

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Ghardaia



Faculty of Letters and Languages
Department of English Language

Electronic vs. Print Reading in the EFL Classroom: the Case of 1st Year Licence Students at the University of Ghardaia

*Dissertation Submitted to the University of Ghardaia as a Partial Fulfillment of
the Requirements for the Master's Degree in Didactics*

Presented by: Hanan Darem

Supervisor: Dr. Fatima Yahia

Board of Examiners:

Dr.	President	University of Ghardaia
Dr. Fatima Yahia	Supervisor	University of Ghardaia
Dr.	Examiner	University of Ghardaia

Academic year: 2023/2024

Dedication

In the name of Allah, Most Gracious, Most Merciful,

I dedicate this modest work to my dear parents.

To my father whose love and blessings means the world to me. To the man who raised me to be the woman I am today; I would like to let him know that my love for him is unconditional, he taught me to be responsible, caring, sincere, and honest. My dad, you are the man of principles and morals. I pray to Allah to protect you.

To my mo. She embraced me. To her genuine spirit, to her loving soul, to her beautiful heart.

Mother your essence is hard to find in this fake world; thank you for being who you are.

I pray to Allah to protect you.

I would like to thank my milestones, my sisters Zined, Soumia, Hamida, and Chaima

The love I share with you is granted.

To all the sweet little souls in my family, may God protect them.

Acknowledgements

First and foremost, I would like to express my deepest gratitude to my supervisor, Dr. Fatima Yahia, who dedicated her precious time, and valuable efforts to make this work possible.

I am deeply indebted to the jury members for accepting, and devoting their time and efforts to examine my dissertation.

I would like to thank Miss. Khaoula Oulad Laid, the teacher of Reading module, and my mate, Sabrina, for their help and support.

Abstract

The present study investigates electronic and print reading preferences and their impact on text comprehension among EFL learners. This research specifically addresses the potential challenges that faced by EFL students when reading, using either print or electronic materials. These challenges can arise from a variety of factors that can impede their progress. To address this issue, the study suggests some strategies that students can use to reduce these obstacles and improve their ability to read and learn in English. The aim of this research is to determine the extent to which reading materials effect on learners' comprehension, and to reduce the challenges faced by EFL learners through developing effective techniques of reading. The study uses the descriptive type of research, by observing reading sessions with first-year licence students at University of Ghardaia. A questionnaire was also administered to 100 students of the same level, using the quantitative approach. The results of the study show that the reading materials type has an impact on students' ability of understanding texts, revealing the challenges they face in reading.

Keywords: reading, reading comprehension, print reading, electronic reading, print Materials, electronic Materials.

List of Abbreviations

EFL: English as a Foreign Language

E-reading: Electronic Reading

PM: Print Media

List of Figures

Figure 1.1: The Ability of Reading by Using Reading Strategies	21
Figure 2.1: From Paper Book to E-book	44

List of Tables

Table 3.1: The Students' Gender	65
Table 3.2: The Students' Age	65
Table 3.3: Students Who Read in English	66
Table 3.4: Students' Frequency of Regarding	66
Table 3.5: The Goal of Reading.....	67
Table 3.6: Favorite Place to Read	68
Table 3.7: Preferred Format to Read.....	68
Table 3.8: Preferred Media Type	68
Table 3.9: Concentration Rate when Using Print Materials	69
Table 3.10: Students Answers of Concentration Rate when Using Print Materials	69
Table 3.11: Concentration Rate when Using Electronic Materials.....	70
Table 3.12: Students Answers of Concentration Rate when Using Electronic Materials	70
Table 3.13: kinds of Reading Materials Students Read	71
Table 3.14: Frequency of Reading Print Materials	71
Table 3.15: Frequency of Reading Electronic Materials	72
Table 3.16: Concentration Rate on Print Materials	72
Table 3.17: Students' Answers of Concentration Rate on Print Materials	73
Table 3.18: Concentration Rate on Electronic Materials.....	73
Table 3.19: Students' Answers of Concentration Rate on Electronic Materials	74
Table 3.20: Books Price	74
Table 3.21: Differences in Comprehension when Reading Print or Electronic Materials.....	75
Table 3.22: Connectivity for Downloading E-books.....	75
Table 3.23: Materials Used in Academic Studies	76

CONTENTS

Dedication.....	I
Acknowledgements.....	II
Abstract.....	III
List of Abbreviations	IV
List of Figures	V
List of Tables	VI
Contents	VII
General Introduction	1

Part One: Theoretical Part

Chapter One

Print Reading

1.1 Introduction.....	7
1.2 The Nature of Reading.....	7
1.2.1 Definition of Reading	7
1.2.2 The Purposes of Reading.....	8
1.2.2.1 Reading to Search for Information (Scanning and Skimming)	8
1.2.2.2 Reading for Quick Understanding (Skimming).....	9
1.2.2.3 Reading to Learn.....	9
1.2.2.4 Reading to Integrate Information.....	10
1.2.2.5 Reading to Evaluate, Critique, and Use Information.....	10
1.2.2.6 Reading for General Comprehension	11
1.2.3 The Process of Reading	11
1.2.4 The Product of Reading.....	12
1.3 Types of Reading	13
1.3.1 Extensive Reading	14
1.3.2 Intensive Reading	14
1.3.3 Perceptive Reading	15
1.3.4 Interactive Reading.....	15
1.4 Reading Skills and Strategies	16
1.4.1 Reading Skills.....	16

1.4.1.1	Word-Attack Skills	17
1.4.1.2	Fluency Skills	17
1.4.1.3	Comprehension Skills	17
1.4.1.4	Critical Reading Skills	18
1.4.2	Reading Strategies	18
1.4.2.1	Predicting	18
1.4.2.2	Skimming.....	19
1.4.2.3	Scanning.....	19
1.4.2.4	Inferring	20
1.4.2.5	Guessing the Meaning of New Words	20
1.4.2.6	Self -Monitoring	20
1.4.2.7	Summarizing	21
1.5	Significance of Reading.....	22
1.6	Print Reading	23
1.6.1	Printing History	23
1.6.2	The Invention and Spread of Printing	23
1.7	Types of Printing Presses.....	24
1.7.1	Flat Bed Press	24
1.7.2	Cylinder Press.....	24
1.7.3	Rotary Press.....	25
1.8	The Importance of Print Reading.....	25
1.9	The Benefits of Print Reading	26
1.9.1	Mental Stimulation	26
1.9.2	Stress Reduction	26
1.9.3	Vocabulary Expansion.....	27
1.9.4	Knowledge.....	27
1.9.5	Memory Improvement.....	27
1.9.6	Tranquility	27
1.9.7	Free Entertainment	28
1.10	Print Materials.....	28
1.10.1	Origins of Print Material	28
1.11	Types of Print Materials	29
1.11.1	Newspapers.....	29
1.11.2	Magazines	29
1.11.3	Banners/Posters	30

1.11.4	Billboards	30
1.11.5	Books	30
1.11.6	A Brochure	30
1.11.7	Flyers/handbills and leaflets	31
1.12	Definition of Reading Comprehension	31
1.12.1	Printed Text	32
1.12.2	Reading Comprehension Through Print Text.....	33
1.13	EFL Learners and Print Reading	34
1.13.1	Purpose of Print Media coinciding with the purpose of reading skills in EFL Learners 34	
1.13.2	Impact of Print Media on EFL Students' Reading Skills	35
1.14	Advantages and Disadvantages of Print Media	37
1.14.1	Advantages of Print Media	37
1.14.2	Disadvantages of Print Media	37
1.15	Conclusion	38

Chapter Two

Electronic Reading

2.1	Introduction.....	40
2.2	Definition of Electronic Reading	40
2.3	Types of Electronic Reading.....	41
2.3.1	Reading via Screen	41
2.3.2	Audio-reading	42
2.4	Factors for the Spread of Electronic Reading	42
2.5	E-Reading Materials	43
2.5.1	E-book	43
2.5.2	E-journal	44
2.5.3	E-Magazines	44
2.5.4	E-newspaper	44
2.5.5	Blog	45
2.6	Features of Electronic reading	45
2.7	Electronic Texts	46
2.7.1	Purpose of Reading Electronic Texts	46
2.7.2	Reading Comprehension Though Electronic texts	48
2.8	Electronic Reading Devices.....	50
2.8.1	E-Readers	50

2.8.1.1	E-Readers Devices	50
2.8.2	E-Books	51
2.8.2.1	E-Books Devices.....	52
2.8.2.2	E-Books Formats	53
2.9	EFL Learners and Electronic Reading.....	54
2.9.1	The Challenges faced by EFL Learners in Electronic Reading.....	54
2.9.2	Electronic Reading Strategies in EFL Classroom	56
2.9.3	Electronic Reading Strategies Impact on Learners' Comprehension.....	58
2.9.3.1	The Impact of Electronic Strategies on the EFL Learners' English Reading Activities.....	58
2.9.3.2	The Impact of Electronic Strategies on the EFL Learners' English Reading Comprehension.....	58
2.10	Advantages and Disadvantages of E-Reading	59
2.10.1	Advantages of E-Reading.....	59
2.10.2	Disadvantages of E-Reading	60
2.11	Conclusion	61

Part Two: Practical Part

Chapter Three

Data Analysis and Recommendations

3.1	Introduction.....	63
3.2	A Sample Lesson about Electronic and Print Reading.....	63
3.3	The Students' Questionnaire.....	64
3.4	Description and Administration of the Students' Questionnaire	64
3.5	Data Analysis	65
3.6	Discussion.....	76
3.7	Recommendations.....	77
3.8	Conclusion	78
	General Conclusion.....	80
	References	82
	Appendix A.....	
	ملخص	

General Introduction

General Introduction

1. Background of the Study

Reading represents one of the main skills through which language can be acquired and learned. In the early nineteenth century, learners could only use printed words for reading, such as books, newspapers, magazines, etc. Later, in the middle of the twentieth century, with the emergence of technology, which had a major impact on the lives of people and learners in particular, it helped develop reading skills. Thus, learners of English as a foreign language had multiple options for accessing reading materials thanks to the spread of electronic devices as phones, tablets, e-readers and tablets.

Some studies indicate that electronic reading has a significant impact on motivating learners, while others believe that printed reading provides cognitive benefits that they do not find in digital reading. In light of this, this research examines the differences of understanding between printed and electronic reading, as well as vocabulary acquisition and retention. It also highlights the advantages, disadvantages, and potential difficulties between the two methods, by choosing the case of first year licence students at the University of Ghardaia. In the end, it can be said that technological development has completely changed many aspects of education. However, printed reading is still the preferred resource for many students, also is still able to attract people reasonably well.

2. Rationale

My rationale behind selecting this topic is to study the difference between printed reading and electronic reading among students. In addition, I seek to shed light on their effects of comprehension in light of this difference among learners of English as a foreign language.

3. Statement of the Problem

With the increasing spread of digital technology in educational environments and with the emergence of various electronic, the issue is influential in terms of traditional or printed reading resources in language education classrooms. However, it is important to consider the potential impact of this shift on the reading and comprehension skills of EFL learners. Hence, the main problem that this dissertation deals with is as follows:

What are the difficulties and challenges that EFL learners face when reading electronically and in print?

4. Research Questions

We suggest the following research questions:

1. What is the difference between electronic reading and print reading at the level of comprehension?
2. What are the learners' attitudes towards e-reading and print reading?
3. What are the advantages and disadvantages of electronic and printed materials in learning the English language?

4. Hypotheses

Concerning the main problem in this study, we hypothesize that EFL learners face more difficulties in print reading.

Based on the sub-questions above, the hypotheses below could be developed:

1. There is a difference in comprehension when reading in both print and electronic ways.
2. EFL learners prefer e-reading instead of print reading.
3. The advantages and disadvantages of electronic and printed materials can affect learning the English language.

5. Research Objectives

This research aims to explore the shift in reading habits and preferences due to technological progress. The research highlights the historical context of printed reading media and the emergence of electronic devices like e-reading devices and others. In addition, the impact of digitalization on reading comprehension and retention may be studied and compared with the impact of traditional reading (print reading) among EFL learners.

6. Methodology

The descriptive type of research represents the trend of this study, as we attended reading sessions with 1st year licence students at the University of Ghardaia, and observed the stages of the reading lectures. We focused on their way of reading in both the traditional and electronic cases and noticed the extent of their concentration and comprehension when doing this process. We chose this level because the learners are still not highly proficient in the field of reading in English. We used the quantitative approach to collect data where a questionnaire was administered to 100 students of the same level. The questions addressed in the questionnaire are about the issue of reading in the EFL classroom and the media that students use in the reading classroom.

7. Limitation of the Study

We faced some difficulties during the stages of conducting this research, as determining the appropriate questions to be included in the questionnaire sample. In the first stage of the process, we needed to get an overview of the students' reading level (which varies from student to another). For the application phase, it was useful, with the help of the official reading teacher and students, where we were able to collect and analyze data.

8. Structure of the Dissertation

This dissertation is comprised of three chapters. The first chapter consists of two sections. The first section provides a general overview of reading, in which we mentioned its product and

how the reading process takes place. We also mentioned some types of reading and its most important skills, strategies, and importance in the field of education. In the second section, we talked about printed reading, in which we discussed the story of printing, its origins, its history, and the types of printers that were manufactured. In addition to the importance of printed reading and its impact on comprehension. Moreover, we mentioned the challenges and influences that EFL students face when reading print.

For the second chapter, it dealt with a brief overview of electronic reading, its types and characteristics, as well as some of its methods and its impact on EFL students when reading, and the challenges they face in this case.

Chapter three is devoted to the interpretation and analysis of the data collected and findings through different research tools which consist of students' questionnaire replies and the observation via the attendance of sessions that concern reading.

9. Definition of Terms

- **Reading:** is defined as *“the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader’s language skills, cognitive skill, and knowledge of the world.”* (Albert et al., date unknown, cited in Thanh, 2010, p. 34).
- **Reading Comprehension:** it is the ability of the readers to understand written materials. According to Seyed et al. (2010), the word comprehension refers to *“the ability to go beyond the words, to understand the ideas conveyed in the entire text.”* (Pp.,376-380).
- **Print Reading:** it is a traditional reading method that enables readers to get the information related to their subject area by using printed materials (books, handouts, etc.).

- **Electronic Reading:** it means online reading of news, blogs, Twitter messages, e-book and electronic magazines in addition to words and pictures, it includes supporting content with audio and videos features and making reading more entertaining (Hui, 2009, p. 17).
- **Print Materials:** *“Printed materials are composed of a number of leaves or sheets upon which information is displayed.”* (Flanagan, 1981, p.4).
- **Electronic Materials:** *“The availability of hyperlinks in digital texts makes them more complex for readers to navigate, both in their mind and physically on the screen.”* (Coiro & Dobler, 2007, cited in Pardede, 2019, p.82).

Chapter One

Print Reading

Chapter One

Print Reading

1.1 Introduction

Reading is a fundamental ability that is essential to learning a language, developing one's mental abilities, and succeeding academically. It entails understanding and decoding written material in order to extrapolate knowledge, insight, and meaning. Readers develop their vocabulary, comprehension, critical thinking, and cultural awareness by exploring a wide range of texts, genres,

and subjects. Reading provides access to a wealth of knowledge, perspectives, and life experiences by serving as a conduit for communication, information, and ongoing education. It improves literacy, language ability, and cognitive growth by encouraging readers to examine, assess, and synthesize data from a variety of sources. Reading is a life-changing educational experience that enables people to investigate new ideas, relate to different viewpoints, and make connections with the outside world by encouraging literacy and cultivating a love of reading.

1.2 The Nature of Reading

1.2.1 Definition of Reading

Reading is a process of gaining what the writers mean in printed symbol. It is believed by Leu (1987) that reading is the process of understanding written language (p. 9). Hodgson (1960, p. 14) states that reading is a process that is done and used by reader to get the message that will delivered by the writer through words/text (Tarigan, 2009, p. 7).

Reading is recording and decoding process (Anderson, 1972; Tarigan, 2009, p. 85). Furthermore, it is bringing meaning to and getting it from printed or written material. Based on former found explanation, it can be concluded that reading is understanding the symbol of language from the written illustration (Finochiaro & Bonomo, 1973; Tarigan 2009, p. 86).

Reading is an activity to see and understanding the contents of that written by express or only in hear (Bahri, 2008, p. 117). According to Allan and Arnold (2008, p. 43), reading is defined as process of receiving and interpreting information encoded in language form via the medium of print. The main purpose of reading is to get information from its text. In order to read efficiently, the reader should be able to use the basic knowledge and skills which are owned.

In the process, the reader tries to reproduce the implications aiming by the author. From the reading definition over, it can be concluded that reading is a dynamic process of translating printed or composed dialect, so the reader gets it meaning, message, and reason by recording and translating prepare from printed or written material that interface reader to writer's idea.

1.2.2 The Purposes of Reading

As fluent readers, we read for specific and different purposes. Different purposes for reading also tend to impose differing levels of demand on the reader in order to maintain an acceptable "standard of coherence" (Linderholm et al., 2004, p. 64); that is, our ability to establish an understanding that makes sense and is suitable to the level of detail required by a specific purpose for reading.

1.2.2.1 Reading to Search for Information (Scanning and Skimming)

When we want to locate some specific information, we engage in searches that typically involve scanning and skimming (see Guthrie, 1988; Guthrie & Kirsch, 1987, p. 132). If we read a chapter in a book and want to verify some information, we might first try to skim through the chapter to find the most likely pages, and then scan these pages for appropriate information. Both skimming and scanning are processes that are performed at very high speed (with high rates of words per minute [wpm], see Carver, 1990, 1992a, p. 29). The combination of scanning

(selecting a specific graphic form) and skimming (building a quick and simple understanding of the text) allows the reader to search for information. (Grabe, 2009, p. 8).

1.2.2.2 Reading for Quick Understanding (Skimming)

Skimming is also used for a variety of other reasons (and can therefore be considered a higher purpose). We skim when we want to determine what the text is about and whether or not we want to spend more time reading it. We skim when we are expected to read a more difficult text so that we have a sense of where the text will take us and what we might need to know to understand it. We skim when we need to work on several texts and want to make decisions about which texts to focus more on. We also browse when we are under extreme time pressure and need to reach some decision about the usefulness of the information in the text. (Grabe, 2009, p. 8).

1.2.2.3 Reading to Learn

Reading to learn is often done in academic and professional settings. We read to learn when information in a text is identified as important (often by the teacher or textbook) and when this information will be used in some assignment or may be needed in the future. Reading to learn places requires more processing on the reader because the reader is expected to remember the main ideas and many supporting ideas and to be able to recall this information as needed (Carver, 1992a; Chall, 1983; Enright et al., 2000, p. 57). We typically read to learn at a relatively slower speed (Carver, 1992a, p. 36), and usually for relatively shorter pieces of text at any given time. An effective reader organizes content within a coherent and accurate framework in relation to the information presented in the text (Linderholm & van den Broek, 2002; Rapp et al., 2007, p. 14). The reader also has to relate the text content to information installed in the reader's long-term memory (i.e., prior knowledge). It is true that readers also learn when they read for general understanding, but expectations to use supporting information, to create an

organized frame of reference (e.g., organizing information by cause and effect, compare and contrast), and to build close relationship integration with prior knowledge are not usually assumed. (Grabe, 2009, p. 9).

1.2.2.4 Reading to Integrate Information

Reading to integrate information requires that the reader synthesize (and learn) information from multiple texts or bring together information from different parts of a long text, such as a long and complex chapter in a textbook (Perfetti, Rouet, & Britt, 1999, p. 142). The effort to build a strong organizing frame in reading to learn is increased significantly when there are multiple texts that refer to related information but that may present conflicting or incompatible facts and explanations. In the case of multiple texts, the reader must decide how to create his or her own organizing frame for the information because none is provided by the combined set of texts. In the case of a long, complex text, the information may have been presented through multiple organizing frames (comparison-contrast, descriptive listing, problem-solution). Readers often have to decide which aspects to select, prioritize, and highlight, and then create a coherent organizational frame around the full set of information to be synthesized. The key differences from reading to learn are that the reader typically must evaluate the information and create his or her own organizational structure rather than follow an organization structure provided by one of the texts. (Grabe, 2009, p. 9).

1.2.2.5 Reading to Evaluate, Critique, and Use Information

Grabe (2009, p. 10) noted that reading to evaluate, critique, and use information often also represents an increased level of demand and a more complex interaction of reading processes. In academic and professional settings, readers are sometimes asked to evaluate and critique information from multiple texts, or from a single long text, requiring them to make decisions about which aspects of the text are most important, most persuasive, least persuasive,

or most controversial. Furthermore, readers need to decide how to interconnect text information with other information and their prior knowledge and beliefs. Perhaps the greatest demand for this type of reading, apart from the ability to construct an accurate understanding of the text, involves the application, especially rhetorical control, of the reader's attitudes, emotional responses, interests, and preferences to the interpretation of the text. (Chall, 1983, p. 321) stated that at this level of reading, extensive reasoning and background knowledge play a role, and the reader is very actively engaged in reinterpreting the text for his or her own purposes.

1.2.2.6 Reading for General Comprehension

Reading for general comprehension is the most common purpose for reading among fluent readers, and it is the default assumption for the term reading comprehension (Carver, 1992a, p. 152). This is the reading that takes place when we read a good novel, an interesting newspaper story or feature article, or a magazine when we are relaxing. It is saved for last in this discussion because it is both fundamental to reading and most often misunderstood as easy reading but it is not easy. In fact, reading for general comprehension involves a complex set of processes when carried out by fluent readers. It is true that general comprehension processes provide a foundation for other reading purposes, such as reading to learn and reading to evaluate. But reading for general comprehension is also a type of reading that is carried out automatically for extended periods of time and with apparently few processing difficulties. (Grabe, 2009, p. 10).

1.2.3 The Process of Reading

A few researchers said that texts do not have meaning but or maybe contain the potential for meaning. This plausibility is as it were accomplished through translation between the content and the reader. Hence, they propose the presence of an energetic relationship between

the content and the reader. Hence, the reader determines meaning from the printed or written text.

According to Grabe (2009, p. 4), reading is a “comprehending process” in the sense that learners read to interpret the author's meaning in the text. It is also an “interactive process,” there is an interaction between the writer, the text and the readers. The text conveys the intended meaning that the author wants to transmit to the reader who uses his prior knowledge and guessing power to interpret the text. Reading is a “strategic process” as well because the reader uses a number of skills and efforts to convey the writer's meaning. These skills and efforts demand the reading process to be as “flexible” as possible depending on the purpose and the interest of the reader. He also mentioned that reading is a “continuously evaluative process” since the reader evaluates the text and the writer's point of view and then he agrees or disagrees with his opinion. From the evaluation of the text, the idea of reading as a “learning process” occurs. In the reading process, the reader evaluates and responds to the text in a way that leads him to learn from the available data in the text, as checking the meaning of words.

In the last, Grabe (date unknown) considered reading as a “linguistic process” as it requires the existence of the linguistic knowledge about the text involving morphological, syntactic and semantic knowledge (pp. 15-16). Rumptz (2003) added: “*Reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words.*” (p. 12).

1.2.4 The Product of Reading

Successful reading empowers the reader to get it and read fluidly by giving appropriate methodologies and interpreting the meaning passed on by the text. Taking after this process correctly leads to an extraordinary item in the end.

Alderson (2000) believed that what is important is not the process that readers go through to arrive at understanding the text; instead accomplishing understanding is the most important. Gray (1960) purported that understanding the text can be seen in three different aspects:

Reading the lines,” which means the understanding of the linguistic knowledge in the text as words, verbs, and structures; “reading between the lines,” which is the understanding of the semantic meaning as well as the pragmatic meaning; and “reading beyond the lines”, refers to the readers’ judgment and attitudes towards the text and the author’s point of view (Alderson, 2000, p. 8).

Fluency is another product of reading. Fluent readers read the text with the correct spelling of words and in a normal speed. In this respect, Klingner et al., (2007, p. 158) stated that reading fluently means reading without stopping each time to decode. Good readers are aware of the function of pronunciation, and intonation. As the rhythm of pronouncing an interrogative sentence. This is what Tankersley (2005) called “oral fluency”. She believed that fluent readers are those who have achieved both oral fluency and “silent reading fluency”. In contrast to oral fluency which is concerned with the reading loudly, the silent reading fluency is achieved when a learner read silently, understand the text and uses a high level of decoding process (p. 44).

1.3 Types of Reading

When we read texts, we don’t read the same way every time. The type of reading approach we take often depends on what we want to get from what we're reading. Is it for pleasure or are we looking to learn something new? The types of reading can be placed into four main categories: extensive, intensive, perceptive, and interactive.

1.3.1 Extensive Reading

Reading extensively intends reading for pleasure. Because perusing broadly is fun, learners are less probably to read extensively on texts they do not like. It must have fluid decoding and assimilation of the content and content in fore of you. If the content is challenging and you cease any few minutes to decipher what is currently stated or to look up new expressions in the dictionary, you're impacting your concentration and distracting your ideas.

According to Bamford et al. (2004), extensive reading is a language teaching tool in which learners are required to read large amounts of text to improve overall comprehension. The goal is to generate interest in the text for educational aims; detailed reading is described variously by instructors, scientists, and reading experts. In verbal communication teaching, one or more forms of reading are titled intensive reading. hence, extensive perusing is utilized to access an in-depth interpretation of the verbal communication.

Extensive reading requires an overall understanding of the text, not necessarily understanding every word. This is a quick, quiet pleasure to read. Readers can choose to skip entire sections they find too tough or not interesting. It includes short stories, novels, magazine and newspaper articles. The purpose is to gain pleasure and erudition. As Harmer (2007, p. 283) wrote, one of the prerequisites for a successful extensive reading program is that students read material they can understand. If they struggle to understand every word, it will be difficult for them to enjoy reading - which is the main goal of this activity.

1.3.2 Intensive Reading

According to Hornby (2008), this particular task is typically performed in a classroom setting with the guidance of a teacher. It entails digging into summary texts to collect relevant details. The educational institution places a healthy emphasis on vocabulary acquisition, with a

concentrate on greedy new thoughts, structures, expressions, qualities, speech patterns, and cultural viewpoints. whereas there exists proof that this procedure of reading is helpful for verbal communication students, it aids in the expansion of their vocabulary over inferring the significance of expressions within a given context.

Moreover, according to Brown (1988), intense reading involves a focus on grammatical constructions, discourse signals, and overall text organization in order to fully understand the literal message, complex interactions, and retain this understanding for an extended period. The researcher emphasized intense reading needs readers to also have linguistic expertise but additionally pay concentration to the context and meaning of the text, as the goal is to access accurate details. simply put, intense reading demands that students discover expressions, grasp their meanings, and ultimately accomplish an accurate interpretation.

1.3.3 Perceptive Reading

Perceptive reading is another type of reading that is done inside classroom with a great concentration from the students. *"Perceptive reading tasks involve attending to the components of a larger stretches of discourse: letters, words, punctuation, and other grapheme symbols."* (Brown, 2004, p. 189).

1.3.4 Interactive Reading

Interactive reading involves reading that can occur in either a classroom setting or outside of it. It goes beyond simply looking at the words on a page, and instead encourages readers to ask questions and contemplate the author's intentions. To fully engage in interactive reading, learners must activate their prior knowledge and utilize various strategies to make sense of the text. This approach is highly regarded for its ability to challenge readers' thought processes and aid in retention of the information being read. Hedge (2000) submitted that

“Reading can be seen as a kind of dialogue between the reader and the text, or even between the reader and the author.” (p. 188). In other words, reading is viewed as a medium of communication between the writer, the written words and the reader.

1.4 Reading Skills and Strategies

The terms reading skills and reading strategies appears to represent the same concept. Many analytical studies came to the opposite conclusion, while others, such as Grabe (2007), allegedly that there were only minor differences between abilities and strategies since readers employ both to improve comprehension. He made the observation that awareness and unconsciousness are the main areas of distinction between the two theories: “*Strategies are commonly more simply as processes that are consciously controlled by readers to solve reading problems.*” (Grabe, 2007, p. 221).

Readers are informed of their use of techniques. They hire them intentionally specifically once they confront issues in comprehending a text, as compared to abilities, they are oblivious and automated established procedures.

1.4.1 Reading Skills

Reading is a verbal communication ability utilized for acquiring data or for pleasure. learners have to acquire knowledge to study diverse texts in diverse ways to accomplish an accomplished reading. To realize this purpose, they need to be aware about the distinct talents along with the ways of utilizing them. Among the assortment of abilities: skimming, scanning, predicting, and cautious reading tend to be the most functional ones.

Reading entails more than just saying words; it also necessitates comprehension. There are a variety of skills that might help readers enhance their reading capacities. Word-attack skills, comprehension skills, fluency skills, and critical reading skills are the four major types

which Hudson divides them under (Hudson, 2007, p. 263). Each of these skills has a variety of subskills.

1.4.1.1 Word-Attack Skills

According to Ralph Bedell of American University and Eloise Schott of John Quincy Adams School in Washington, D.C. (1945), word attack is defined as a set of skills that enable a person to recognize and acquire new vocabulary words when the situation requires it, using any skill or set of techniques. Furthermore, Hudson (2007, p. 163) stated that word attack skills, also known as decoding skills, are the skills required to convert orthographic symbols into speech sounds. Hudson (2007, p. 163) further stated that the ability to distinguish certain features of text, such as syllables, word edges, case, etc., would be the most important subskill of this type.

1.4.1.2 Fluency Skills

According to Hudson (2007, p. 164), fluency skills is referred to the capacity to read longer passages of text without being "disrupted." These "disruptions" frequently occur when a reader must spell obscure words or rereads a passage because he does not comprehend particular words or sections of it. He in addition to claimed that these disruptions cause reading to be slow and fragmented. The aptitude to differentiate terms and letter clusters rapidly is among the subskills of a capable reader. Fluent readers read rapidly and have an ample vocabulary.

1.4.1.3 Comprehension Skills

Hudson (2007, p. 164) defined comprehension skills as "skills in which the reader uses his prior knowledge and context to grasp what is read." Grammatical competence, knowledge

of how language is constructed, and the use of metacognitive knowledge are examples of sub skills in this area.

1.4.1.4 Critical Reading Skills

Hudson (2007, p. 164) defined critical reading skills as the competency to "interpret, integrate, and assess what is read." Argument recognition, the capacity to discuss positives and negatives, and seeing consequence are examples of sub skills in this category.

1.4.2 Reading Strategies

Dubin (2000) asserted that "*Good readers report using a wide variety of coping strategies, from the often-mentioned skimming and scanning, guessing and predicting, to using internal and external context clues to derive meaning from texts*" (p. 148). Accordingly, the strategies include the following elements:

1.4.2.1 Predicting

Magiliano (1993) stated: "*Prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make predictions before they begin to read.*" (pp. 35-53). So, predicting involves thinking ahead while reading and anticipating information and events in the text. Jessica also viewed that "it is used in reading task, it helps learners to think what will happen based upon the text, the author, and background knowledge in other words it makes students elicit their interest, activate their prior knowledge, or pre-teach vocabulary or concepts that may be difficult" (Jessica, G, 2000; The Ohio University Education, 2014, p. 154). In this sense, predicting requires learners to use the text to decide what will happen next. Readers confirm or deny predictions with support from the text (Test Wise Word Association, 2006, p. 57).

1.4.2.2 Skimming

Skimming is a reading approach defined as viewing only for the overall and principal thoughts in the content. It entails the movement of the eyes extremely rapidly all over the text. Nuttall (1996, p. 49) defined it as: “*Glancing rapidly through the text to determine its gist, for example in order to decide whether a research paper is relevant to our own work... Or to keep ourselves superficially informed about matters that are not of great importance to us.*” This can mean that, when skimming, the reader should read for the gist of the text, to select texts that are worth spending on and to select the most important ideas and information.

Skimming then might be seen as a fast procedure; i.e., to read only the 1st sentences in the passage/text to exert meaning faster and easier. Skimming is a simple approach; but sometimes, learners have to know greater how to skim:

- They must focus on graphics and words that are written in bold.
- They must glide their eyes quickly over the text.
- They should not read all the text, only the first and the last sentences in each paragraph.

1.4.2.3 Scanning

According to Grellet (1981) “*Scanning is a reading technique that requires reader to search for specific information without reading the whole text, through looking at its title, table of content and so on.*” (pp. 58-59). It is an approach you repeatedly use when looking for particular facts by reading something rapidly as an example seek key expressions or thoughts. In most cases, you know what you're gazing for, so you're concentrating as said by discovering a specific reply. It involves moving your eyes quickly down the page seeking specific words and phrases (Wood, pp. 1-2). In this way, we can say that scanning is reading quickly to locate specific information (Test Wise Word Association, 2006, p. 25).

1.4.2.4 Inferring

Prezler (2006) said that: *“Inferences are evidence -based guesses i.e., in case of reading; students use their prior knowledge to make inferences about the text.”* (p. 4). According to Zimmermann (2009) seen that inferences are often referred to as what you “read between the lines” that means the author wants the reader to make the jump to the same conclusion the author has made. He stated also that *“Drawing inferences from text is a technique which requires readers to use their prior knowledge (schema) and textual information to draw conclusions, make critical judgments, and form unique interpretations from text.”* (p. 23). So, the inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

1.4.2.5 Guessing the Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar/new words. According to Clarck (1980) the best way to solve this problem is *“To guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to a dictionary.”* (pp. 211-220). The ability to guess meaning from context is a useful skill to practice and try to improve. There are many things that could help students such as:

- Guess the meaning of the text which surrounds it
- the way the word is formed
- background knowledge of the students about the subject (E.O.I. de Sabinaningo Organization, 1993, p. 54).

1.4.2.6 Self -Monitoring

Hanson (1996) viewed that the ability of a student to self-monitor his or her performance is a natural step toward becoming independent, which can only happen when students take

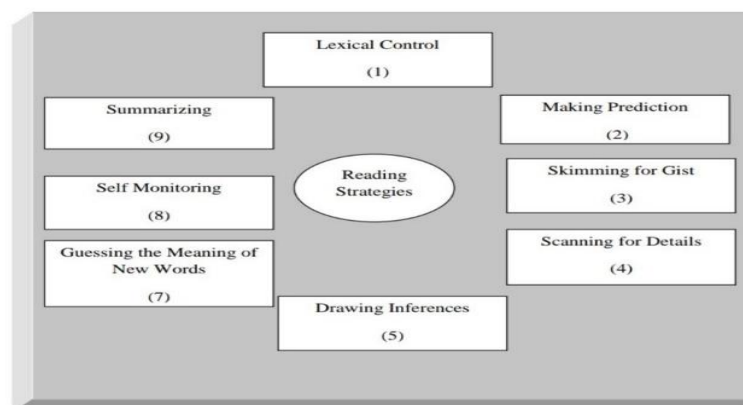
responsibility for their own behavior and essentially become “agents of change” (pp. 173-191). Furthermore, self-monitoring can be used both to assess where students are functioning academically and behaviorally and to improve academic or behavioral performance (Carr et al., 1993, pp. 50-241).

1.4.2.7 Summarizing

It's the last strategy that is able to be utilized by readers, it needs the readers to arrange or repeat the facts or the essential thoughts of a given content by his/her own technique afterwards their comprehension or in short, taking many of data and building a condensed model that covers only the essential points. Oxford (2006) defined “*Summarizing as a short description of the main ideas or points of something without any details.*” (p. 717). Similarly, Reading Rockets Organization (2014) pointed out: “*Summarizing teaches students how to discern the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize improves their cognitive ability about what is read.*” (p, 41).

Finally, students cannot able to apply all of these reading strategies without relying on their teachers who have a role in teaching some instructions for EFL students.

Figure 1.1: The Ability of Reading by Using Reading Strategies (Rumptz, 2009, p.12)



1.5 Significance of Reading

Reading is a critical ability in assisting learners develop spoken communication abilities. but a few of courses lack the time to cultivate this ability and motivate learners to study from time to time, actions need to be made to stress the huge advantages of reading. Reading also helps extend expertise and vocabulary, but additionally stimulates imagination and enhances listening comprehension. as per Eric (date unknown), it is necessary to read because of the following influences:

- It is important in helping students to understand the context which support them to perceive the background, the environment, and the circumstances in which the author wrote the text.
- Reading develops students by making them better writers; since they may face different rules of grammar which will help them later in developing a sense for structures of the language and grammar and increase their vocabulary.
- Reading enables students to interact and to form their own thoughts to have critical thinking skills.
- Reading can enhance empathy and lead to greater understanding of people who are different from ourselves. It increases our emotional intelligence and helps us to appreciate other points of view.
- Reading is a trigger for imagination, the foundation for future learning We can deduct from the above points that reading is a strong skill that provides the reader a chance to experience and communicate with various texts, words, and ideas (Glendenning, 2004, p. 32).

1.6 Print Reading

1.6.1 Printing History

Printing is a bendy and refined intends of assimilating and maintaining person cognitive fabrication, and the person finding of it was the 3rd and last cease in the roam of papers and storage. expertise and arts, afterwards the finding of individual writing, and notes and then. The emergence of printing and gradually replacing the manual copying procedure, move the writing to the juncture of sophisticated, made it move extremely rapidly to arrive everywhere, unless the notebook turned into amongst the most traded commodities amongst individuals, and expertise has become familiar, he might get it any individual directly from the notebook, having been itsy-bitsy to a specific denomination. The invention of printing has formed a solid foundation for the cognitive revolution, the development of the research movement scientific, bridging the process of communication and cultural communication between communities (ibid).

1.6.2 The Invention and Spread of Printing

Printing in its simplest forms has existed for thousands of years, in the form of signet rings, royal seals and punches used by gold and silversmiths. The Phaistos disk dating from around 1700 BCE and containing writing in an unknown language was discovered in Crete in 1908. The disk, made of hard clay, had writing punched into it by at least 45 stamps making it the world's earliest printed document. (Forreste, 2020, p. 1).

The Chinese were using seals for stamping documents since the 13th century BCE and produced the earliest known printed book in the 9th century CE, as well as they invented the Movable type in the 11th century CE when baked clay characters. The alphabetic scripts used in Europe were more suitable for printing with movable type as only a few dozen letters and signs had to be made for the movable type. Metal type, which had a longer life than clay type, began to be made in Korea in the early 15th century. A new phonetic alphabet taken from the

Sanskrit language of ancient India was then developed so that words could be made up from a small number of letters (ibid).

The invention of modern printing by Johann Gutenberg did not take place until the 15th century in Europe. It involved the combination of six technological advances being the use of paper, inks, presses, movable type, metallurgy and alphabetic scripts. Paper was invented in China towards the end of the first century CE and eventually spread to Europe via the Middle East and North Africa, reaching Europe in the 12th century and Germany in the 14th century. (Forrester, 2020, p. 2).

1.7 Types of Printing Presses

Although printing presses differ in terms of types, shapes and sizes, in the end they belong to one of the following three types: Flat Bed Press, Cylinder Press, Rotary Press.

1.7.1 Flat Bed Press

(Heller, 1958, p. 128) *“A flat bed press is a simple device used to facilitate the reproduction on paper of intaglio or planographic images from thin plates.”* It is considered the simplest type of printing machine, as it relies in its operation on the meeting of two flat surfaces, the first representing the shape to be printed loaded with news, and the second representing the material to be printed on. When the two surfaces meet, and by applying pressure between them, the printing process takes place. Most of them are small in size. Which is used in printing commercial publications and small publications. The surface that carries the news uses letters made of lead, tin, antimony, a cast of nickel, copper, or both. Flatbed printing machines are mostly operated by electricity, but some are operated by hand.

1.7.2 Cylinder Press

The cylinder press began in 1790 when London chemist, translator, journalist, publisher, scientist, and inventor William Nicholson Offsite Link received British patent No. 1748 for "A

Machine or Instrument on a New Construction for the Purpose of Printing on Paper, Linen, Cotton Woolen and other Articles in a more Neat, Cheap, and Accurate Manner than is effected by the Machines now in use." In this patent Nicholson made sketchy but prophetic proposals for printing with cylinders, and was undoubtedly the first to refer to a printing device as a machine. Nicholson's patent consisted of three parts. The first was for casting types in a multi-letter mould, so that 'two, three or more letters' could be cast at one pouring of the metal, but the resulting types were to be scraped into a shape so that they could be inserted around a cylinder. The second part called for cylinders covered with leather or cloth to distribute the ink. The third demanded that all printing was to be performed by passing paper or material to be printed between two cylinders, one of which 'has the block form, plate assemblance of types, or original, attached to or forming part of its surface (Moran, 1973, p. 102).

1.7.3 Rotary Press

The rotary press, a printing machine that prints on paper, is characterized by its large size and high speed, and is used in a variety of printing, as it contains two cylinders that move opposite each other, passing between a supporting cylinder and a cylinder containing the printing plates. This may be in contrast to a flatbed press, which has a flat printing surface. It is primarily used in high-speed web-fed processes, where the press takes paper from the roll, as in newspaper printing. Rotary cylinder printing was invented by Richard Marsh in 1847, and was significantly improved by William Pollock in 1863. (Britannica, 2011, p. 4).

1.8 The Importance of Print Reading

Print reading is still an important skill in the present-day digital age for many arguments. First, reading print texts is said to cause enjoyment due to the tactile feel that books make possible and the feeling of a sense of progression as they move through from page to page (Evans, 2017, p. 45). This kind of feeling in reading is not made possible when performing

digital reading because of the lack of physicality (Rose, 2011, p. 66). Another is that print reading promotes focus in reading. In the study of Rideout, Foehr and Roberts (2010), learners reported that they were likely to multitask when reading digitized materials as compared to reading in print. This is supported by Pardede (2019, p. 80) who explained that such is true because print reading in most cases is linear which involves deep concentration and engagement of the emotion. One more is that comprehension is better facilitated in print reading. In a similar vein, authors like Jeong (2012, p. 12) and Kim and Kim (2013, p. 24) maintained that screen reading negatively affects cognitive outcomes such as comprehension, explaining the better performance of print readers.

Pardede (2019, p. 84) explained that this is because reading in print is linear and static and that learners may pause, re-read any section of the material to focus on details which assists in the understanding of the author's point, main idea and other details of the read text. This is the reason print-based reading is performed for the understanding of technical and difficult content (Tanner, 2014; Myberg & Wiber, 2015, p. 36).

1.9 The Benefits of Print Reading

1.9.1 Mental Stimulation

General mental stimulation refers to interventions that promote increased engagement in mentally stimulating activities. Examples include activities that individuals may undertake as part of daily life; For example, reading books. Some research has shown that continuing mental encouragement can slow the progression of (or even prevent) Alzheimer's and dementia. (Scarmeas et al., 2001; Wilson et al., 2002a, 2002b, 2007, p. 57).

1.9.2 Stress Reduction

Although stress causes dynamism and stimulation in life, a certain amount of stress is beneficial to humans, but too much of it can lead to physical and psychological diseases. To

reduce stress, some studies have proven that reading reduces the rate of stress, especially reading the Holy Qur'an. (Atlantis, 2019, p. 2) indicated that reading Surat Al-Fatihah, an intuitive contemplative, can provide peace and remind you of the presence of God in life.

1.9.3 Vocabulary Expansion

The more you read, the more terminology you will acquire which makes reading books crucial to acquiring new languages. (Hulstijn, Hollander and Greidanus, 1996; Nation, 2001, p. 5) indicated that reading appears to lead to significant vocabulary learning.

1.9.4 Knowledge

Reading expands general knowledge and books are full of interesting facts and information (Karen, 2020, p. 41). Reading a wide range of topics can make you a more knowledgeable person and improve your conversation skills. Elon Musk considers reading books to be the key to learning how to build rockets. (Thomas, 2023, p. 36).

1.9.5 Memory Improvement

Reading improves memory by stimulating the brain, creating new neurons, and strengthening neural connections (Basmo, 2019, p. 5). It enhances concentration, reduces stress, and decreases the risk of cognitive decline and Alzheimer's. Regular, purposeful reading exercises the brain, initiates neurogenesis, and helps in forming new connections within the brain, ultimately enhancing memory retention and cognitive function (Klemm, 2014, p. 19). Additionally, engaging in leisure reading, especially in older adults, can significantly strengthen memory skills, including episodic memory and working memory, contributing to better cognitive health and potentially delaying age-related memory decline (Lai, 2022, p.10).

1.9.6 Tranquility

Reading texts can lower blood pressure and stimulate a sense of inner peace, while self-help books can help people with mood disorders or mild mental illness. Therefore, reading

allows you to escape from the stresses of daily life and immerse yourself in a different world, which helps you relax and unwind (Emily, 2022, p.23).

1.9.7 Free Entertainment

Reading books is an inexpensive and incredibly enjoyable form of entertainment, so if you are looking for an inexpensive and useful way to spend your free time, pick up a book and immerse yourself in a world of entertainment and personal growth. So, the benefits of reading for pleasure are many and long-lasting (Thomas, 2023, p. 37).

1.10 Print Materials

Printed materials or media have been one of the oldest and most popular forms of educational devices to convey information to them (Reedy, 1987, p. 201). By virtue of its form, it also has a very wide range, and is easy to grasp and comprehend by learners. All forms of printed text and other printed forms of visual communication are embodied in printed materials. It refers to any publication, document or record that is primarily paper-based and conveys information through written words or illustrations. Printed materials are widely used in voter education programs and educational settings. They are often combined with other communication channels and strategically distributed to reach target audiences (Cortez, 2014, p. 45). Print media is important because it disseminates information about daily events and news and can reach a very large number of readers at a given time. Written texts in the form of books, journals, journals, and pamphlets serve to educate people both explicitly and implicitly (ibid).

1.10.1 Origins of Print Material

The earliest forms of printing text, images and patterns date back to 220 AD. Known as the Woodblock Printing, it originated in China and was widely used throughout East Asia until the 19th century (Whitfield et.al., 1990, p. 125).

Ts'ai Lun (48– 121 AD), a Chinese official who is attributed with the invention of paper in 105 AD, was responsible for the first significant improvement and standardization of paper-making by adding essential new materials into its composition. It was a Chinese peasant named Bi Sheng (Pi Sheng) who developed the world's first movable type (Palermo, 2014, p. 10).

Johannes Gutenberg was a German blacksmith, goldsmith, printer and publisher who ushered in a Printing revolution in 1439 in Europe. His mechanical movable type printing was an important invention of the second millennium. This great scientific revolution triggered off Renaissance, Reformation and the Age of Enlightenment in Europe. Gutenberg's invention is attributed to have laid the material basis for the modern knowledge-based economy, it helped in the spread of learning to the masses. (Kapur, 2012, p. 47).

1.11 Types of Print Materials

1.11.1 Newspapers

According to Chey (2011, p. 65), newspaper is the textbook that provides up-to-date information on local, provincial, national and world affairs. It is the most popular form of print media. The newspaper carries all kinds of communications related to a variety of topics like politics, socialism, current affairs, entertainment, finance, stocks, etc.

1.11.2 Magazines

Magazines are another type of popular culture print media. They usually cater to a specific type of audience who are looking for information based on a particular subject, it covered a plethora of topics. magazines are serial publications, which allows them to develop rich reciprocal interactions with their readers, something that newspapers can do but books cannot (Okker 2003; Gardner, 2012, p. 25).

1.11.3 Banners/Posters

In many places they are made of cloth or paper and are used to display logos or logos or used to advertise brands at exhibitions. The art of poster design is developed by artists, illustrators, illustrators and designers. Posters are a powerful record of ideas, products, interests, and events (Allen, 1994, p. 53). Designed to communicate a specific message, it is intentional art that clearly conveys an idea, idea, or concept. Posters are developed to attract the attention of the audience (by drawing the attention of the audience). They are designed to be understood at a glance, to communicate an advertisement or commercial to passersby (Allen, 1994, p. 53).

1.11.4 Billboards

The term billboard herein refers to any off-premises external-to-vehicle advertising sign that is permanently constructed along a roadway and conveys visual information. Billboard advertisements are the costliest in the print media category (Decker, J.et al, 2015, p. 4).

1.11.5 Books

The book is actually a collection of many printed pages, which are later bound together. It is the oldest form of print media that is used as a means of communication and information. Cope and Kalantzis (2001) stated that *“A printed book is a volume of text, printed on fifty or more paper pages, bound by hard covers, with some general features including the title page, the content, the division of the text around the chapters, and the like.”* (p. 4).

1.11.6 A Brochure

Also known as pamphlet, is a kind of booklet that contains the details of the company, or organization. The basic purpose of a brochure is to make Information understandable, beyond effective communication, there are always other important objectives: creating desire, clarifying, selling, inspiring, educating, providing credibility, and building relationships. (Willoughby, 2006, p. 66).

1.11.7 Flyers/handbills and leaflets

A flyer, also known as a handbill, is usually produced to market a product or an event to a relatively small audience. It offers a limited amount of information. For example, flyers might be used to advertise a community meeting or a new restaurant. (Ailén, 2021, p. 6).

Leaflets are better designed than flyers using color printing and better-quality paper, their design should catch the attention of prospective customers and consumers, and deliver a convincing message to them. (Ailén, 2021, p. 6).

1.12 Definition of Reading Comprehension

Reading comprehension is *“The process of simultaneously extracting and constructing meaning through interaction and involvement with written language.”* (RAND Reading Study Group, 2002, p. 11). This process of interaction and involvement with the text is a function of both reader and text variables that take place within a larger social context (Goldman, Saul, & Coté, 1995; McNamara & Magliano, 2009; RAND Reading Study Group, 2002, p. 12). When successful, the product of reading comprehension is a coherent mental representation of a text’s meaning that is integrated with the reader’s prior knowledge. This product is often referred to as a mental model (Johnson-Laird, 1983, p. 74) or a situation model (Kintsch, 1998; Kintsch, & van Dijk, 1978, p. 32) and is considered to be the basis for learning from text. The nature of the model, that is the ideas and the links connecting those ideas, defines what has been learned.

In addition, reading skills are crucial for academic success. Reading can be defined as decoding and comprehension of a text (Gough & Tunmer, 1986; Language and Reading Research Consortium, 2015; Tunmer & Hoover, 1992, p. 220). Reading comprehension is a dynamic and multifaceted process in which a reader, a text, and the activity of reading are in interaction (Smagorinsky, 2009; Snow, 2002, p. 40). The goal is to understand and draw

meaning from written text (Singer & Alexander, 2017b, p. 14). A reader brings into the process his or her cognitive capacity, knowledge, experiences, and motivation, which includes his or her self-concept as a reader (Ford, 1992; Guthrie & Klauda, 2014; Pintrich, 1999; Snow, 2002; Wigfield & Guthrie, 1997; Winne, 1985, p. 46), and actively connects the meanings of the text with their prior knowledge (Singer & Alexander, 2017b, p. 45). Features of the text being read, such as the vocabulary, structure and genre, also influence the process (Rose & Martin, 2012; Snow, 2002, p. 40).

The activity of reading includes decoding the text, processing it linguistically and semantically, and self-monitoring its comprehension (Kinnunen & Vauras, 2010; Snow, 2002, p. 41). It is likely that the medium through which the text is being read influences all of the aforementioned aspects of the reading comprehension process. However, there is still not enough research done on how digital versus print medium influences comprehension (Singer & Alexander, 2017b, p. 45). Thus, influence of the reading medium on reading comprehension needs more attention in research.

1.12.1 Printed Text

The printed text began in the first century AD when literary works were written on sheets of papyrus sewn or glued together and was set in the form of the roll (Clement, 1997, p. 54). It evolved when monks in the medieval monasteries transcribed texts on paper. It evolved further due to the invention of the printing machine by Guttenberg in the mid of 15th century. Able to produce 3,600 pages per day, within several decades Guttenberg's printing machine made reading materials easy to access and increased literacy in the whole of Europe. A new development of printed text was the use of "cold typed" in the 1960s, and now texts are reproduced on a paper page via high-resolution digital imaging.

A printed text tangible objects with a beginning and an end. It is also hierarchical, intended for private reading, and provides a very linear and static reading experience to the reader. Different from the web text, in which the navigation of the text can be fluid and reader-driven, printed text is *“Shaped by the author, and the readers have little choice but to follow the author's intended plot or expository structure.”* (Coiro, 2003, p. 4). Although readers can control their experience in reading printed text in terms of reordering what they read by flipping through the pages, it is “designed to be read in a linear fashion” and its “features are not malleable” (Coiro, 2003, p. 4).

1.12.2 Reading Comprehension Through Print Text

Over time, reading in print form has become one of the major reading media, and there are various findings on reading comprehension in print media. In the study by (Tunder & Bahadir 2014; Walsh, 2016, p. 164) indicated that students who read from screen were not able to perform well compared to those who are reading from paper. However, another study conducted by (Daniel and Woody 2013; Walsh, 2016, p. 164) purported that there is little difference in comprehension outcomes between electronic and paper mediums among 300 students that they have included in their research. They have also noted that those who have read the given information from e-books took more time to read than those who did not. Walsh (2016) then argued through her findings that most of the recent studies during her time of writing have revealed little differences in comprehension when reading from print or digital media and noted that students have also started to become more used to reading and editing electronic documents daily. However, she added that students still prefer to read extensive academic material in print (Rose, 2011; Walsh, 2016, p. 165).

In addition, Alisaari, Turunen, Kajamies, Korpela, and Hurme (2018, p. 25) have concluded from their research findings involving 12-year-old participants that students with

better decoding skills and a higher self-concept as readers performed better in reading comprehension regardless of reading mediums. They were able to align their study with previous results that indicated good decoding skills and self-concept as a reader are significantly connected to better reading comprehension (Cain, 2009; Torppa et al., 2016; Alisaari et al., 2018, p. 26). Despite the given finding, there was also a significant difference among boys and girls in reading comprehension (OECD 2010; Vettenranta et al., 2016; Alisaari et al., 2018, p. 29).

1.13 EFL Learners and Print Reading

Davison & Dowson (1998, p. 98) they said that *"Through reading, we are able to interpret, comprehend and respond critically to the ideas of others."* Means that, the ability to extract meaning from a written text ranges from recognizing a single word to an entire book and is the result of communication between the reader and the writer through written words.

Print media such as: books, magazines and newspaper have been serving many important responsibilities in all fields of education especially for EFL learners by providing current reading material, in this way they expand educational opportunities and foster literacy to a significant extent, which ultimately improve knowledge of the target language. Moreover' they also improve language skills in general and reading skills in particular.

1.13.1 Purpose of Print Media coinciding with the purpose of reading skills in EFL Learners

Cunnings worth (1984, p. 5) wrote: *"Our teaching must have its base a consideration of what our students need to learn, that is, what they will do with English on completing their course. This involves the teacher in looking beyond the confines of the classroom into the outside world..."* If we looked into the outside world, we found that readers develop their reading skills in order to get enjoyment and information from written texts. Serving the same

purpose, PM develop curiosity and love for reading amongst the students. Also, newspapers and magazines and books are useful not only for the purpose to satisfy their needs but also to attract them for new topics. Thus, due to the overwhelming impact of PM, readers become more informative and mature as PM create reading culture, broaden the horizon of mind and lead to achieve the true objectives of teaching reading skills.

1.13.2 Impact of Print Media on EFL Students' Reading Skills

Dominick (1993, p. 80) commented that *“As more books went into print, more people were encouraged to learn how to read. As literacy grew, more people turned to education, and universities expanded.”* Contrary to it, students in the context understudy are less motivated to read their course books and this situation brings many challenges for English language teachers train students how to read.

The PM can be an effective source of motivation because they mostly depict the real-life situation in the classroom. Wharton and Race (1999, p. 45) argued that *“A successful reading of texts from the world outside the classroom is very motivating and exposure to such sources can provide language development opportunities on conscious and unconscious levels...”* In this way, two main objectives can be achieved. Firstly, EFL students can read unfamiliar authentic texts that are not written for teaching purposes; rather, they serve the audience on the broader spectrum. Secondly, the reading abilities which are developed through PM can also be used for reading of textbooks for higher classes as well (Cunningsworth, 1984, p. 120). In fact, the critical thinking, and reading strategies that can be developed by reading newspapers can also be applied at the level of college reading materials (Skidell & Becker, 1996, p. 145).

PM provide supporting reading material because a reading lesson is different from a language lesson. The main concern in English language lesson is to teach language structures

and grammar, whereas in a reading lesson, the main interest of a teacher is to help students to improve their reading skills and as a result English language itself is also improved. On the other hand, the prescribed textbooks contain exercises only useful for language lesson as grammar-based activities are mostly focused on through different activities. Nuttall (1982, p. 20) rightly pointed out this scenario and opined that *“Giving a lesson based on a text is not the same thing as giving a reading lesson: Most of the skills practiced are probably not reading skills at all.”* Therefore, magazines and newspapers can be an effective source of reading material in order to achieve the true objectives of reading lesson when reading activities are carried out for getting information and entertainment. Dubin and Olshtain (1981, p. 36) supported these ideas explained that *“Popular magazine writers use various devices: Clever titles catch your attention; short paragraphs to hold your attention.”*

Also, with the help of books, newspapers and magazines, the interests of EFL students towards reading can be achieved and retained. Much research has pointed out that magazine’s present pictures lavishly in newspapers and magazines to fascinate the human eyes so that readers may take interest to read further. Similarly, being a rich source of enjoyment, print media can remove boredom and monotony from the EFL classroom. Such an enjoyment raises interest and brings motivation among students, they get sufficient training to use variety of reading skills. In this way students can utilize reading as a source of input (ibid).

Furthermore, a single textbook provides limited reading material because it is mainly designed keeping in view the academic needs for EFL learners. On the other hand, availability of wide variety of reading material and various presentation of print media make the job quite easy to select appropriate reading material. In addition to it, print media presents editions with colorful picture. Also, the excitement of picture and aptness of illustrations raise interest and motivation among students towards reading. These pictures are lavishly presented in books,

newspapers and magazines to fascinate the human eyes so that readers may take interest to read further. Adams & Stratton (1963, p. 331) mentioned that, *"Magazines make extensive use of pictures, and some pictorial magazines tell their stories almost entirely with photos."* These magazines with the colored additions can be very effective to captivate the EFL learners and as a result they will take interest in reading. Thus, print media can provide pictures as a source of visual aid along with the textbook for developing reading skills.

1.14 Advantages and Disadvantages of Print Media

1.14.1 Advantages of Print Media

Reading from printed format increases the readers' reading comprehension, and encourages focusing more while reading. This is based on the saying: "the process of linear reading in print format appears to be more effective for deeper learning and comprehension goals, when focus and deep reading are demanded in order to internalize the information and make it understood." kurbanoglu, Boustany, Spiranec, Grassian, Mizrachi, and Roy (2016, p. 456).

Another advantage is that printed media give the opportunity to highlight and annotate points while reading, Garner (2016, p. 55) stated: *"People often mention the touch and feel of a "real book" or a preference for using a highlighter pen or making notes and comments in the margins."* This means that people prefer reading printed books for the sensation of holding a book, the smell of papers and the possibility to note points on the margins. Moreover, printed materials, somehow, preserve health, because, the reading activity depends on moving the eyes between the lines, so the printed materials are comfort for eyes (Kurbanglu et al., 2019. p. 340).

1.14.2 Disadvantages of Print Media

Paper-based materials are importance because they have many strengths, but also there are negative aspects that can be found in it. The first disadvantage is stated by Sachin (2019, p.

78) which is the weight of the printed books. There are books that are too heavy so it is hard for the reader to hold them all the day long. The second weakness is that printed reading materials are money consuming as it is argued by Flangan (1981, p. 6), "*Printed materials when used in a group situation multiple copies of an item will probably be required.*" That is to say, the presenter should give copies or handouts about what he is presenting to his audience; hence, it will cost him much money. Finally, they are enemies of the environment; millions of trees are cut down each year in order to fabricate paper used for the different printed materials (Jeong, 2012, p. 404).

1.15 Conclusion

To conclude, there are two sections in this chapter. The first section revolves around reading. We began by defining it in general and discussed how the reading process and its product are carried out. We also mentioned some types of reading and its most important skills and strategies that work with it. In the last title, we touched on the importance of reading. As for the second section, we started with the story of printing and mentioned the types of printing presses, then the importance of printing reading and some of its benefits, then we moved to printed materials and their impact on understanding. Before the last, we touched on the most important element, which talk about print reding among EFL learners; and in the end, we mentioned some of the advantages.

Chapter Two

Electronic Reading

Chapter Two

Electronic Reading

2.1 Introduction

The twentieth century witnessed steady progress in information technology, and this technology invaded many fields, including the field of education, and caused widespread changes in it, until many terms appeared, including electronic books, electronic reading, and virtual libraries. E-reading has emerged in recent years to form a culture that is linked to technological development.

E-reading is considered one of the most prominent technological developments that the publishing and book industry has witnessed in the modern era. Individuals can now access a huge range of resources and information online, and read books digitally on various devices such as smartphones, tablets, and computers.

2.2 Definition of Electronic Reading

It means reading text electronically accompanied with videos, images and graphic. In digital reading, learners can navigate from page to page with navigation tools. E-reading understood as reading hypertext. Hypertext is the result of computer programming, so the text can read non-linearly. The reader can go from page to another to achieve nonlinear, then goes immediately to another web page and reads through hyperlinks (Sandberg, 2011, p.3).

Nordquist (2017, p. 30) defined electronic reading as “the process of extracting information from a text that is on a digital device” – computers, tablets, mobile phones, and e-readers. The process may be mediated by reading applications (e.g., iBook’s on the iPad). Electronic reading usually involves the reading of multimodal digital texts, that is, the combination of embedded images, videos, and other media elements, in addition to language,

in a text (Buccellati, 2008, p. 18). These multimodal digital texts can include e-books, social media communication, and articles on websites.

Electronic reading is a part of information literacy (IL) which is defined as the ability to think critically and make balanced judgements about any information we locate and use (Chartered Institute of Library and Information Professionals (CILIP, 2018, p. 51). IL is required in education to enable learners to perceive relationships between important ideas, to ask novel questions, and pursue innovative lines of thought (CILIP, 2018, p. 51).

In addition, E- reading means that readers jump and skip through texts and media in form of hyper-reading. It is browsing and scanning as one time reading but nonlinear. It is human ability in written language accompanied with technologies as scroll, codex, hypertext and web. Reading behavior of human on the web gives interaction of print materials to be faster and less linear and movement between texts increasing implications of digital reading. Electronic reading means scanning of topic altering. (Freund, Kopak, & O'Brien, 2016, p.79).

2.3 Types of Electronic Reading

Digital reading, no longer a projection for the future, is a reality today. Information and communication technologies (ICTs), such as mobile applications and the Internet, are already an integral part of students' lives. ICTs are used increasingly for personal and educational matters but have also substantially altered the types of reading, the specialists divided electronic reading into two basic types: reading on screen and audio reading.

2.3.1 Reading via Screen

This means reading what is written visually on the screen of electronic devices, just as reading it on a printed book, and then dividing this type of reading into two main parts according to the text read, as we find two types of electronic texts, including:

- *Text in Linear Format*: which is closed text or the negative text that does not benefit from the technologies of the electronic revolution, such as hypertext technologies, that is, the text that is published in a regular paper book, such as scientific encyclopedias or numbered books, and this is what results in linear reading, which is characterized by sequential and horizontal operation, the text of which the reader reads from beginning to end Sequentially.
- *Text in Non-linear Format*: or the open format, which was then created digitally for the first time in which the latest technologies made available by the information and digital revolution were used to use hypertext, and this type of text resulted in non-linear or non-sequential reading because the reader and while he is reading the electronic text, he is interrupted by many links that refer him to other texts as soon as he clicks on them (ibid).

2.3.2 Audio-reading

It means reading using the ear and is done through audio recording devices by listening to audio books. This type of reading is characterized by ease and flexibility in its practice when it is difficult to use visual reading, for example while driving or walking on the streets.

2.4 Factors for the Spread of Electronic Reading

E-reading has spread in our community terribly as a result of many factors and variables that we summarize in the main points:

- The emergence of new media technologies and devices the rapid development of electronic devices such as e-book readers, tablets, and smartphones has made e-reading more accessible. (Liu et al., 2021, p. 640110).
- There are many advantages of electronic reading compared to printed reading, electronic reading provides benefits such as the ability to search, availability around the

clock, and the ability to transfer multiple books on one device. Therefore, these advantages are very popular among college students and have led more students to choose e-reading (Wang et al., 2023, p. 52).

- Shift in reading habits, the practice of reading is moving from print to screen, especially with the growth of online learning and e-learning. moreover, the emergence of social networks has enhanced interaction between people and electronic devices, further driving the adoption of e-reading. (Liu et al., 2023, p. 210).
- Comparative reading comprehension some studies have shown that there are no statistically significant differences in reading comprehension between the e-book and paper reading for students, which indicates that e-reading can be an effective alternative. (Zhang et al., 2023, p. 210).
- Impact of COVID-19, COVID-19 pandemic has accelerated the digital transformation of academic journals, shifting readership habits from traditional paper media to digital media. Therefore, digital academic reading has become the main reading method for college students during the epidemic. (Feng et al., 2023, p. 211).

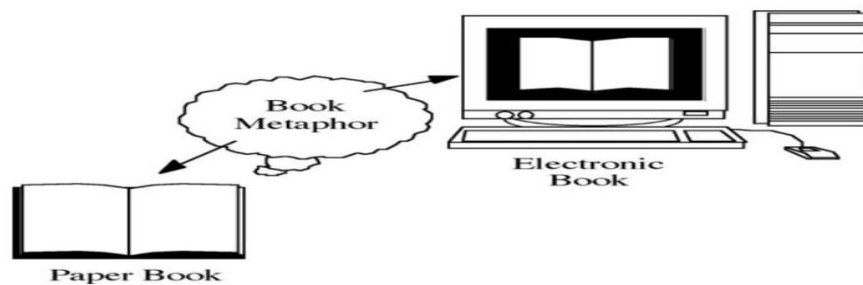
2.5 E-Reading Materials

2.5.1 E-book

According to Lynch (2001), e-book is defined as:

The large structured collection of bits that can be transported on CD-ROM or other storage media or delivered over a network connection, and which is designed to be viewed on some combination of hardware and software ranging from dumb terminals to Web browsers on personal computers to the new book reading appliances (Derived from Suarez, 2013, p. 283).

Figure 2.1: From Paper Book to E-book (Landoni & Gibb, 2000, p. 192)



2.5.2 E-journal

E-Journals, also known as electronic journals or online journals, are scholarly publications that are available in digital format on the internet. These journals contain academic articles, research papers, reviews, and other types of scholarly content that are typically peer-reviewed and contribute to the advancement of knowledge in a particular field or discipline.

2.5.3 E-Magazines

E-magazine is an online publication that offers the same richly designed content as a print magazine, but with interactive features and multimedia enhancements. It's accessible anytime, anywhere, on various devices, providing a dynamic reading experience. According to Kelsey and Amant (2008, p. 354), an e-magazine is “*An online version of a magazine most often offered to the audience of an existing web site.*”

2.5.4 E-newspaper

E-Newspapers are digital versions of traditional print newspapers, offering the same in-depth coverage and editorial content but in a convenient, eco-friendly format. Accessible via computers or mobile devices, they provide real-time updates, interactive features, and multimedia elements, enhancing the reading experience. Panda and Swain (2011, p. 55)

claimed: “*E-newspaper is a self-contained, reusable and refreshable version of a traditional newspaper that acquires and holds information electronically.*”

2.5.5 Blog

According to Skerba (2020, p. 70), a blog is an online journal or informational website displaying information in the reverse chronological order, with the latest posts appearing first at the top. It is platform where a writer or a group of writers share their views on an individual subject.

In other words, a blog involves documenting or writing about one's daily personal experiences, thoughts, accomplishments, and sharing them on the internet for readers to peruse. Blogs are usually arranged in reverse chronological order, with the latest entry displayed first at the top of the webpage.

2.6 Features of Electronic reading

In electronic reading, digital readers have more capacity for supporting teaching and learning for understanding structure, comprehension strategies and literacies which give opportunities to differentiate the reading process for needs of individual and purposes. Digital readers use digital dictionaries, highlight and took notes, conduct internet research, fonts and use multiple apps to have deep structure of comprehension strategies and literacies (Pryor, 2013, p. 4).

Moreover, in electronic reading environment, there is shifting from applications such as email and social networking sites. There is shifting to multimedia as web-based text, images which describe text, also encourage reader to read and understand the text. Digital reading establishes as activities alone or connects between web searching and online activities. The major focus on the effect of digital reading on comprehension. The use of hypertext is difficult to assess the length of texts. (Kopak & O'Brien, 2016, p. 79).

2.7 Electronic Texts

Texts found on the Internet also called electronic texts or e-texts, the electronic text is relatively new. It is available for general use since over three decades ago. It can be the one accessed from the internet in the form a web page, text message, are electronically generated and multimodal which blend texts with audio, video, image, and hypertext. These features make them more interactive than a printed text and invite the reader to explore in a nonlinear way. or online postings such as blogs, or those kept in screen reading tools, computers or hand-handled devices.

Digital texts, being the primary medium of digital knowledge, are nearly linked with mortal communication and cognition (Tolcsvai, 2006, p. 65). The physical incarnation of digital texts is unique in the sensation that it's always exposed on a screen as a series of signs. Processing digital texts is contemporaneous, since the anthology is supposed to crack verbal rudiments as well as riotous quantities of multimedia information, therefore the abstract structure of a digital textbook is dependent on the anthology. The rudiments of information in digital textbooks are connected to each other through crucial words and hyperlinks, which allow for the textbook to fan out, offering the anthology choices to follow different pathways while navigating the textbook. This textbook structure is called hypertext, which, due to the differences between the features of colorful textbook rudiments, requires cognitive inflexibility on behalf of the anthology in order to reuse it (Nelson, 1992, p. 64).

2.7.1 Purpose of Reading Electronic Texts

Digital text's purpose it is generally differ from those of print text's purpose, it's reasonable to assume that the eye movements characteristic of the reading processes and the reading patterns are also different. Nielsen and his associates used a device to descry eye movement in their exploration, and their findings have offered evidence that compendiums do

not crack website texts word by word they only reuse the information in the first two paragraphs in detail, and also interpret only the first many words from each line of a nonstop textbook. This means that the reading pattern of digital textbooks differs from the more or less traditional V-shape, instead, it forms rather an E or an F (Nielsen, 2006, p. 92).

Next to the purpose, we can separate between two types of reading digital texts (Bárdos, 2000; Bruce – Bishop; 2002, Eagleton – Dobler, 2007; Golden, 2009, p. 214). In the first case, the reader's aim is to detect specific information through scanning one or further texts. This type of reading will be called keyword- scanning in the entourages. The term implies that with the help of a customized crucial word, the anthology of the digital textbook may make use of colorful features of the computer, similar as a hunt machine. With the other type of reading, the purpose is to detect and comprehend the main ideas through nonlinear reading patterns. This term implies that the keywords aren't known or decided on in advance, instead, the reader has to identify them from the text while reading. The reader's task of relating keywords is generally backed by the fact that they substantially appear as hyperlinks, or are else stressed visually.

Likewise, to printed texts, the conscious approach to reading digital texts manifests on two different situations. The first position is the cognitive one, which includes the reader's gestic and knowledge of objects, environment and actions. The alternate position is the metacognitive one, which contains the experiences of the reader's own reading process. The two situations have a constant and collective impact on each other, creating the conscious reading process (Steklács, 2013, p. 49).

For readers, reading digital texts is a task which entails the cognitive process of searching for information. thus, while reading, the reader keeps making prognostications about certain layers of multilayered texts, that is, the content behind the hyperlinks. Since reading digital texts requires specific types of reading, it can be assumed that the strategies applied in the

reading process are also unique. Reading strategy is the purposeful use of a cognitive process that involves selection, prosecution and monitoring. (Almasi 2002, p. 53) While reading digital texts the reader supplements the traditional reading strategies as cognitive processes with physical conduct performed on the text. These conduct, or with another term, nautical way are nearly connected to the certain reading strategies. Likewise, this nautical way cannot be performed on printed texts at each, which means that those compendiums who aren't familiar with openings offered by nautical way will presumably fail to complete reading appreciation tasks in a digital environment (ibid).

2.7.2 Reading Comprehension Though Electronic texts

Reading has a major role to play in the life of the individual in general and in the life of the student in particular, that is, it has an active role in scientific and cultural formation. With the advent of the modern technological revolution, reading is not only done through traditional printed paper pages, but another concept has emerged: electronic reading, which has become the competition of paper. As a result, several studies have looked at reading comprehension performance on both print and screen.

Macedo et al. (2013, p. 18) confirmed this through a conducted at the University of Brazil by examined print and online presentations of a multiple document report effects to the participants' comprehension, perception of cognitive load, satisfaction, and attention. The effect on reading comprehension was tested using multiple-choice questions. The findings showed that electronic text readers obtained slightly lower comprehension scores than printed text readers. Interestingly, it was also found that that the comprehension decrease was limited to questions concerning complementary documents, or documents that were not immediately visible on the computer screen but had to be selected through a menu. The researchers reported

that electronic text readers needed time to perform mouse clicks to go from one page to another and needed to use the scroll bar while reading (Macedo-Rouet et al., 2003, p. 18).

Pearman & Lefever-Davis (2006, p. 12) confirmed that e-books work to increase students' understanding in two different ways. They remove the need for students to concentrate on decoding and fluency. Another way that electronic books help students understand text is that they have a wider range of comprehension signals than paper books.

(Black, 2010; de Jong & Bus, 2004; Korat, 2009; Shamir, 2009, p. 99) and according to many teachers and scholars, added that e-books help in reading comprehension and literacy acquisition for both normally developing children and children with learning disabilities or communication problems.

Noyes and Garland (2003, p. 40) examined directly comparable texts in the two media in terms of correct answers and memory retrieval measure among 50 postgraduate students. While the obtained score indicated improvement between the pre-tests and the post-tests (designed in multiple-choice questions), the results showed no significant difference in terms of comprehension scores obtained through reading from the screen and paper texts.

In the same vein, Wayne (2003, p. 15) divided the 267 college freshmen into three groups and exposed them to three different forms of text presentation to determine if a significant difference existed in the short-term knowledge retention of the participants reading informational stimulus materials presented through one of three different text display modes. After reading the material for a period of time, they were evaluated on its content via a multiple-choice test. The results showed that the comprehension of groups who read from the printed text was significantly higher than the groups who read the texts from the computer screen.

According to Cornoldi and Oakhill (1996, p. 30), the most important elements of reading comprehension are the ability to search for and understand the pieces of information available in the text (literal text comprehension) as well as the ability to make connections between different parts of the text to fully understand the intended meaning (inferential text comprehension).

2.8 Electronic Reading Devices

2.8.1 E-Readers

E-readers, also known as electronic readers or e-book readers, are specialized devices designed primarily for reading electronic books and other written content. These devices typically feature electronic paper display technology (such as E Ink) that mimics the appearance of ink on paper, providing a comfortable reading experience similar to reading from a physical book.

2.8.1.1 E-Readers Devices

- *Amazon Kindle*: One of the most well-liked e-readers available is the Kindle from Amazon. They are available in multiple variants, including the Kindle Paperwhite, Kindle Oasis, and Kindle Voyage, each with unique characteristics like waterproof construction, high-definition displays, and customizable lighting. The Kindle is loaded with buttons all around making it really difficult to handle it. Also, there is no affordance guiding the user to hold the Kindle, leading them to keep hitting buttons all around leading to unwanted pages and results. The highlighted part on the Kindle is the only section available for holding it, making it really difficult (Thibaut, 2007, p.15).
- *Kobo eReader*: The Kobo eReader is an e-book reader produced by Toronto-based company Kobo Inc. The original version was released in July 2010 and was marketed as a minimalist alternative to the more expensive e-book readers available at the time

(Nicolae, 2021, p. 304). The Kobo Clara HD, Kobo Forma, and Kobo Libra H2O are just a few of the e-readers that Kobo provides. Numerous e-book formats are supported by Kobo devices.

- *Barnes & Noble Nook*: It is a brand of e-readers from Barnes & Noble developed by American book retailer Barnes & Noble (Jeffrey; Geoffrey, 2009, p. 85), based on the Android platform. The original device was announced in the United States in October 2009, and released the following month. (Fried, 2009, p. 65). On April 30, 2012, Barnes & Noble entered into a partnership with Microsoft that spun off its Nook and college businesses into a subsidiary. On August 28, 2012, Barnes & Noble announced partnerships with UK retailers, which began offering Nook digital products in October 2012. In December 2014, B&N purchased Microsoft Nook shares, ending the partnership. (Technica, 2014, p 31).
- *Pocket Book*: A range of devices, including touchscreens, front lighting, and compatibility with several e-book formats, are available for Pocket Book e-readers. Devices from Pocket Book are renowned for their adaptability and personalization possibilities. According to (Meikahana & Kriswanto, 2015, p. 20) pocket books are small books that contain writing and pictures in the form of explanations that can direct or provide instructions regarding knowledge, easy to carry everywhere.

2.8.2 E-Books

Reitz (2014, p. 494) defined an e-book as: “*An electronic version of a traditional print book designed to be read on a personal computer or an e-book reader (a software application for use on a standard-sized computer or a book-sized computer used solely as a reading device); synonymous with digital book, e-book, eBook, and online book.*”

E-book as contrast to e-text, an e-book is a hardware and software combination that is used to store electronic data on specially developed portable device (Morgan 1999 as cited in

Susan K 2002, unknown page). According to Grant and Meadows (2012, P. 189), e-book is defined as: “*The digitized version of the book meant to be read on a computer, e-reader, or a tablet.*”

2.8.2.1 E-Books Devices

- *Smartphones*: The majority of modern smartphones include built-in e-book readers or support for third-party apps like Google Play Books, Apple Books, Kindle, and more. Smartphones offer flexibility and ease for reading on the go, but their small screens may not be suitable for prolonged reading sessions.
- *Tablets*: Compared to smartphones, tablets (such iPads, Android tablets, and Amazon Fire tablets) have larger screens, which makes them more comfortable to read e-books on. With features like color displays, programmable lighting, and multi-app functionality, tablets provide a more engaging reading experience.
- *Computers*: Using desktop e-book reader software or web-based e-book platforms, PCs and laptops can also be used to read e-books. For reading textbooks, research papers, or other complex publications, reading e-books on a computer may be better due to the bigger screen size.
- *E-ink Devices*: In addition to specialized e-readers, e-ink gadgets, as the Sony Digital Paper and re Markable tablet provide a paper-like reading experience with the advantages of digital note-taking and annotation capabilities.
- *Smartwatches*: Some smartwatches, like the Apple Watch, offer limited e-book reading capabilities through companion apps that allow users to access and read short texts or snippets of e-books on their wrist.
- *Gaming Consoles*: Some gaming consoles, such as the Sony PlayStation and Microsoft Xbox, have e-book reading apps available for users to access digital books and content on their gaming devices (ibid).

2.8.2.2 E-Books Formats

E-books come in various formats, each with its own features and compatibility requirements. Here are some common e-book formats used today:

- *EPUB (Electronic Publication)*: is a popular open e-book format that is widely supported across different devices and platforms. It allows for reflowable text, meaning that the content can adapt to different screen sizes and orientations. EPUB files can include text, images, and styling elements like fonts and colors. The electronic publication book (EPUB) is an evolution of the printed book which commonly used in daily reading (Subiyantoro, 2014, p. 52).
- *MOBI*: Also known as the Mobipocket file format, MOBI is a descendant of the Palm Doc format, which was created to display documents on Palm devices. (Yes, Palm made mobile devices before the Pre!) This format is widely popular because it supports DRM (digital rights management; see the sidebar in this section) and is compatible with a great number of devices, including Kindle (Scott, 2009, p. 510).
- *PDF (Portable Document Format)*: was developed in 1985 by Adobe Systems, Inc. as a means to produce electronic documents that are device independent. The PDF was derived from another Adobe innovation, PostScript, a page description language. PDF is highly effective as a prepress tool for managing files for printing production (John, 2003, p. 19). Also, it is a versatile format commonly used for e-books, documents, and other digital content. PDF files maintain the original layout and formatting of the document, making them suitable for textbooks, manuals, and materials with complex designs. Many e-book readers and devices support PDF files.
- *AZW/AZW3*: Amazon.com created this format for Kindle by modifying the MOBI format slightly (Scott, 2009, p. 510). Amazon's proprietary e-book formats, AZW and AZW3 (also known as KF8), are used for e-books purchased from the Kindle Store.

These formats support features like annotations, bookmarks, and syncing across devices. While primarily associated with Kindle devices, AZW/AZW3 files can be converted for use on other e-book readers. (ibid).

2.9 EFL Learners and Electronic Reading

With the advance of new age technology, web environments offer possibilities to combine visual, verbal and auditory modes in multimedia presentations. The effectiveness of these capabilities available to EFL learner via multimedia has been the focus of modern technology. thus, the channels of learning aren't limited to printed material, but extended to other modes of multimedia. EFL learners may be exposed to books not only through teachers' printed books reading, but also through the reading of electronic books (e-books) which are available on the internet or on CD- ROMs (Korat, 2010, p. 14). As a valuable tool in educational settings, e-books have been extensively used in EFL classroom knowledge learning in early academy times (Ertem, 2010, p. 17), and give forms of scrutable input. With the integration of texts, plates, sound effects, animations, music and other multimedia factors, they bring support to the story line (Chen, Ferdig, & Wood, 2003; Ertem, 2010, p. 41).

2.9.1 The Challenges faced by EFL Learners in Electronic Reading

Reading, whether done on paper or on screen, calls for a variety of intricate abilities to come together into a single, effective, automated process. Throughout a text, the proficient reader consistently applies both top-down and bottom-up strategies (Grabe, 2009, p. 58). Based on understanding of spelling, sound, sentence structure, and meaning, bottom-up skills assist the reader in recognizing words (Nassaji, 2014, p. 144). Insufficient word recognition speed causes reading to be less fluid and understanding to suffer. Additionally important are top-down processes, which enable the reader to use strategies, define objectives, and draw from previously learned material.

There are significant variations between reading in print and electronic reading, even though these fundamental mechanisms are the same for all types of reading. Three distinctions in particular are worth mentioning. First off, there is a ton of material available on the Internet. Electronic readers need to be able to determine a website's usefulness fast because they have ready access to a wide variety of information. When they come across an article that might be of interest, they need to quickly review and skim the content to make sure the information is accurate. Online users will waste too much time on irrelevant content if they try to read every text in detail. Simultaneously, similar to reading a print copy, after a reader has established that a text will be useful, it is imperative to read that text deeply, constantly shifting between skimming and deep reading requires great flexibility and is a skill that must be practiced (Coiro, 2015, p. 48). Without sufficient training, online readers tend to scan too much and not understand a text fully or, on the contrary, read too deeply and not quickly enough.

Second, a lot of content on the internet is either produced by unreliable sources or lacks fact-checking. E-readers therefore need to be very skilled at determining the reliability of a source. Most students struggle to identify bias, even those who have heard the "Wikipedia speech" and are aware that they should not credit information if the author is unknown or not an authority in the field. When investigating oil drilling online, a reader may come across websites run by nonprofit environmental organizations, the government, oil firms, and even individuals who are neither experts nor answerable to anyone for their online content (ibid). The ability to critically assess material is especially important for readers in the online age, where almost anybody can publish almost anything. According to Dobler and Eagleton (2015, p. 123), students need assistance in distinguishing between opinions and facts, as well as between facts supported by evidence and presumptions.

And last, electronic reading is typically nonlinear (Kymes, 2008; Geva and Ramirez 2015; Cobb, 2017, p. 126). When reading a paper book, readers usually have one text in front of them; they start on the first page and read each one after that, adhering to the author's prescribed order of identification. E-readers, on the other hand, rarely have a single text in front of them. Multiple texts, images, videos, and advertising are frequently displayed on a single web page. There are numerous hyperlinks directing viewers to other pages on the internet. E-readers frequently click on those links, quickly switching between texts or websites and seldom going back to the original page. Continually switching between pages, messages, and websites strains cognitive resources.

Eye-tracking research has revealed that online readers are often distracted by adverts and other texts located on the same page as the article they are reading, even if they do not click on hyperlinks (Nielsen and Pernice 2010, p. 93). It comes as no surprise that research on online readers has shown them to multitask and struggle with focus (Baron 2017; Daniel and Woody 2013, p. 74). One of the biggest obstacles with online reading is efficiently processing an online text i.e., reading fluently, avoiding distractions, and being “in the reading moment” (Dobler 2015, p. 487). This is too difficult for less experienced e-readers to overcome this challenge, which may worsen exhaustion, slow down, hinder understanding, and eventually depress motivation (Cobb 2017; Daniel and Woody 2013; Sandberg, 2011, p. 210).

To overcome these challenges of e-reading, learners must train and exercise the right strategy to become digitally educated and able to read accurately and fluently enough. And we'll deliberate these strategies at the next address.

2.9.2 Electronic Reading Strategies in EFL Classroom

The EFL students must know precise reading strategies. Pardede (2019, p. 41) advises that in the electronic reading activities, the students need new learning methods due to the

electronic utilization transforming the reader's acts and behaviors. In EFL learners they still play on cognitive and metacognitive reading strategies. According to Marzuki (2018, p. 15), mental and metacognitive strategies are the most frequently employed in reading comprehension. These two popular strategies can escalate their English reading comprehension. Therefore, up to now, the standard reading strategies utilized by the English language students both cognitive and metacognitive reading strategies, including in pre-reading, during reading, and post-reading stages (Nazurty et al., 2019, p. 12).

Nazurty et al., (2019) account for that before reading, the learners implement cognitive reading approach to grip English language texts, in particular in following the passage's matter. In the pre-reading phase, the learners try to recognize the passage's principal thoughts to comprehend the matter of the reading. In verifying general facts of the path in the pre-reading juncture, the learners underline the 1st paragraph of the texts and decode the meanings utilizing their background expertise (Nazurty et al., 2019, p. 62).

The students attempt to understand the main ideas of the classes while they read. During this stage, students primarily go over each term and attempt to estimate its meaning in order to understand the texts' core idea. According to Nazurty et al. (2019, p. 63), EFL learners continue to rely on the cognitive technique when reading, amazingly guessing the meaning of each sentence to understand the main ideas of any passage. It is true that learners find it challenging to deduce the meanings of a number of unfamiliar expressions through text interpretation, expression prediction, and drawing a final section. According to Nazurty et al. (2019; p. 63), when students struggle with challenging words, they use cues such nouns, adjectives, adverbs, adjacent words, synonyms, and antonym.

In the post-reading, the learners review their grasp of reading. afterwards reading, the learners go back to the texts and check the perusing details to verify their expertise (Nazurty et

al., 2019, p. 82). hence, in present stage, the learners are interested in cognitive operational processes, assessing their reading comprehension to confirm the message of texts and make a conclusion based on evidence.

2.9.3 Electronic Reading Strategies Impact on Learners' Comprehension

2.9.3.1 The Impact of Electronic Strategies on the EFL Learners' English Reading Activities

The internet has been used by many academic activities to obtain digital sources for knowledge, leading to a bevy of changes in the way texts are employed. Even said, the use of internet communication has expanded due to technological advancements. The majority of educational institutions have been supporting their physical, virtual, or combined learnings using digital texts less and less (Wu & Chen, 2017, p. 52). Applications for electronic text can facilitate a wide range of educational activities.

Since electronic texts have unique views, colors, features, fonts, and other elements, readers are more drawn to them. Additionally, because they can be accessed via smartphones or tablets at any time and from any location, electronic textbooks provide both convenience and rigidity. These characteristics encourage students to study independently rather than waiting for their lecturers to provide them with materials (ibid).

2.9.3.2 The Impact of Electronic Strategies on the EFL Learners' English Reading Comprehension

Wathoni & Jon et al., (2022, p. 87). Stated that since the advent of computers in the field of teaching and learning languages. It was discovered that computers could improve reading comprehension in at least three ways: by allowing users to manage the content and duration of digital resources used to build reading strategies, by providing exercises related to appreciation, and by creating interactive resources related to appreciation. However, since reading has moved

from a paper to a digital format due to the widespread use of digital devices, more research needs to be done on electronic reading.

Reading texts from a technological device, such as a computer, tablet, or smartphone screen, whether online or offline, is known as electronic reading. Because it exposes one to so many engaging assignments, e-reading aids in the understanding of literature (Hashimoto & Okazaki, 2012, p. 56). For instance, it demonstrated the value of e-reading as a tutoring tool for reading to EFL/ESL students. It has also been demonstrated that reading more intensively for enjoyment while e-reading aids in language and literary acquisition.

Several reading comprehensions models that place digital reading at the center have been proposed in recent research. While there are certain similarities between reading in print and electronic formats, digital devices alter the dynamic interaction between readers, texts, and other elements that influence the reading process. (Wadi et al., 2022, p. 31).

Thus, e-reading can be helpful for knowledge, language, and literature teaching or learning. The emphatic effect of electronic reading on language and literature EFL/ ESL learners has also been proven. For case, it examined the impact of using indispensable learning strategies on perfecting scholars' reading. (Sulaiman et al., 2022, p. 31).

2.10 Advantages and Disadvantages of E-Reading

2.10.1 Advantages of E-Reading

One of the advantages of electronic resources is light weight, ease and multiple use (Siegenthaler et al., 2010, p. 46). In addition, (Louis, 2012, p.15) deduced that they are generally interactive, random, deliver content immediately, and incorporate text, images, sound, and video that do not exist in the world of printing. One of the main benefits of utilizing electronic or digital media is relative accessibility and multiple uses in terms of time and space, and multiple media can also be drawn as video cubes and audio clips in electronic content,

which is impossible in print media (Bodomo, et al., 2013, p. 18). Another advantage by (Springer, 2008, p.74) stated that, by only one click can find books and information that you want by searching for key words, so it can be used wherever you want and at any time and faster.

Moreover, using e-books by students and teachers to communicate and share information to create a rich reading and writing environment (Strickland and Marrow, 1989, p. 74). Also, electronic reading on screens enables the reader to control the font quality, shape, size, and can convert it to the style he wants. Lastly, the reader became more involved in the reading process, and that is only by clicking and passing through pages, webs and hyperlinks (ibid).

2.10.2 Disadvantages of E-Reading

Some studies indicate that reading the digital text compared to reading the printed text reduces the reader's understanding and understanding rate (Liu, 2012, p. 25). Reading from electronic devices is more stressful to the brain, therefore search participants become more stressful when reading than e-devices (Wästlund et al., 2005, p. 28). The electronic library does not contain all printed books (not all books are available online).

It requires technology infrastructure which may be not be available in some countries, bandwidth limitation or slow Internet connection, which can affect the ease of the reading process, because, it causes weak performance for multimedia: e-books, articles and webpages, as well as long waits for download.

One of the main disadvantages of electronic reading is the reliance on the internet and the devices needed to act as the read medium (Delfino & Persico, 2007, p. 85). Therefore, one of the most frequent challenges of digital reading is the lack of a reliable internet at home (Gilbert, 2015, p. 76).

Foremost, it is difficult to maintain motivation in digital reading, especially for EFL learners who lack independence and self-motivation (Means et al., 2009, p. 96). Therefore, students who lack motivation may feel frustrated by the lack of Internet access or the lack of electronic reading media.

2.11 Conclusion

We started the second chapter with the definition of “electronic reading” that was presented by researchers. Then we moved to the most important types of electronic reading, which is divided into two types (Reading on screen, Audio reading). Also, we covered some e-reading materials, focusing on the most important of them (e-books, e-journal, e-magazine, e-newspaper, blog), as well as the features of this kind of reading. In addition, we have mentioned all the electronic devices and the extent of students’ comprehension when using them. We also explored the definition of electronic text and its purpose. Moreover, we mentioned the challenges that EFL learners face when reading electronically, and the most strategies that overcome these challenges. Finally, we highlighted its main advantages and disadvantages.

Chapter Three
Data Analysis
and Recommendations

Chapter Three

Data Analysis and Recommendations

3.1 Introduction

The main objective of this study is to find out the difference between the vendetta of printed reading and the e-reading of EFL students, and to achieve this goal, we administered a survey to first-year licence students to discover their views and passion for reading. This chapter consists of a typical lesson and some questions. So, it is a detailed description of the survey and its management process. Furthermore, it provides an analysis of the questionnaire and the discussion of the results. In addition, it makes recommendations based on the results obtained from the study.

3.2 A Sample Lesson about Electronic and Print Reading

Two texts were prepared in two different ways, with questions accompanying the printed method and the electronic one. The session began by distributing the first text to the students, which is the printed text. Before starting, the teacher gave tips on reading techniques and strategies with precision and efficiency.

After that, students were given the opportunity to read the text silently, prepare it, and try to answer the questions attached to it. After a period of time, some students were assigned to read, and correct the verbal errors by the teacher. She allowed everyone to participate in solving the questions. Upon completion, the teacher evaluated the students' performance in reading.

Later, we moved to the second text. We sent it in the form of a PDF document to the students' phones and asked them to read it via this device. They were also given the same opportunity to prepare it. Meanwhile, we went around the classroom to check whether the students were immersed in preparing the text or were busy with something else on the phone.

When the preparation period ended, other students were appointed to read the text, noting any differences or difficulties while reading through the phone.

Finally, the teacher provided some techniques and instructions to the students, as well as directing them to prepare for the next session while ensuring that they enjoyed this one.

Through the experience of reading in both ways, we noticed that students tend to read in print more than the electronic way. When reading the first text (printed reading), the students were more comfortable and attuned, and they did not find difficulty in the questions, as they were solved quite easily. As for the second text (electronic reading), students appeared to be embroiled and confused when reading via telephone, and some of them were not interested in the text; they were busy with other matters on their phones. As for the questions, they took a long time to understand and solve them, unlike the questions of the first text.

3.3 The Students' Questionnaire

Kirakowski (1998) defined the questionnaire as a structural approach to obtaining, recording and compiling information. In other words, the questionnaire is a set of thematic questions that are commonly used and sometimes misused as a means of collecting data because of their simplicity in preparation and management. The students' questionnaire consists of (22) questions divided into three sections. Each section aims to collect a certain type of data about student's reading preferences and the type of media used in this process.

3.4 Description and Administration of the Students' Questionnaire

This questionnaire is divided into three sections, in the first section containing personal questions about their gender and age. The second section consists of six questions aimed at discovering whether the student has personal interest or a hobby in reading in English, as well as a question aimed at knowing the purpose of their reading. Moreover, we have asked questions

about the format and the media they prefer to read, for example, with regard to the format (print books or electronic books) and the media (print media or electronic media). As for the third and last section, sixteen questions focused on the materials used during reading (printed, electronic materials), their ease and impact on understanding. Also, we asked them about assessment of their experience with these materials and if there has been any difference in concentration when they were used. The survey was directed to first-year licence students for an English language degree at the University of Ghardaia. The participants are 100 students, the purpose of this survey is to collect data and see the value of our research.

3.5 Data Analysis

Section one: (1 → 2)

Item 01: Gender

Table 3.1: The Students' Gender.

Gender	Number	Percentage
Male	30	30 %
Female	70	70 %
Total	100	100 %

The overwhelming majority of our sample students represent females (70%), and (30%) males have participated in the questionnaire.

Item 02: Age

Table 3.2: The Students' Age

Age	Number	Percentage
(17-20)	60	60 %
(20-25)	30	30 %
(25-29)	6	6%
(29-45)	4	4%
Total	100	100%

As per table n° 2, it's complied with that the age of the students surveyed ranges from 17 to 25 years. The comparatively narrow age range proposes the population of students is comparatively homogeneous. As a consequence, it could be inferred that the students' responses to the questions are probably to display a definite amount of consistency, and essential contradictions between their responses are less probably to happen.

Section two (1→5)

Item 01: Do you like to read in English?

Table 3.3: Students Reading in English

	Number	Percentage
Yes	86	86%
No	14	14%
Total	100	100%

The results show that (86%) of the students they read in English while only (14%) do not. Thus, we conclude that most students love to read in English.

Item 02: If yes, how often do you read in English?

Table 3.4: Students' Frequency of Regarding

Possibilities	Number	Percentage
Always	10	10%
Sometime	58	58%
Rarely	22	22%
Never	10	10%
Total	100	100%

The table above indicates that most students (58%) sometimes read. which is followed by (22 %) of student who rarely read. While the category of students who always read is restricted to (10 %), this category of students is passionate by reading. Whereas, (10 %) of them never read; maybe because they do not find reading pleasurable.

Item 03: What is your aim of reading in English?

Table 3.5: The Goal of Reading

Possibilities	Number	Percentage
To learn	67	67%
To get specific information	14	14%
To conduct a research	6	6%
To do an assignment	8	8%
Other reasons	5	5%
Total	100	100%

The overhead table denotes a variety of aspirations of perusing. We see that (67 %) of respondents read to learn while (14 %) to get specific information. We additionally designate that there exist an equivalent percentage in performing study along with in other justifications. (8%) they read to do an assignment whereas (6%) with the aim of educate a research. And the last percentage (5%) relates to other reasons. However, 5% include other reasons to read in English: to gain a new vocabulary and develop my reading skill; to communicate with my partners and other; to have fun, reading is a good way to pass the time; to be cultivated and aware of different fields like history, geography, politics, etc.

Item 04: Where do you prefer to read?

Table 3.6: Favorite Place of Reading

Possibilities	Number	Percentage
In the library	12	12%
Outside the library	87	87%
Total	100	100%

Most students (87%) prefer to read outside the library, while the remaining percentage (12%) prefer to read in the library.

Item 05: Which format do you prefer to read?

Table 3.7: Preferred Format of Reading

Possibilities	Number	Percentage
Print books	74	74%
Electronic books	26	26%
Total	100	100%

We see, in the table, a large difference in the number of students who use printed books, at (74%). In contrast, users of e-books were estimated at (26%).

Item 06: What type of media do you prefer to read from?

Table 3.8: Preferred Type of Media

Possibilities	Number	Percentage
Print media	57	57%
Electronic media	43	43%
Total	100	100%

Regarding the preferred media, we note that the results are close between them. The highest percentage being attributed to print media (57%), while for electronic media (43%).

Section Three (1→22)

Item 01: Do you find it easier to concentrate when using print materials?

Table 3.9: Concentration Rate when Using Print Materials

Possibilities	Number	Percentage
Yes	75	75%
No	25	25%
Total	100	100%

The results indicate that most of students find it easy to concentrate when using print materials, thus the concentrate rate increases. The result was estimated at (75%), while (25%) was negative.

Item 02: Why?

Table 3.10: Students Answers of Concentration Rate when Using Print Materials

	Number	Percentage
Touching the book, feeling about the pages, and highlighting the information helps more than scrolling	33	33%
They have enough time to understand and rereading when they do not get the meaning	67	67%
Total	100	100%

Several of the students explicitly expressed favoring printed materials because touching the book, feeling the pages, and highlighting the information helps more than scrolling. Other say that they have enough time to understand and repeat reading when they do not get the meaning.

Item 03: Do you find it easier to concentrate when using electronic materials?

Table 3.11: Concentration Rate when Using Electronic Materials

Possibilities	Number	Percentage
Yes	34	34%
No	66	66%
Total	100	100%

Through the table, we note that the electronic materials were not sufficient or easy to raise the level of concentration among students with a result (66%), while the remaining percentage is due to printed materials (34%).

Item 04: why?

Table 3.12: Students Answers of Concentration Rate when Using Electronic Materials

	Number	Percentage
They are easy to use and they can use them anywhere and anytime	20	20%
There are a lot of information that they don't often find it in print materials while others expressed their dissatisfaction with electronic materials	11	11%
Electronic materials harm the eyes and stress them, and this reduces their concentration	40	40%
They lose focus from any notification or message they receive.	29	29%
Total	100	100%

Some students explicitly expressed a preference for electronic materials: they prefer because it is easy to use and they can use it anywhere and anytime. Others say that there are a lot of information that they don't often find it in print materials while others expressed their dissatisfaction with electronic materials. Some students I do not like electronic materials

because it harms the eyes and stress them, and this reduces their concentration. However, others said that they lose focus from any notification or message they receive.

Item 05: What kind of materials do you read for the time?

Table 3.13: kinds of Reading Materials Students Read

Possibilities	Number	Percentage
Books	58	58%
Magazines	5	5%
Webpages	30	30%
E-books	7	7%
Other materials	0	0%
Total	100	100%

The table shows that (58%) of students read books, (30%) use webpages, followed by small percentage who read magazines (5%), and (7%) of the rest read e-books. Thus, most students reported that they read books in equal proportion to those who read web pages most of the time.

Item 06: How often do you read printed materials?

Table 3.14: Frequency of Reading Print Materials

Possibilities	Number	Percentage
Always	16	16%
Sometime	57	57%
Rarely	19	19%
Never	8	8%
Total	100	100%

The table discloses about (16%) of the respondents “always” read of print materials and (57%) they “sometime” read of the print materials, yet (19%) selected “rarely” and (8%) informed that they “never” read from print materials. The consequence reveals that the most of

the students on occasion use print materials to read and that because of the digital time we're residing in.

Item 07: How often do you read electronic materials?

Table 3.15: Frequency of Reading Electronic Materials

Possibilities	Number	Percentage
Always	21	21%
Sometime	35	35%
Rarely	36	36%
Never	8	8%
Total	100	100%

The table shows that the percentage is close between “sometime” and “rarely” of students read from electronic materials, the large category goes to “rarely” (36%), followed by “sometime” (35%), yet (21%) they “always” read it from and the remaining few category goes to “never” (8%).

Item 08: How would you rate the overall reading experience of print materials?

Table 3.16: Concentration Rate on Print Materials

Possibilities	Number	Percentage
Satisfied	78	78%
Unsatisfied	22	22%
Total	100	100%

The table indicates that (78%) of the respondent are “satisfied” with their experience to read from print materials, while (22%) of them expressed their “dissatisfaction” with printed materials in reading.

Item 09: Why?

Table 3.17: Students' Answers of Concentration Rate on Print Materials

	Number	Percentage
It makes them feel of the old generation vibes.	29	29%
They feel happy when it is a real book, especially when they touch the pages/ Printing materials are more interesting and less distracting.	46	46%

Some students' answers about their reading experience in print materials include the following:” they were not satisfied, because it makes them feel of the old generation vibes; they feel happy when it is a real book, especially when they touch the pages printing materials is more interesting and less distracting.

Item 10: How would you rate the overall reading experience of electronic materials?

Table 3.18: Concentration Rate on Electronic Materials

Possibilities	Number	Percentage
Satisfied	45	45%
Unsatisfied	55	55%
Total	100	100%

From the table, it can be noticed that, at the rate of (55%) are “unsatisfied”, and (45%) of them are “satisfied”. Thus, the category is close between them except that the majority of students are unsatisfied.

Item 11: Why?

Table 3.19: Students' Answers of Concentration Rate on Electronic Materials

	Number	Percentage
It doesn't make them enjoy the reading hobby (if they find all the books, they want to read in print copy, they would never read from electronic ones)	20	20%
It not useful and helpful, they also don't find it funny.	42	42%
It gives them a lot of information in an easy way.	38	38%

Some students' answers about their reading experience in print materials include the following: "Were not satisfied, because, it doesn't make them enjoy in the reading hobby (if they find all the books, they want to read in print copy, they would never read from electronic ones). In addition, it not useful and helpful, also they don't find it fun. While some of them were satisfied because, it gives them a lot of information with easy way."

Item 12: What do you think about print book's price?

Table 3.20: Books Price

Possibilities	Number	Percentage
Expansive	62	62%
Cheap	20	20%
I do not know	18	18%
Total	100	100%

The table reveals that about (62%) of the respondents reported that books are "expensive" to buy, and (20%) reported that they are "cheap", whereas (18%) reported "I do

not know”. The result shows that the majority of respondents find that buying books is more expensive.

Item 13: Have you noticed any differences in your comprehension when reading print materials instead of the electronic ones?

Table 3.21: Differences in Comprehension when Reading Print or Electronic Materials

Possibilities	Number	Percentage
Yes	72	72%
No	28	28%
Total	100	100%

In the table, we note that (72%) of students find a difference in comprehension when read in printed or electronic materials, while (28%) of them don’t notice any difference.

Item 14: Explain.

Some of explanations of students, who noticed a difference in understanding when reading through print and electronic materials, include the following items: “The print version gets them into the actions and feel the whole story, while the other ones make them distracted; noticed that they learn and discover more new vocabulary and they feel more comfortable; difference in the way of seeing the world in new version.” In contrast, some of students did not notice any difference in understanding when reading through print and electronic materials include the following: “there is no problem in reading with print materials or electronic ones, it’s the same.”

Item 15: Do you have daily available internet connectivity for downloading e-books?

Table 3.22: Connectivity for Downloading E-books

Possibilities	Number	Percentage
Yes	67	67%
No	33	33%
Total	100	100%

We note here that 67% of students have a daily connection to the Internet and can download books, while the remaining 33% of students lack the Internet.

Item 16: What do you use more for your academic research?

Table 3.23: Materials Used in Academic Studies

Possibilities	Number	Percentage
Print materials	19	19%
Electronic devices	81	81%
Total	100	100%

There is a large percentage of students who rely on electronic devices for academic studies (81%), while (19%) of them use print materials.

Item 17: Why?

Some student's answers on why they choose electronic devices include the following: "because, we find everything in easy way; in academic research it requires concentration and the time for submission is often specific, so we resort to use electronic devices as there is no enough time to search in print ones; print materials are expensive and sometimes not available. Furthermore, some students expressed their reason for choosing electronic materials include the following: "They don't trust internet sources; the sources are more clearly and comfortable with this kind of materials."

3.6 Discussion

The results show, especially in the outcome of the first question of the second section, that 86% of students enjoy reading, but there are some obstacles they face through the media, in case of understanding (leading to anxiety). Given the third question of section two, 67% of

them read with the goal of learning, which is to develop their pronunciation or understanding skills.

We also conclude from the questions addressed in section two that the media and their preferred method of reading are the traditional or printed method, and according to the reasons given in the questionnaire, they help them to understand and find it easy to concentrate and not cause stress.

For electronic media, they often use them for academic research, for ease of use and for the provision of the required information. Hence, although learners nowadays are familiar with technology development, they still find that print books are more useful for them in spite that they refer to the electronic ones in doing quick and easy research processes.

3.7 Recommendations

According to our findings through our research, we can conclude that the majority of first-year students at the University of Ghardaia have a great motivation to read in English, given the fourth question of the questionnaire, whose purpose was in fact to learn and gather information. We note that most students prefer to read in print because it makes them feel more comfortable, while using electronic means to collect information because of their ease to use. In the shadow of these results and in the age of technology, we recommend that teachers use both methods of reading during classes.

We recommend teachers to adopt both ways of teaching, for example, a reading class in print, like using books or novels and so on while in the next session, using the electronic way. We do not prefer to use phones or computers because they distract attention so that we suggest using projector to ensure the attention of all students.

Furthermore, we recommend our university to provide an electronic library equipped with electronic devices and making all its books and articles available on special websites. In addition, we need to educate students about the ethics of electronic reading.

The aim of this proposal would be to go hand in hand with technology and achieve compatibility between the two methods and to ensure that both parties are satisfied because there are those who prefer electronic reading and others do with the print one.

3.8 Conclusion

The purpose of this chapter was to analyze the student surveys, as well as discuss the survey results and recommendations for the randomly selected group. In light of the results obtained, we conclude that the majority of students have a great passion for reading. In fact, they consider it an essential source of information as well as for other purposes. We also concluded that the method and materials that students use to read make a significant in learning, especially for EFL learners.

General Conclusion

General Conclusion

Ever since the reading was one of four important English language skills. Reading requires identifying and deciphering words, as well as understanding the greater meaning that words read. Since reading is the basis for teaching in all aspects of language, including the use of textbooks, and given the vital role played by reading, this skill has long been a priority in learning and teaching English. To facilitate this, printed texts have long played a significant role in the English language class as a foreign language, yet the current flow of digital texts has fundamentally changed reading methods today. Students no longer rely on printed books as a single source of information. E-books tools and features can help limp readers or English as a foreign language learner read texts independently to promote and facilitate difficult readings. Students read quickly through screens and this is the result of the abundance of accessible information.

Our research focuses on exploring students' preferences to read, and so do their favorite materials that help them read. Specifically, our aim is to identify potential challenges during reading or learning faced by first-year students at Ghardaia University. To achieve that, we used the survey method, where we used the student survey as an essential tool for collecting data on students' perceptions of reading skills and preferences in the learning process. Therefore, it is assumed that the right materials to develops students' ability to read and learn.

Our research focuses on exploring students' preferences towards reading as well as their favorite media to help them in reading. Specifically, we aimed to identify potential challenges during reading or learning faced by first-year license students at the University of Ghardaia. To achieve this, we used a survey method, where we used a student questionnaire as a primary tool to collect data about students' perceptions of reading skill and their preferences in the learning

process. Therefore, it is assumed that the right resource develops students' proficiency in reading and learning.

The general results indicate that students have preferences for both types of reading resources (electronic and printed). This is because they find advantages in both choices because each student has his or her favorite reading materials.

The results also showed that EFL learners face a difficulty in comprehension in terms of the type of media chosen, and as was noted through the answers obtained from the questionnaire, we saw that a group of students use electronic devices, but they face difficulty in continuing reading or difficulty in comprehension, one of the main reasons for this problem is the effect of electronic devices on the eyes and brain, and this is due to not following the appropriate strategies for electronic reading. Moreover, through the results of the questionnaire, we noticed that most of the first-year license students at the University of Ghardaia, prefer reading through print materials, but they use electronic devices for their academic research. This is because the Internet is easy and fast, and also because of the high prices of books, whether printed or electronic. In addition, one of the other reasons is the lack of resources, and the books in the college's university library, especially in the English language, and also because there are no e-books or electronic references, this thing frustrates students even more.

Finally, it is clear that the development of English as a foreign language can be greatly influenced by the learners' proficiency in reading skills through the media used. When the student used the reading resource correctly by following the appropriate strategies, they will show greater willingness to engage in the reading process and do their best to learn the English language. These strategies teach them and improve their reading skills, and also help reduce the difficulties faced by learners of English as a foreign language, which leads to enhancing the spirit of efficiency and success to strengthen their abilities.

References

References

- Achieng, J. A. (2009). *Effectiveness of Billboard Advertising; a Case of Soft Drinks in Nairobi*. Retrieved from <http://erepository.uonbi.ac.ke/bitstream/handle/11295/13150/>
- Afflerbach, P. (2017). *Understanding and Using Reading Assessment* (3rd ed). USA: ASCD.
- Ailén, N. (2021). *Brochures, Leaflets, Pamphlets and Newsletters*. Retrieved from <https://www.scribd.com/document/500160305/Brochures-Leaflets-Pamphlets-and-Newsletters>
- Akkouche, D., & Meziane, S. (2020). *Students' Perceptions towards Reading English Printed and Digital Materials The case of study: students of English at Bejaia's university*. Bejaia: University of Bejaia, Department of English.
- Alieto, E., Eijansantos, A., & Dela Rama-Ricohermoso, C. (2020). *Print-based texts or digitized versions: an attitudinal investigation among senior high school students*. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3615800
- Alisaari, J., Turunen, T., Kajamies, A., Korpela, M., & Hurme, T. R. (2018). Reading comprehension in digital and printed texts. *L1-Educational Studies in language and literature*, 18 (1), 1-18.
- Alkandari, K. A. (2009). *The uses of posters and perceived values in schools: A case study*. Retrieved from https://etda.libraries.psu.edu/files/final_submissions/3286
- Almuslimi, F. (2020). The Difficulties of Reading Cultural-based Texts among Yemeni EFL Learners. *International Journal of Language and Literary Studies*, 2(3), 170-199.
- Bamford, J., & Day, R. R. (Eds.). (2004). *Extensive reading activities for teaching language*. UK: Cambridge University Press.

- Barreto, N. G. (2006). The electronic text and a new nature of literacy. *Colombian Applied Linguistics Journal*, 203-215.
- Basmo, T, (2019). *Reading and Memory. Can Reading Improve Memory?* Retrieved from <https://basmo.app/reading-improve-memory/>
- Britannica, T. (2011). *Rotary Press*. Retrieved from <https://www.britannica.com/technology/rotary-press>
- Brun-Mercer, N. (2019). Online Reading Strategies for the Classroom. In *English Teaching Forum*. 57 (4), 2-11.
- Caaway, S. D. G., & Koo, G. S. (2020). *Reading Comprehension: Print Media Versus Digital Platforms*. UK: Cambridge University Press.
- Campbell, L. N. (2020). *Differential Effects of Digital vs. Print Text on Reading Comprehension and Behaviors in Students with ADHD*. Retrieved from <https://orcid.org/0000-0002-7891-3470>
- Carr, S. C., & Punzo, R. P. (1993). The effects of self-monitoring of academic accuracy and productivity on the performance of students with behavioral disorders. *Behavioral Disorders*, 18(4), 241-250.
- Carrell, P. L., Devine, J., & Eskey, D. E. (1988). *Interactive approaches to second language reading*. UK: Cambridge University Press.
- Chen, X., Liang, L., Lu, M., Potmėšil, M., & Zhong, J. (2019). The effects of reading mode and braille reading patterns on braille reading speed and comprehension: A study of students with visual impairments in China. *Research in developmental disabilities*, 91(1), 103424.
- Clarke, D. F., & Nation, I. P. (1980). Guessing the meanings of words from context: Strategy and techniques. *System*, 8(3), 211-220.

Clinton-Lisell, V., Seipel, B., Gilpin, S., & Litzinger, C. (2023). Interactive features of e-texts' effects on learning: A systematic review and meta-analysis. *Interactive Learning Environments*, 31(6), 3728-3743.

Coleman, R. L. (1959). *The development of an inexpensive flatbed engraving*. Ohio: Bowling Green State University

Cortez, B. (2014). *PRINTED MATERIALS*. Retrieved from <https://www.slideshare.net/slideshow/kk-41545610/41545610>

Craft, J. R. (2003). Portable Document Format (PDF): Standardizing document files for publication. *DESIDOC. Journal of Library & Information Technology*, 23(1).

Delfino, M., & Persico, D. (2007). Online or face-to-face? Experimenting with different techniques in teacher training. *Journal of Computer Assisted Learning*, 23(5), 351-365.

Emily St. J, M. (2022). *Sea of Tranquility*. UK: Pan Macmillan.

foreign language students: The influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 80, 327-339.

Forrester, R. (2020). *History of printing-From Gutenberg to the Laser Printer*. Retrieved from <https://deliverypdf.ssrn.com/delivery>

Françoise, G. (1981). *Developing reading skills: a practical guide to reading comprehension exercises*. UK: Cambridge Univ Press.

Fried, I. (2009). *Barnes & Noble's' Nook'said to cost \$259*. Retrieved from https://wiki.edunitas.com/IT/114-10/Nook-Color_5983_eduNitas.html

- Fu, Y. J., Wey, S. C., & Chen, S. C. (2014). The effects of reading strategy instruction via electronic storybooks on EFL young readers' Reading Performance. *International Journal of Contemporary Educational Research*, 1(1), 9-20.
- Gilbert, B. (2015). *Online learning revealing the benefits and challenges*. Retrieved from https://fisherpub.sjf.edu/education_ETD_masters/303
- Gonda, Z. (2014). *Reading strategies for digital texts*. Retrieved from <https://doktori.btk.elte.hu/lingv/gondazsuzsa/thesis.pdf>
- Goodman, K. S. (1997). The reading processes. In *Encyclopedia of Language and Education: Literacy*. Dordrecht: Springer Netherlands.
- Gulzar, M. A., & Abdulrahman, A. A. (2014). Effects of Print Media: A Study of Reading Skills among University EFL Students. *Research on Humanities and Social Sciences*, 4(28), 68-79.
- Gulzar, M. A., & Ali, M. (2010). 03 Significance of Print Media: A Study of Reading Skills Among School Students. *Journal of Gender and Social Issues*, 9(1), 1-16.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. UK: Cambridge university press.
- Haveman, H. A. (2015). *Magazines and the making of America: modernization, community, and print culture*. USA: Princeton University Press.
- Hoe, R. (1902). *A Short History of the Printing Press and of the Improvements in Printing Machinery from the Time of Gutenberg up to the Present Day*. USA: Springer Science.
- Hoover, W. A., & Gough, P. B. (1990). The simple view of reading. *Reading and writing*, 2, 127-160.

Hulstijn, J., Hollander, M., & Greidanus, T. (1996). Incidental vocabulary learning by advanced foreign-language students: the influence of marginal glosses, dictionary use, and reoccurrence of unknown words. *The Modern Language Journal*, 108(2), 1-15.

Hudson, T. (2007). *Teaching Second Language Reading*. Alexandria, VA: TESOL.

Ibrahim, K. A. E. R. (2020). Using digital reading strategies for developing EFL reading comprehension skills among Faculty of Education student. *Education Faculty Journal*, 2, 121-135.

Julianto, V. (2019). In 1st Annual International Conference on Social Sciences and Humanities (AICOSH 2019). *Atlantis Press*. 89-94.

Klemm, B. (2014). *How to improve memory skills and remember what you read: Beyond phonics and “whole language”*. Retrieved from <https://sharpbrains.com/blog/2014/07/17/how-to-improve-memory-skills-and-remember-what-you-read-beyond-phonics-and-whole-language/>

Koh, H., & Herring, S. C. (2015). *E-books, e-readers, and e-book device design* (3rd ed). USA: IGI Global.

Laeli, A. F., & Setiawan, S. (2020). READING DIGITAL TEXT AS A NEW LITERACY IN ELT: TEACHERS' PERCEPTION & PRACTICES. *ETERNAL. English, Teaching, Learning, and Research Journal*, 6(2), 312-327.

Lai, M. (2022). *Reading for pleasure can strengthen memory in older adults, Beckman researchers find*. Retrieved from <https://beckman.illinois.edu/about/news/article/2022/12/05/reading-for-pleasure-can-strengthen-memory-in-older-adults-beckman-researchers-find>

Larasati, F., Adawiyah, D., & Gumartifa, A. (2023). Investigating EFL Students Reading Preferences (Digital or Printed). *International Journal of Education Research and Development*, 3(1), 1-12.

Liana's Extensive Reading Journals. (2011). *What Is Extensive Reading? Liana's Extensive Reading Journals*.31(1), 15.

Lim, F. V., & Toh, W. (2020). How to Teach Digital Reading? *Journal of Information Literacy*, 14(2), 24-43.

Liu, H., Shao, M., Liu, X., & Zhao, L. (2021). Exploring the influential factors on readers' continuance intentions of E-Book APPs: personalization, usefulness, playfulness, and satisfaction. *Frontiers in Psychology*, 12, 640110.

Manurung, I. F. U., Simanihuruk, L., & Ratno, S. (2021). Development of Electronic Publication Book (EPUB) Based on Science Multi Representation in Basic Concepts of Physics and Chemistry Courses. *Atlantis Press*. 812-816.

Martinez, V. G., & López-Río, J. (2015). About the horrific peril of reading on digital devices. *Procedia-Social and Behavioral Sciences*, 178, 105-109.

McDonald, K. (2012). *Different reading techniques and when to use them*. Retrieved from <https://fr.slideshare.net/slideshow/different-reading-techniques-and-when-to-use-thempptx/254352634>

McNulty, S. (2009). *The Kindle Pocket Guide*. *Peachpit Press*. 510.

Meikahani, R., & Kriswanto, E. S. (2015). Pengembangan buku saku pengenalan pertolongan dan perawatan cedera olahraga untuk siswa sekolah menengah pertama. *Journal pendidikan jasmani Indonesia*, 11(1), 11.

of digitised text. *British journal of Educational Technology*, 42(3), 512-526.

Omar, R. B., Mohamad, H. A., Raffy, D., Sinsuat, R. S., & Parcon, M. N. (2022). Oral Reading Intervention Activities: Its Influence on the Pronunciation Skill of Bangsamoro Grade 3 English

Language Learners in Reading Aloud. *Psychology and Education: A Multidisciplinary Journal*, 4(1), 15.

Panda, K. C., & Swain, D. K. (2011). E-newspapers and e-news services in the electronic age: an appraisal. *Annals of Library and Information Studies*. 58(1), 55-62.

Pardede, P. (2019). Print vs Digital Reading Comprehension in EFL. *Journal of English Teaching*, 5(2), 77-90.

Rose, E. (2011). The phenomenology of on-screen reading: University students' lived experiences

Sfetcu, N. (2021). *What Is E-Book? A Guide for Free eBook Publishing*. Retrieved from https://www.researchgate.net/profile/Nicolae-Sfetcu/publication/370124345_What_Is_e-Book_A_Guide_for_Free_eBook_Publishing/links/6440237139aa471a524ca277/What-Is-e-Book-A-Guide-for-Free-eBook-Publishing.pdf#page=185

Tercanlioglu, L. (2004). Postgraduate Students' Use of Reading Strategies in L1 and ESL Contexts: Links to Success. *International Education Journal*, 5(4), 562-570.

Trachtenberg, J. A., & Fowler, G. A. (2009). B&N Reader Out Tuesday. *The Wall Street Journal*, 21(1), 12.

Wadi, A. S., Sulaiman, A. A. B., Jon, R. B., & Wathoni, H. (2022). The Advancement of Digital Text Reading Perceived by Indonesian EFL Students Amid the Pandemic Covid-19. *International Journal of English and Applied Linguistics (IJEAL)*, 2(1), 27-33.

Willoughby, A. (2006). *The Best of Brochure Design* (8 ed).UK: Rockport Publishers.

Winter-Hébert, L. (2019). 10 Benefits of Reading: Why You Should Read Every Day. Retrieved from <https://www.centralsoutherntierraen.org/wpcontent/uploads/2022/10/10benefitsofreading1.pdf>

Ziegler, A. (2019). The Effect of Students Reading Digital Text Versus Print Text on Comprehension. UK: Minnesota State University Moorhead.

Appendices

Appendix A

Students' Questionnaire

Dear students,

I would greatly appreciate it if you could answer the questions of the present questionnaire that tackles the topic of *Electronic vs. Print Reading in the EFL Classroom*. Your answers could be by either ticking the appropriate choices or providing full explanations. Thank you for your cooperation.

Section 1

1)- Gender: Male Female

2)- Age:

Section 2

1) – Do you read in English?

A- Yes B- No

2) - If yes, how often do you read in English?

A- Always B- Sometime C- Rarely D- Never

3) -What is your aim of reading in English?

A- To Learn B- To get specific information C- To conduct research

D- To do an assignment

E- Other reasons

.....

4) – Where do you prefer to read?

A- In the Library B- Outside the library

5) – Which format do you prefer to Read?

A- Print books B- Electronic books

6) – What types of media do you prefer to read from?

A- Print media

B- Electronic media

Section 3

7) – Do you find it easier to concentrate when using print materials?

A- Yes B- No

8) -Why?

.....
.....
.....

9) – Do you find it easier to concentrate when using electronic materials?

A- Yes B- No

10) -Why?

.....
.....
.....

11) – What kind of materials do you read of the time?

A- Books B- Magazines C- Webpages D- E-books

- Other materials

.....
.....

12) – How often do you read printed materials?

A- Always B- Sometime C- Rarely D- Never

13) - How often do you read electronic materials?

A- Always B- Sometime C- Rarely D- Never

14) – How would you rate the overall reading experience of print materials?

A- Satisfied B- Unsatisfied

15) - Why?

.....
.....

16) - How would you rate the overall reading experience of electronic devices?

A- Satisfied B- Unsatisfied

17) - Why?

.....
.....

18) - What do you think about print books price?

A-Expensive B-Cheap C-I do not know

19) – Have you noticed any differences in your comprehension when reading print materials instead of the electronic ones?

A- Yes B- No

20) - Explain:

.....
.....

21) Do you have daily available Internet connectivity for downloading e-books?

A- Yes B- No

22) – What do you use more for your academic research?

A- Print materials B- Electronic materials

23) - Why?

.....
.....
.....

Thank you for your time

الملخص

تبحث الدراسة الحالية في تفضيلات القراءة الإلكترونية والمطبوعة وتأثيرها على فهم النص بين متعلمي اللغة الإنجليزية كلغة أجنبية. يتناول هذا البحث على وجه التحديد التحديات المحتملة التي يواجهها طلاب اللغة الإنجليزية كلغة أجنبية عند القراءة باستخدام المواد المطبوعة أو الإلكترونية. يمكن أن تنشأ هذه التحديات من مجموعة متنوعة من العوامل التي يمكن أن تعيق تقدمها. ولمعالجة هذه المشكلة تقترح الدراسة بعض الاستراتيجيات التي يمكن للطلاب استخدامها لتقليل هذه العوائق وتحسين قدرتهم على القراءة والتعلم باللغة الإنجليزية. الهدف من هذا البحث هو تحديد مدى تأثير مواد القراءة على فهم المتعلمين، والحد من التحديات التي يواجهها متعلمي اللغة الإنجليزية كلغة أجنبية من خلال تطوير تقنيات القراءة الفعالة. تستخدم الدراسة المنهج الوصفي للبحث، من خلال ملاحظة جلسات القراءة مع طلاب السنة الأولى ليسانس بجامعة غرداية. كما تم تطبيق استبيان على 100 طالب من نفس المستوى باستخدام المنهج الكمي. وأظهرت نتائج الدراسة أن نوع مواد القراءة له تأثير على قدرة الطلاب على فهم النصوص، مما يكشف عن التحديات التي يواجهونها في القراءة.

الكلمات المفتاحية: القراءة، الفهم القرائي، القراءة المطبوعة، القراءة الإلكترونية، المواد المطبوعة، المواد الإلكترونية.