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Digital Reading versus Traditional Reading And its Effects on Reading Comprehension

*Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements for the Degree of Master in Language and Culture*

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Dedication

Every challenging work needs self efforts as well as guidance of elder especially those who were very close to our heart.

Our humble effort we dedicate to our sweet and loving

Father & Mother,

Whose affection, love, encouragement and prays of day and night make us able to get such success and honor,

Along with all hard working and respected

Teachers,

To our sisters and brothers,

To our friends and classmates for their cooperation while conducting the study

Acknowledgment

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Abstract

This research work attempts to show the main reason for using digital materials to achieve a better reading comprehension. The purpose of this study is to determine whether students prefer to read from e-books or printed books. The sample chosen was the students of foreign languages at secondary school and teachers of English. A descriptive method was used, the work includes three chapters. The first chapter is about reading skills (digital versus traditional). The second chapter is about the effects of digital reading on reading comprehension. The third chapter is about the analysis of the questionnaire. A questionnaire was the adequate tool to gather relevant data. The findings of this study conclude that foreign languages students enjoy and prefer reading from screen because of technologies and usefulness of digital materials such as computer, tablet and smart phones. Also the fact that teachers are convinced about the importance of screen and its effects on student's reading comprehension and retention, but they still prefer to deal with traditional concept of reading because they find it more practical in teaching.

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1. Statement of the Problem

The problem of this study is concerned with the reading comprehension which is the ability to read texts, process it and understand its meaning. However, reading comprehension is affected by the two different concepts traditional and digital reading.

2. hypothesis

The emergence of computers and other modern digital materials such as laptops, tablets, and smart phones make students capable for a new concept of reading which is digital one. This later incorporate many new features that are not found in traditional reading such as images, videos... etc. Those features make researchers question the effects of traditional reading versus digital reading on reading comprehension, in this research we hypothesize that comprehension score of students is high when reading an e-book rather than a p-book.

3. Aim of the Study

This study aims at investigating how paper or screen affects reading comprehension. More specifically, we are going to find out:

- The explanation of the concepts of reading comprehension (Traditional and Digital).
- How does text presentation (paper or screen) affects the reading comprehension of third year students at **Secondary School Brothers Achi**
- The explanation of the principles of a successful reading comprehension.

4. Limitation of the Study

Due to time constraints we just have chose to work with secondary school (Kais' Secondary School). Also we limit our study to the third year students at a **Secondary School Brothers Achi**

5. Assumption of the Study

We assume that teachers do not mobilize their students to use e-books rather than paper books (traditional tools).as consequence we conceive that reading from e-books affect PUPILS reading comprehension positively.

6. Research methodology and Design:

Choice of the Method

In this research the methodology that would help us conduct such an investigation would be a descriptive method, because it just describes the state of affairs as it exists and we have no control with variables; we only report what we observe. An experimental study would be of no usefulness if we consider that nothing new would be tested; we will only analyze the condition of the current situation and thereby to clarify its status.

Population and Sampling

The Subjects of our study are second year foreign languages students at **Secondary School Brothers Achi**. We already know that the ratio of sampling is about 1/3 of the whole number of the population, but in our case we are obliged to deal with the whole group because the number is too limited and we have only one group of foreign languages students. Instead

of taking 1/3 we have chosen to take the whole group number of the population that is (28 students), in order to show the opinions of the majority of students rather than the minority.

Data gathering tools

To bring consistency to the study, we are opted for the descriptive approach. And to achieve our objectives a questionnaire will be administered to third year students at secondary school, as well as teachers in order to obtain opinions about the reading comprehension. Furthermore; the questionnaire would help us collect data about our study.

7. Background and significance

Reading is a skill many people take for granted, but the act of reading and properly comprehending a text is a complex and interactive process. It requires several different brain functions to work together and most often requires one to puzzle through multiple layers of context and meaning. The use of digital and printed materials is a very important strategy to enhance the student's reading comprehension as proved by many studies. Consequently, if we ensure the use of this strategy in our schools, we would ensure student's good level.

8. Definition of Terms

Reading: reading is a conscious thinking this process, the reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience.

Reading Comprehension: The ability “to read” involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding, the ability of putting words together, with comprehension; the result of interpreting linguistic elements.

Digital reading: is the process of extracting meaning from a text that is in digital format. Also called online reading.

E-book: term e-book is used to describe a text analogous to a book that is digitally displayed on the screen of a computer.

P-book: is a number of pieces of paper, usually with words printed on them, which are fastened together and fixed inside a cover of stronger paper or cardboard.

9. Structure of Dissertation

The dissertation is divided into two main parts, a theoretical chapter’s part which includes about reading skill and literature review, and the practical work that includes one chapter concerned with the data analysis and interpretations.

Chapter one deals with reading skill, its definition and types also we talked a little bit about reading comprehension, its definition and its three principal elements. In the second chapter we reviewed the available literature about the effects of reading from screen and paper on reading comprehension and retention, the improvement and the importance of reading

comprehension.

Chapter three devoted to examine the hypothesis stated, it deals with methodology and data analysis, it is a justification of the choice of research methodology adopted and research tools used in data collection. Also it shows the procedures to be followed in the analysis of our data, the nit provides a detailed analysis of both questionnaires teachers' and students' followed by interpretations and some suggestions and recommendations for secondary school students and teachers about the use of digital materials in reading. Finally it will help us to see if our hypothesis o rejected.

Chapter one: Reading Skill

Introduction

Reading is not a simple, passive process of linear reading of words and internalizing their meaning one at a time. Reading is a complex interaction between text and the reader shaped by the reader's prior knowledge and attitude, a process of language acquisition, communication and sharing information and ideas.

The book is challenged between digital reading devices (computer and laptops; e-books, tablet devices, smart phones) and printed papers, in that context we shed light on the effects of both traditional and digital reading on reading comprehension.

1. Definition of Reading

Reading is a complex "cognitive process" of decoding codes in order to construct or derive meaning (read comprehension). Reading is a way to acquire language, communicate and share information and ideas. Like all languages, it is a complex interaction between the text and the reader, which is formed by the reader's prior knowledge, experience, position, and linguistic community that is located in a cultural and social site. The reading process requires continuous practice, development and rigor. In addition, reading requires creativity and critical analysis. Literary consumers do projects with each piece, deviating from literal words to create logical images for them in the unfamiliar places described by the texts. Because

reading is a complex process, it cannot be controlled or restricted by one or two interpretations.

2. Types of Reading

Reading types are the various behaviors that the reader supports during reading activity

2.1 Skimming

Skimming is the most primitive type of reading. Its goal is to familiarize you as soon as possible with the material to be read. **Geen Wood** (1981:91). “Skimming implies the eye runs quickly over the text to discover what is about the main idea(s).” Skimming is reading a text quickly to get a general idea of meaning, it is a specific reading skill which is common in reading newspapers, messages and e-mails. It is important that learners understand that there is no need to read every word when skimming, so often teachers set this as a timed task to encourage speed.

2.2 Scanning

Scanning is a skill that requires you to read quickly while searching for specific information. To clear read text, you should start at the top of the page and quickly move your eyes towards the bottom. Text scanning is a read technique where the reader look for specific

information rather than trying to absorb all the information, this technique is helpful when searching for an answer to a known question.

2.3 Intensive Reading

Intensive reading, on the other hand, focuses on following short texts, practicing with them, and learning them in detail. According to this approach, language learners help to understand grammar and sentence structure. Supporters of this method use a combination of exercises to complement the reading itself. According to **Brown** (1989) « calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like ».the main aim is to earn a deep comprehension and to come to a profound detailed understanding of a short text.

2.4 Extensive Reading

Extensive reading is a highly individualized approach to reading improvement. Students select their own books and read at their own pace. The teacher should guide students to select books at a level of comprehension that allows for « comprehension input » (Krashen)

2.5 Silent Reading

The goal of this type of activity is to develop the reading speed of the learner while reading silently. The learner must read faster because time is limited. The teacher has to ask questions of understanding to check the learner's comprehension. Reading silently improves students' understanding because it helps them focus on what they read, rather than speaking individual words. When we read silently we can form mental images of the topic under discussion

2.6 Reading Aloud

It comes after silent reading it requires from the reader to deal with meaning and pronunciation. 'Reading aloud requires a reader to investigate the meaning of the text with her/his limited cognitive resources. In this case, the reader has to deal with both pronunciation, intonation and at the same time to extract meaning from the text. Therefore, the limited cognitive resources for pronunciation, intonation and vocalization reduce the reader's overall comprehension (Hale et al., 2007).'

3. Definition of Reading Comprehension

The ability "to read" involves more than merely decoding a text. In addition to the practical skill of putting letters together, turning them into words, one is also supposed to understand what is read: one has to combine decoding, the ability of putting words together, with comprehension; the result of interpreting linguistic elements.

Comprehension entails three elements:

- The *reader* who is doing the comprehending

- The *text* that is to be comprehended
- The *activity* in which comprehension is a part.

In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading. Text is broadly construed to include any printed text or electronic text. In considering activity, we include the purposes, processes, and consequences associated with the act of reading.

Reader, text, and activity are also interrelated in dynamic ways that vary across pre-reading, reading, and post-reading. We consider each of these three “micro periods” in reading because it is important to distinguish between what the reader brings to reading and what the reader takes from reading. Each act of reading is potentially a micro developmental process. For example, in the pre-reading micro period, the reader arrives with a host of characteristics, including cognitive, motivational, language, and non-linguistic capabilities, along with a particular level of fluency. During the reading micro period, some of these reader characteristics may change. Likewise, during the post-reading micro period of the same reading event, some of these same reader characteristics, or other reader characteristics, may change again. Much research related to reading comprehension has focused on specific factors (e.g., vocabulary knowledge) without specifying either that the effect of that factor reflects a relationship among reader, text, and activity or that the factor may change from pre-reading to reading to post-reading. The process of comprehension also has a macro developmental aspect. It changes over time, as the reader matures and develops cognitively, as the reader gains increasing experience with more challenging texts, and as the reader benefits from instruction. From among the many factors influencing the macro development of comprehension, we have selected instruction, particularly classroom instruction, for special attention as we sketch the research agenda needed to improve comprehension outcomes.

3.1 The reader

To understand, the reader must have a wide range of capabilities and capabilities. These include cognitive abilities (eg. attention, memory, critical analytic ability, inferencing, visualization ability), motivation (a purpose for reading, an interest in the content being read, self-efficacy as a reader), and different types of Knowledge (vocabulary, domain and topic knowledge, linguistic and discourse knowledge, knowledge of specific comprehension strategies). Of course, Cognitive, motivational, linguistic and knowledge capacities the rule calls in any work of reading comprehension based on the texts used And the specific activity in which one is engaged. Fluency can be conceived both precedent and consequent on accommodating. Some aspects of fluency, expressive reading may depend on a thorough understanding of the text. However, some components are fluent quick and effective recognition of words and at least some grammatical aspects Analysis - seems to be the basic requirements to understand. When the reader starts to read and complete any activity at hand, some of the Knowledge and abilities of the reader are changing. For example, the reader It may increase the knowledge of the domain during playback. Similarly, vocabulary, linguistic, or may increase speech knowledge. Fluency can also increase Function of additional practice in reading. Motivational factors, such as self concept or attention to the subject, may change either positively or negatively The trend during a successful or unsuccessful reading experience. Another important source of changes in knowledge and capacity is instruction that the reader receives. The appropriate instructions will enhance reading understanding, which is defined in two ways - understanding the text under current consideration and comprehension capabilities more generally. Thus, although teachers may focus their domain content instruction on help students understand the material, an important synchronous goal helps students learn how to become self-read and active

readers with variety strategies to help them understand. Effective teachers combine objectives in their understanding instructions. They have a clear understanding of which students need any kind of instruction for the texts they provide students have the instruction they need to meet both the short and long term understanding objectives.

3.2 Text

Text features have a great impact on comprehension. Comprehension does not happen simply by extracting the meaning of the text. During reading, the reader constructs different representations of important text for comprehension. These explanations include, for example, the surface code (exact) Text formulation), text base (thought units that represent meaning), and representation of mental models contained in the text. The proliferation of computers and electronic text has led us to broaden the definition of text to include electronic text and multimedia documents in addition to conventional print. Electronic text can present particular challenges to comprehension, such as dealing with the non-linear nature of hypertext, but it also offers the potential for supporting the comprehension of complex texts, for example, through hyperlinks to definitions or translations of difficult words or to paraphrasing of complex sentences. Texts can be difficult or easy, depending on factors inherent in the text, on the relationship between the text and the knowledge and abilities of the reader, and on the activities in which the reader is engaged. For example, the content presented in the text has a critical bearing on reading comprehension. A reader's domain knowledge interacts with the content of the text in comprehension. In addition to content, the vocabulary load of the text and its linguistic structure, discourse style, and genre also interact with the reader's knowledge. When too many of these factors are not matched to a reader's

knowledge and experience, the text may be too difficult for optimal comprehension to occur. Further, various activities are better suited to some texts than to others. For example, electronic texts that are the product of Internet searches typically need to be scanned for relevance and for reliability, unlike assigned texts that are meant to be studied more deeply.

Electronic texts that incorporate hyperlinks and hypermedia introduce some complications in defining comprehension because they require skills and abilities beyond those required for the comprehension of conventional, linear print. The challenge of teaching reading comprehension is heightened in the current educational era because all students are expected to read more text and more complex texts. Schools can no longer track students so that only those with highly developed reading skills take the more reading-intensive courses. All students now need to read high-level texts with comprehension to pass high school exams and to make themselves employable.

3.3 The Activity

Reading does not occur in a vacuum. It is done for a purpose, to achieve some end. Activity refers to this dimension of reading. A reading activity involves one or more purposes, some operations to process the text at hand, and the consequences of performing the activity. Prior to reading, a reader has a purpose, which can be either externally imposed (e.g., completing a class assignment) or internally generated (wanting to program a VCR). The purpose is influenced by a cluster of motivational variables, including interest and prior knowledge. The initial purposes can change as the reader reads. That is, a reader might encounter information that raises new questions that make the original purpose either incomplete or irrelevant.

When the purpose is externally mandated, as in instruction, the reader might accept the purpose and complete the activity; for example, if the assignment is “read a paragraph in order to write a summary,” the compliant student will accept that purpose and engage in reading operations designed to address it. If the reader does not fully accept the mandated purpose, internally generated purposes may conflict with the externally mandated purpose. Such conflicts may lead to incomplete comprehension. For example, if students fail to see the relevance of an assignment, they may not read purposively, thus compromising their comprehension of the text. During reading, the reader processes the text with regard to the purpose. Processing the text involves, beyond decoding, higher-level linguistic and semantic processing and monitoring. Each process is more or less important in different types of reading, including skimming (getting only the gist of text) and studying (reading text with the intent of retaining the information for a period of time).

Finally, the consequences of reading are part of the activity. Some reading activities lead to an increase in the *knowledge* a reader has. For example, reading the historical novel *Andersonville* may increase the reader’s knowledge about the U.S. Civil War, even though the reader’s initial purpose may have been enjoyment. The American history major who reads an assigned text about the Civil War may experience similar consequences, although the reading activity was undertaken for the explicit purpose of learning. Another consequence of reading activities is finding out how to do something. These *application* consequences are often related to the goal of the reader. Repairing a bicycle or preparing bouillabaisse from a recipe are examples of applications. As with knowledge consequences, application consequences may or may not be related to the original purposes.

Finally, other reading activities have *engagement* as their consequences. Reading the latest Tom Clancy novel might keep the reader involved while on vacation at the beach. We are not suggesting, however, that engagement occurs only with fiction. Good comprehenders can be

engaged in many different types of text. Knowledge, application, and engagement can be viewed as direct consequences of the reading activity. Activities may also have other, longer-term consequences. Any knowledge (or application) acquired during reading for enjoyment also becomes part of the knowledge that a reader brings to the next reading experience. Learning new vocabulary, acquiring incidental knowledge about Civil War battles or bouillabaisse ingredients, or discovering a new interest might all be consequences of reading with comprehension.

Conclusion:

In this chapter we have dealt with definition of reading, types of reading and definition of reading comprehension (Comprehension entails three elements: reader, text, activity...).

In the next chapter we are going to talk about literary review.

Chapter two: The Effects of Digital Reading on Reading Comprehension.

Introduction

Communication and sharing information is a process which is shape by the reader amount of knowledge, we conduct that process by the two different concepts of reading that focus on the use of two categories of book printed one or electronic.

1. Screen versus Paper

What is more enjoyable, reading a traditional book or scanning pages on the internet? Experts and readers have different opinions.

Xiao Weidong, director of the digital library service department at Shenzhen library, said he believes that online reading, or electronic reading, will become a major trend. Digital reading includes online reading of news blogs, twitter messages, e- books and electronic magazines. In addition to words and pictures, digital reading also enriches content with audio and video features, making reading more entertaining.

What is more, digital devices can be quicker to obtain and use, to find a traditional book involves spending time and money buying it in a book store, or ordering it online and waiting for its arrival by traditional delivery services. For digital reading material, just type in the search engine words for the title, author or other related information about the book to find it in minutes on the internet.

Sometimes one can even read the full content of an e-book free of charge and instantly discuss the book in an online forum.

Reading on the internet, one can rapidly scan or carefully read the contents, and a lot of information such as explanations of terms, book reviews, and audios and videos can be easily obtained on the internet to help you read thoroughly.

According to an official of the general administration of Press and Publication of the People's Republic of China, the popularity of traditional books will gradually decrease in five years to ten years. Nowadays, people spend more time sitting in front of computers, but less time reading books.

Also since the price of traditional books is increasing, digital reading often is the cheapest alternative for readers.

While **Yao Boyue**, vice director in charge of the ancient book department at library of Peking University, said he believes people will still benefit from the vast array of traditional reading choices, **Yao** said many of the latest published books and academic books usually cannot be found on the internet because of the protection of intellectual property right, thus the books you really need might not be available in digital formats, he said. The internet also has some limitations for users. For example, older people have difficulty learning about and using computers (computers and the internet are less popular, making online reading less available...).

2. The Effect of Reading from Screen Versus from Paper

“Many years ago in 1992, **Dillon** reviewed numerous studies conducted in the late 1980s and early 1990s and determined that reading from screens was effective than print, most results indicated that reading from screens caused comprehension to be 20-30% less effective than reading from paper. However, a more recent study conducted by **Noyes** and **Garland** (2008) suggest that results inconclusive in determining a preference for print or screen in

retention and that there is only a slight majority of results that support the earlier findings of print having 20-30% faster comprehension...”

a. Impact on Retention and Comprehension

Other studies (Ackerman & Goldsmith, 2011) have looked deeper into the subconscious expectations of reading that allows factors such as tactile and olfactory feedback to have such great impact on the retention and comprehension of reading. They found that these subtle expectations and familiarities greatly impacted how much they were able to retain. When they were asked to read on time limit, the results for screen and print did not differ significantly. When participants were asked to read a text at their own pace, their retention was significantly different when reading on screens as opposed to paper. Ackerman and Goldsmith concluded that the difference is therefore not in the presentation of the material itself, but relates to a more intuitive or Subconscious feeling that makes the brain more conducive to learn when reading from a more familiar source, such as print and less ready to learn when reading from a more unfamiliar source such as screen.

3. Reasons for Using an e-book

The main reasons for people buying e-book online are possibly lower prices, increased comfort (as they can buy from home or on the go with mobile devices) and a larger selection of titles. With e-books, electronic bookmarks make referencing easier, and e-book readers may allow the user to annotate pages. Although fiction and non-fiction books came in e-book formats technical material is especially suited for e-book delivery because it can be electronically searched for keywords.

In addition, for programming books, code examples can be copied.

The amount of e-book reading is increasing in the United State; by 2014, 28% of adults had read an e-book, compared to 23% in 2013. This is increasing, because by 2014, 50% of American adults had an e-reader or a tablet, compared to 30% owning such devices in 2013.

Qeenan Joe believes that, electronic books are ideal for people who value the information contained in them, or who have vision problems or who like to read on the subway, or who do not want other people to see how they are amusing themselves, or who have storage and clutter issues, but they are affair with books that we can touch; books that we can smell; books that we can depend on. Recent sales data indicate that the meteoric rise of the digital book, and a consequent fall in purchases of traditional books, may have subsided. It seems likely that, at least in the short term, digital book sales will settle somewhere between 10% and 20% of the total market (**Milliot**,2014). Cultural forecasters are again considering the possibility that print books will survive into the future, along libraries as the ubiquitous brick-and-mortar institutions that lend books, in addition providing all the technology-based services that have come to define them in recent years. In an effort to determine what books and libraries might look like in the future, this article compiles current research on how reading comprehension is impacted by each of the three current reading platforms: print books, e-books and books downloaded onto smart phones or computers. Although future advances in digital technologies will continue to enhance the convenience and ease with which e-books and computer texts are read, comprehension still seems to be the best indicator of the relative presence of each reading platform in years to come...

4. The more Effective on Reading Comprehension (e-book or paper)

“**Egan** et al. (1989) reported that students using digital hypertext to find specific information had a greater accuracy than students using a paper text. **Dillon** and **Gabbard**

(1998) also affirmed that reading was better with e-book than p-book when performing substantial searches or manipulating and comparing visual details among objects. **Mathew** (1997) carried out experiments with elementary school students in the united state to study the influence of electronic texts on reading comprehension. She compared students who read stories on CD-ROM and student who read the print versions of the same books. She found that “students who read the CD-ROM versions of the books had significantly higher mean comprehension scores” (p.269), as measured by their ability to retell the story. In a second experiment, she found that “when the same students read both electronic and print texts, the students’ comprehension scores were higher when reading the electronic texts” (p.270).her work confirmed that the earlier researchers, including **Miller et al**(1994).

According to **Prensky** (2001), the changing propensities and cognitive abilities of young people, or “digital natives” predisposed them to engagements with the screen rather than lengthy perusals of static texts. In summary previous studies of user comprehension comparing e-books and p-books have found that overall comparable performance between the two can be achieved, especially when the contents of an e-book are carefully designed to support students use.”

Another researcher, optometrist **Paul Harris**, has conducted similar investigation and now believes that e-paper is potentially superior to printed paper in terms of optics due to the customizable nature of the platform. **Harris** has demonstrated that subjects actually show improved reading comprehension when point-size and line spacing are increased.

5. Why Reading Comprehension is Important

Proper reading comprehension can be difficult, so why? Here **Courtney Montgomery**, said that **“Even through learning how to properly read and comprehend texts is a complicated process, it is a necessary skill to master, both for work and for pleasure.”**

You need to know how to read and interpret all kinds of different texts – both on the basic, literal level and on a more in-depth level—throughout your schooling, in college, and in the working world(as well as in your recreation time). If we think about “ reading” just as a literal or surface understanding of a piece and “reading comprehension” as a complete understanding, a person can only get by in the world on pure “reading” for so long.

Reading comprehension is essential for many significant aspects of daily life, such as:

- Reading, understanding, and analyzing literature in your English classes.
- Reading and understanding texts from your other class subjects, such as history, math, or science.
- Understanding and engaging with current events presented in written form, such as essays, reports, memos, and analyses.
- Simply taking pleasure in written work on your own leisure time.

6. How to Improve Reading Comprehension

Because reading comprehension is a skill that improves like any other, you can improve your understanding with practice and game plan.

Dedicate yourself to engaging in a combination of both “guided” and “relaxed” reading practice for at least two to three hours a week. Guided practice will involve structure and

focused attention, like learning new vocabulary words and testing yourself on them, while relaxed practice will involve merely letting yourself read and enjoy reading without pressure for at least one to two hours a week. (Note: if you already read for pleasure, add at least one more hour of pleasure-reading per week.)

By combination reading-for-studying and reading-for-pleasure, you'll be able to improve your reading skill without relegating reading time to the realm of "work" alone. Reading is a huge part of our daily lives, and improving your comprehension should never come at the cost of depriving yourself of the pleasure of the activity.

So what are some of the first steps for improving your reading comprehension level?

Step 1: understand and Reevaluate How you are Currently Reading

Before you can improve your reading comprehension, you must first understand how you are currently reading and what your limitations are. Start by selecting excerpts from different texts with which you are unfamiliar—text books, essays, novels, news reports, or any kind of text you feel you particularly struggle to understand—and read them as you would normally. **As you read, see if you can notice when your attention, energy, or comprehension of the material begins to flag.**

If your comprehension or concentration tends to lag after a period of time, start to slowly build up your stamina.

For instance, if you continually lose focus at the 20 minute mark every time you read, acknowledge this and push yourself to slowly increase that time, rather than trying to sit and concentrate on reading for an hour or two at a stretch. Begin by reading for maximum amount of focused time (in this case, twenty minutes), then give yourself a break. Next time, try for

22 minutes. Once you have mastered that, try for 25 and see if you can still maintain focus. If you can, then try for thirty.

If you find that your concentration or comprehension starts to lag again, **take a step back on your timing before pushing yourself for more.** Improvement comes with time, and it will only cause frustration if you try to rush it all at once.

Alternatively, you may find that your issues with reading comprehension have less to do with the time spent reading than with the source material itself. Perhaps you struggle to comprehend the essential elements of a text, the context of a piece, character arcs or motivation, books or textbooks with densely packed information, or material that is heavily symbolic. If this is the case, then be sure to follow the tips below to improve these areas of reading comprehension weakness. Improving your reading comprehension level takes time and practice, but understanding where your strengths and weaknesses stand now is the first step towards progress.

Step 2: Improve Your Vocabulary

Reading and comprehension rely on a combination of vocabulary, context, and the interaction of words. So you must be able to understand each piece before you can understand the text as a whole.

If you struggle to understand specific vocabulary, it's sometimes possible to pick up meaning through context clues (how the words are used in the sentence or in the passage), but it's always a good idea to look up the definitions of words with which you are not familiar. **As you read, make sure to keep running list of words you do not readily recognize and make yourself a set of flashcards with the words and their definitions.** Dedicate fifteen minutes two or three times a week to and quizzing yourself on your vocabulary flashcards.

In order to retain your vocabulary knowledge, you must practice a combination of practiced memorization (like studying your flashcards) and make a point of using these new words in your verbal and written communication. Guided vocabulary practice like this will give you access to new words and their meanings as well as allow you to properly retain them.

Step 3: Read for Pleasure

The best way to improve your reading comprehension level is through practice. And the best way to practice is to have fun with it. Make reading a fun activity, at least on occasion , rather than a constant chore. This will motivate you to engage with the text and embrace the activity as part of your daily life (rather than just your study/work life). As you practice and truly engage with your reading material, improvement will come naturally.

Begin by reading texts that are slightly below your age and grade level (especially if reading is frustrating or difficult for you). This will take pressure off of you and allow you to relax and enjoy the story.

Once you feel more comfortable reading and practicing your comprehension strategies go ahead and allow yourself to read at whatever reading or age level you feel like. Even if you feel that you do not understand some of the text right now—or even a large portion of it—if you enjoy yourself and give it your best shot, you will find your reading comprehension levels will improve over time.

Conclusion

In this chapter we have dealt with the effects of digital and traditional reading on reading comprehension and its importance also we have dealt with the impact of retention and comprehension, reasons of using an e-book. In the next chapter, we are going to talk about the data gathering tools (questionnaire) and its analysis.

1. Students' Questionnaire:

1.1 The sample:

We have chosen the total number of second year foreign languages students at **Brothers Achi Secondary School- kais**, the selection of this sample was based on the consideration that second year foreign languages students have already experienced the use of digital materials in reading.

1.2 Description of the Questionnaire:

This questionnaire consists of twenty two (22) questions requiring from the students to pick up the most suitable from the options.

Questions (1) to (3) are devoted to student's background information in which they asked to indicate if they like English, and evaluate their level in English.

Questions (4) to (5): are about digital reading; questions (4) and (5) students are devoted to indicate how often they read. Questions (6) to (8) are about digital materials, which kind they possess, if they use them in reading, and if not they just justify why. Questions (9) and (10) students have asked for which format they prefer to buy (e-book or p-book) and for what reasons they do so.

Questions (11) and (12) students required to say if digital materials motivating their reading skill and to choose one of the three concepts (paper, screen, both) that they prefer to read from. If they depend on reading from screen, there are options to pick out.

Questions (14), (15): about the best for reading an outline document (directly from screen or print it first), and their view about the replacement of printed book by the electronic one.

Questions (16) to (22) are questions about reading comprehension, factors that make

student chose and e-book over a p-book or the reverse according to some characteristics of both. And indicating from which they comprehend better, and the effect of realia (images, videos, radio ,...) on students understanding, the more practical kind of reading comprehension test(electronic or printed) and their opinion about the effect of e-book on their reading comprehension and retention.

The analysis of the student's questionnaire:

Section one: General Information

1. Do you like English?

- Yes

- No

Choice	Number	%
Yes	20	71.42
No	8	28.57

Table 01: The Enjoyment of English

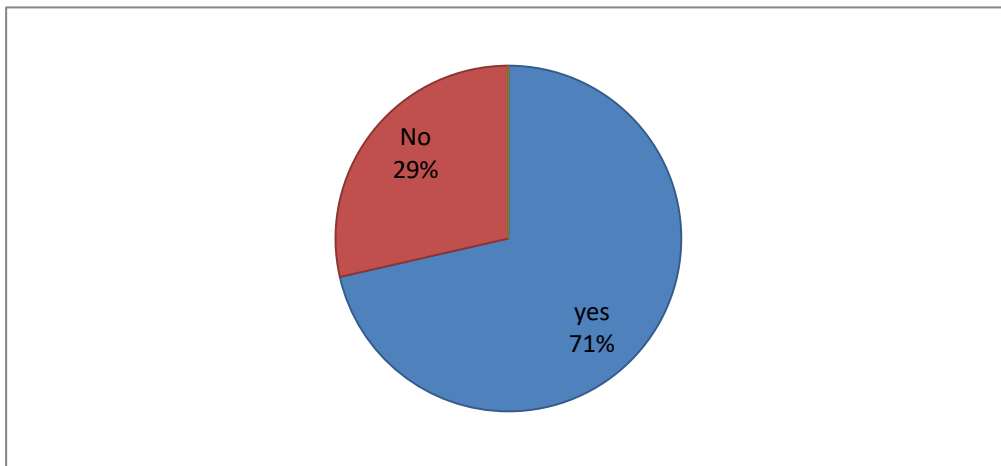


Figure 01: The Enjoyment of English

From the table above we can see that most of the students like English

2. Your level in English is:

a - Very good

b- Good

c- Average

d- Weak

options	Number	%
a	5	17.85
b	14	50
c	7	25
d	3	10.71

Table 02: The Level of Students

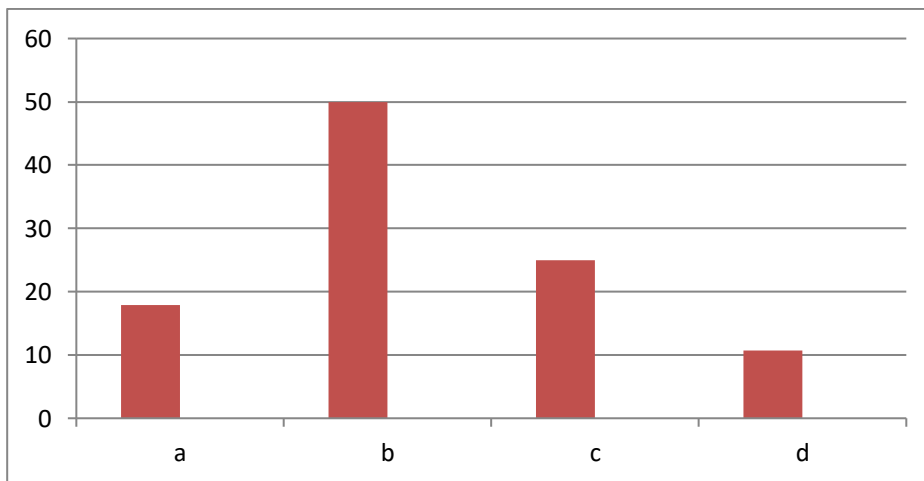


Figure 02: The Level of Students

Most of the population's level ranges between good (fifty percent 50%) and average (twenty five percent 25%).

3. Will the English stream be your choice if you succeed in your BAC exam?

- Yes

- No

If yes justify.....

Choice	Number	%
Yes	17	60.71
No	11	39.28

Table 03: Choice of English Stream

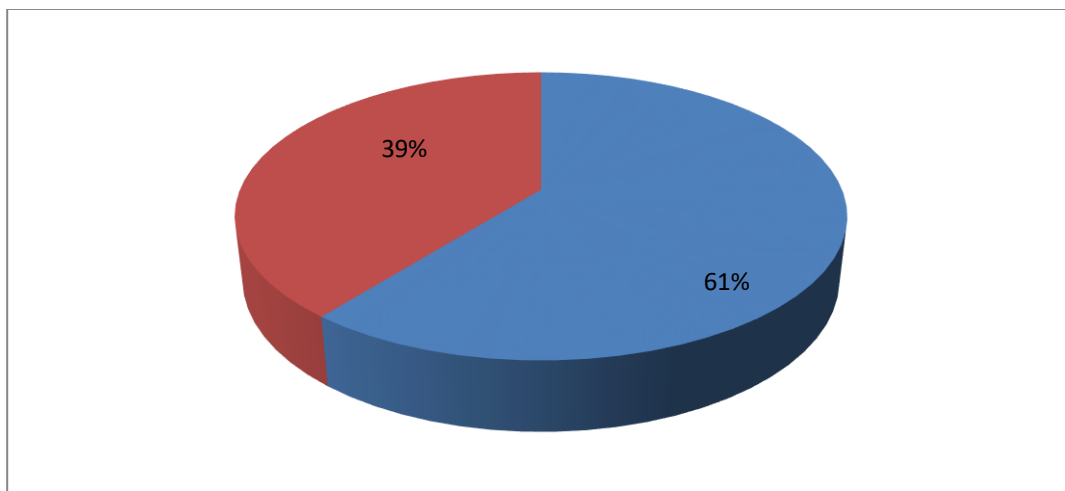


Figure 03: Choice of English Stream

In table 03 we notice that most of the students are going to choose English as their favorite stream.

Because they like the English language and they find it easy to learn, since they hope to be future teachers

Section two: Digital Reading

4- Do you like reading?

-Yes

-No

Choice	Number	%
Yes	19	67.85
No	9	32.14

Table 04: Enjoyment of reading

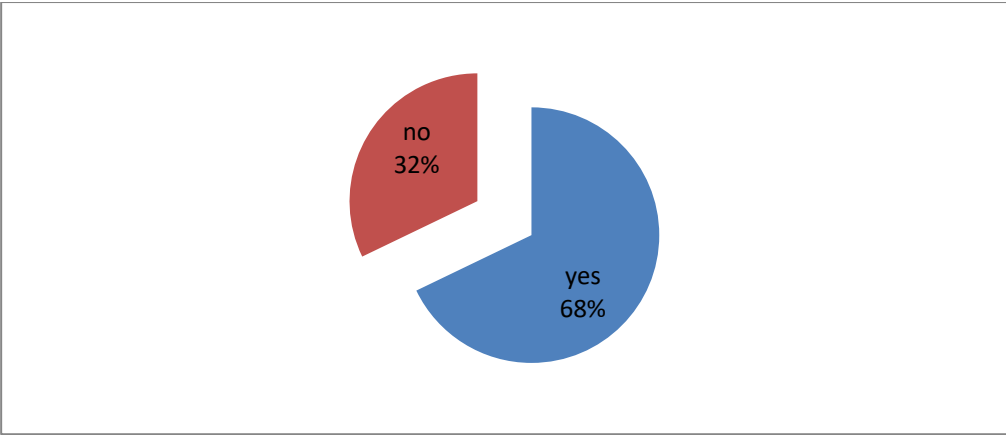


Figure 04: Enjoyment of Reading

According to this table the majority of students enjoy reading while the minority does not.

5. If yes how often do you read?

a- Frequently

b- Sometimes

c- Rarely

Options	Number	%
A	6	21.42
B	18	64.28
C	4	14.28

Table 05: The Practice of Reading Skill

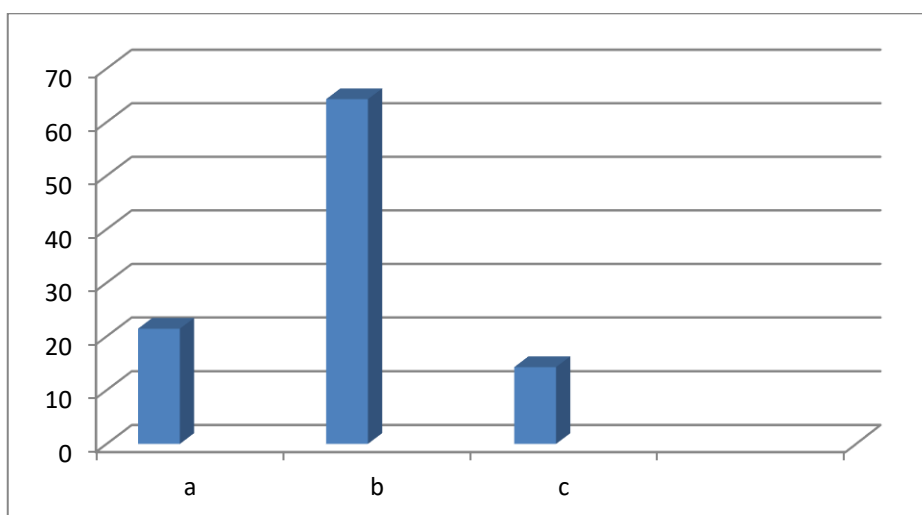


Figure 05: The Practice of Reading Skill

According to table 05: we see that sixty four percent (64%) of students

Practice the reading skill occasionally, while (21.42) practice it frequently.

6-Which kind of digital materials do you have?

a- Computer

b- Tablet

c- Smart phone

Options	Number	%
A	12	42.85
B	4	14.28
C	16	57.14

Table 06: kind of Digital Materials

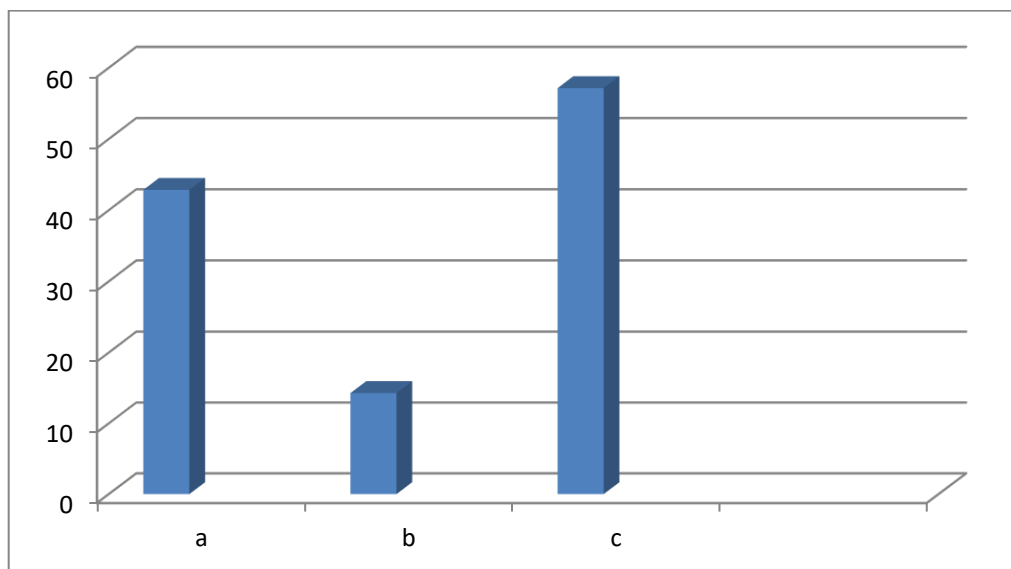


Figure 06: Kind of Digital Materials

According to table (06): we notice that the majority of students possess smart phones (57.14%), those who possess computers are about (42.85%) and (14.28%) of them have a tablet.

As seen above we notice that some of the subjects to which our questionnaire has been given do possess more than one technological implementation.

7. Do you use digital materials for reading?

- Yes

- No

Choice	Number	%
Yes	15	53.57
No	13	46.24

Table 07: The Use of Digital Materials

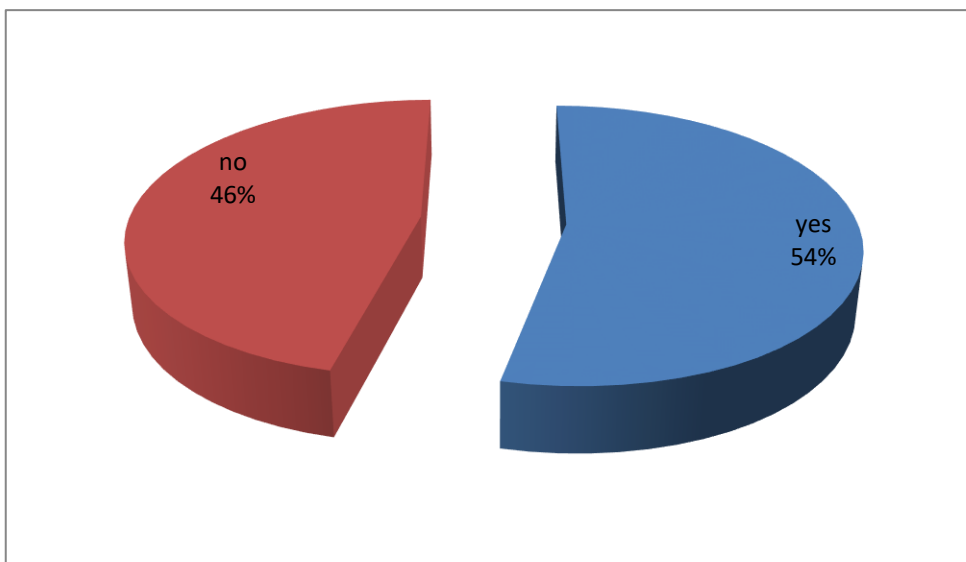


Figure 07: The Use of Digital Materials

In the table above 54% of students use digital materials in reading unlike 46% of them who do not use it at all.

Because some of them suffer from eye-disease consequently these people prefer to read from printed books.

9. When you buy a book, which format will you choose?

a- electronic book

b- printed book

options	Number	%
e-book	19	67.85
p-book	9	32.14

Table 8: The Format Selected To Buy

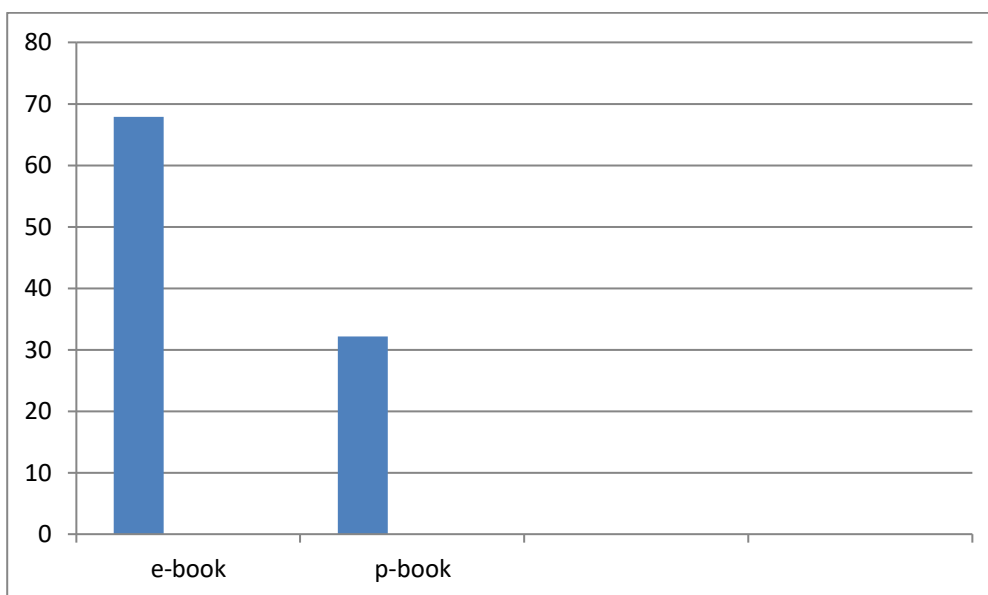


Figure 08: The Format Selected To Buy

The preferable format to buy a book according to students is buying an electronic book with the percentage of (67.85%), rather than buying a printed one (32.14%).

Reasons for buying e-books: are less expensive, prefer to read from screen.

Reasons for buying p-books: they prefer to read from papers since they are long lasting

11. Do the digital materials motivate your reading skill?

- Yes

- No

choice	Number	%
yes	19	67.85
No	9	32.14

Table 09: The Digital Materials' Motivation of the Reading Skill

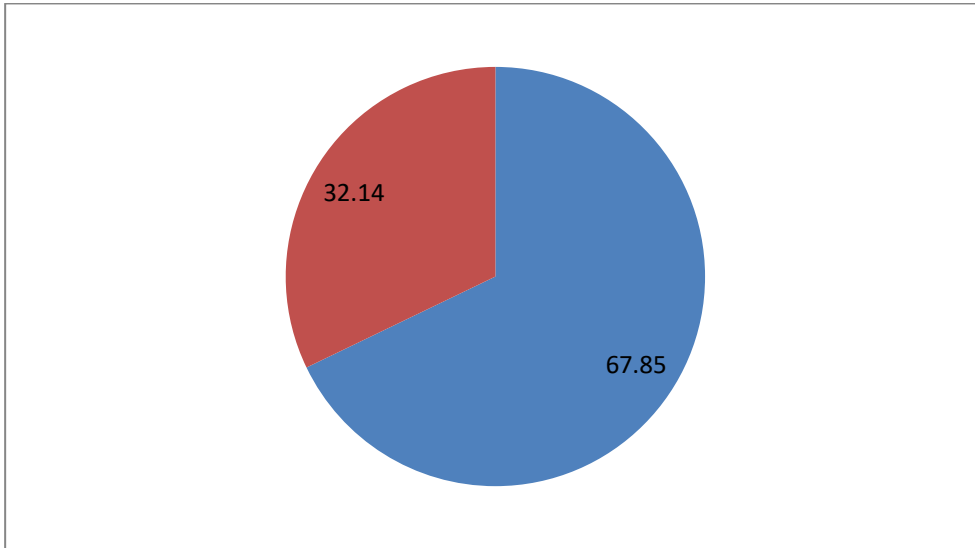


Figure 09: The Digital Materials' Motivation of the Reading Skill

The majority of students (67.85) feel motivated when they read from digital materials, whereas (32.14) of them do not feel so.

12. Do you prefer reading from?

- Paper
- Screen
- Both

Options	Number	%
Paper	5	17.85
Screen	16	57.14
Both	7	25

Table 10: The Preferable Way for Reading

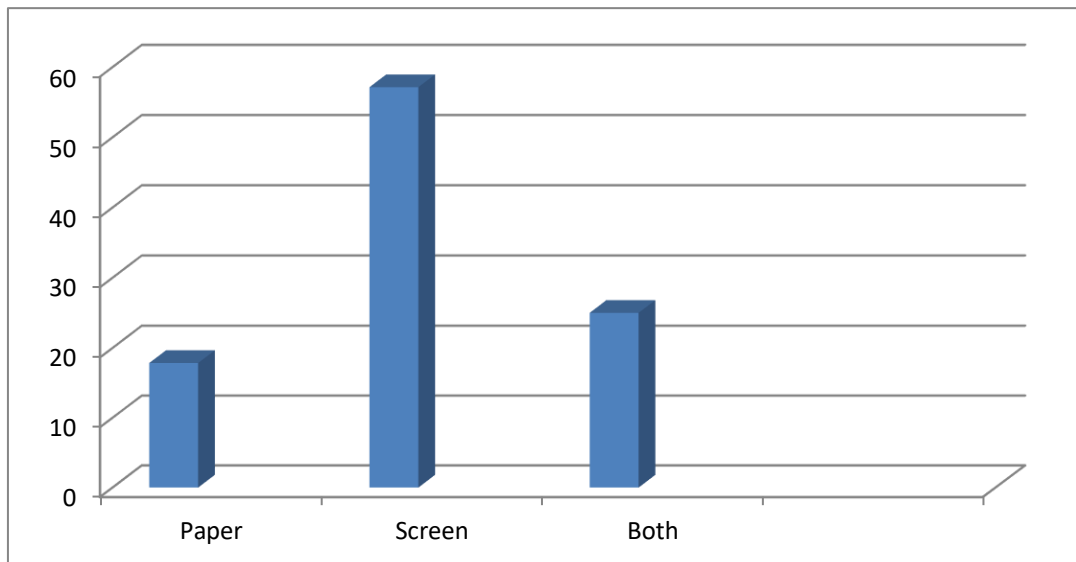


Figure 10: The Preferable Way for Reading

Most of students prefer to read from screen with the percentage of (57.14%) while some prefer to read from both paper and screen with the percentage of twenty five (25%). But only the minority of them prefer to read from paper (17.85%).

13. If you depend on reading from screen, what makes you do so?

- a- lack of printed books
- b- Possessing of computers
- c- Application of screens
- d- Usefulness of computers

Options	Number	%
a	7	43.75
b	4	25
c	3	18.75
d	2	12.5

Table11: Reasons Behind Reading From Screen

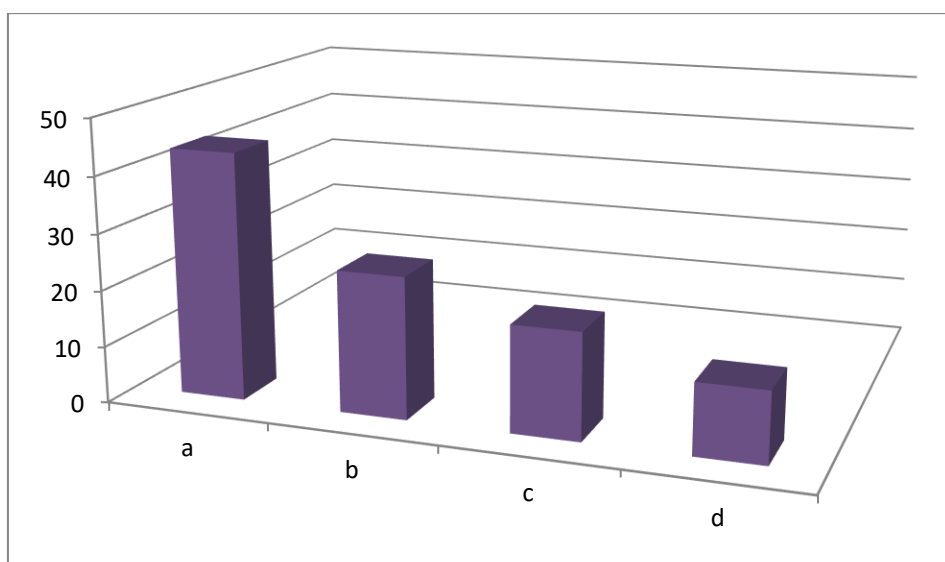


Figure 11: Reasons Behind Reading From Screen

The population that depend on reading from screen is divided into four categories (04):

- (43.75%) prefer reading from screen because of the lack of printed books.
- (25%) because they possess computers.
- (18.75%) because of the application of screens.

- (12.5%) because of the usefulness of computers.

14. Which is better for reading an online document?

- directly from screen

- print it first

Options	Number	%
Directly from screen	17	60.71
Print it first	11	39.28

Table 12: Student's Perception for Reading an Outline Document

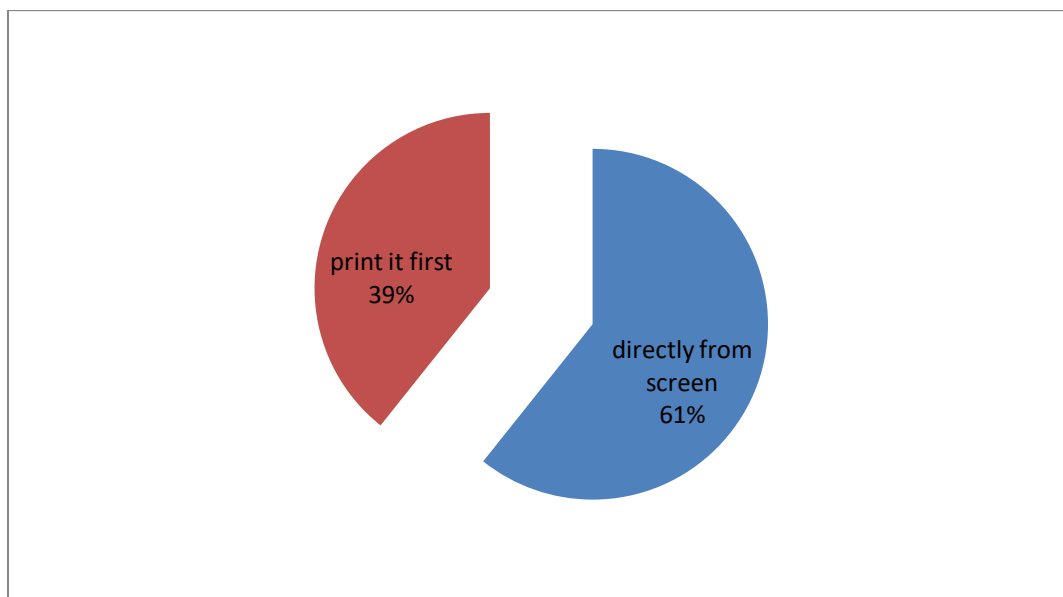


Figure 12: Student's Perception for Reading an Outline Document

Students see that reading an outline document directly from screen (61%) is better than print it first (39%).

15. Do you conceive that electronic books have replaced the printed one?

- Yes
- No

choice	Number	%
yes	17	60.71
No	11	39.28

Table 13: The Replacement of Paper Books by Electronic Books

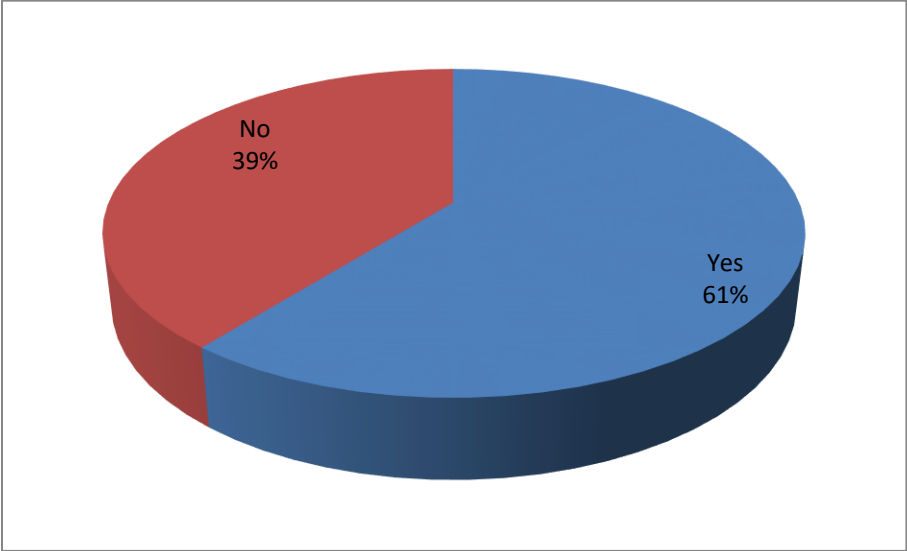


Figure 13: The Replacement of Paper Books by Electronic Books

(60.71%) of students conceive that electronic books replaced the printed ones while (39.28%) of them say the opposite.

Section three: Reading Comprehension

16. Which do you prefer to read for extended periods of time?

- e-books
- printed books

Options	Number	%
e-books	18	64.28
Printed books	10	35.71

Table 14: Perception about Reading for Extended Periods of Time

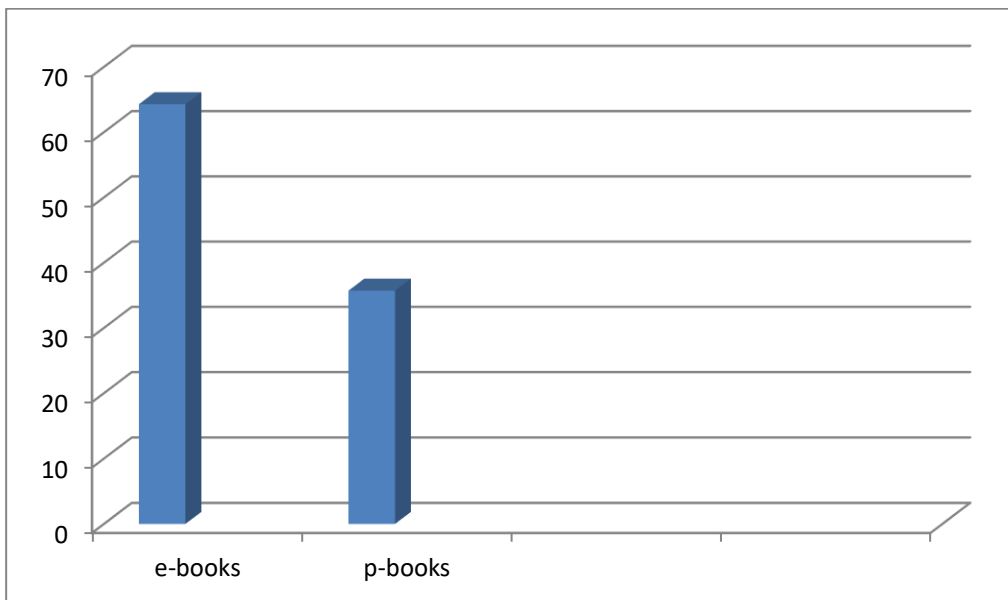


Figure 14: Perception about Reading for Extended Periods of Time

(64.28%) of students prefer to read from e-books for extended periods of time whereas (35.71%) prefer to read from p-books.

17. If the answer for question (1) is e-books, please answer the question below.

What factors made you choose an e-book over a printed book?

- a- Portability
- b- It is less expensive
- c- You can carry multiple books at once

Other.....

Options	Number	%
a	3	10.71
b	5	17.85
c	6	21.42
d	4	14.28

Table 15: Factors That Made Students Choose an E-book Over a P-book

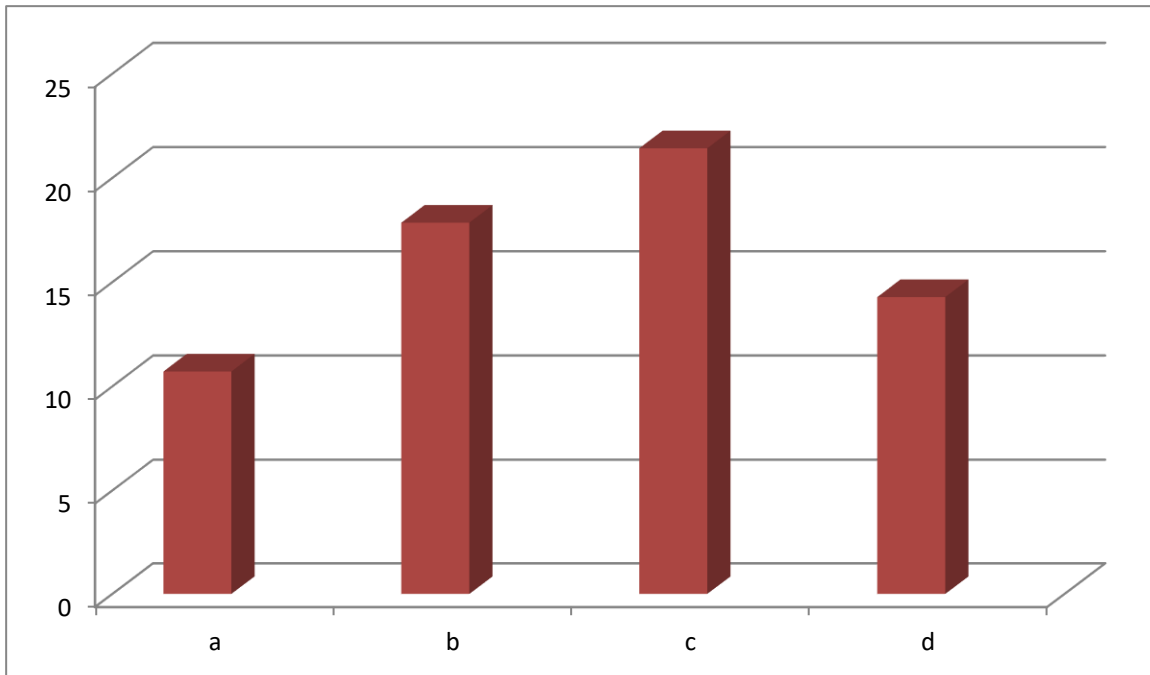


Figure 15: Factors That Made Students Choose an E-book Over a

P-book

Factors that made students choose an e-book over a p-book are divided into four categories (04):

- (10.71%) because of portability
- (17.85%) because it is less expensive
- (21.42%) because you can carry multiple books at once
- (14.28%) because can search through the text focusing on key words

18. If the answer for question (1) is printed books, please answer the question below.

What factors made you choose a printed book over an e- book?

- a- Prefer to read from a paper/ physical copy.
- b- Can physically highlight or write in.

- c- Can easily flip through pages
- d- Not as easily damaged as an e-book.

Other.....

Options	Number	%
a	3	10.71
b	2	7.14
c	2	7.14
d	3	10.71

Table 16: Factors That Made Students Choose a P-book Over an E-book

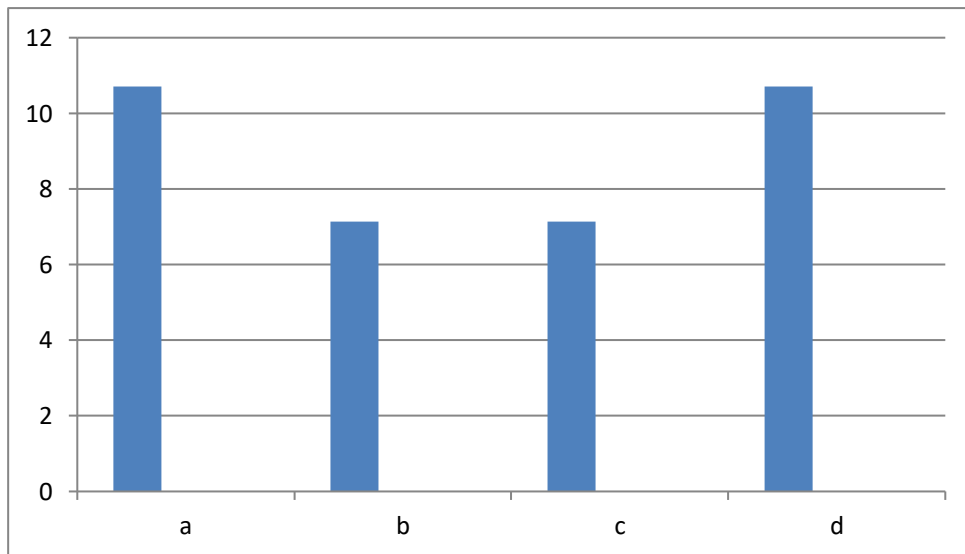


Figure 16: Factors That Made Students Choose a P-book Over an E-book

Factors that made students choose a p-book over an e-book are divided into four categories (04):

- (10.71%) because prefer to read from a paper/ physical copy.

- (7.14%) because can physically highlight or write in.
- (7.14%) because can easily flip through pages
- (10.71%) because it is not as easily damaged as an e-book.

19. In which case do you comprehend better, while reading from paper or screen?

- paper
- screen

Options	Number	%
Paper	10	35.71
screen	18	64.28

Table 17: The Best Way for Better Reading Comprehension

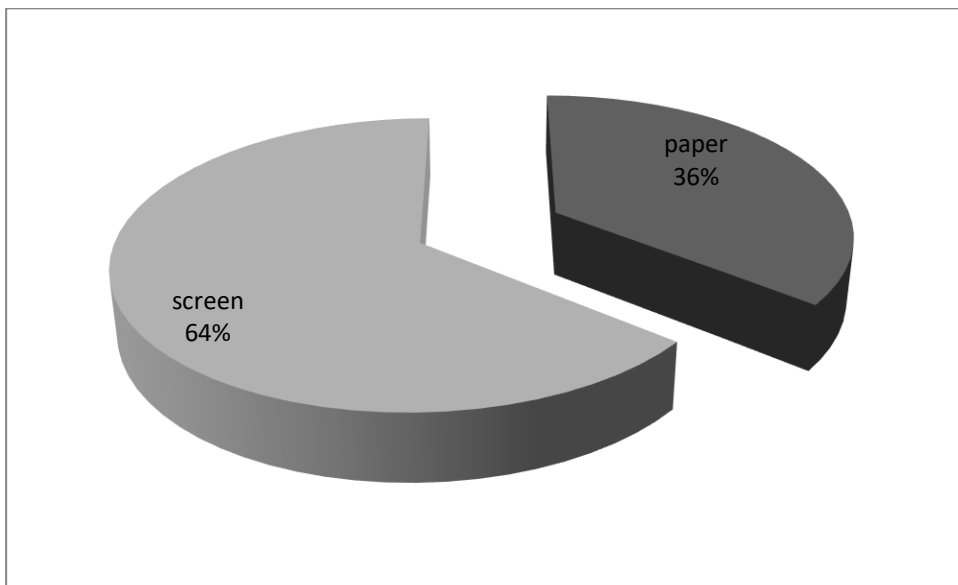


Figure 17: The Best Way for Better Reading Comprehension

(64.28%) of students said that the best way for better reading comprehension is from screen while, (35.71%) of students their opinion was the opposite.

20. Do realia (images, videos, audio.....) that you find when reading from the internet.....?

a- Help to understand

b- Distract

In both cases explain why?

Options	Number	%
A	19	67.85
B	9	32.14

Table 18: The Aid of Realia

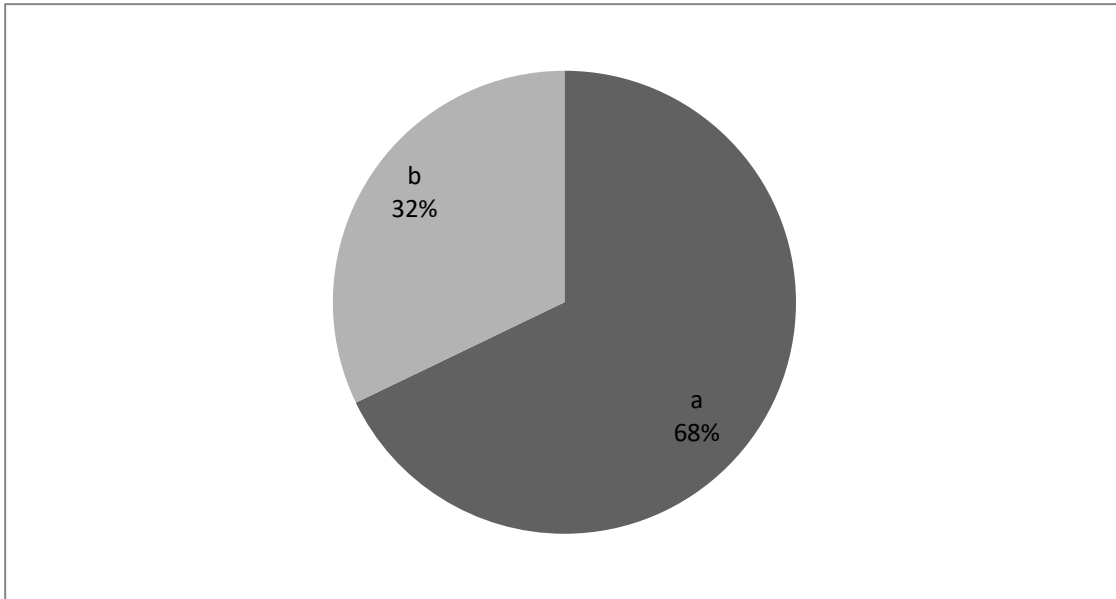


Figure 18: The Aid of Realia

(67.85%) of students consider realia as a tool for helping to understand better but, (32.14%) consider it as a tool for distraction.

21. In your opinion which is more practical, having an electronic reading comprehension test or a printed one?

- Electronic test
- Printed test

Options	Number	%
Electronic test	21	75
Printed test	7	25

Table 19: Checking Whether Students Prefer to Take an Electronic Test or a Printed Test

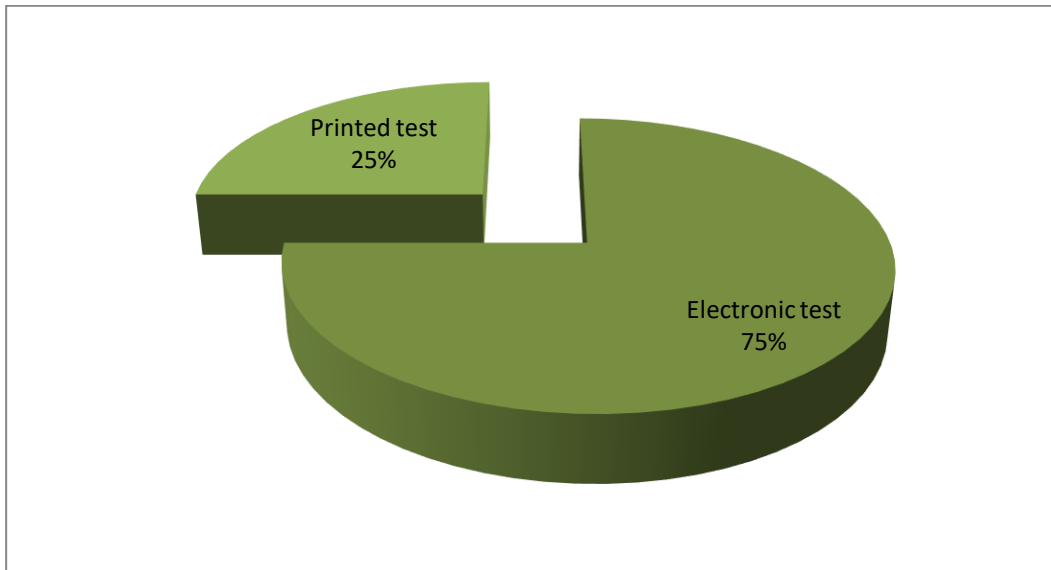


Figure 19: Checking Whether Students Prefer Take an Electronic Test or Printed Test

The majority of students (75%) prefer to take an electronic reading comprehension test rather than printed one whereas the minority (25%) of them prefers to take a printed test.

22. Do you think that reading from an electronic book affects your reading comprehension and retention?

- Yes
- No

Options	Number	%
Yes	19	67.85
No	9	32.14

Table 20: The Effects of an Electronic Book on Reading Comprehension and Retention

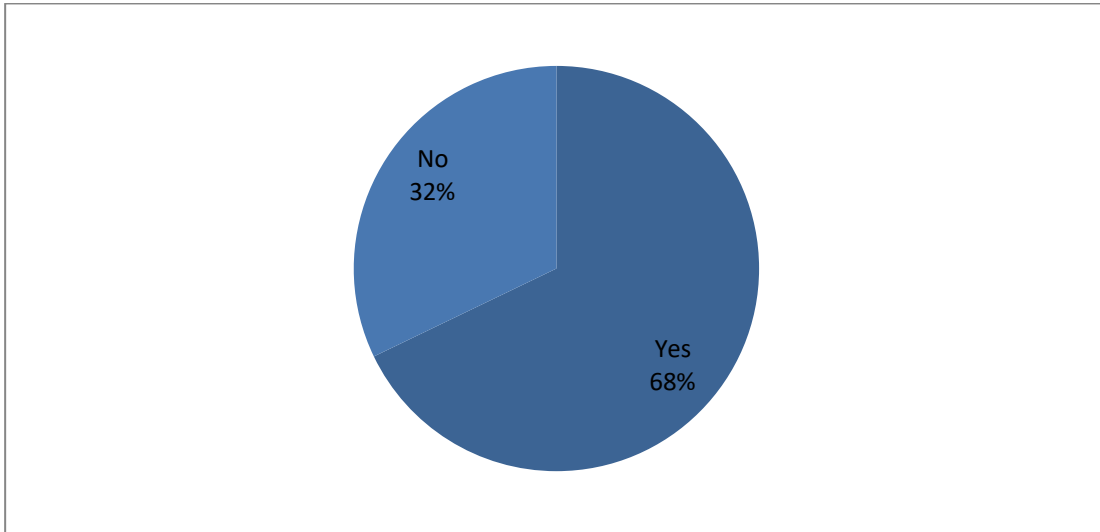


Figure 20: The Effects of an Electronic Book on Reading Comprehension and Retention

(67.85%) of students conceive that electronic books affect their reading comprehension and retention positively however (32.14%) believe the opposite.

2. Teacher's Questionnaire:

2.1. The sample:

Secondary school **Brothers Achi - Kais** contains only four teachers of English which are our sample, based on consideration that teachers already use digital materials in their courses, to motivate students to read more and enhance their reading comprehension.

2.2. Description of the Questionnaire:

Teacher's questionnaire consist of twenty (20) questions requiring from the teachers to pick up the appropriate from the options.

Question (1) to (6) are about general information, in which they asks to indicate their degree (bachelor's/license/master degree) and their period of teaching, also to say if they possess any kind of digital materials, and if they use them in teaching, if not they justify why.

Questions (7) to (13) are about digital reading, question (7), (8) teachers are asked which format they prefer to use in teaching (paper-screen-both),if they depend to teach from screen there are options to pick out.

Question (9) and (10) are about the best for reading an outline document (directly for screen or print it first), their view about the replacement of printed book by the electronic one.

Questions (11) to (13) teachers are asked to answer which format they prefer to use in teaching for extended period of time (e-book or p-book) and what make them choose an e-book over a p-book or the reverse according to some factors are stated.

Questions (14) to (20) are questions about reading comprehension:

Question (14) is about the teachers' evaluation of students' level. Questions (15) and (16) are about the motivation of digital materials for students reading skill and teachers are asked to indicate which is better to comprehend in reading from (paper or screen) for students. Questions (17) to (20) teachers are asked to show their opinion about realia (images, videos...) used in teaching on students understanding; and the more practical kind of reading comprehension test (electronic or printed) and their views about the effects of e-book on students reading comprehension and retention.

The Analysis of the Teachers' Questionnaire:

Section one: general information

1. Degree:

Bachelor's degree/license

Master's degree

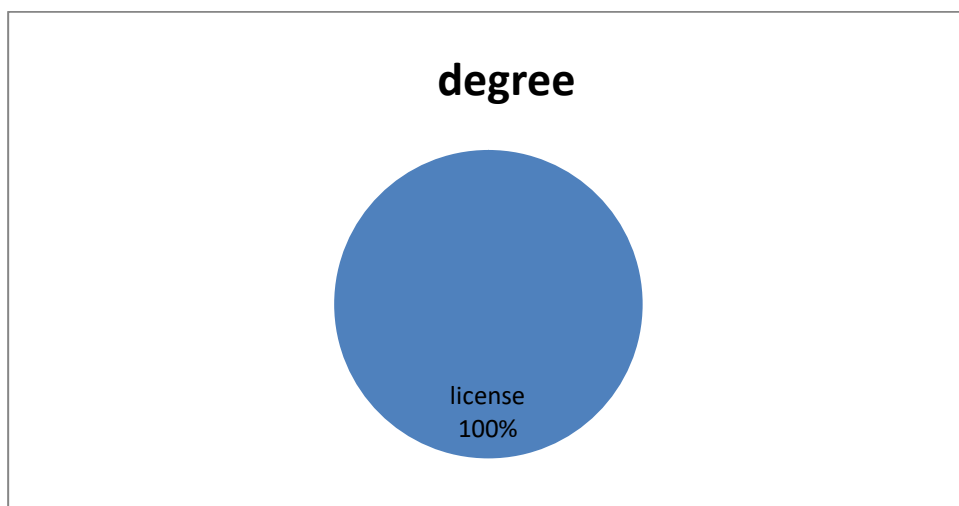


Figure01: Teacher's Degree

All the teachers at that secondary school has Bachelor's degree/license

2. How long have you been teaching in secondary school?

Less than 06 years

More than 06 years

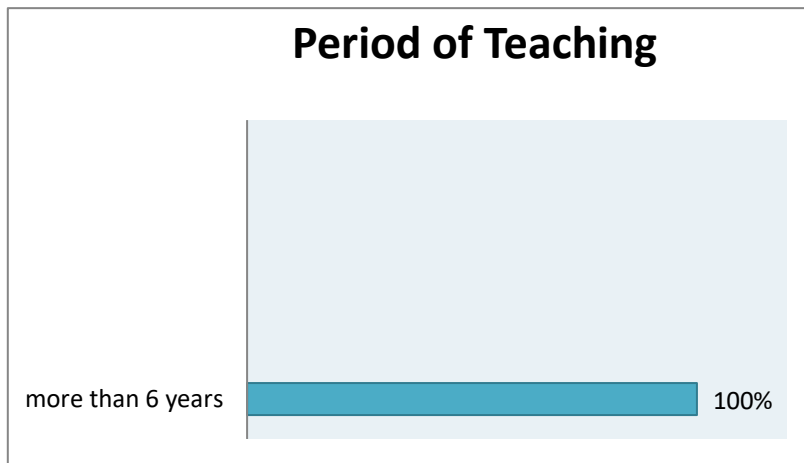


Figure02: Period of Teaching

All of teachers have been teaching in secondary school for more than 6 years

3. Which kind of digital materials do you have?

a- Computer

b- Tablet

c- Smart phone

options	Number	%
a	4	100
b	2	50
c	2	50

Table 01: kind of Digital Materials

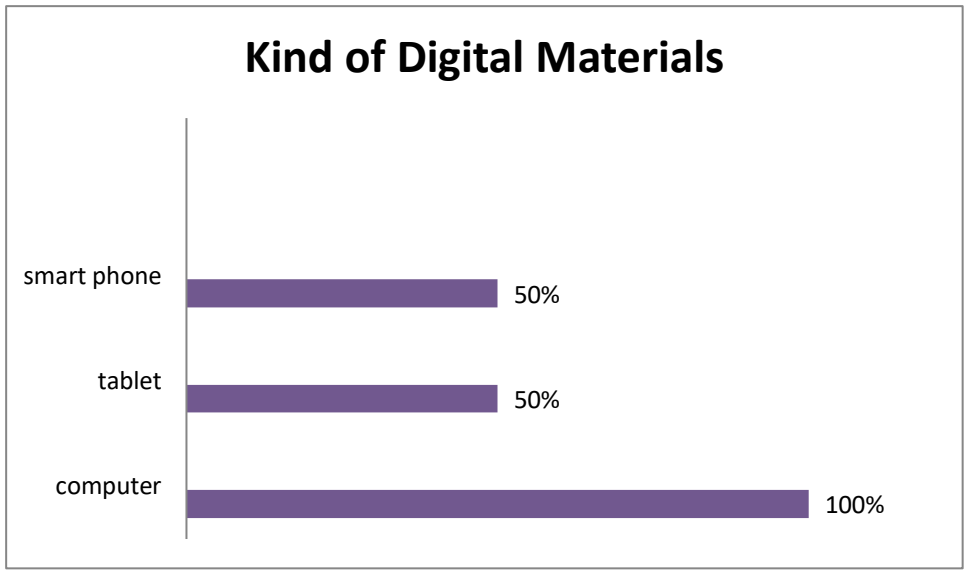


Figure03: kind of Digital Materials

All of them have computers (100%), (50%) have tablets and (50%) have smart phones.

4. How often do you use it?

- a- Frequently
- b- Sometimes
- c- Rarely

Options	Number	%
a	3	75
b	1	25
c	0	0

Table02: The Frequency of Using Digital Materials

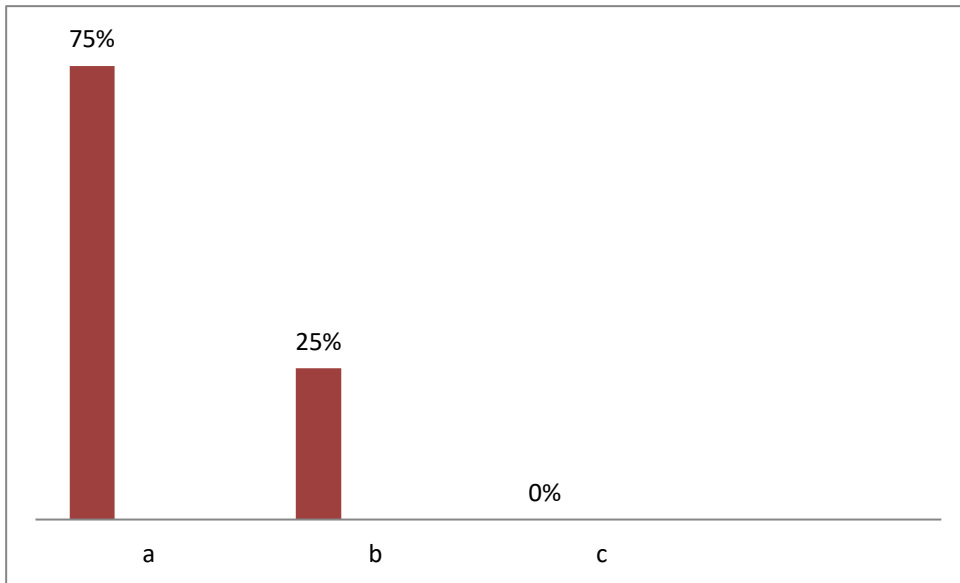


Figure04: The Frequency of Using Digital Materials

75% of teachers use those digital materials frequently while 25% of them they use it sometimes

5. Do you use those materials for teaching?

-Yes

-No

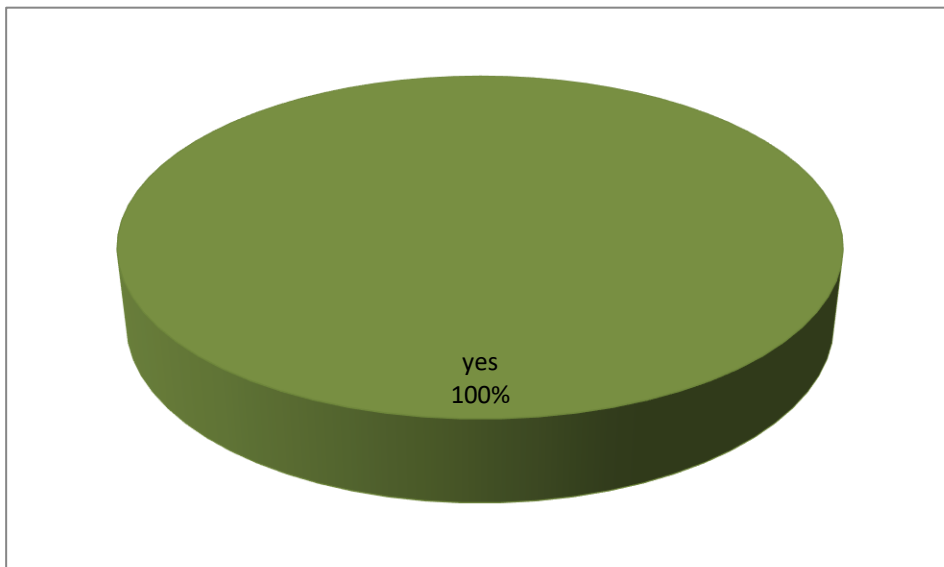


Figure05: The Use of Digital Materials

100% of teachers use those digital materials for teaching.

6. If not, why?

.....

Part two: digital reading

7. Do you prefer teaching from?

Paper

screen

both

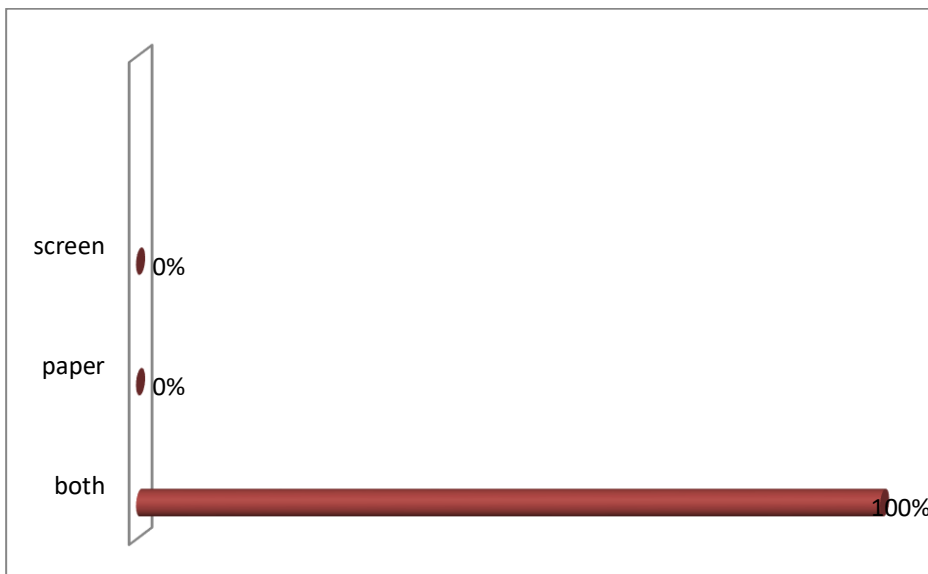


Figure06: The Preferable Way for Teaching

100% of teachers prefer using both (screen /paper) for teaching.

8. If you depend on teaching from screen, what makes you to do so?

- a- lack of printed books
- b- possessing of computers
- c- application of screens
- d- usefulness computers

Options	Number	%
a	0	0
b	1	25
c	1	25
d	2	50

Table03: Reasons behind Teaching From Screen

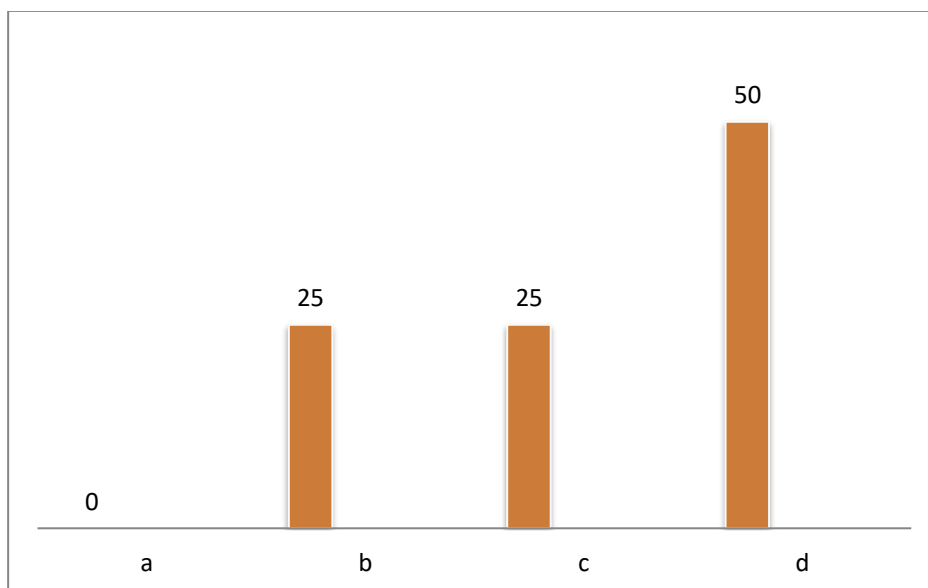


Figure07: Reasons behind Reading from Screen

Reasons behind teaching from screen are:

25% said, because of possessing of computers

25%, because of the application of screens

While 50% said, because of the usefulness of computers.

9. Which is better for reading an online document?

- Directly from screen

- Print it first

Options	Number	%
Directly from screen	1	25
Print it first	3	75

Table04: Teacher's Perception for Reading an Outline Document

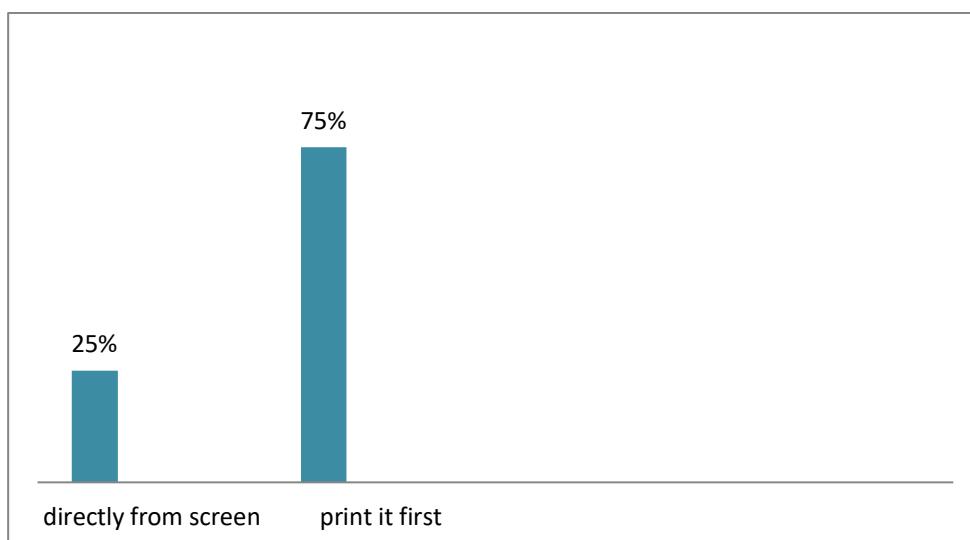


Figure08: Teacher's Perception for Reading an Outline Document

Teachers see that reading an outline document is better when they print it first (75%).unlike (25%) they prefer read it directly from screen.

10. Do you conceive that electronic books have replaced the printed one?

-Yes

- No

choice	Number	%
yes	3	75
No	1	25

Table05: The Replacement of Paper Books by Electronic Books

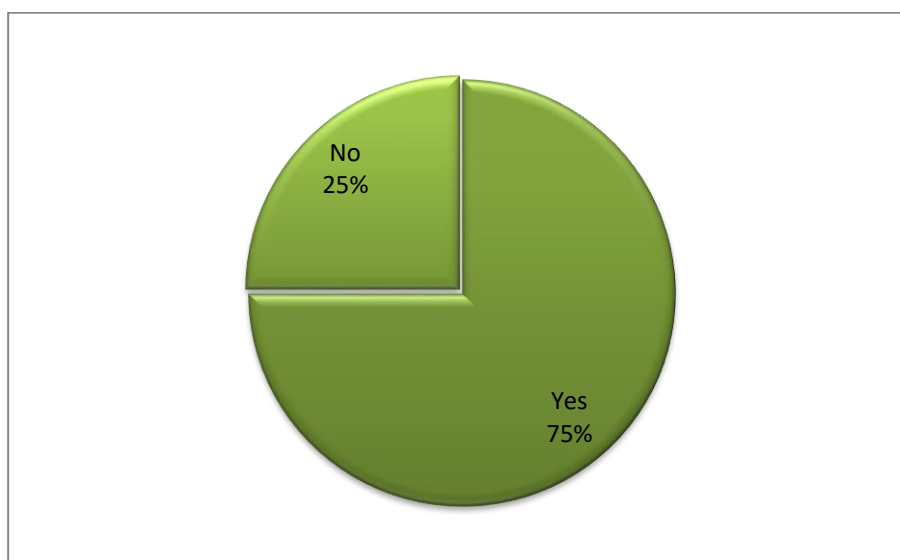


Figure09: The Replacement of Paper Books by Electronic Books

(75%) of teachers conceive that electronic books replaced the printed ones while (25%) of them say the opposite.

11. Which do you prefer to use in teaching for extended periods of time?

- e-books
- printed books

Options	Number	%
e-books	3	75
Printed books	1	25

Table 6: Perception about Reading for Extended Periods of Time

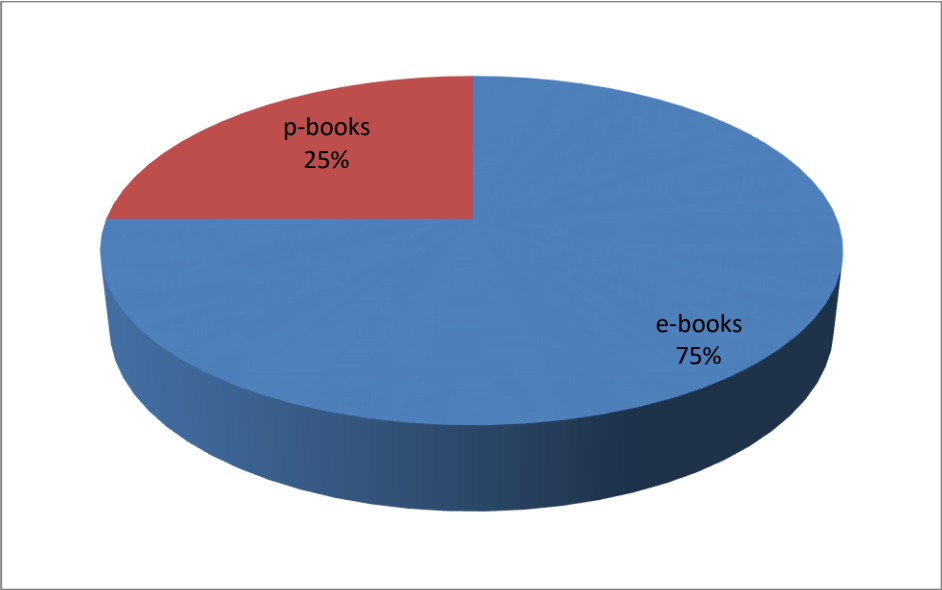


Figure 10: Perception about Reading for Extended Periods of Time

(75%) of teachers prefer to use e-books in teaching for extended periods of time whereas (25%) prefer p-books.

12. If the answer for question (1) is e-books, please answer the question below.

What factors made you choose an e-book over a printed book?

- a- Portability
 - b- It is less expensive
 - c- You can carry multiple books at once
 - d- Can search through the text focusing on key words
- Other.....

Options	Number	%
a	3	10.71
b	5	17.85
c	6	21.42
d	4	14.28

Table 7: Factors That Made Teachers Choose an E-book Over a P-book

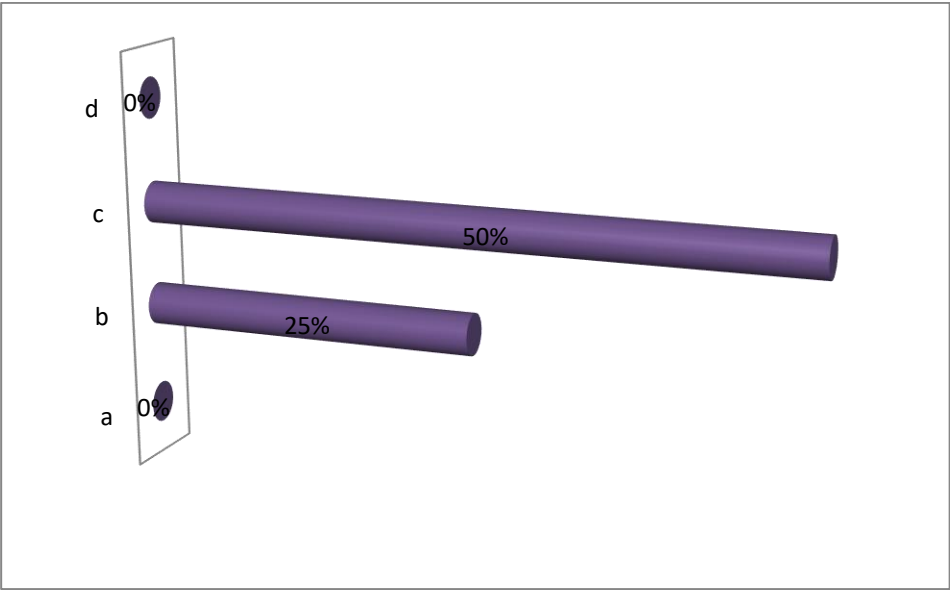


Figure 11: Factors That Made Teachers Choose an E-book Over a P-book

Factors that made teachers choose an e-book over a p-book are divided into four categories (04):

- (25%) because it is less expensive
- (50%) because you can carry multiple books at once
- (25%) because can search through the text focusing on key words

13. If the answer for question (1) is printed books, please answer the question below.

What factors made you choose a printed book over an e- book?

- a- Prefer to read from a paper/ physical copy.
- b- Can physically highlight or write in.
- c- Can easily flip through pages.
- d- Not as easily damaged as an e-book.

Other.....

Options	Number	%
a	1	25
b	1	25
c	1	25
d	0	0

Table08: Factors That Made teachers Choose a P-book Over an E-book

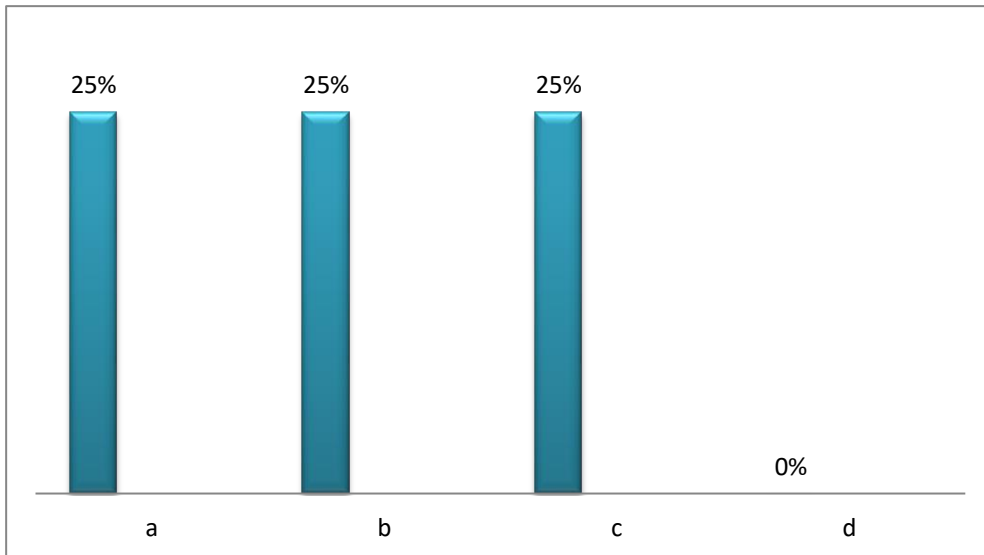


Figure 12: Factors That Made teachers Choose a P-book Over an E-book

Factors that made teachers choose a p-book over an e-book are divided into four categories

(04):

- (25%) because prefer to read from a paper/ physical copy.
- (25%) because can physically highlight or write in.
- (25%) because can easily flip through pages.

Part three: Reading comprehension

14. How do you evaluate your students' reading skill?

- Very good
- Good
- Average
- Weak

options	Number	%
a	0	0
b	0	0
c	3	75
d	1	25

Table 09: The Level of Students

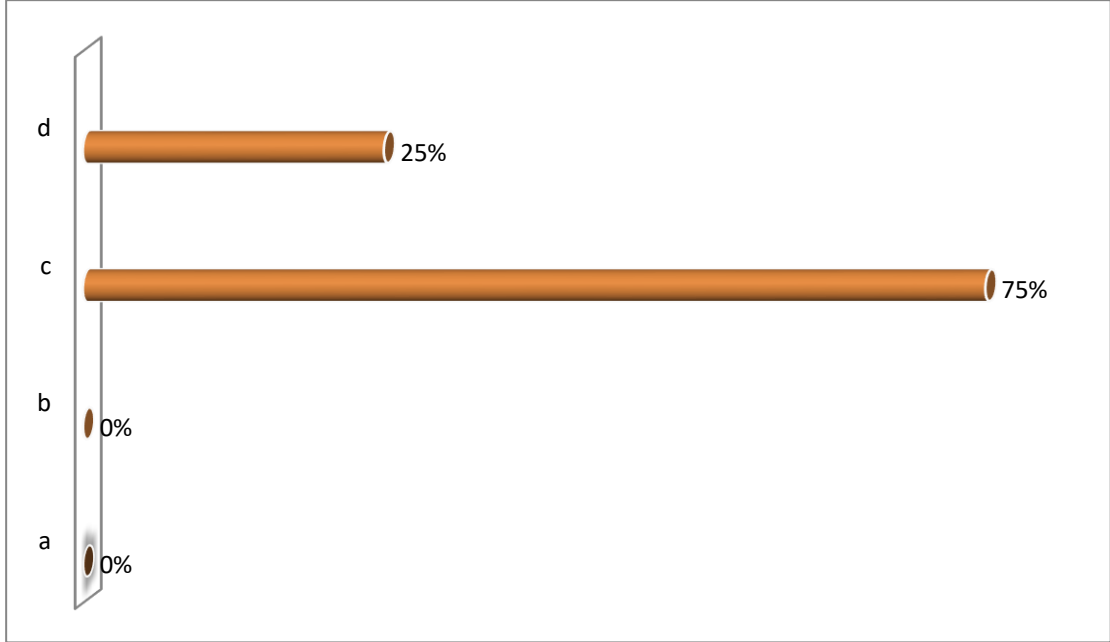


Figure13: The Level of Students

According to teachers their students’ level ranges between average (75%) and weak (25%).

15. Do the digital materials motivate students’ reading skill?

-Yes

-No

choice	Number	%
yes	3	75
No	1	25

Table 10: The Digital Materials' Motivation of the Reading Skill

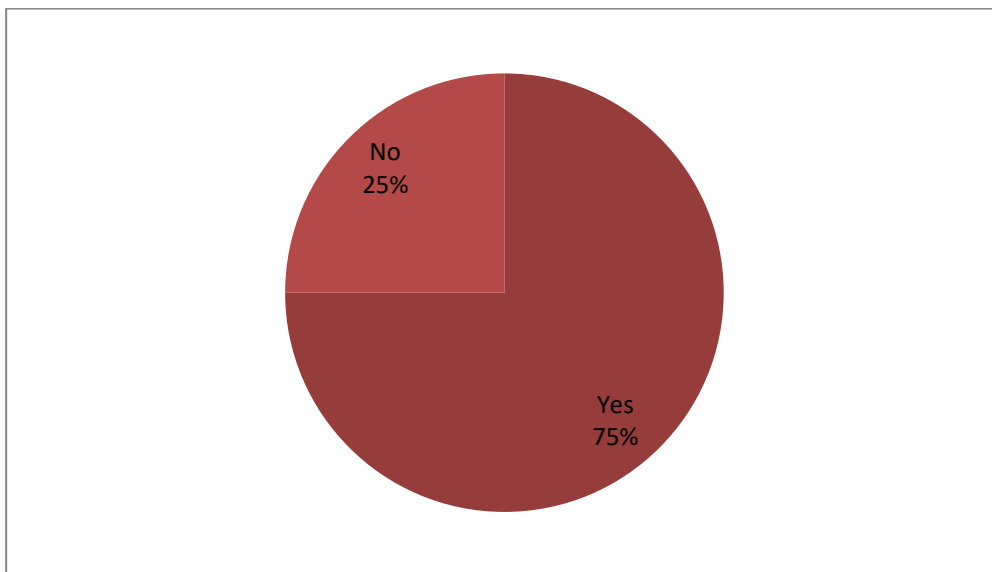


Figure14: The Digital Materials' Motivation of The Reading Skill

The majority of teachers (75%) feel that the digital materials motivate students when they read, whereas (25%) of them do not feel so.

16. In which case do your students comprehend better, while reading from paper or screen?

-Paper

- Screen

choice	Number	%
yes	2	50
No	2	50

Table 11: The Best kind for Better Comprehension

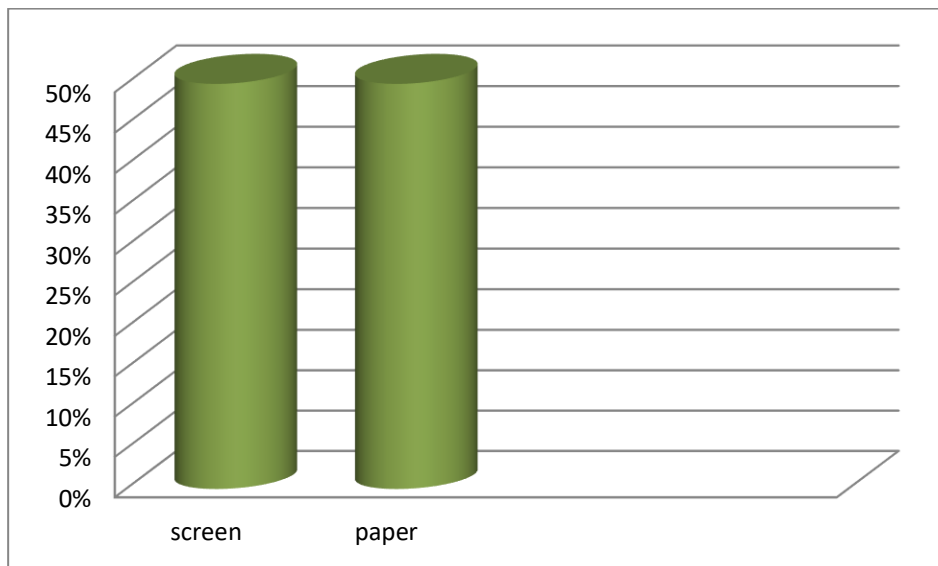


Figure 15: The Best kind for Better Comprehension

(50%) of teachers said that the best way for better reading comprehension is from screen as equal, (50%) of them chose paper.

17. Do realia (images, videos, audio.....) that used in teaching from the internet.....?

- c- Help students to understand
- d- Distract students

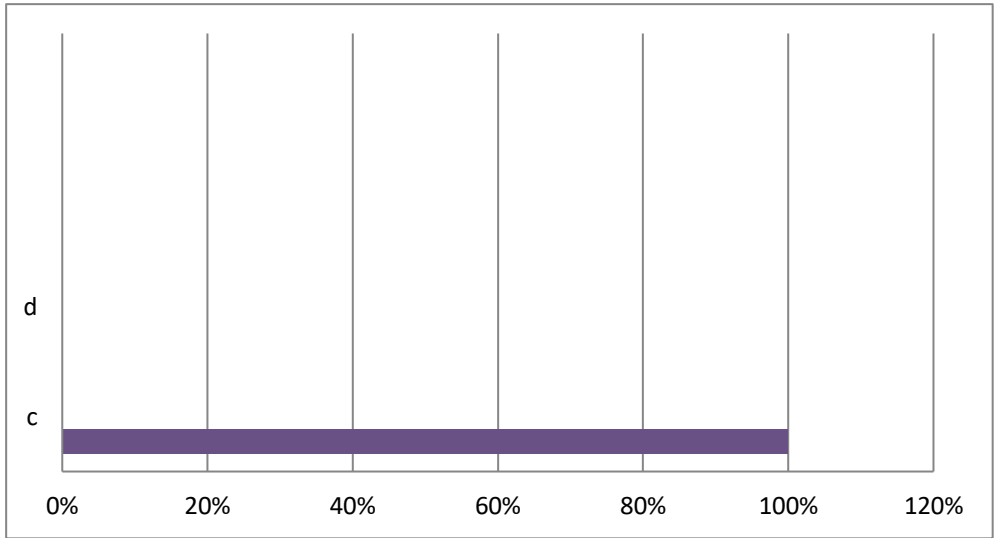


Figure16: The Aid of Realia

(100%) of teachers consider realia as a tool for helping to understand better.

18. In both cases explain why?

Using videos, data show...make the lesson more interesting, more familiar with learners.

19. In your opinion which one is more practical, making an electronic reading comprehension test or printed one?

-Electronic test

-Printed test

Options	Number	%
Electronic test	1	25
Printed test	3	75

Table 12: Checking whether Teachers prefer to make an Electronic Test or a Printed Test

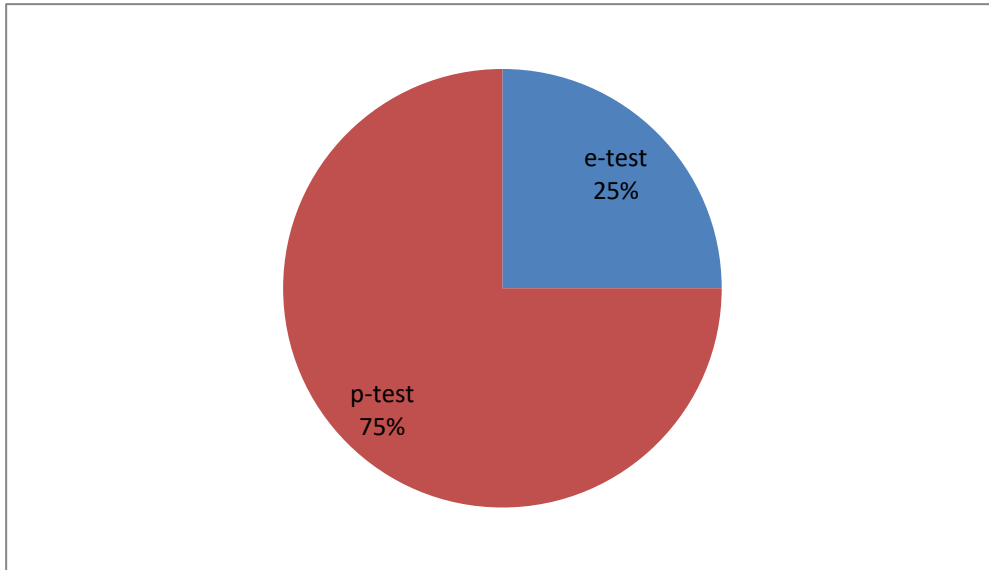


Figure17: Checking whether Teachers Prefer to Make an Electronic Test or a Printed Test

20. Do you think that reading from an electronic book affect your students reading comprehension and retention?

The majority of teachers (75%) prefer to make an electronic reading comprehension test rather than printed one whereas the minority (25%) of them prefer to make a printed test.

-Yes

-No

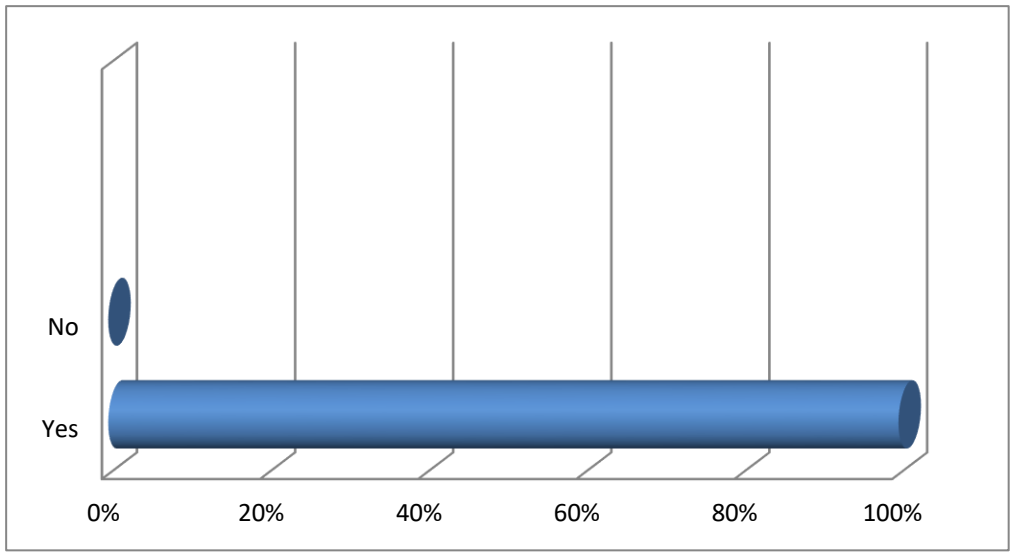


Figure18: The Effects of an Electronic Book on Reading Comprehension and Retention

(100%) of teachers conceive that electronic books affect their students’ reading comprehension and retention positively.

Interpretation of The Results :

Based on the data gathered and analysed from the teachers questionnaire above some facts were revealed concerning teachers attitudes towards the effectiveness of digital reading on reading comprehension

1. Firstly, all most all English teachers holding the (Bachelor's degree/ License) and each one has its own experience of teaching.
2. Most of teachers prefer teaching from screen because the lack of printed books, possessing of computers, appliction of screens and usefulness of computers.
3. Teachers confirm that the digital materials have an impotrant role in motiviting student's reading skill.
4. Teachers use digital materials in teaching courses because their students comprehend better when reading from screen rather than paper. Because of the realia (images, videos, audio....) which they found in an outline documents or in teaching from internet that helps learners to comprehend and understand better.
5. Abviously, reading from electronic books affect students reading comprehension and retention, most of teachers agree with this point by ticking the (yes) choice.

Interpretation of The Results :

On the basis of the analysis of the student's questionnaire, concluding view may be drawn :

1. Initially, the student's questionnaire begins with the background information where the majority of the students like English.
2. The respondent's level in English was 'good' the reality that led many of them to think about choosing the English stream if they succeed in their BAC, because of their emotions and desires to be teachers in their future.
3. Secondly, in section two, this is basically about the digital reading, frequency of using digital materials in reading, the possessing of those materials. Also the indication of some of the reasons behind choosing an electronic book over a printed book such as less expensive, prefer to read from screen.
4. In addition, the majority of students confirm that reading an outline document directly from screen is more beneficial than printing it first before reading it, in another meaning they stated that electronic books have replaced the printed one.
5. Moreover, in section three, which is basically about reading comprehension, students use digital materials in reading because they comprehend better when reading from screen rather than paper. Because of the realia (images, videos, audio....) which they found in outline documents or when they read from internet that helps them to comprehend and understand better.
6. Obviously, reading from electronic books affects students' reading comprehension and retention, most of the students agree with this point by ticking the (yes) choice.

Conclusion:

Through this chapter, it has been proved that the results of the analysis confirm our hypothesis which is “comprehension score of students is high when reading from electronic book rather than printed book”.

Results indicate that the use of digital materials rather than paper has a positive effect on reading comprehension.

Suggestion and Recommendations

Suggestions:

- Develop both paper and digital literacy skills.
- Create opportunities to maintain digital reading skill.
- The mobilization for the use of digital materials in courses.
- Teachers have to rely much on extensive screen reading

Recommendations:

- The authorities must provide good conditions for teachers of English to facilitate the use of digital materials for teaching.
- Ensure the new technologic tools (data shows, computers, audios).

General Conclusion:

The topic of this research is digital reading versus traditional reading and its effects on reading comprehension. We hypothesized that comprehension score of students is high when reading an electronic book rather than printed book. In chapter one, we have dealt with reading skill its definition and types.

Then we reviewed the available literature in chapter two, we have seen the effects of reading from screen and paper on reading comprehension and retention, in this chapter we focus on reading comprehension its importance and the way to improve it.

The results of this research confirm the hypothesis indicating that when reading an electronic book rather than a printed book, comprehension of students would be affected positively.

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Student's Questionnaire:

Digital Reading versus Traditional Reading and its Effect on Reading Comprehension.

Second Year foreign languages students: Secondary School Brothers Achi.

Dear students,

This questionnaire is part of our research work. You are kindly requested to fill it in according to your experience in reading.

Your full completion of the questionnaire and sincere answers will guarantee the success of our investigation.

Thank you for your cooperation and for the time devoted to answer the questionnaire.

Direction:

Please tick (✓) the appropriate box and make full statement when it is necessary.

Section one: general information

1. Do you like English?

Yes

No

2. Your level in English is:

- Very good

- Good

- Average

- Weak

3. Is English stream would be your choice if you succeed in your BAC

exam? Yes No

If yes justify.....

.....

Section Two: digital reading

4. Do you like reading?

Yes No

5. If yes how often do you read?

a- Frequently

b- Sometimes

c- Rarely

6. Which kind of digital materials do you have?

Computer

Tablet

Smart phone

7. Do you use digital materials for reading?

Yes

No

8. If not, why?

Because.....
.....

9. When you buy a book, which format will you choose?

Electronic book

Printed book

10. In both cases indicate for what reasons you do so?

.....
.....

11. Do the digital materials motivate your reading skill?

Yes

No

12. Do you prefer reading from?

Paper Screen Both

13. If you depend on reading from screen, what makes you do so?

a- lack of printed books

b- Possessing of computers

c- Application of screens

d- Usefulness computers

14. Which is better for reading an online document?

Directly from screen Print it first

15. Do you conceive that electronic books have replaced the printed one?

Yes No

Section three: reading comprehension

16. Which do you prefer to read for extended periods of time?

E-books Printed books

17. If the answer for question (1) is **e-books**, please answer the question below.

What factors made you choose an e-book over a printed book?

- d- Portability
- e- It is less expensive
- f- You can carry multiple books at once
- g- Can search through the text focusing on key words

Other.....

18. If the answer for question (1) is **printed books**, please answer the question below.

What factors made you choose a printed book over an e- book?

- e- Prefer to read from a paper/ physical copy.
- f- Can physically highlight or write in.
- g- Can easily flip through pages
- h- Not as easily damaged as an e-book.

Other.....

19. In which case do you comprehend better, while reading from paper or screen?

Paper Screen

20. Do realia (images, videos, audio.....) that you find when reading from the internet.....?

e- Help to understand

f- Distract

In both cases explain why?

.....

21. In your opinion which is more practical, having an electronic reading comprehension test or printed one?

Electronic test

Printed test

22. Do you think that reading from an electronic book affects your reading comprehension and retention?

Yes

No

Thank you for your collaboration.

Dear teachers,

This questionnaire is part of our research work. You are kindly requested to fill it in according to your experience in reading.

Your full completion of the questionnaire and sincere answers will guarantee the success of our investigation.

Thank you for your cooperation and for the time devoted to answer the questionnaire.

Direction:

Please tick (✓) the appropriate box and make full statement when it is necessary.

Section one: general information

1. Degree:

Bachelor's degree/license

Master's degree

2. How long have you been teaching in secondary school?

Less than 06 years

More than 06 years

3. Which kind of digital materials do you have?

Computer

Tablet

Smart phone

4. How often do you use it?

d- Frequently

e- Sometimes

f- Rarely

5. Do you use those materials for teaching?

Yes

No

6. If not, why?

.....

Part two: digital reading

7. Do you prefer teaching from?

Paper Screen Both

8. If you depend on teaching from screen, what makes you to do so?

a- lack of printed books

b- Possessing of computers

c- Application of screens

g- Usefulness computers

9. Which is better for reading an online document?

Directly from screen Print it first

10. Do you conceive that electronic books have replaced the printed one?

Yes No

11. Which do you prefer to use in teaching for extended periods of time?

E-books

Printed books

12. If the answer for question (1) is **e-books**, please answer the question below.

What factors made you choose an e-book over a printed book?

h- Portability

i- It is less expensive

j- You can carry multiple books at once

k- Can search through the text focusing on key words

Other.....

13. If the answer for question (1) is **printed books**, please answer the question below.

What factors made you choose a printed book over an e- book?

i- Prefer to read from a paper/ physical copy.

j- Can physically highlight or write in.

k- Can easily flip through pages

l- Not as easily damaged as an e-book.

Other.....

Part three: Reading comprehension

14. How do you evaluate your students' reading skill?

-Very good

- Good

- Average

- Weak

15. Do the digital materials motivate students' reading skill?

Yes No

16. In which case do your students comprehend better, while reading from paper or screen?

Paper Screen

17. Do realia (images, videos, audio.....) that used in teaching from internet.....?

g- Help students to understand

h- Distract students

18. In both cases explain why?

.....
.....

19. In your opinion which is more practical, making an electronic reading comprehension test or printed one?

Electronic test Printed test

20. Do you think that reading from an electronic book affect your students reading comprehension and retention?

Yes

No

Thank you for your collaboration.

تلخيص :

يحاول هذا البحث إظهار السبب الرئيسي لاستخدام الوسائل الرقمية لتحقيق فهم أفضل القراءة. كان الغرض من هذه الدراسة هو تحديد ما إذا كان الطلاب يفضلون القراءة من الكتب الإلكترونية أو الكتب المطبوعة. كانت العينة المختارة هي طلاب اللغات الأجنبية في المدارس الثانوية ومدرسي اللغة الإنجليزية. تم استخدام طريقة وصفية ، يتكون العمل من ثلاثة فصول في الفصل الأول حول مهارة القراءة (الرقمية مقابل التقليدية)، والثاني عن تأثيرات القراءة الرقمية على الفهم القرائي بينما الثالثة تتعلق بتحليل الاستبيان. كان الاستبيان هو الأداة المناسبة لجمع البيانات ذات الصلة. خلصت نتائج هذه الدراسة إلى أن طلاب اللغات الأجنبية يفضلون القراءة من الشاشة بسبب التقنيات وفائدة الوسائل الرقمية مثل الكمبيوتر أو الجهاز اللوحي أو الهواتف الذكية. كما أن حقيقة أن المعلمين مقتنعون بأهمية الشاشة وتأثيرها على استيعاب الطلاب واستبقائهم ، ولكنهم لا يزالون يفضلون التعامل مع المفهوم التقليدي للقراءة (الورق) لأنهم يجدون أنه أكثر عملية في التدريس.

Resumé

Ce travail de recherche tente de montrer la principale raison de l'utilisation numérique matériaux pour parvenir à une meilleure compréhension de la lecture.

Le but de cette étude était de déterminer si les étudiants préfèrent lire des livres électroniques ou des livres imprimés. L'échantillon choisi était les étudiants de langues étrangères à l'école secondaire et les professeurs d'anglais. Une méthode descriptive a été utilisée, le travail est composé de trois chapitres: le premier chapitre traite de la compétence en lecture (numérique versus traditionnel), le deuxième porte sur les effets de la lecture numérique sur la compréhension en lecture et le troisième sur l'analyse du questionnaire. Un questionnaire était l'outil adéquat pour recueillir des données pertinentes.

Les conclusions de cette étude concluent que les étudiants en langues étrangères préfèrent lire à l'écran en raison des technologies et de l'utilité du numérique. des matériaux tels que l'ordinateur, la tablette, les téléphones intelligents. De plus, le fait que les enseignants soient convaincus de l'importance de l'écran et de ses effets sur la compréhension et la rétention des lectures des élèves, mais ils préfèrent encore traiter du concept traditionnel de lecture parce qu'ils le trouvent plus pratique dans l'enseignement.

