struggling readers to bridge comprehension deficits by harmonising the level of understanding with the rate to access a full understanding of the text, using the computer-based interactive reading technique. Additionally, there is a need to carry out research projects on how to design effective teacher training programmes that help the instructors develop their skills in the use of ICT tools to teach and assess learners' comprehension of legal English texts in the Algerian context. Moreover, studies on how and which assessment types that draw on the new paradigms in teaching English for law texts should be integrated during reading comprehension sessions, using ICT tools are also required at the level of Algerian colleges, universities, and institutions. Another important issue to investigate is which remedial solution(s) to be applied to each category of struggling readers to enable them to cope with texts in legal English.

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