Improving Reading Skills of Learners in FFL classes in the Digital Age: Pedagogical Strategies and Practices

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ABSTRACT

This article investigates the dynamic relationship between digital technology and the development of learners' reading competence, with a particular focus on the French as a Foreign Language (FFL) classroom. It evaluates current pedagogical practices and highlights the benefits that Information and Communication Technologies (ICT) offer in enhancing the teaching and learning of literary texts. The primary objective is to foster critical reflection on the integration of digital tools in FFL instruction, especially regarding their capacity to enrich student engagement with literature. The study draws on data collected through descriptive research using teacher questionnaires, aiming to assess the impact of ICT on both learner motivation and teaching effectiveness. The findings reveal persistent challenges but also point to actionable strategies for overcoming obstacles. This paper proposes practical solutions and pedagogical adjustments designed to improve learners' reading proficiency and to counteract negative perceptions of literary texts as inaccessible or irrelevant.

تحسين مهارات القراءة لدى المتعلمين في دروس اللغة الفرنسية كلغة أجنبية في عصر الرقمنة: استراتيجيات وممارسات بيداغوجية

الملخص:

يتناول هذا المقال العلاقة الديناميكية بين التكنولوجيا الرقمية وتنمية كفاءة المتعلمين في القراءة، مع تركيز خاص على قسم اللغة الفرنسية كلغة أجنبية. يقوم المقال بتقييم الممارسات التربوية الحالية ويبرز الفوائد التي تقدمها تكنولوجيا المعلومات والاتصال (TIC) في تعزيز تدريس النصوص الأدبية وتعلّمها. يتمثل الهدف الرئيسي في تحفيز تفكير نقدي بشأن دمج الأدوات الرقمية في تعليم الفرنسية كلغة أجنبية، خصوصًا من حيث قدرتها على تعميق تفاعل المتعلمين مع الأدب. تستند الدراسة إلى بيانات تم جمعها من خلال بحث وصفي يعتمد على استبيانات موجهة للمدرسين، وتهدف إلى تقييم أثر استخدام TIC على دافعية المتعلم وجودة التدريس. تكشف النتائج عن تحديات مستمرة، لكنها تشير أيضًا إلى استراتيجيات عملية قابلة للتطبيق لتجاوز العقبات. يقترح المقال حلولًا عملية وتعديلات بيداغوجية ترمي إلى تحسين كفاءة المتعلمين في القراءة ومواجهة التصورات السلبية حول النصوص الأدبية باعتبارها نصوصاً بعيدة المنال أو غير ذات صلة.

كلمات مفتاحية: التكنولوجيا الرقمية- قسم الفرنسية كلغة أجنبية- تكنولوجيا المعلومات والاتصال- النصوص الأدبية -الكفاءة في القراءة.

Amélioration des compétences en lecture des apprenants en classes de FLE à l'ère du numérique : stratégies et pratiques pédagogiques

Résumé :

Cet article examine la relation dynamique entre la technologie numérique et le développement de la compétence en lecture chez les apprenants, en mettant particulièrement l'accent sur la classe de Français Langue Étrangère (FLE). L'étude évalue les pratiques pédagogiques actuelles et met en lumière les avantages que les Technologies de l'Information et de la Communication (TIC) offrent pour enrichir l'enseignement et l'apprentissage des textes littéraires. L'objectif principal est de susciter une réflexion critique sur l'intégration des outils numériques dans l'enseignement du FLE, notamment en ce qui concerne leur capacité à renforcer l'engagement des apprenants envers la littérature. L'étude repose sur des données issues d'une recherche descriptive basée sur un questionnaire destiné aux enseignants, visant à évaluer l'impact des TIC sur la motivation des apprenants et l'efficacité pédagogique. Les résultats révèlent des défis persistants, mais aussi des stratégies concrètes pour les surmonter. L'article propose ainsi des solutions pratiques et des ajustements pédagogiques pour améliorer la compétence en lecture des apprenants et combattre les perceptions négatives des textes littéraires souvent jugés obscurs ou peu pertinents.

Mots clés **:** Technologie numérique- Classe de FLE- TIC- Textes littéraires-
Compétence en lecture.

Introduction

The current context, characterized by digital technology and multimodality, requires a redefinition of the relationship between educational stakeholders and knowledge, especially the training and improvement of teachers' skills, as they represent the most sensitive link in any educational system. Indeed, the encounter between human beings and new technologies has raised numerous questions regarding the increased accessibility of resources of all kinds and their uses. The rise of digital literary forms and innovative didactic practices has led to the introduction of new teaching materials that reshape the teaching of language and literature and redefine the act of reading

The development of teachers' technological skills through the introduction of Information and Communication Technologies (ICT) in secondary education curricula has thus become one of the missions assigned to Algerian schools. The aim is to train citizens capable of engaging with the transformations and challenges of contemporary society, in which the integration of digital technology has necessitated a comprehensive restructuring of pedagogy and curricula. This restructuring seeks to improve the organization of teaching and enhance the quality of learning, including the teaching of literary texts, which remain a primary resource in the teaching and learning of French as a Foreign Language (FLE) and must now find their place within this new educational framework.

Given these transformations, it is essential to explore how digital tools can be harnessed in the specific context of literary instruction. This paper aims to analyze and detail the various methods proposed for teaching literary texts, as well as to examine the didactic potential offered by digital tools in the teaching and learning of literature at the secondary level. Its goal is to develop students' reading competence through two main research questions:

Despite the central role of literary texts in teaching FLE, their integration into digital pedagogy remains underdeveloped. This study addresses the gap by exploring effective methods for teaching literature through ICT in Algerian secondary schools. It seeks to evaluate the didactic potential of digital tools in

enhancing students' reading competence and engagement with literary content. Drawing on a descriptive research approach based on teacher questionnaires, the study investigates the following questions:

- How can digital tools be effectively used in the teaching of literary texts at the secondary level to enhance students' reading competence?
- To what extent does the integration of digital tools improve students' performance in reading and understanding literary texts?

This inquiry is guided by the hypothesis that ICT, when effectively implemented, offers significant didactic potential for revitalizing literature instruction and supporting learners' reading development in a technology-rich educational environment.

In the current era marked by rapid digital advancement and increasing multimodality, educational systems are undergoing profound transformations. These changes call for a redefinition of the relationship between teachers, learners, and knowledge, particularly in terms of training and professional development. Teachers, central actors in any educational reform, must now develop new competencies to meet the demands of a digitalized pedagogical landscape. The intersection between human learning and technology has raised critical questions about the accessibility, relevance, and application of diverse digital resources in the classroom.

1. The Introduction of Information and Communication Technologies in Algeria

Faced with globalization and growing international challenges, Algeria could not remain indifferent. Starting in 2001, it began integrating New Information and Communication Technologies (NICT) in various sectors, including education, through several measures undertaken by public authorities (Ministry of National Education, 2004). One of the most significant initiatives was the establishment of the National Commission for Curricula (CNP), which was tasked with modernizing teaching content and promoting the integration of digital tools into pedagogical activities (Bouzid, 2015).

Simultaneously, and in line with its strategy to foster educational innovation, the Ministry of National Education created the National Center for Pedagogical Innovation and ICT (CNIPTICE). This center was responsible for managing and implementing the NICT program for primary and secondary education. Its

mandate included developing educational and administrative uses of technology, organizing training sessions for educational personnel, and equipping institutions with essential technological infrastructure (World Bank, 2008; Benali, 2012).

To promote the use of digital tools within schools, the Ministry launched extensive training campaigns targeting teacher trainers, and initiated a national educational development plan. This included the acquisition of over 3,000 computer laboratories for middle schools, the creation of platforms and websites to support distance education, and the implementation of digital resource portals (Ministry of Education, Algeria, 2006).

To further support this major project of NICT integration, Algeria organized and participated in several international seminars. The first was held in Paris on May 28, 2004, under the auspices of the University of Strasbourg, and another in Algiers in November 2005, under the theme: *The use of NICT for teaching, training, and learning: feedback and experiences* (Seminar Proceedings, 2005). Fully aware of the scale of this transformation and the persistent digital divide, Algeria has actively pursued international cooperation and partnerships aimed at fostering skills for the pedagogical integration of ICT among teachers and all educational stakeholders (Benali, 2012; UNESCO, 2013).

2. The Introduction of Literature in the New Curricula

The introduction of literary texts into the new Algerian secondary school curriculum, initiated in 2005, had a dual objective: to employ literature not only for linguistic development but also as a pedagogical tool to explore linguistic dimensions, phonetic, graphic, morphosyntactic, and semantic, while serving as a medium for cultural mediation (Ministry of Education, Algeria, 2005). Literature enables students to move beyond preconceived notions, as it is considered an emblematic space for intercultural exchange due to its intrinsic characteristics. It often confronts learners with otherness and provides alternative worldviews. As Abdallah-Pretceille (1999) explains, "The literary text, as a product of the imagination, represents an inexhaustible resource for the artificial exercise of encountering the Other: a proxy encounter, certainly, but an encounter nonetheless" (p. 2).

Accordingly, the literary text can be viewed as a narrative framework that situates culturally or ideologically embedded information in time and space. It offers a privileged space for learning both language and culture. The relationship

between culture and interculturality is strongly emphasized in the curriculum and reinforced through textbook materials designed to help students discover Francophone cultures and grasp the universal values they convey (Bouzid, 2015; Benali, 2012).

The educational objectives for secondary school graduates highlight multiple genres of written texts, with a particular emphasis on literary ones. French and Francophone literature occupies a central role in the current FLE curriculum, not merely as content but as the core of didactic sequences involving reading, analysis, and discourse production beyond typological classifications (Ministry of Education, Algeria, 2006).

These texts are integrated into pedagogical projects aimed at developing communicative and interpretive competencies through a variety of structured activities. The curriculum also encourages the use of ICT in teaching literature, underscoring how digital media, beyond print, can enhance both technological fluency and the comprehension of literary works (UNESCO, 2013).

To better contextualize this study, it is important to consider established frameworks for digital integration in language instruction. The SAMR model (Substitution, Augmentation, Modification, and Redefinition) developed by Puentedura (2006) and the TPACK framework (Technological Pedagogical Content Knowledge) introduced by Mishra and Koehler (2006) are commonly used for analyzing digital pedagogical practices.

Furthermore, empirical studies such as those by Al-Samarraie et al. (2020) and Shadiev et al. (2017) have explored the effects of digital tools on learners' motivation and reading comprehension in EFL contexts. These studies offer valuable comparative insights for assessing our findings.

Before addressing the specific impact of ICT on the teaching of literary texts, this paper will define key concepts related to the subject: the act of reading, reading competence, and the role of digital technology in its development. The second part will focus on analyzing the survey results.

3. The Nature and Process of Reading

Reading is a complex and multifaceted activity that goes far beyond the mere recognition of letters or decoding of printed symbols. While it certainly begins with the identification and combination of letters to form words and sentences, reading rapidly evolves into a sophisticated process that involves cognitive,

linguistic, and affective components. As Golden and Gaonac'h (1998) explain, reading engages not only visual perception but also background knowledge, contextual cues, and interpretive faculties, all of which contribute to meaning-making.

From a didactic perspective, Giasson (1998) emphasizes that reading is inherently cognitive, not just visual. She characterizes it as a dynamic, active, and interactive act of constructing meaning and facilitating communication. In this view, the reader is not a passive receiver of information, but rather an autonomous and strategic participant in their own learning. This perspective, rooted in cognitive psychology, portrays reading as an act of mental construction whereby the individual processes, integrates, and interprets textual information based on prior knowledge and context (Giasson, 1998).

When it comes to literary reading, the process gains additional depth, as literary texts invite readers to engage in both heuristic and hermeneutic practices. Heuristic reading refers to the novice reader's attempt to construct meaning directly from the text by drawing on immediate textual elements. In contrast, hermeneutic reading involves a more advanced form of interpretation, where the reader mobilizes encyclopedic, cultural, and emotional knowledge in conjunction with cues provided by the author. This interplay enables a deeper comprehension of themes, symbols, and narrative structures (Livet & Nivat, 2002).

Given the diversity of reading behaviors and competencies, it becomes necessary to consider the typology of readers as a framework for educational practice. Three primary stages can be distinguished. The transitional reader is able to decode fluently but lacks effective comprehension strategies. Their reading is accurate but shallow, emphasizing surface features of the text without deeper engagement (Chall, 1983). The strategic reader has begun to acquire and apply comprehension strategies, such as inference, making and summarization, though they may still struggle with complex texts. Finally, the confirmed reader demonstrates proficiency in processing various text types, can interpret nuanced meanings, and often engages critically with the content, forming opinions and initiating discussions based on textual analysis (Pressley & Afflerbach, 1995).

This classification of reader types provides educators with a useful tool for both assessment and instruction. By identifying where each learner stands in their reading development, teachers can better tailor their pedagogical strategies and scaffold the progression from decoding to critical interpretation. Moreover,

fostering reflective and active reading practices can ultimately empower students to become autonomous readers capable of navigating complex literary and informational texts.

4. The objectives assigned to the teaching of literary texts through digital tools

The integration of digital technology into the teaching of literary texts aims to achieve multiple pedagogical and cognitive objectives. Digital environments offer learners the opportunity to approach literature through diverse perspectives, aesthetic, poetic, linguistic, pragmatic, and even socio-historical. By leveraging multimodal resources such as videos, digital books, literary blogs, forums, and hypertexts, students are exposed to various forms of representation -that stimulate different forms of literacy (Kress, 2003; Leu et al., 2013).

Digital tools allow learners to explore authentic literary content through interactive and interpretive lenses. They facilitate the visualization of abstract literary concepts using charts, figures, and simulations that enhance meaning construction. More importantly, they promote active learning, creativity, and autonomy, while encouraging learners to engage critically with the text and with others. Among the key objectives assigned to digital literary pedagogy are the following:

- Developing learners' critical thinking and interpretive reasoning;
- Encouraging empathy and openness to otherness by engaging with intercultural themes;
- Enhancing understanding of the literariness of works, including stylistic and rhetorical features;
- Strengthening pragmatic competence by fostering awareness of implied meanings;
- Promoting appreciation for the authenticity and cultural specificity of texts;
- Cultivating linguistic, stylistic, and socio-historical skills through diverse textual analyses;
- Increasing learner interaction and dialogic engagement with texts and peers;
- Positioning the learner as an active reader, empowered to make interpretive choices and contribute to the co-construction of meaning;

- Introducing methodological strategies tailored to the digital era, supporting reading competence through multimodal and interactive approaches (Giasson, 1998; Bouchardon & Heck, 2012).

These objectives support a pedagogical vision where literary texts become not only vehicles of linguistic enrichment but also instruments for cultural reflection and digital engagement.

5. Digital Technology and Pedagogy: What Potential?

The digital revolution has profoundly reshaped contemporary society, its social, professional, and cultural dimensions, and the field of education is no exception. The impact of digital tools on educational practice compels a rethinking of traditional pedagogical approaches, particularly in the teaching of literature. Today's classrooms are increasingly populated with technologies that are part of both students' and teachers' daily lives. As such, schools are challenged to harness these tools in meaningful ways, not simply as novelties, but as drivers of educational transformation (Selwyn, 2012).

Digital technology presents a unique opportunity to align the teaching of literary texts with the technological landscape that shapes students' lives and learning habits. Through digital media, ranging from films and podcasts to digital platforms, interactive books, hypertexts, and forums, literary instruction can be revitalized and made more accessible. This evolution entails a shift in the act of reading: readers now interact with texts that are visually, spatially, and semantically enriched. These texts incorporate multimodal semiotic cues, images, colors, sounds, animated layouts, that influence not only how content is interpreted, but also how it is experienced (Legros & Crinon, 2002).

This transformation invites educators to consider new variables: the learner's sensory engagement with the text, attention span in a digital context, and interaction with others in collaborative learning environments. These factors significantly affect both motivation and cognitive processing. As Legros and Crinon (2002) emphasize, the simultaneous presentation of written, auditory, and visual elements fosters learning and introduces an intercultural dimension. However, they also note the increased cognitive load required to process multimodal documents, highlighting the need for structured guidance and pedagogical scaffolding.

Reimagining the teaching of literary texts within this digital framework is thus not merely a question of tool substitution but of pedagogical reconfiguration. Moving beyond rigid, print-centric approaches can help dismantle negative perceptions of literature, often viewed by students as difficult, outdated, or irrelevant, and promote the development of comprehensive reading skills suited to 21st-century literacy demands (Perriault, 2002; Bouchardon, 2014).

6. Methodology

6.1. Methodological approach

This research adopts a descriptive quantitative approach aimed at measuring the rate of digital technology use in literary reading instruction at the Algerian secondary level and evaluating its impact on students' reading competence. The questionnaire survey was chosen as a data collection instrument to test the hypothesis that ICT, when effectively implemented, offers significant didactic potential for revitalizing literature instruction and supporting learners' reading development in a technology-rich educational environment.

6.2. Population and sampling

The study focuses on a sample of 40 French as a Foreign Language (FFL) teacher from the secondary level, selected through convenience sampling from several institutions in the Batna region. This choice of non-probabilistic sampling is explained by field accessibility constraints and the specificity of the target population (teachers using or likely to use digital technology in literature classes, as well as the profile of their students who have greater autonomy in using digital tools. This facilitates their manipulation of a large number of digital tools and makes the learning process less constraining).

6.3. Data collection instrument

The questionnaire, administered online, was structured around four complementary sections to allow for a holistic approach to the research problem. The first section collects the respondents' sociodemographic and professional profiles in order to contextualize their answers. The second section explores the

teachers' training and digital skills, a crucial aspect for understanding their level of proficiency with technological tools. The third section, which constitutes the core of the survey, analyzes the practices of teaching literary texts through digital means by examining the resources used, frequency of use, and pedagogical strategies adopted. Finally, the fourth section assesses teachers' perceptions regarding the impact of digital tools on learners' motivation and the quality of teaching. The instrument combines different types of questions (Likert scales, multiple-choice questions, and open-ended questions) to collect complementary quantitative and qualitative data, thereby enabling methodological triangulation that enriches the analysis.

6.4. *Results analysis and discussion*

Quantitative data were processed using descriptive statistical analysis (percentages, means) with the help of SPSS software. Open-ended responses were subjected to thematic analysis in order to identify the main trends regarding advantages, limitations, and suggestions for improvement.

6.4.1. *Teachers' openness to new technologies*

Our surveyed population consists of 40 secondary school teachers, to whom we administered our questionnaire in order to gather relevant information for the study, with the aim of measuring the rate of digital integration and identifying the difficulties encountered in teaching literary reading via digital tools in order to address them. We found that 60% of our sample reported having undergone self-training in digital technology. Meanwhile, those who received training provided by the Ministry and those who did not receive any training each represent 20%. We also asked teachers whether they encourage the teaching of literary texts via digital technology, 52.5% confirmed that they encourage the integration of digital technology as a didactic tool, 325% suggested combining digital tools with traditional paper-based books, while the remaining 15% still cling to the exclusive use of paper books.

6.4.2. *The impact of teaching literary texts via digital tools*

Changes have occurred in teaching/learning tools, techniques, strategies, and content (both in form and in relationships). According to the survey results, teachers tend to favor the use of digital social networks over dedicated distance-learning platforms when teaching literary text reading activities.

This enthusiasm for digital social networks can be justified, on the one hand, by the widespread use of these applications by students and teachers in their daily lives for communication, entertainment, and information purposes. This strong familiarity has facilitated the use of these tools for didactic and pedagogical purposes. On the other hand, the availability, simplicity, and accessibility of these applications on smartphones, even with low-bandwidth connections, encourage teachers to use them, even though the degree of interactivity varies. For example, Facebook primarily serves to provide learners with content to consult, ensuring only limited interaction. WhatsApp, on the other hand, allows for both content consultation and interaction within a group created by the teacher. As for the limited use of platforms specifically dedicated to distance learning, it can be explained by the lack of training for all educational stakeholders in this area, as well as the strong tradition of 100% in-person teaching that continues to shape the educational model.

As for the teaching aids used in teaching literary texts, the digitized text ranks highest (85%), followed by images (72%) and videos (60.5%). These resources are widely available online, in easily readable PDF formats, downloadable and allowing manipulations (annotations, pauses, zooming, multiple viewings, etc.). They help capture learners' attention, taking them out of the classic reading mode and integrating them into the digital age with its innovative universe. From a didactic perspective, these audio/visual materials offer numerous opportunities for exploitation thanks to their semiotic richness. In addition to the written word, images, sounds, colors, and drawings provide multiple ways to facilitate reading, comprehension, and interpretation of literary texts. 80.25% of surveyed teachers believe that this change in pedagogical practices directly impacts student motivation. Additionally, 30% feel that teaching literature through digital means effectively improves reading quality. However, 8.15% of teachers think it has no impact or effect on the teaching/learning of literary texts

These figures indicate that there is still no consensus among educators regarding the integration of digital technology. This debate goes beyond reading and concerns the overall impact of digital tools on the educational system. Some educators position themselves on the side of innovation to improve teaching quality, while others view digital tools as a disruptive element, even a burden,that challenges their established teaching practices, which are intimately tied to printed materials and the blackboard. This leads us to conclude that convincing teachers of the importance and usefulness of integrating digital tools

in the classroom requires a multi-step approach: first by addressing their beliefs and attitudes, then by initiating them into the development of techno-pedagogical skills, and finally by supporting them in class during the implementation of such innovative practices.

6.4.3. Advantages and limitations of using digital tools in teaching literary reading advantages

According to the opinions of almost all the teachers surveyed, the benefits for students are more numerous compared to those for teachers and can be summarized as follows: the use of digital technology facilitates teaching through the availability and diversity of resources, the ease of knowledge transmission, effective time management, and better visibility of supporting texts.

Moreover, it enhances learners' motivation, the development of their literary and technological skills, their engagement in their education, and promotes their autonomy. This leads us to conclude that digital support in literature fosters learning more than teaching.

As for its limitations, like any didactic tool and based on the responses provided by the respondents, the use of digital technology has shortcomings that can be summarized as follows: the unavailability of digital tools in all institutions, lack of motivation, absence of interaction, and especially the lack of teacher training. Starting with digital tools such as WhatsApp, Facebook, and Zoom, students need tablets, computers, or smartphones to use them, devices that are not affordable for the majority. On top of that, poor internet connections can delay lessons or hinder interaction. Interest in learning is fundamental for acquiring reading skills, but learning under constraint (difficulty accessing digital tools) can affect students' motivation. This was confirmed by teachers who observed signs of demotivation among their students.

The issue of interaction is also raised: interacting between teacher and student in a well-defined classroom environment seems achievable, but remote interaction, each person behind their own screen, requires double the effort and a variety of activities to encourage engagement.

Teachers also expressed frustration with the lack of training provided by the ministry, which negatively influences their teaching practice. This highlights the need for self-training to overcome difficulties in accessing or using digital tools. Some teachers expressed their attachment to paper books, arguing that reading fosters a relationship with the physical document in which the learner becomes

creative and develops a taste for literary reading, unlike with digital books, where the learner tends to retain only m\inimal information from the text. Additionally, verifying comprehension becomes more difficult.

One notable observation is that teachers who expressed support for integrating digital tools in teaching literary reading have less than ten years of teaching experience. This orientation is justified by the fact that these teachers belong to a generation immersed in technology, the so-called *"digital natives",* according to Prensky (2001). Conversely, more experienced teachers appeared reluctant, which can be explained by their fear of questioning their beliefs, teaching methods, and their position in the teacher-student relationship. As Basque (2005), states:

The fear felt by some that the teacher, regarded as the principal, if not the sole, transmitter of knowledge, could be replaced by ICT within the pedagogical process. There is still much to be done before ICT becomes for teachers not a replacement, but a true pedagogical partner. (p.38)

6.4.4. Suggested solutions

To address the difficulties of teaching literature in the digital age, teachers have made several proposals that can be grouped into three main areas: equipping schools with digital tools, training teachers, and introducing students to the proper use of digital technologies.

- To successfully teach literary reading, it is essential to equip educational institutions with computer and digital tools. This motivates both the teacher and the learner and ensures a positive atmosphere for teaching and learning reading skills.

- Digital training has been part of teacher training since the 2000s. However, its use was not widespread until distance learning became mandatory. As a result, teachers, each in their own way, tried to "improvise" to adapt to this change imposed by the health crisis.

- It is now time to plan continuous training on digital tools, enabling teachers to update their knowledge, stay open to new teaching methods, and be creative in their practices.

• Just like teachers, learners also have the right to receive training to help them easily use digital tools. It would also be wise to make technological devices available to them to help ensure the success of their learning process.

7. Conclusion

The new information and communication technologies represent, for decision-makers and educators alike, a means of action and a lever for achieving educational objectives. They also present a major challenge: to train stakeholders so that they can master these tools, which evolve at a rapid pace. The results obtained from this study revealed a significant lack of teacher training, except for those who took the initiative to train themselves in order to manage this global change. In addition, the difficulty of accessing digital tools negatively impacts virtual classroom interaction and leads to student demotivation. On the other hand, a significant number of teachers recognize the usefulness of digital integration, acknowledging that it positively affects the quality of teaching and learning literary reading provided that literary resources are readily available and accessible.

Therefore, it is up to the institution responsible for the development of the educational system in Algeria to work towards preparing society for this new configuration. This can be achieved with the help of all educational stakeholders by encouraging them to move away from outdated pedagogical habits and practices, and instead invent creative professional approaches compatible with the digital era. It is also important to understand the origins of these new tools and to know how they function within an educational context, in order to make informed choices about which resources will best allow teachers to adapt their pedagogical practices to the digital environment. Thus, it seems wise to equip schools with technological devices, or at the very least, provide support and facilities to enable learners to benefit from quality continuous distance training. As for teacher training, organizing seminars focused on the use of digital tools and the teaching of literary reading could be beneficial and would tence among learners.

In conclusion, this experiment conducted on the contribution of digital technology to the teaching/learning of literary texts and subsequently to the development of reading competence has allowed us to understand that the

specific features of literary text genres require trainers to regularly update their knowledge and to motivate learners so that they move beyond -the role of mere consumers.

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