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Ministry of Higher Education and Scientific Research
Labri Ben M'hidi University, Oum El Bouaghi
Faculty of letters and languages
Department of English



**Investigating Students' Attitudes toward the Use of Digital Media to Improve their
Reading Skill.**

The Case of English Students in Algerian Universities

A Dissertation Submitted in Partial Fulfilment of the Requirements for The Degree of Master
in Language sciences and Teaching English as a Foreign Language.

Supervisor:

Dr. Mansouri Keltoum

Candidates:

Miss. Guerioune Raouia

Miss. Benkoussas Wiam

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Candidate Declaration Form

We, Benkoussas Wiam and Guerioune Raouia Candidate of Master at the Department of English, Larbi Ben M'hidi University, do hereby declare that the dissertation entitles "Investigating Students' Attitude toward the Use of Digital Media to Improve their Reading Skill the Case of all English Students in Algerian Universities" in partial fulfilment of Master Degree in Oum El Bouaghi is my own original work, and it has not previously, in its entirety or in part, been submitted at any university.

Date ...22/09/2022.....

Signature of the candidate

ID number 151534010326



ID number 171734007823



DEDICATION

In the Name of Allah, the Most Merciful, the Most Compassionate

Our work is dedicated:

To the most precious people to our heart; to the ones

Who gave us strength and hope.

*To our moms **Dalila** and **Soriya**, we would say, you have the most enduring and purest love we will ever know. We would proudly say you are the perfect example we have always looked up to. Throughout our ups and downs, you have always showed your faith in us, encouraged us to be better persons and successful individuals with your invaluable wisdom and advice. You are our number one supporter in life, from the moment we are born and every day that follows, we love you so much.*

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*To our dearest friends **Amira, Katia, Yasmine, Wissam, Wadade, Hadjer, Abir, and Wissam**, each one of you represents a world in us, a world possibly not born until you arrive.*

You represent a world in us, a world possibly not born until you arrive

*To our beloved sisters **Feriel** and **Achouak**.*

*To our dear brothers **Ziad, Yasser, and Imad**.*

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Abstract

Reading is one of the most significant skills that students need to master any language and promote the other language skills. Otherwise, printed texts have always been used as the primary source to learn to read and read to learn. However, the spread of technology has been shown in digital texts and accelerating the flow of digital text requires new comprehension skills and strategies. The current study aims at investigating Algerian English students' attitudes towards using digital reading to practice reading comprehension, and how reading online would help them improve their reading experience. To construct this work, a case study was conducted at Algerian Universities, specifically, at the English departments, where all levels of Algerian EFL students of English were selected as the sample population. The methodological tool used in this study was a questionnaire addressed to the students. A descriptive method has been designed to collect the necessary data by using mixed-methods approaches (qualitative and quantitative) from a distinct population, namely (102) English students (all levels) in the Algerian English departments. The findings of the study revealed that participants had positive attitudes toward digital reading.

Key Words: reading comprehension, digital reading, printed reading, technology.

List of Abbreviations

IR: intensive reading

ER: extensive reading

EFL: English as a foreign language

CALL: computer assisted language learning

ICT: information and communication technology

TPCK: technological pedagogical content and knowledge

E-Book: electronic book

E-Paper: electronic paper

L2: second language

FLL: foreign language learning

D-R: digital reading

PDAs: personal digital assistance

E-R: electronic reading

PR: printed reading

Z Generation: refers to the generation that was born between 1997-2012

LMD: License, Master, Doctorate

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الملخص

General Introduction

Background of the Study

Statement of the Problem

Aims of the Study

Research Question

Research Hypothesis

Significance of the Study

Research Methodology

Structure of the Dissertation

General Introduction

This chapter is devoted to introduce the topic which is investigating students' attitudes toward the use of digital media to improve their reading skill, statement of the problem, aims of the study, research questions, significance of the study, and the structure of a dissertation.

Background of the study

In today's world, technology has a great influence on people's life and time. Back in the early 19th century, when electronic devices have not been invented yet, people could only use printed copies such as books, newspapers, magazines, and posters, to read for pleasure, to study, to get knowledge, or to learn. Later, in the 20th century, the use of computers facilitated the way for people. Now in the 21st century, with the creation of the internet, we are able to access gigabytes of information just with one click. The internet has opened a worldwide gate for people to get answers for all that they had looked for, and it has alleviated the access to information on almost every topic.

Growing demand for languages especially English, since it became the international language, led to the overuse of digitalization. Most Algerian learners use technology from primary to university levels.

However, reading is one of the four language skills that Algerian learners have permanent contact with the foreign language. Thus, reading is one of the vital skills that every Algerian learner must master due to several reasons. Firstly, Algerian learners study English in an environment where English is not the primary language of their society. Their lack of input from their daily interaction could be overcome best through reading. Secondly, several studies (Anderson & Pearson, 1984; Decant, 1991; Mullis et.al., 2009) have shown that reading has a significant contribution to one's personal and intellectual development, further studies, job success, career development, and the capability to meet changes. Next, reading skills boost learner's mastery of other areas of language learning (Anderson, 2003). It is viewed as an absolute skill for knowledge

acquisition and academic accomplishment. This is probably the case in the digital framework whereby learners are impacted by the amount of information at their disposal.

Statement of the Problem

The way today's generation learns is distinctly different from the way it did in the past; technology becomes a particular part of life now. Access to a wealth of information is just one click away. Therefore, using technology for many needs in life is a necessity reading using technological devices is a fast source to access information, so very busy people prefer to use a direct, easy, and effective method, they resort to information they need. Otherwise, they use technological tools for amusement. During the pandemic, Algerian students of English are using more technology for reading, preparing, and sending assignments more frequently than before. Hence, this had suddenly created a clear digital divide. Therefore, whether or not students face challenges and difficulties when reading digitally, the problem lies on a better understanding of the students' experience of mainly reading online and aims to enhance students' experience in the near future.

Aims of the Study

The study aims at investigating Algerian English students' attitudes toward using digital reading to practice reading comprehension, and how reading online would help them improve their reading experience.

Research Question

RQ1: What are students' attitudes toward digital reading?

RQ2: To what extent does digital reading lead eventually to better development of students' reading skill?

Significance of the Study

The research is going to be carried out according to learners' attitudes toward digital reading. If this technology is helpful, it is important to shed light on how and for what students use this technology (to learn or to enjoy). Also, to understand the benefits of technology around them to improve more learning skills in general and reading in particular, using concrete strategies they usually use while reading printed books to raise awareness and focus.

Research Methodology

The tool will be used to collect data in this study consists of one main instrument: a questionnaire using a descriptive method of both quantitative and qualitative approaches. However, using qualitative data aims to get to the individual traits and engaging in their experiences and perspectives while collecting numerical statistics by using the quantitative one. It is important to mention that our research will carry out in Algerian English language faculties where all levels are included as a sample.

Structure of the Dissertation

This current dissertation basically includes general introduction about the development of digitalization over time, it contains an introduction, background of the study, statement of the problem, aim of the study, research questions, significant of the study and research methodology. Then, it divided into three main chapters; the first and second chapters are devoted to the literature review, and the third one is concerned with the practice. The literature review chapter includes two sections. The first section is devoted to reading comprehension where an introduction, definitions, the importance of reading, purposes, modals, types, strategies of reading, and a conclusion are provided. While the second section is devoted to technology and digital reading whereby an introduction, advantages of using technology in EFL teaching/ learning classroom, educational

technological tools, integrating technology in classroom, the role of using technology for teaching/ learning English language, digital platforms and electronic devices for strengthening reading, attitude towards reading, digital and a conclusion are referred to. Concerning the third chapter, it contains the research methodology in terms of research design, population and sampling, research instrument, procedures of collecting data, description of the questionnaire, and data analyses as well as the results. Finally, a general conclusion is presented to provide limitations of the study and suggestions for further research.

Chapter One: Literature Review

Section One: Reading Comprehension

Introduction

1.1.1. Definition of Reading

1.1.2. The Importance of Reading Comprehension for the EFL Learners

1.1.3. Purpose of Reading

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Conclusion

Introduction

One of the most crucial skills is reading, particularly for Algerian EFL students. It was formerly just used for enjoyment. Given that readers receive information rather than producing it when they read, it was neglected as a method of decoding written language. Today, the teaching method incorporates it as an active skill. Reading is explained by the researchers in relation to the teaching field, and it is regarded as a talent that teachers can utilize to teach other skills (listening, speaking, and writing). According to Lyon et al. (2008, p. 209), reading has evolved into the subject of educational regulation. The change in emphasis is due to two key factors. First, the ability to read well is crucial for academic success. Reading literacy is strongly correlated with a person's quality of life in the United States, as well as with job and career prospects and results related to public health (Helimi & Sellami, 2020).

This section tackles the concept of reading, its definition, its importance for the EFL learners, its purposes, its models, its types, and its strategies.

1.1.1. Definitions of Reading

Reading is considered one of the most basic language skills for beginners to succeed in their studies. They must improve their reading skills, no matter the topic that they must be able to read. Visually recognizing symbols, letters, words, and sentences is really what reading consists of. Learning to read should be prioritized for non-native speakers (Alan, 2011; Alla& Adam, 2013, as cited in Abd El-Rahman Ibrahim, 2020).

In this process of designing meaning through text interaction, students interpret the texts using their prior knowledge and cues. Reading is a personal activity, and students read at varying proficiency levels based on their English language proficiency. Learning to read not only improve the level of knowledge, but also helps students successfully study texts and achieve academic achievement in all courses (Abdel-Hack, 2008; Reaku, 2013, as cited in Abd El-Rahman Ibrahim, 2020).

According to Ibrahim (2020, p.2), Understanding what the reader read and what the text means is one of the fundamental components of reading. Therefore, students should understand why they are reading and should have some reading comprehension techniques as well as problem-solving techniques. Comprehension enables students to interpret passages in their own words.

The core of reading and the dynamic process of interaction between readers and texts is reading comprehension. It explains the process of creating meaning from written language via association and interaction. The process of reading comprehension is challenging. People stress the significance and appropriateness of texts as determinants of reading comprehension using the words they construct and extract from texts. It contains three components which are comprehensible text, comprehensible reader, and comprehensible activity in which understanding is a part of reading (Ali, 2013; Helwa, 2010; Snow, 2002) as cited in Abd El-Rahman Ibrahim, 2020).

1.1.2. The Importance of Reading for the EFL Learners

As Floris & Dvina (2015, p.73) state in their research, ‘the importance of reading for foreign language acquisition is indisputable’ i.e., it is a crucial skill for learning a foreign language. Reading is an important source of knowledge for problem solving, error clarification, and the goal of language acquisition (vocabulary and grammar), cultural understanding, and academic success. According to Krashen (2004, p. 73), reading extensively was more useful and effective than teaching vocabulary. As he points out in the book, spending time reading is more motivating for students than spending time repeating texts or memorizing words.

The primary objectives of reading instruction are to help learners comprehend written language through the use of text, decoding skills, and contextual knowledge; they also learn passive vocabulary, better predictive skills, better use of context to understand vocabulary, more focus on meaning, more enjoyable reading, and an improvement in their comprehension of spoken L2 language, which will ultimately lead to an improvement in their writing skills.

Mikulecky (2005, p. 4) asserts that reading is a key strategy for raising learners' general English language proficiency. How does it benefit him?

- Reading helps the learner learn to think in English.
- Reading can enlarge the learners' English vocabulary.
- Reading can help the learner improve his writing.
- Reading maybe a good way to practice the learners' English language if he lives in a non-English speaking country.
- Reading can help the learner prepare for study in an English-speaking country.
- Reading is a good way to find out about new ideas, facts, and experiences.

1.1.3. Purposes of Reading

One crucial element of reading that is rarely disregarded is its aim because the purpose refers to the readers' objective or intent to read a specific text, every reader has a different goal when they read. People typically read for broad comprehension (either for gaining information or for fun).

According to Grabe, Fredrika, and Stoller (2002, p.p.13-15) the reading purposes are as the following:

A. Reading to Search for Simple Information and Speed Reading.

The researchers claim that simple reading to search for simple information and speed reading are prevalent reading skills. It is probably regarded as a type of reading ability because it is commonly employed in reading activities in which readers typically scan the text for specific information or word.

B. Reading to Learn from Texts.

The researchers claim that reading to learn from texts typically in academic and professional environments where the readers must learn a lot of information from a text. Reading for educational purposes is typically done at a somewhat slower reading pace than reading for pleasure.

C. Reading to Integrate Information and Write and Critique the Text.

According to the researchers, reading to integrate information, write and critique the text necessarily requires further decisions regarding the relative importance of complementary, mutually supportive, or conflicting information in addition to a possible restructuring of the rhetorical framework to adjust information from various sources.

D. Reading for General Comprehension.

The concept of general reading comprehension, according to scholars, is the main objective of reading and it supports and underpins the majority of other reading goals. The complexity of general reading comprehension exceeds what is typically believed. Therefore, reading for general understanding requires quick and spontaneous word processing, strong ability to build a general representation of the meaning of the major concept, and efficient coordination of numerous operations under very tight time restrictions when done by a fluent skilled reader.

Another purpose of reading is presented by Tarihoran and MiftahulRachmat (2012, p.p.7-8) as follows:

- a. Reading for pleasure.
 - 1) To follow a narrative.
 - 2) To enjoy the sound and the rhythm of a literary text.
- b. Reading for a general impression.
 - 1) To gain an idea of the writers' viewpoints.
 - 2) To gain an overall impression of the tone of a text.
 - 3) To decide whether or not to read the text.
- c. Reading for organizing reading and study.
 - 1) To identify the important content of a text.
 - 2) To answer a specific question.
 - 3) To decide which section of a text to start studying.

- d. Reading for learning content or procedure.
 - 1) To gain an understanding of new concepts.
 - 2) To learn certain facts from a text.
 - 3) To follow instructions.

From the mentioned statements, it can be assumed that reading's primary goal is to provide readers with information they didn't have before. When readers read to comprehend and make sense of the written content, they desire information to meet their needs.

1.1.4. Models of the Reading Process

The method by which the reader constructs the meaning of a text is the subject of some explanation and investigation by researchers. Therefore, the models expressly have a tendency to shed light on how readers comprehend the process of meaning production. There are three different types of models, which only vary in terms of how much emphasis is placed on particular elements and how they relate to reading. The three primary models of reading are bottom-up, top-down, and interactive model (1998, p. 9).

1.1.4.1. The Bottom-up Model

Reading is a process that begins with the learner's knowledge of letters, sounds, words, and how words create sentences, according to the model presented by Brown (1998, p. 9), as referenced in Abu Baha (2017). It is sometimes referred to as the part-to-whole model because it progresses from part to comprehend knowledge. This pattern is particularly effective for younger children. This is effective because the focus here is on letters, identifying their shapes, and reading individual words. However, because it ignores the reader's attitudes, experiences, and expectations, this paradigm is applied at a higher level. Also, attention does not return to context as it will only encourage remembrance.

Readers will only be successful in reading if they correctly decode the units and understand how the words are related to one another is the main drawback of this model. They are unable to

memorize the meaning of every word in a text. Additionally, it can be challenging to connect one word to another. It can be concluded that there are some arguments of the bottom-line model. In the reading process readers comprehend that what they must read is the result of their own constructs, not the result of transferring graphic symbols to their understanding, and that they cannot understand texts without their prior knowledge.

The Top-down Model

This model, which incorporates the reader's experiences and what they bring to the reading material, is also known as an internal model and a whole-to-part model. Brown (1998, p. 9) as cited in Abu Baha, (2017) explains that “ This model suggests that readers begin reading by drawing on what they know about the structure and significance of language, the structure of stories and other genres and their knowledge of the world to predict general meaning and specific words in context.”

This model is more accurate and complete. Here, it should be mentioned that student engagement raises the effectiveness of instruction. However, one disadvantage is that cross-cultural recognition may be crucial in the identification of such works. For instance, in some cultures, some information about specific topics could be lacking, making it challenging for readers to understand the issues' content (Abu Baha, 2017, p.45).

The Top-down model emphasizes techniques like context-based inference, prediction, and reasoning. The concept of reading comprehension is developed by Goodman (1967), as cited in Bautista (2020, p.21), as a guessing game in which readers use their prior knowledge to comprehend a text and compare it with new or unexpected information to make connections. Students in this model are required to be able to predict the next word rather than read words one at a time. According to Nuttall (1996) as cited in Bautista (2020, p.21), reading comprehension starts with a high level of processing (hypothetical). The top-down model is therefore the more complex level that students need to have in order to read successfully. Since guessing or making predictions

while reading a book is not a simple exercise, pupils must have some prior knowledge of the language to get to this point(Bautista, 2020, p.21).

1.1.4.2. The Interactive Model

Readers frequently switch between top-down and bottom-up models, Nuttall (1996)as cited in Bautista (2020, p.21). They use the top-down model to predict the meaning or idea of the text before switching to the bottom-up model to confirm that their predictions correspond to what the author actually says. The interactive reading model has been the name of this technique. This model then integrates components from the two models that were previously shown. In order to choose the most precise or relevant tactics, the adoption of any of these models in the classroom must be connected with the students' reading proficiency and interests. As cited in Bautista (2020, p.21).

Types of Reading

Two main types of reading are focused on:

1.1.4.3.Extensive Reading

Palmer (as cited in Helimi & Sellami, 2020, p.11) defines ER as "quick read book after book". This means that the reader turns to read many resources in order to get the general meaning in terms of enhancing their reading skills.

Another definition proposed by Day (1993) cited in Helimi& Sellami (2020, p.11) “ER is the teaching of reading through reading... there is no overt focus on teaching reading. Rather, it is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material”. In addition, extensive reading entails reading the assigned material, such as novels, short tales, and volumes, for enjoyment. Fluency reading concludes with comprehension of the text's main ideas (grellet 1986) cited in Helimi& Sellami, (2020, p.11).

Intensive Reading

IR, in contrast, is a method of reading that processes short texts under the guidance of the teacher in the classroom; and focuses on detailed comprehension, and the appropriate definition can be given by Day and Bamford (1998, p.5) cited in Helimi& Sellami (2020, p.12)to IR is that “to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analyzing, translating, and retaining every expression that it contains”. “Intensive reading involves the detailed reading of texts with the two goals of understanding the text and learning language features through a deliberate focus on these items” Nation (2004, p. 20) cited in Helimi and Sellami (2020, p.12).

The process of IR focuses on deeper reading, when learners read to get the accurate information they need. Shorter texts might be read by the reader to extract specific information, or they can try to identify and analyze the structure and substance of the texts being read (Abu Gharara, 1998; Grellet, 1986; Urquhart & Weir, 1998) cited in Helimiand Sellami, (2020).

According to Brown (2007, p.366), IR is "a classroom-oriented activity" where students pay attention to the linguistic or semantic details of a passage. In other words, most teachers employ close reading in the classroom as a way to instantly engage students. The role of teachers can be seen before, during, and after reading by giving guidance and assistance as well as preparing various exercises that require students to work inside a specific text in order to help them maximize their comprehension. Hedgcock et al. (2009) as cited in Helimi and Sellami, (2020, p.12-13) suggest the following important features of IR activities:

- Pre-reading activities are essential to aid understanding. The text is surveyed, predictions are made, questions are asked, and important vocabulary is introduced during these exercises.

- While reading activities include first reading: “a fast reading of the entire text to obtain a sense of its main elements and to confirm the preliminary predictions established during the pre-reading”.
- Re-reading the text: “Read the text extensively with a second, careful and focused reading, looking closely at the language, and looking at the structure of the text.”
- Post-reading activities entail Summarizing, replying, exercising critical thought, and bridging reading and writing because they increase the transparency of the internal reading process and outcomes. Additionally, post-reading exercises offer teachers the finest chances to evaluate students' progress.

According to Nation (2009), the goal of classroom intensive reading courses in the classroom is to help students develop their vocabulary, grammar, cohesiveness, formatting, and ideas so that they can ultimately understand the text's intended communicative purpose (as cited in Helimi& Sellami,2020).

1.1.5. Reading Strategies

The reader builds connections between what he reads and what he already knows as he reads. When the material is significant or fascinating, communication might occasionally seem to happen on its own. Sometimes, though, things are more complicated. The text may appear to be a block of facts with no discernible significance. The student can learn how to memorize information and how to comprehend what he reads. According to Beatrice et al. (2005, p.17) there are three main strategies of reading: previewing, scanning and skimming.

1.1.5.1. Previewing

Pre-reading preview, according to researchers, can significantly impact how well a student comprehends what he is reading. The preview's goal is to inform the student of what they will read before they start reading it and to see what will be in the text, he/she can preview it. Then, his or her cognition improves and speeds up as new connections in the brain begin to emerge.

Researchers have found that readers genuinely preview books in their daily lives. For instance, when you receive a message, you often check the sender's address or the sent stamp to determine who sent it and where it came from. Next, make estimation as to what's inside. When reading a newspaper or magazine, you often scan the headlines and photographs to determine the article's subject matter so you may choose the ones that appeal to you. You can learn a lot about the content, including the enjoyment of reading novels, magazine articles, tests, and textbook tasks, by simply skimming it for a short while.

1.1.5.2. Scanning

According to researchers, scanning is a sort of fast reading that readers engage in when hunting for a specific piece of information. He is thinking about a question as he scans. He just reads the crucial phrases that will help him find the solution to his question. The reader can read more quickly by practicing scanning, which teaches them to skip over uninteresting words.

1.1.5.3. Skimming

Researchers claim that skimming is a form of high-speed reading that can help readers get a lot of information rapidly and save time. It is distinct from other high-speed reading techniques like preview and scan. The reader skims a chapter or book looking for the overall message rather than precise details. When reading casually, a reader may wonder things such, “Will this paragraph be helpful to me?” “What does this writer think?” or “What is the writer's objective or basic idea?”

Conclusion

Contrary to what many teachers and students believe, reading comprehension is more than just decoding shapes and figures. In order to successfully complete the reading process and achieve high levels of comprehension and retention, the reader must be aware of the techniques and abilities that are required and appropriate for the genre of the book.

Chapter Two: Literature Review

Section Two: Technology and Digital Reading

Introduction

2.2.1. Advantages of Using Technology in EFL Teaching/ Learning Classroom

2.2.2. Educational Technological Tools

2.2.2.1. Computer Assisted Language Learning

2.2.2.2. Information and Communication Technologies

2.2.2.3. Audio-visual Aids

2.2.3. Integrating Technology in Classroom

2.2.4. The role of Using Technology for Teaching/ Learning English Language

2.2.5. Digital Platforms and Electronic Devices for Reading Strengthening

2.2.6. Attitudes Toward Reading

2.2.7. Digital Reading

Conclusion

Introduction

This section is devoted to technology, the advantages of using it in EFL teaching/learning classroom, educational technological tools, integration technology in classroom, the role of using technology for teaching /learning English language, digital platforms, and electronic devices for the strengthening of reading, attitudes toward reading, digital reading, and conclusion.

With the advent of new technologies, there are several chances to promote language learning at all educational levels, particularly with the help of Web 2.0, therefore knowledge should be shared (Pelet, 2014). Technology has proliferated over the past 20 years and begun to displace its traditional role in English language instruction. The impact of technology on the globe is immense. E-reading is becoming a popular method for gaining new knowledge and has been integrated into the educational process. These devices are also used more and more frequently as dynamic, exciting, and interactive learning tools, which are gaining popularity. Users are given autonomy through these devices. There is no need to wait for the most recent edition to be printed and available in our neighbourhood store when a new book is published. On one side, we can just search Google, download it, and enjoy reading on iPads, computers, tablets, and cell phones. On the other hand, these gadgets may also store over a hundred texts. A program called "Readers Hub" and "Book Store" exists. By entering the title of the book in the application, one can purchase the most recent books and novels from any location at any time. The social skills of readers have always improved as a result of reading. The literary style and culture underwent a tremendous shift after the Internet's invention. Traditional learning has been put to the test by modern e-learning. Because it more closely satisfies the needs of the student, e-learning has shown to be cost-effective. A dynamic process, e-learning is one that young people in particular are particularly drawn to. As a result, the technology revolution has fundamentally altered how humans acquire knowledge. Putting books into electronic form has decreased their size and cost, making them more affordable and available to everyone in the world.

2.2.1. Advantages of using Technology in EFL Teaching/ Learning Classrooms

Today, due to the advantages technology provides, both teachers and students in the teaching and learning process, using technology in the classroom is a requirement for learning a foreign language. To achieve this, teachers of English as a foreign language must enhance their instructional strategies. It is possible to say that using technology in EFL courses has certain benefits in this situation.

The appropriate use of technology can assist language learners in improving their language abilities and learning attitudes, as well as developing self-learning techniques and self-confidence, through a variety of communicative and interactive activities (Lai & Kritsonis, 2006). In this regard, Dudeney and Hockly (2008) underline the importance of technology in the teaching of English in the EFL classroom since it creates new chances for language practice and fosters student success. Additionally, Barani, Mazandarani, and Rezaie (2010) note out that by utilizing media, teachers can expose students to a variety of sources of information and enhance their language-learning experience rather than relying just on their teacher's dialect or idiolect.

2.2.2 Educational Technological Tools

Today, technology is becoming a part of every aspect of our lives, notably education. Because it is employed as a crucial tool for EFL teaching and learning and it offers various technological resources like Computer-Assisted Language Learning (CALL), Information and Communication Technologies ICT, and audio-visual aids (Meiloudi, 2015, p.p.9-10).

2.2.2.1 Computer-Assisted Language Learning

The computer-assisted language learning," or "CALL," describes how both teachers and students use computers in language classes. The use of computers in teaching and studying languages is what is meant by this term. Nunan (1999, p.26) as cited in Meiloudi (2015, p.10) notes that “interactive visual media which computers provided seem to have a unique instructional capability for topics that involve social situations or problem-solving, such as interpersonal solving,

foreign language or second language learning”. However, due to its many benefits, CALL is a method utilized in EFL teaching and learning. It is a tool that teachers use in the classroom to assist them. For instance, there are numerous courses available to teach English pronunciation. Therefore, it allows students to construct and manage their learning using a variety of technologies, including email, e-books, and dictionaries, and it facilitates the learning process. Learners can be more independent because they can utilize computers to gather knowledge and feel confident about their studies (Warschauer & Whittaker, 1997) as cited in Meiloudi (2015, p.10).

2.2.2.2 Information and Communication Technologies

Information and communication technologies (ICT) include digital technology like computers and the internet in addition to audio-visual aids that can be employed as motivating tools that can be used in the educational process. However, ICT offers technical tools that enable students to learn more, advance their level, increases the students' motivation, and allow them to communicate with one another. Additionally, it enables the students to develop their communication abilities and provides opportunities for them to participate effectively (Grace & Kenny, 2003) as cited in Meiloudi (2015, p.11).

2.2.2.3 Audio-visual Aid

An engaging teaching and learning tool for EFL is audio-visual aid. A lot of students love learning in language classrooms that incorporate audio-visual aids because it inspires and makes the environment fun (Abdullah, 2014). Therefore, a variety of audio-visual tools are available for use, they include projectors, PowerPoint presentations, slideshows, video, photos, and songs. Today, thousands of images are available on the internet were used in class; it can be presented in a variety of ways, as a slide show, on a computer screen, and on a display board using a projector. The lesson may become more interesting and interactive if images were used. (Abdullah, 2014, as cited in Meiloudi, 2015, p.12)

Songs are a great way for EFL teachers to grab their students' attention in listening to the target language, and they can introduce students to a wide variety of language. After they have listened to the song, the teacher might assess their comprehension by having them participate in various activities, such as answering questions about what the song is about. Furthermore, the students will appreciate listening to various songs because it inspires and helps them develop their speaking and listening skills (Veronica, 2007 as cited in Meiloudi, 2015, p.13).

2.2.3 Integrating Technology in Classrooms

Information technology is now widely used in classrooms, elevating and replacing outdated pedagogical approaches and enabling teachers to create differentiated curriculum in advance (Mulrine, 2007 as cited in Francis, 2017, p.16). Although some technology may not have been created with educational objectives in mind when it was first created, many teachers still find ways to incorporate it into the classroom, regardless of its volume or use (Zimlich, 2015 as cited in Francis, 2017, p.16).

2.2.4. The role of using Technology for Teaching/Learning English Language

Technology has impacted the way EFL is taught and learned. It makes learning fun and teaching more efficient (Solanki & Phil, 2012). Moreover, Graddol (1997, p.16) as cited in Meiloudi (2015, p.9) states that:

The process of globalization is driven by technology, which has an impact on culture, work, and education. After 1960, the English language's usage grew quickly. English currently plays the role of being the language of social context, politics, socioculture, business, education, industries, media, libraries, cross-border communication, and a key subject in curricula.

By providing authentic events and circumstances, educational technology aids in the teaching of EFL. Computers, language labs, and audiovisual aids are examples of technology tools that are helpful for EFL teaching and learning. The use of technology by teachers can support their lessons.

Additionally, its use might increase the kids' motivation. Technology-based tools are a crucial component of EFL teaching and learning. Technology makes education more effective and learning more entertaining. Technology in the classroom may be a creative tool. It can offer a variety of tools that improve the efficiency of teaching and learning (Solanki & Phil, 2012) as cited in Meiloudi (2015, p.9).

2.2.5. Digital Platforms and Electronic Devices for Strengthening Reading

Since we currently live in a digital era and use digital platforms and electronic gadgets on a daily basis, it would be quite suitable to utilize all of these resources in order to improve students' reading comprehension.

The Z generation or Digital Natives are today's new readers; Salleh et al. (2017) as cited in Bautista (2020, p.23) refer to them as tech-savvy individuals. Using a digital platform would be the ideal pretext for engaging students in reading practice. However, there is a crucial point to keep in mind; when researchers advocate the use of technology, they mean its improvement rather than its replacement of the current instructional materials used in classrooms, as this will allow for the development of strategies like the use of the Technological Pedagogical Content Knowledge Model (TPACK).

Another crucial point is how vital electronic texts have become an essential element, particularly for the younger generation known as "Electronic Natives," who have mostly abandoned traditional books in favor of newer technologies. While e-reading has seen a rise in usage, libraries have seen a decline in readers, particularly young people. With this in mind, and for the convenience of readers, Tanner (2014) highlights some of the advantages of electronic text over printed books (Bautista, 2020, p.24).

Tanner (2014) as cited in Bautista (2020, p.24) claims that between 2011 and 2013 E-book sales in the United States climbed from 16 to 28 percent, but she doesn't elaborate on why this is the case. She presents a number of arguments for picking one alternative over another. First, she

pointed out that despite technological advancements, e-readers still cause "dry eye," which is the condition in which tears evaporate from the eye. This phenomenon gets worse as the reading session lengthens and the text's difficulty rises. On the other hand, the optometrist Rosenfield (2011) as cited in Bautista (2020, p.24) shows that this phenomenon which ordinarily does not occur with printed text due to both the lit display and the computer angle at which the text is being read. Since this viewpoint exists, e-texts must advance to provide readers with a better experience, in order to avoid any annoyance that can distort the reader's perspective or impair their ability to make an informed decision about the book or text.

From another perspective, thanks to technological advancements, the researcher Benedetto (2013) as cited in Bautista (2020, p.24-25) confirmed that E-paper (E-P) is optically equal to print paper. This is because, according to several tests, readings in printed texts and E-P do not show significant discrepancies. According to him some manufacturers asserted that the new e-paper is equivalent to printed paper after conducting some tests. He uses this to demonstrate the advancement of e-paper development and how some issues that were previously present have been resolved, improving the reading experience for readers. With these assertions, it is possible to conclude that there are not many differences between the types of texts that readers use, whether they are printed or electronic texts, what matters is that the text creates favourable conditions for the reader.

In light of the benefits that utilizing digital tools and platforms can bring to the reading process, it is likely to discuss some potential implications for reading comprehension. The majority of students enjoy computers and all things technological, so teachers can capitalize on this fact to improve reading instruction. Picton (2014) as cited in Bautista (2020, p.25) states that "digital reading has increased students' motivation." Similarly, Ciampa (2012) as cited in Bautista (2020, p.25) asserts that students are very motivated and enthusiastic in using the new literacy of the internet based on some research.

2.2.6. Attitudes toward Reading

Eagley and Chaiken (1998, p. 269) as cited in Bautista (2020, p.15) define attitude as “psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour”, then this attitude is inherent in everyone, it depends on what we think and how we see something.

Therefore, promoting L2 student’s reading is not an easy task. Maybe that apathy is related to their attitude towards reading; and a variety of factors may be the reason. Dörnyei (1994) as cited in Bautista (2020, p.15-16) proposes four components of L2 motivation: instrumental, comprehensive, achievement needs and attribution of past failures. Instrumental factor has a big relevance in students’ attitudes toward a second language, as many students do not consider learning English is very important.

As attitudes can be related to behavioural, cognitive, and emotional characteristics, Abidin, Pour-Mohammadi, and Alzwari (2012) as cited in Bautista (2020, p.16) suggest that these factors might be internal or external. When it comes to the development of reading comprehension, the behavioural side is more internal and is concerned with how each person acts and behaves in a specific scenario. The cognitive element is connected to each student's perspective of what they have learned and understood, as well as their ideas about language learning. Both internal and external influencing factors are present here. Last but not least, the emotional component is connected to the inner feelings that kids develop toward language. Both internal and external factors may have an impact on these inner sensations. In light of the significance of attitudes, investigation into the influence that attitudes may have on reading comprehension is required.

According to Ramirez (2017) as cited in Bautista (2020, p.16), students might demonstrate an increase in motivation when the lessons and activities they are given meet their needs and interests. As a result, the teachers play a crucial role in the classroom given that they are responsible for directing the activities there. As a result, the instructor takes on the role of an

outside force that has the power to affect students' attitudes in order to enhance reading comprehension. Then, during this phase, it is the responsibility of the teacher to use strategies and techniques to improve the students' reading learning process. During this process, it is the responsibility of the teacher to put tactics and techniques into practice so that children can learn to read more effectively. Although it was indicated that pupils lack reading desire, if the teacher encourages appropriate surroundings among them, it may be feasible that their learning process will be simpler and more fruitful. Bartram (2010, p. 43) as cited in Bautista (2020, p.16-17) says "There is no doubt that the teacher's role is very important in influencing how students learn their mother tongue learning (FLL)".

In this way, utilizing new technologies—in this example, a digital device—could aid in raising students' attitudes and motivation, which in turn can enhance the existing levels of reading comprehension in the English language. This suggestion was made since kids often like using new technologies, we live in a digital age when everything is connected to ICTs, and students like using them. What could be better, then, than making the most of what we have to improve the mindset and learning process of our students? They might learn more effectively if they use any number of tools that they find engaging and enjoyable Bautista (2020, p.17).

2.2.7. Digital Reading

Recently, the term "digital reading" has been used in the literature. Three terms could be compared to one another. "Digital reading," "online reading," and "web-based reading" are a few of these terms. These three terms are reliant on internet connectivity. These three terms will all be used interchangeably in this study. Samdberg (2011, p.3) as cited in Abd El-Rahman Ibrahim (2020).

Digital reading is reading from a portable screen; students can select from a variety of screens. The medium is a computer screen. On digital tools, it depends. Personal computers, the internet, personal digital assistants (PDAs), and smartphones via e-readers and tablets are among

these digital gadgets. Both personally and professionally, these resources are employed (Kesterson, 2015, p.28) as cited in Abd El-Rahman Ibrahim (2020). Due to students' interest in using the internet to find information relevant to their subjects, digital reading became widely used in schools (Organization for Economic Cooperating and Development, 2015).

Digital readers are better able to help teaching and learning for comprehending structure, comprehension techniques by providing chances to tailor the reading process to the demands of the individual and the purpose. To have a comprehensive structure of comprehension tactics; digital readers use several apps, digital dictionaries, note-taking tools, fonts, and the internet (Pryor, 2013, p.4) as cited in Abd El-Rahman Ibrahim, (2020, p.16).

There is a shift from online services like email and social networking sites in the digital reading environment. Multimedia is becoming more prevalent as web-based text, graphics that describe text, and other reading and comprehension aids. Digital reading can stand on its own or be connected to other online and web-based activities. The main emphasis is on how digital reading affects comprehension. It is challenging to gauge text length while using hypertext. (Freund, Kopak & O'Brien, 2016, p.79) as cited in Abd El-Rahman Ibrahim, (2020, p.17).

Navigation, resource fullness, and surveying are all effective digital reading techniques. Incorporating attentive reading, skimming, and discarding text that is not necessary for the reading objective, navigation makes reading flexible. Technology experience enhances decision-making and efficiency. Inflated self-efficacy prevents readers from reading digitally but missing the metacognitive abilities to reflect. The results suggest ways to create efficient online reading comprehension tests and lessons. (Dembroski, 2014, p.7) as cited in Abd El-Rahman Ibrahim, (2020, p.17). However, when readers read from an electronic textbook for a literacy method course, teachers employ these techniques. Due to the growing relevance of e-textbooks for mobile devices, the acceptance of e-books, and the expensive price of print textbooks, students use them. The student must fully understand the text. Therefore, teachers should be familiar with the features of

electronic textbooks and how to read texts that contain web links, audio files, and video clips. The study's participants honed their cognitive engagement for using electronic textbooks and interacted with both text and media. Others found it difficult to read an electronic textbook. Due to the distractions on their smartphones, eye strain, and option overload. The results of the study showed that learners expressed choice between print or electronic form or both (Dobler, 2015, p.482) as cited in Abd El-Rahman Ibrahim (2020, p.17).

When people read digitally, reading is changed. Readers make use of techniques like underlining, sticky notes, and index cards in texts. They can choose how to engage with the text. They mark up the screen with tape to learn definitions, swipe to highlight passages, and annotate text. So, readers can make annotations, assign colours to notes, and take notes without going back to hunt for study aids. As a result, an important element in achieving better knowledge is annotation. Using colour and annotation, it is possible to show that you are pondering by drawing circles in yellow and asking questions. In order to achieve reading with purpose, the teacher advises students to take notes. When reading, words are underlined that make sense or raise a question. When people desire to communicate with themselves via text, they can underline in orange (Burning, 2016, p.1) as cited in Abd El-Rahman Ibrahim (2020).

Students use hyperlinked pages in digital reading to complete information and task-finding assignments. To succeed and to navigate different pages, they visit one or more pages. They were more successful at navigating when they read news articles to find information online. It's important to do duties correctly and quickly when reading digitally. It necessitates that students spend a lot of time visiting links and interacting with others online through email, chats, and social media. The research confirmed that there are more important reasons to navigate internet text than social ones (Nauman, 2016, p.263) as cited in Abd El-Rahman Ibrahim, 2020).

Readers can leave comments on collaborative documents in addition to the previously mentioned strategies. By placing windows next to one another, they can read two texts at once.

Through a Google search, readers can look up words in dictionaries by employing keyboard shortcuts to take screen shots. They are able to download apps and PDF documents. Readers who are having trouble reading the text can enlarge it by clicking on the buttons on the screen, swiping with their fingers, utilizing keyboard keys, or increasing the screen's brightness. Additionally, they can navigate by using bookmarks and typing the complete website address. They can also download and play video games on computers. (Sugar, 2018, p.63) as cited in Abd El-Rahman Ibrahim, 2020).

According to Coiro (2005) as cited in Abd El-Rahman Ibrahim, 2020), reading on a digital device keeps readers focused. To be successful in learning for school, students gain information sufficiently and communicate with others through technology. Digital libraries are very interested in digital reading, particularly in the reading experience. The data demonstrate that users' reading habits are influenced by where they read, what they read, and how well they read.

According to Freund, Kopak, and O'Brien (2016) as cited in Abd El-Rahman Ibrahim, 2020), digital reading platforms are crucial for comprehension because they encourage reader involvement and human information interaction. When students read digitally, their understanding improves and their confidence grows. When reading digitally, students jot down learning-related keywords. Another development is computer screens, which result in less eye strain and better program annotation. The capabilities that come with digital reading devices allow students to move between pages digitally and mark various places (Baron, 2016: 5:6) as cited in Abd El-Rahman Ibrahim, 2020). With digital reading, students must select the materials based on their interests and ability level. Students should comprehend what they read. Independent reading and individualism are the foundations of digital reading. (Ibrahim, 2016, p.112)

Ebrahimi's research (2016, p.p.113-114) indicates that digital reading aids students' comprehension of literary works. There were 30 participants from four classes. Students in two of these classes were upper intermediate-level EFL English college students. Students in the other two

classes were upper intermediate-level ESL English speakers. The participants took EFL courses in Malaysia and Iran, respectively. The results demonstrated that EFL and ESL readers can effectively read and comprehend literary works via digital reading.

2.2.8. Conclusion

Reading comprehension is critical to the success of EFL learning, and printed texts, especially books, have long been used to facilitate reading. They also serve as the primary language input for learners, language practice in the classroom, and the primary support tool for teachers to organize teaching and learning, prepare materials, and more. In recent years, the advent of digital texts and the influx of digital learning tools have transformed the way today's students read, construct, process, and communicate knowledge and information. To make the most of digital texts, teachers must be familiar with the nature of digital reading, the characteristics of digital texts, and the reading strategies required to process digital texts, thereby helping students develop digital reading skills.

These studies compare the effectiveness of reading printed versus digital texts have not found conclusive agreement. Many earlier studies tended to show that printed text reading was superior to digital text reading tasks in terms of speed, accuracy, and comprehension, while other studies showed negligible differences. However, most studies conducted after 2010 tend to show an advantage in digital reading, although a few studies still show an advantage in print reading or little difference in the impact of the two formats on comprehension. Some possible factors contributing to this inconsistency are the sophistication of the technology used as a reading aid, participants' familiarity with the technology, mastery of digital reading strategies, and participants' perceptions of digital reading.

On the cognitive side, the reviewed studies show that younger users; the tech-savvy generation, tends to have a more positive attitude towards digital reading. However, to influence

their perception of digital reading, the factor of age should be related to users' experience and digital text awareness.

Regarding reading strategies, reviewed research shows that digital Reading involves many strategies used in the traditional reading of printed texts, such as skimming, scanning, identifying relatives and word families, guessing, prediction, activation of general knowledge, reading meaning, conclusion, and distinguish between main ideas and supporting ideas. However, these strategies are used in a more sophisticated way to consider numeric text properties unstable, and multimodal and contain hyperlinks that create discontinuous page structure. In addition, digital reading also uses a unique technique i.e., navigation and surfing.

With the ubiquity of technology, digital text is inevitable. However, as digital texts are a relatively new phenomenon in general education, especially in English learning and teaching, a solid fundamental concept of digital reading is still limited. Therefore, more research is needed to enhance the ability of foreign language teachers to facilitate student learning through digital reading.

Chapter Three: Research Methodology and Design

Introduction

This chapter illustrates the research methodology, procedure and instrument used in this study to collect the data analyses.

4.1. Research Design

According to Stake (2010), the research questions are very important in choosing the most appropriate research methodology; we illustrate this study by using a mixed-method of both quantitative non-experimental and qualitative research. The questionnaire consisted of both types of questions. On the one hand, the quantitative research method deals with quantifying and analyzing variables to get results. It involves the utilization and analysis of numerical data using specific statistical techniques. Leedy and Ormrod (2001) claimed that quantitative research involves collecting data to quantify and statistically process information to support or disprove alternative knowledge claims. That is to say that quantitative research is objective, and detailed and the results obtained from this approach are logical, statistical, and impartial. On the other hand, the qualitative approach is a method that focuses on obtaining data through open-ended and closed-ended question. Creswell (2013) defines qualitative research as a study involving a small number of participants who share similar perceptions of a particular experience, i.e., qualitative research based on describing the natural environment in words rather than statistics. In this sense, Glossner (1990) argues that the richness and complexity of students' attitudes toward learning can be better understood through qualitative research techniques.

4.2. The population and Sampling

The population chosen for this study is Algerian university students of English regardless their level of study, for the academic year 2021/2022. Most students are non-native speakers of English and FL learners. The aim behind choosing English students of Algeria as subjects is to investigate their attitudes toward using digital reading to practice reading comprehension, and how

reading online would help them improve their reading experience. Also, the reason behind choosing this population is because all levels rely on reading for doing assignments and research throughout their study of English at the university level and beyond, especially during the pandemic unexpectedly, they tend to learn and read very often online through the use of various technological tools. Therefore, technology is likely to be the most preferred trend. Furthermore, nowadays students are more familiar with technology since they represent the new generation (Z generation), and learners are more likely to interact and use technology. The overall sample involves one hundred and two (102) students from Algerian English department.

4.3. Research Instruments

After we selected the research method and design that fit well the aims of the study. The following step is collecting data through one instrument.

- Questionnaire: this instrument is utilized to obtain students' attitudes about their reading skills experiences through the use of technological devices. An online questionnaire is a series of questions mainly structured to gather information about a target audience or a group of people performed online, accessing through an internet connection. This sort of questionnaire is a tool that allows us to get feedback about a product or service and obtain data for the study, thanks to an online survey platform (QuestionPro Survey Software, 2020).

4.4. Students' Questionnaire

The students' questionnaire is administered to find out students' attitudes toward the use of technology for learning the language and whether it helps them improving their reading skill. The detailed analysis and the interpretation of the gathered data will be presented in this chapter in a descriptive form.

The questionnaire helps obtaining information that is easy to be classified and analyzed. It is widely used in educational and descriptive research. The findings can usually be quickly and easily quantified. Students voluntarily took the questionnaire (Helimi and Sellami, 2020). It is an online

questionnaire includes series of questions used to collect sufficient information from a significant number of English students in Algeria and administrated to them via social media, precisely through many groups and pages of English department in Facebook in a short period of time and in a relatively cost-effective way.

4.4.1. The Reliability and Validity of the Questionnaire.

The coefficient Alpha Cronbach's has been relied upon to ensure that this questionnaire gives the same results even if we redistribute it more than once, and under the same conditions and previous conditions, as well as to ensure the stability of the questionnaire results and not change. The number obtained to calculate the reliability coefficient for each questionnaire (0.6) Which means that the questionnaire is characterized by stability because it exceeds the value of 0.5, we conclude that the result obtained for the reliability coefficient was close to the correct one, which means that the questionnaire was distinguished by stability and honesty as we find it expresses the sample in its representation of the study population.

4.5. Description of the Questionnaire

This questionnaire consists of thirty-three (33) closed-ended and open-ended questions to be answered through selecting the appropriate options and to be answered through direct questions, and it addressed to Algerian English students (all levels). It is related to the topic of the research that aims at investigating Algerian English students' attitudes towards using digital reading to practice reading comprehension, and how reading online would help them improve their reading experience. Therefore, the questionnaire is divided into four sections; the first four questions are about gathering demographic information of students (age, gender, academic level, and the students' belongingness) while the second section tackled reading comprehension. It contains thirteen questions (13), it aims to gain information related to the importance of reading and its use by students. The third section is devoted for technology and digital reading. It includes eight questions (8) concerning students' attitudes whether technology is used or not for reading. The

fourth section involves students' attitudes toward digital reading. It includes eight questions (8) concerning the benefits, challenges, and difficulties, and strategies that might be face and used by students while reading digitally.

4.6. Data Analysis

The analysis of the questionnaire is electronically performed using Google form although the number of the total population is high: (102) students. The analysis of the data depends on the classification of the variables that are technology and reading. The questions are categorized in terms of personal information, reading comprehension, technology and digital reading, and attitudes toward reading.

Section one: Demographic Information

102 students who answered this questionnaire ranged in age from 19 to 44. The results represent that 71,6% of the total students are about (20-24) years old. While 17,6% of the answers represent those of (25-34) years old. 75,5% of the respondents were females, and 24,5% were males. This may be due to the fact that females are more interested in learning the language, more than males are. However, five main levels are involved in this study, that is to say, from 1st year bachelor to 2nd year master are concerned with this questionnaire. The portion of 40,2% represents second year master students, while 38,2% represents master one students, the last proportion 11,8% represents third year students. This indicates that these levels are very interested in giving their opinions.

Section Two: Reading Comprehension

5. Do you think that Reading in English is hard or easy for you? Justify!

The aim of this question is to ask students about their point of view if reading in English is hard or easy for them. The majority of the participants (56) said that reading in English is an easy activity. However, others (19) claim that reading in English is a very hard activity. Participants mentioned some factors that might make reading easy or hard; they reported that they face

difficulties to understand classical novels, literature texts, fictional, philosophical, and academic texts. They usually encounter new vocabulary including different words, phrases, or proverbs. In addition to the incompetence of the participants in the language, reading takes time, and effort, and requires more focus. Including students' level and competence, it is clear that the students lack vocabulary perhaps because they do not read much, so they face issues in getting text meaning, on the one hand. On the other hand, a significant number of participants viewed reading as an easy skill. First and foremost, they claimed that reading is not a cognitive demanding compared to productive skills (writing and speaking). They also stated that studying for a long period enriched their knowledge, background of the language, and enthusiasm toward learning this language, enhanced learners' enjoyment, and made them learn more through practice. Compared to an old piece of writing, nowadays types of texts seem to be much more understandable. In conclusion, the majority of the participants find that reading in English is an easy and amusing skill.

6. What kind of texts do you prefer to read in English?

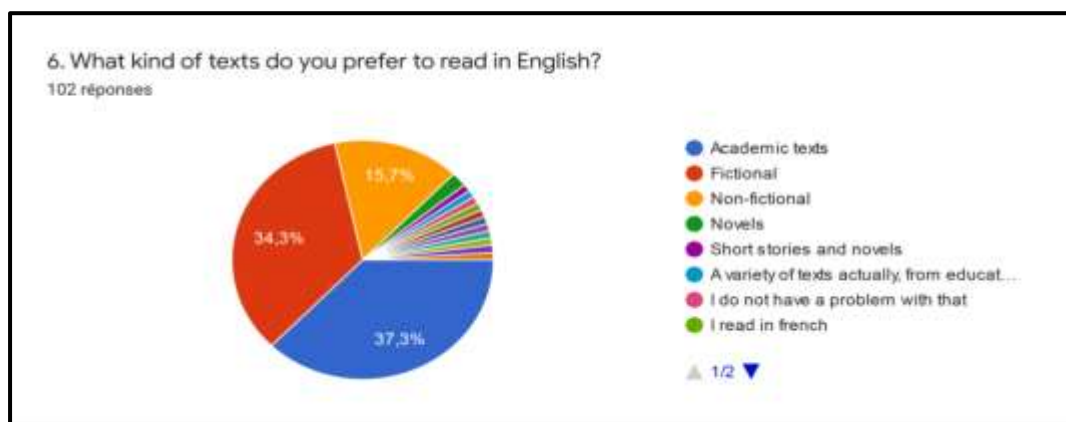


Figure1: Students' Reading Preferences

For this question students were provided with a list of different materials used for reading. The majority of the participants 71,6% opt for academic texts and fictional texts, 15,7% prefer non-fictional texts and others choose different options (ex: novels, short stories, and medical texts...etc.). In conclusion, the majority of participant opted for academic text mainly because they are obliged to read for doing assignments.

7. What is your favourite place to read?

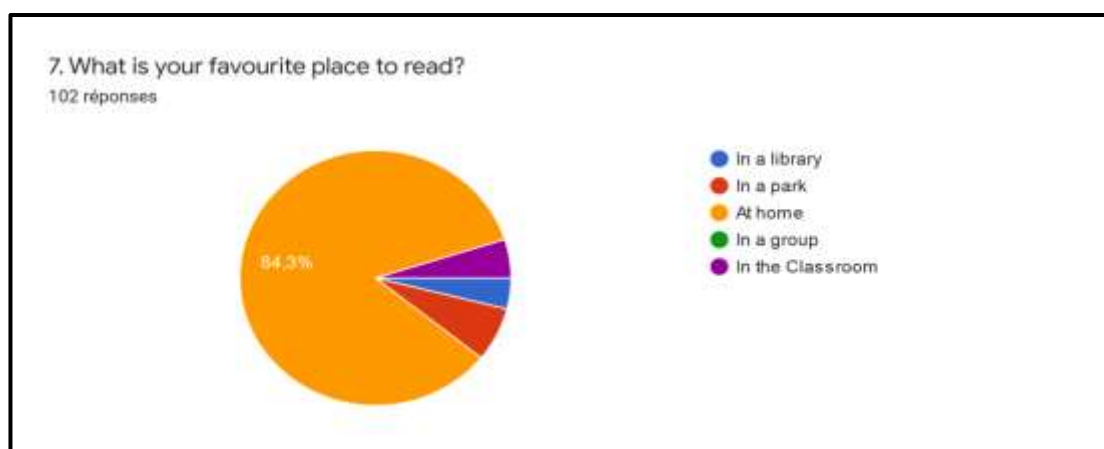


Figure2: Students' Favourite Place while Reading

This question aims to know where the students read, the majority of the students 84,3% preferred to read at home, 15,4% preferred to read in the park, in the library, and in the classroom,

and others do not like reading in groups. In conclusion, despite of the existence of many places for reading but most of the students preferred to read at home.

8. What medium do you choose to read from?



Figure3: Medium Students Read from

For this question we tried to check what medium students choose to read from. 70,6% represent the whole population who choose printed books as the most important medium for reading, about the half participant 47,1% also choose E-books as important medium for reading. Whilst 35,3% choose websites, about 7,8% choose newspaper as a significance medium that they read from. In conclusion, it is clear that the majority of the participants opted for both “printed and electronic books because these are the most important materials used for university students.

9. How often do you read in English?

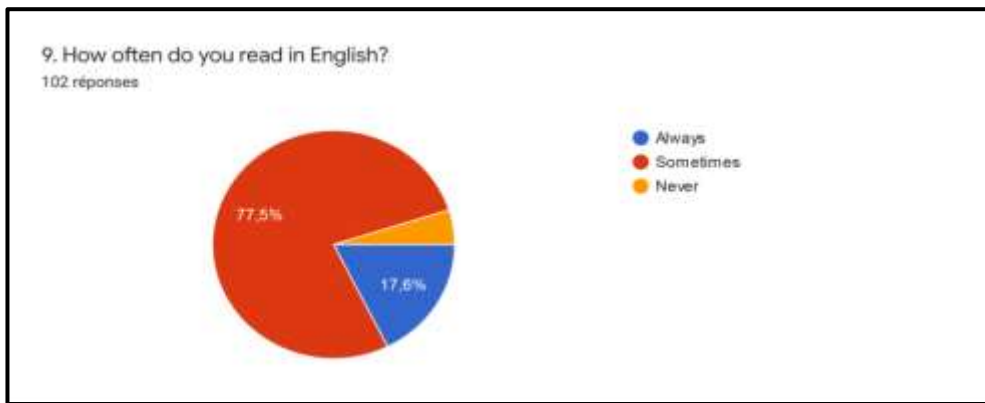


Figure4: Students' Frequency of Reading

This question aims to affirm students' frequency of reading in English. 77,5% reported that they sometimes read whereas 17,6% declared that they always read, and the rest 4,9% stated that they never read. This means that the majority of the students are not keeping for reading regularly, they just read from time to time.

10. What motivates you to read in English?

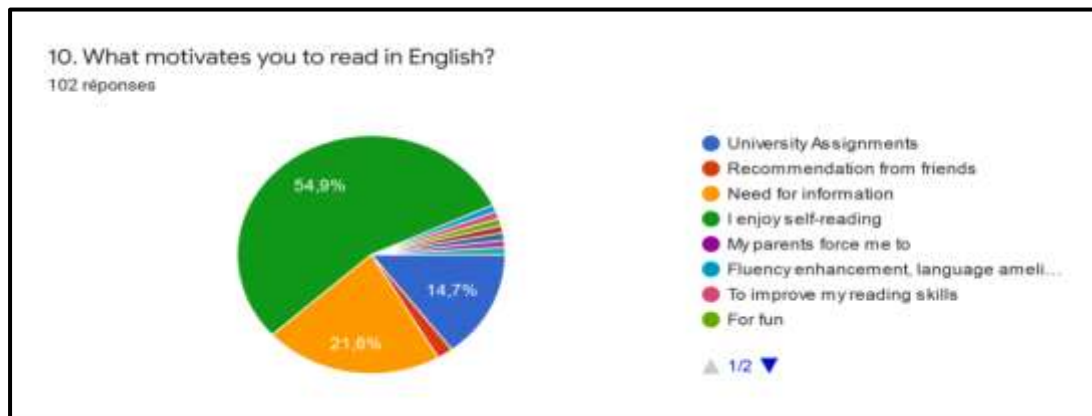


Figure5: Students Motivation to Read

This question aims to know what motivates students to read in English. 54,9% of respondents enjoy self-reading, 21,6% of the respondents said that the need of information makes them read, and 14,7% of them claimed that they read just for doing university assignments.

11. How often do you read when it is your choice?

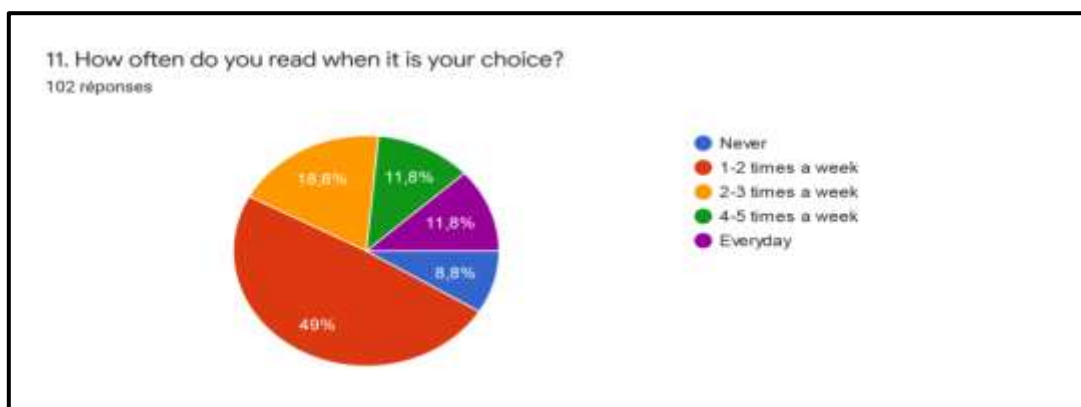


Figure6: Students' choice of Reading

This question cares to know if students read when it is their choices, the majority of participants 67,6% rarely read, 23,3% of them claimed that they very often read, and the rest of them (8,8%) never read.

12. Which statements best describe your reading style?

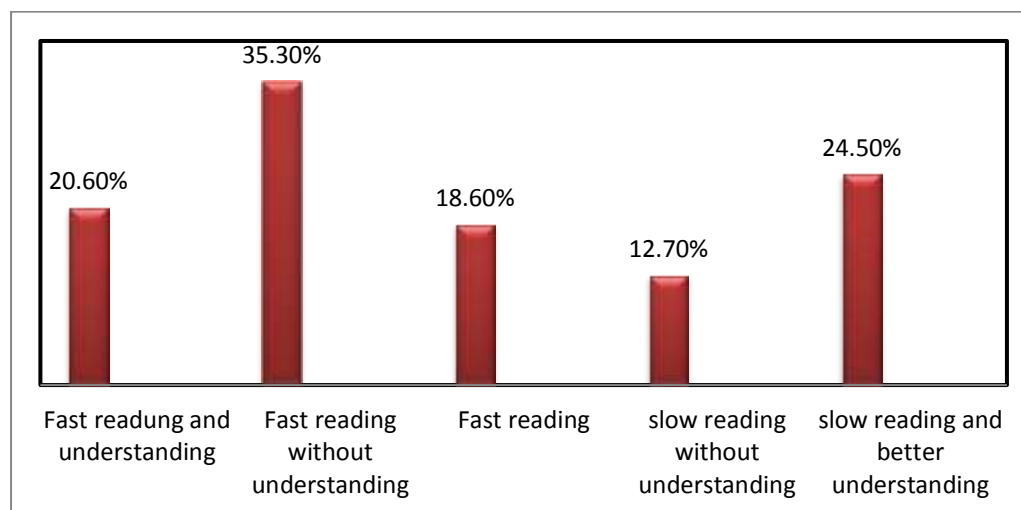


Figure7: Students' Reading Style

This question aims at knowing which of the reading styles are mostly used by students. The majority of the respondents 20,60% referred to fast reading and understanding. However, 35,30% of the participants described themselves as fast reader but without understanding. In addition to 12,7% of the participants mentioned that they are slow readers without understanding. Finally,

24,5% of the participants rely on slow reading with better understanding. In conclusion, it is clear that the majority of students tend to read fast and understand everything.

13. During reading, which of the following strategies do you use in order to comprehend information about the content and the language of the text?

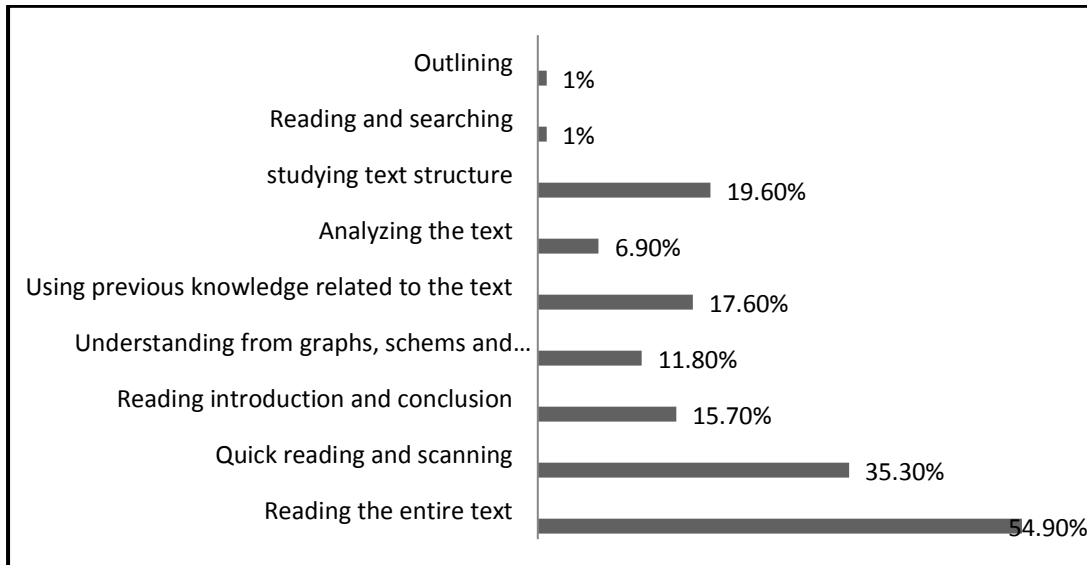


Figure8: Students’ Strategies that they Use in order to Comprehend Information about the Content and the Language of the Text

The aim behind this question is to know which of these strategies students used in order to comprehend information about the content and language of the text. 54,9%of participants read the entire text, while 35,3% of them read quickly and scan the whole text. 15,7% just read the introduction and the conclusion of the text, whilst11,8%understand text only from schemas, graphs and pictures. Moreover, 17,6% rely on their prior knowledge. In conclusion, the results show that the majority of the students used different strategies when they read to understand the information about the content and the language of the text.

14.What do you prefer the most, digital or printed reading? Why?

This question aims to know if students prefer printed reading or digital reading. The majority of them (66) preferred printed reading, while others (19) preferred digital reading, and there are some who preferred both. A significant number of participants rely on a hard copy rather than a soft copy. They claimed that authenticity, availability, and credibility lie too much on paper books instead of digital ones. For some students' perspectives, printed copies are concrete, enjoyable, practical, and helpful better than digital books and they do not harm their eyes because of the screen. Printed books are less likely to be distracting or make readers lose focus unlike digital books; each time readers get notified or over check social media apps. Otherwise, some other participants prefer printed copies due to the feeling it provides them, they claimed that they get involved in the book's contents and texture, and feel physically connected to the book. From other participants' points of view, printed books are much more attractive and informative than digital books, they declared that printed books help them memorize and focus on small details; they considered it a more appropriate technique for quick understanding. Others use different strategies for reading including both methods such as highlighting and circling important words, expressions, and quotes; writing notes, and pinning where the reader stopped reading last time. Students claim that printed books encourage them more to continue and finish reading the book. Moreover, a small number of participants who opted for digital books see those digital books are portable, affordable, available, fast, and easy to access. However, participants chose digital books for the reason that printed books are not always available and this is controversial due to some participants' perception, so they adopt digital copies. They considered the advantages and disadvantages of both digital and printed books, a very small number of participants chose both hard and soft copies, saying that the general aim behind any reading is whether to gain information or for leisure. Overall, participants prefer printed books for learning and digital books for enjoyment. In conclusion, printed books are the most preferable type of reading than digital books.

15. Reading helps me develop my proficiency in English language skills.

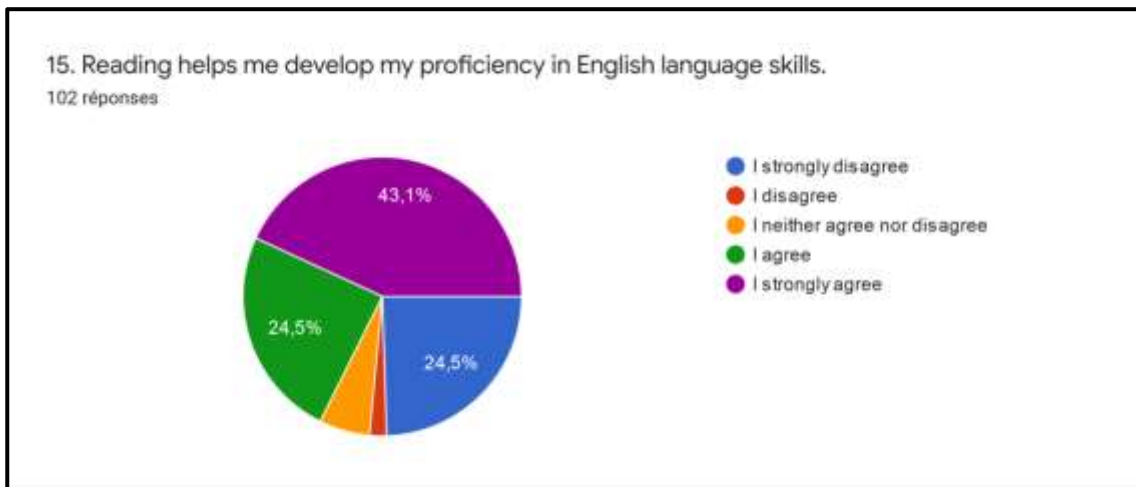


Figure9: The Importance of Reading in Developing Students' Proficiency in English Language Skills

The aim of asking this question is to know whether reading helps students develop their proficiency in English language skills. 67,6% of students claimed that reading helps them develop their English language skills. However, 26,5% of them claimed that reading did not help them develop their language skills, in addition to a small number of students about 6,5% who were neutral. This indicates that reading may help students develop their proficiency in English language skills.

16. Do you encounter difficulties when you are reading?

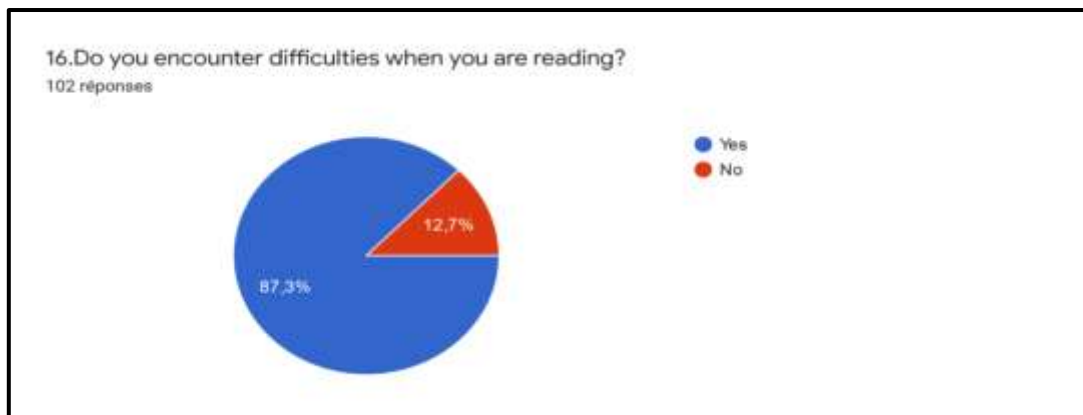


Figure10: Students' Problems while Reading

This question intends to show whether students face difficulties while reading or not. It is clear from figure 10 that the majority of students 87,3% encounter difficulties while reading. Yet, 12,7% of the students claim that they do not encounter any problem while reading. A clear-cut conclusion about this issue is that the majority of students face difficulties while reading.

17. If yes, are these difficulties related to:

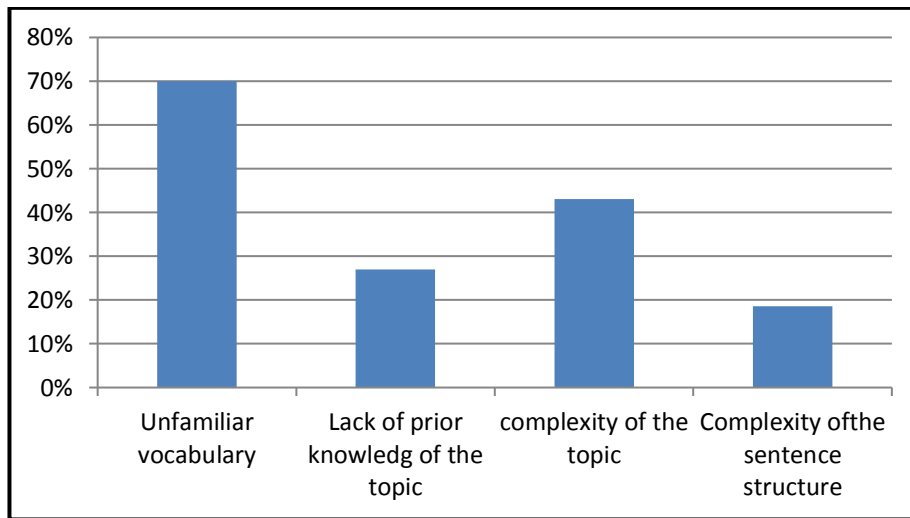


Figure11: Types of Problems Students Encounter while Reading

This question aims at knowing the different types of problems students face while reading. The majority of them 71,6% claimed that the difficulties they faced are related to the lack of range of their vocabulary knowledge. Others, 43,1% related the problem to the complexity of the topic. Some of them 27,5% claimed that the lack of prior knowledge of the topic is a serious problem they faced. And 18,6% of them claimed that the complexity of the sentence structure is also a big problem in reading. Thus, we may conclude that all the problems mentioned above are serious problems that may impair the students’ reading comprehension. As a conclusion, students need to read and to use the different strategies that may assist the different reading difficulties.

Section three: Technology and Digital reading

18. Do you often use technology for reading?

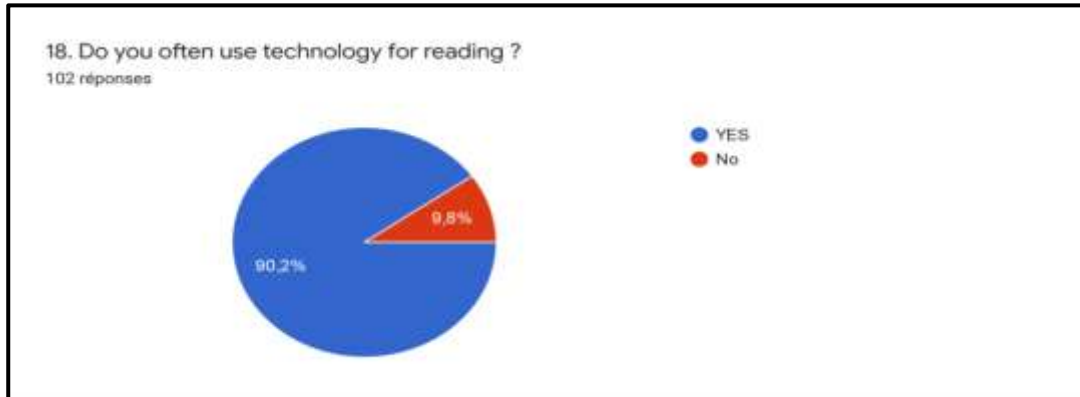


Figure12: Students' Use of Technology for Reading

This question aimed at knowing whether students used technological tools to read or not. It was found that 90,2% of respondents shared the viewpoint and therefore had the same attitude i.e., all the respondents stated that they used technology for reading. Whereas, 9,8% of them stated that they do not use it for reading. In conclusion, it is clear that almost all students use technology for reading.

19. Do you think that using technology in classroom is time consuming?

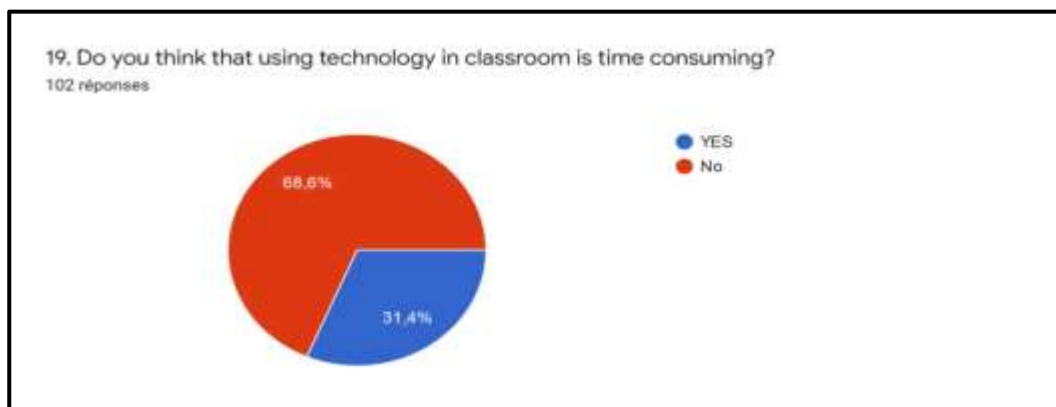


Figure13: Students' Opinion about the use of Technology in the Classroom

This question tried to illustrate if the learners thought that the use of technology in the classroom was time consuming or not. 70 students, representing 68,6 % of the total population,

agreed that the use of technology in class is not time consuming and the rest 32 representing 31,4%, believe that the use of technology in class was time consuming. In conclusion, the results show that all the respondents said that technology is not time consuming.

20. Do you enjoy using technology during your studies?

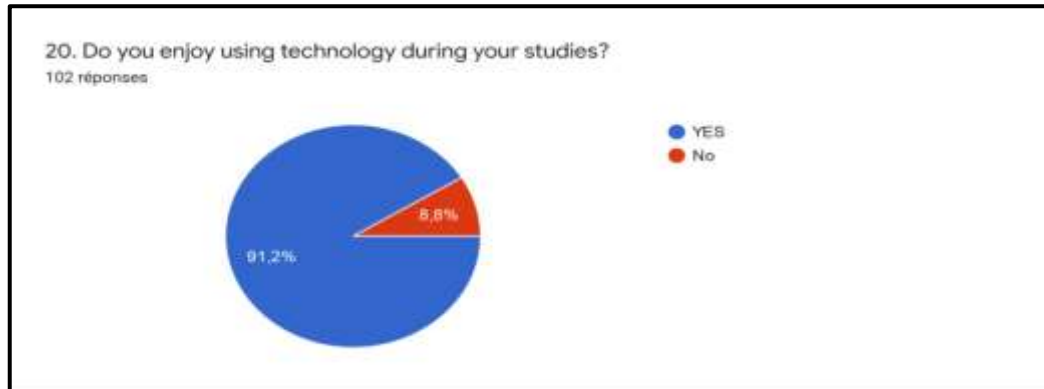


Figure14: Students' Feeling about the use of Technology

When asking the students if they enjoyed the use of technology or no, the majority of the respondents, 93 representing 91,2% of the students expressed their enjoyment of using technology, whereas nine informants, representing 8,8 % said that they did not enjoy the use of technology for other studies.

21. Do you think that your department is equipped with enough technological materials?

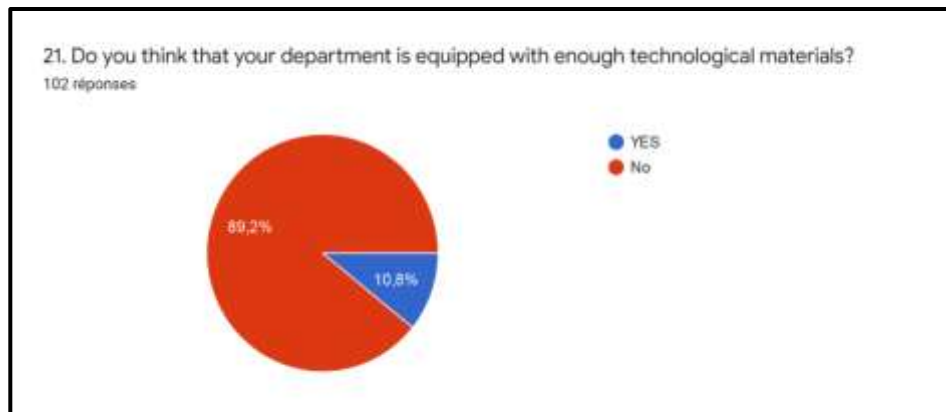


Figure15: Students' Opinion about the Technological Materials used in their Department

When the students were asked whether their English department was equipped with enough technological materials, the majority of participants 89,2 % stated that it is not equipped with enough technological materials, and 10,8 % of them said that their English department is equipped with enough technological materials. This indicates that the majority of the students stated that their departments are equipped with enough technological tools.

22. When you read, do you use technology such as dictionaries or the internet in your phone or tablet as a support material in your classroom? Please, specify!

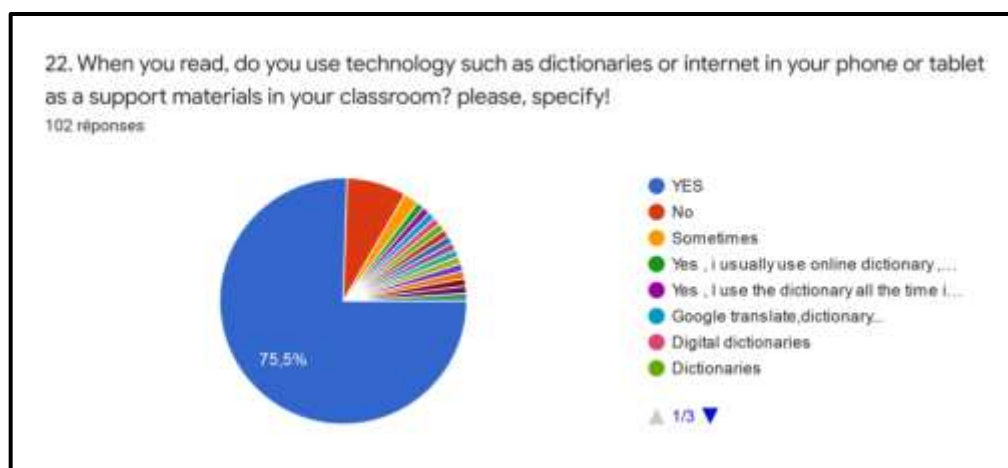


Figure16: Students’ use of technology as a support material in classroom

The pie chart above demonstrates the use of different materials such as using dictionaries and internet in phones in the classroom as supporting materials. Participants mentioned four main methods using phones; accessing the internet through online dictionaries, Google translator, internet and websites. Overall, the majority of the participants 75,5% use technology for their reading needs, however, 7,8% do not rely on technology. In conclusion, since internet, Google translator and online dictionaries are the most preferable choices, it is clear that many participants access digital reading. It is probably expected to see more and more people accessing the internet for reading as their preferred choice.

23. To what extent do you think that using technology would improve your reading skill?

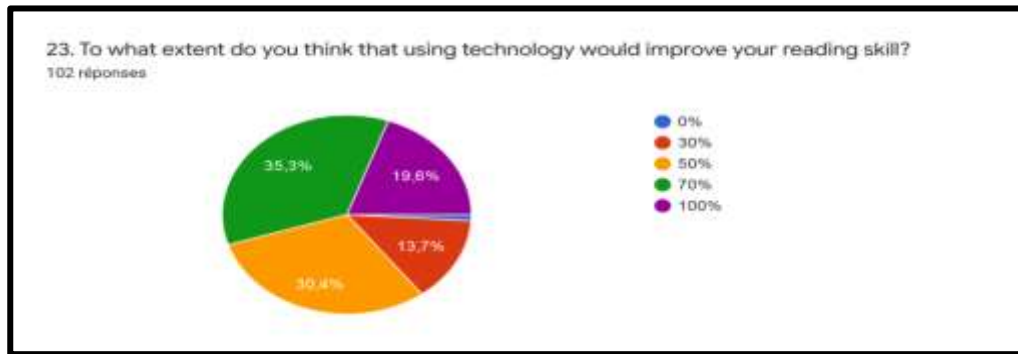


Figure17: Extent to which Students believe that Technology helps improving their Reading Skill

This figure shows the results of a question in which participants estimated whether technology helps them improve their reading skills. From this pie chart, it is clear that 70% of improvement was referred to by 35,3% of participants, however, (30,4%) of them estimated that 50% of their reading improvement was due to the use of technology. Additionally, 13,7% of them stated that 30% of their reading improvement was because of their use of technology. And 19,6% of participants believe that 100% technology helps them improve their reading skills. Hence, the majority of participants see that technology helps them improve their reading skill.

24. While doing assignment, which tool do you prefer to use the most?

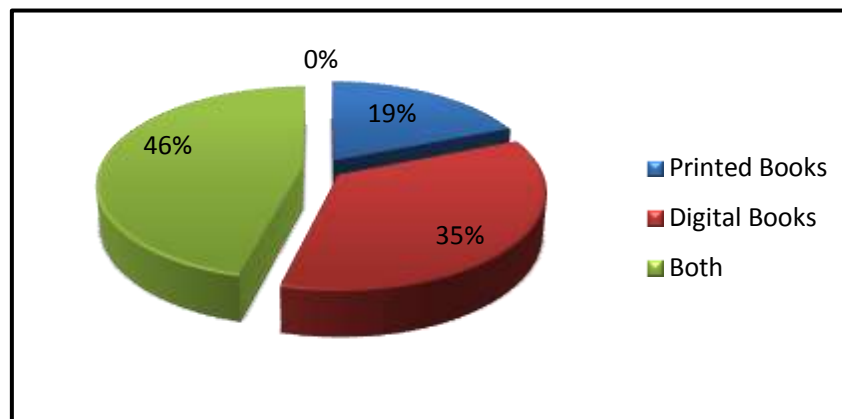


Figure18: Students' Choice between the Printed books and Digital books while doing Assignments

This question was addressed to check whether students still use printed books while doing assignments or they depend only on the use of digital books or both. The majority of the students representing 46% affirmed that they use both the printed books and digital books. Among these, 35% stated that they use only digital books for doing assignments. While 19% claimed to use only printed books while doing their assignments. Most of students indicate that they used both digital and printed books for doing assignments.

25. What are the technological tools that you/your teacher usually use in the classroom?

This graph shows the results of a question in which participants were asked about technological tools they usually use in classroom. From this graph it is clear that a significant percentage of participants 75,5% stated that they/their teachers use projectors as a technological tool in the classroom. Whereas, 32,4% of them use speakers, in addition to (29,4%) of participants stated that they/their teachers use phones as well, (7,8%) of them use video conference, a very small proportion of participants declare that they/their teachers use traditional methods and oral explanation without any technological tools. In conclusion, it is clear that most of the teachers use projector as main tool in the classroom.

Section Three: Attitudes toward Digital Reading

Table1: *Students Attitudes toward Digital Reading*

Questions		Strongly agree	Agree	Neutral	Disagree	Strongly disagree	M	SD
26. Digital reading is one of my favorite activities.	Frequency	9	28	34	15	11	3,09	1,27
	Percentage	9, 3%	28,9%	35,1%	15,5%	11,3%		
27. I get really excited about what I have read digitally.	Frequency	7	30	35	19	6	3,13	1,03
	Percentage	7,2%	30,9%	36,1%	19,6%	6,2%		
28. I quickly forget what I have read digitally even if I have just read it.	Frequency	13	20	19	30	15	2,86	1,66
	Percentage	13,4%	20,6%	19,6%	30,9%	15,5%		
29. Digital reading is one of the ways for me to learn new things.	Frequency	15	49	18	9	6	3,60	1,11
	Percentage	15,5%	50,5%	18,6%	9,3%	6,2%		
30. When I read digitally, I usually get tired and sleepy.	Frequency	20	37	10	15	15	3,33	1,89
	Percentage	20,6%	38,1%	10,3%	15,5%	15,5%		
31. Digital reading is the most important source of knowledge.	Frequency	9	22	35	23	8	3,01	1,17
	Percentage	9,3%	22,7%	36,1%	23,7%	8,2%		
% = Percentage		M = Mean			SD = Standard deviation			

Item 26 shows the results of a question in which participants were asked if reading digitally is considered a favourite activity for them or not, just over the third of participants 35,1% were neutral that digital reading is a favourite activity, while 38,2% of the participants agreed on the same fact. However, 26,8% of participants disagreed that it is a preferable activity. Due to these results, it is clear that the majority of participants were neutral on this idea.

Item 27 shows the experience of excitement in which learners believe during digital reading, 38,1% of the students agreed that they really excited about what they read digitally, whilst 36,1% were neutral. However, 24,5% of the participants disagreed on this statement, that is to say; the agreement was the dominant rating.

Item 28 shows the results of a statement in which participants were asked to make a scale whether they forget quickly or do not while reading digitally. 46,4% of the participants disagreed that they quickly forget what they read digitally, while 34% of them agreed on this idea, and just under the fifth 19,6% were neutral. In conclusion, since the majority disagreed, it is probably means that digital reading does not cause problem in focusing while reading.

Item 29 referred to the results of the statement in which participants were asked whether or not they learn from doing a digital reading. A significant number of participants 66% agreed that digital reading for them is one of the ways to learn new things, while 18,6% of them were neutral. However, a small proportion of participants 15,5% disagreed that it is a best method for learning new things. Summing up these results by saying that, the majority of the participants learn new things while reading digitally.

Item 30 shows that the results in which participants reported if digital reading has bad effect on them. Half of participants 58,7% agreed that they usually get tired and sleepy when they read digitally. However, 40% of the respondents disagreed that it has bad effect on them. Whilst, 10,3% of the participants were neutral. Eventually, digital reading might lead to negative influence.

Item 31 shows the students' point of view about the significance of digital reading as a source of knowledge. The results show that 36,1% of students were neutral with the idea that digital reading is an important source of knowledge, while 32 of the respondents agreed on the same fact. And 31,9% of the respondents disagreed about the importance of digital reading as a source of knowledge. The results show that students neither agreed nor disagreed about the importance of digital reading as being a source of knowledge.

We noticed that the mean for item 26 was, $M=3,09$ ($SD=1,27$), and for the item 27 it was, $M=3,13$ ($SD=1,03$). For item 28 it was accounted for, $M=2,86$ ($SD=1,66$). In addition to the next item 29 the mean was, $M=3,60$ ($SD=1,11$). The mean for item 30 was, $M=3,33$ ($SD=1,89$), and the mean for the last question was, $M=3,01$ ($SD=1,17$). From these scores it could be noticed that data value deviates and different from the mean, hence, it could be said that because the standard deviation is less than the mean data would have more consistency scores.

32. Is it easy for you to concentrate while reading digitally?

From the answers obtained, in which participants were asked if it is easy for them to concentrate while reading digitally or not. 60 represent the majority of participants who answered with "NO". Nevertheless, 33 of them answered with "YES". However, 5 participants said that they find it "sometimes" easy to concentrate while reading digitally. Others answered variously (I am not sure, depends on what I am reading, based on the environment, depends on the mood). Within some participant's answers, they provided some issues and solutions including that their eyes got tired and hurt because of the screen light, others even make efforts to stay focused, mostly they faced difficulties when it comes to long texts, books, or reading for a long time and this may lead to headache, depression, fatigue, and even anxiety. Some participants use digital reading specifically for quick assignments or when they are obliged to. Other reasons include external disturbance; however, some participants claimed that concentrating while reading digitally is not that hard too.

Suggestions included the organization of materials. In conclusion, various issues emerged to disturb learners while reading digitally.

33. Which of these digital reading strategies do you usually use during your reading activity?

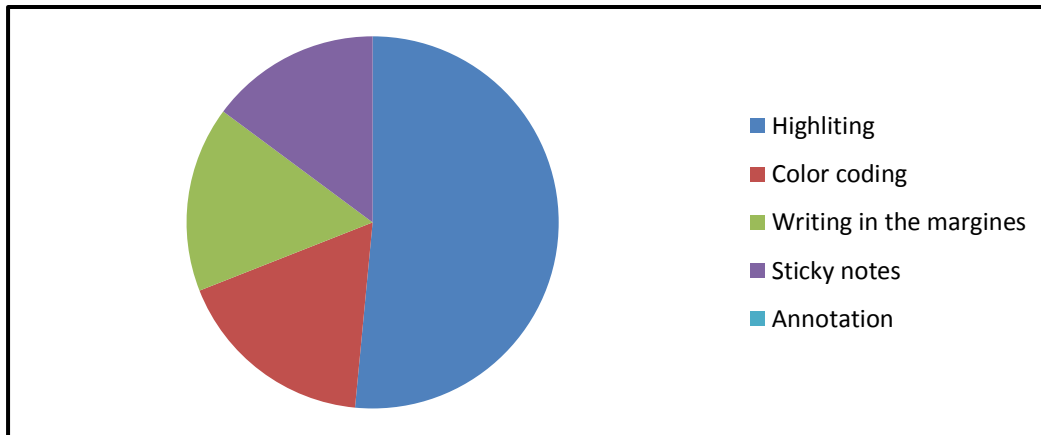


Figure19: Digital reading strategies

This pie chart shows information about digital reading strategies that students use while reading. It demonstrates which strategies are used the most. From this graph, it is clear that a significant number of participants 75% used highlighting. However, a quarter of them 25,5% used colour coding, while 23,5% of the students used writing in the margins, slightly above the fifth 21,6% used sticking notes. Also, a very small percentage of participants %4,9% used annotation in one hand. On the other hand, other participants use many other techniques including (taking notes on a paper or a copybook and sometimes on phones, notepad) in addition to participants who do use none of the above.

Discussion of the Results

After the interpretation of the data drawn from the respondents' questionnaire, one may come to deduce the following findings:

1. Half of students report that reading in English is an easy activity for both reading and learning. This; perhaps, because they have been studied the English language for a long

period (good proficiency in English) concerning nowadays' piece/type of writing. However, Bautista (2020) believed that reading is not an easy task.

2. The majority of the participants prefer using hard copies for reading due to the authenticity, creativity, and credibility of these books, and comfort they provide them with, students trust printed books more than digital ones. Printed books allow them to memorize and focus more on small details, and they are less likely to distract the students. When printed books are missing or not available most students tend to use digital copies for quick assignments. Additionally, the researcher Benedetto believed that hard and printed copies are basically equal.
3. The majority of students sometimes read academic texts at home. Perhaps, because they are obliged to or have to do quick assignments. Although, they report that they agree that reading helps them develop their English language skill. However, a large number of students declare that they face difficulties while reading, perhaps due to unfamiliar vocabulary and lack of prior knowledge about the topic.
4. The majority of students state that they use technology for reading. Since they interact with technology in their daily lives, they use it in class too and declare that it is time consuming possibly because students and teachers lack experience in using technology more effectively in the classroom or the department is not equipped with enough modern tools or extra lectures for teaching both learners and teachers how these modern technologies work. However, Solanki & Phil (2012) declared that technology in the classroom could be a creative tool for teaching and learning.
5. There are inconsistencies in students' responses as they see technology as time consuming on the one hand, they also mentioned that technology is an enjoyable and a supportive material in the classroom such as using electronic dictionaries, internet in the phone, tablet on the other hand. Therefore, Solanki & Phil, (2012) said that technology makes learning

fun and the use of technology by teachers can support their lessons. They also point out that technology helps them improving their reading skill while using it and the most useful tool for teachers and students is the data show. Also, Lai and Krotsonis (2006) claimed that the appropriate use of technology helps learners in improving their language skills and learning attitude.

6. Students show agreement that they learn new things and also get really excited about what they read digitally. However, digital reading causes them to feel sleepy and tired.
7. Concerning whether or not students consider digital reading as a source of knowledge and a preferable activity. Students had a neutral opinion about this latter. As Barani, Mazandarani & Rezaie (2010) noted out that by using technology, students are exposed to a variety of source of information to enhance their learning rather than being a teacher-centered. Most of the participants claim that they do not quickly forget what they read digitally. Regarding students' attitudes toward digital reading, the answers scored better on average. Because the responses have a smaller standard deviation than the mean, the data are less dispersed. Therefore, it can be said that since the standard deviation was less than the mean, the data would have a more consistent score.
8. Most students mention that they lose focus when they read digitally, possibly because they receive notifications and check social media applications each time they read on their phones.
9. The majority of university students tend to use different strategies to help themselves concentrate more; they report that they use highlighting as a principal method of support.

Conclusion

In this chapter, the researchers aimed at analysing, interpreting, and discussing the questionnaire that were delivered to English students (all levels) of Algerian universities. The analysis of the results showed that technology helps students improve their reading skill in addition to a positive attitude towards digital reading.

General Conclusion

The overall aim of this study is to investigate Algerian English students' attitudes toward using digital reading to practice reading comprehension, and how reading online would help them improve their reading experience. Basically, it took place in Algerian English departments. The sample consisted of one hundred two (102) English students of all levels for the academic year 2021/2022. In this study, the students' questionnaire was the main data gathering tool. The results showed that students revealed positive attitudes toward digital reading, and it showed that digital reading lead eventually to better development of students' reading skill.

Limitation of the Study

At first, researchers were planning to use a semi-structured interview for both students and teachers to support their quantitative results, but since the period available was during the pandemic and the study was a wave system, hence, it was difficult to interview teachers and students (all levels) at different universities, so the researchers resorted to collecting data through an electronic questionnaire that was shared on Facebook pages and groups. Researchers did not find studies or related references that took place in Algeria and that are linked the two variables.

Suggestions for Further Research

The results of this research showed that technology may enhance students' reading comprehension. However, these points can be suggested for further research:

1. To highlight the attitudes of students in using technology, future researchers will have the opportunity to restudy the students' use of technology in improving their reading comprehension by using an experiment and an interview for both students and teachers in secondary school where the students could be trained earlier before university so that they will have fewer difficulties in using technology for reading comprehension.
2. The researcher of this study suggested to the future researchers to make more research about the difficulties and challenges that the students face when they read digitally.

Pedagogical Implications

Based on the research results, the researchers suggested some recommendations that should be taken into the consideration. First, a reading class should be allocated at all levels and included in the EFL curriculum of the university to raise the EFL students' awareness of the importance of reading. Second, the researchers suggested the idea of using digital devices in EFL classrooms to improve EFL learners' reading skill, however, these need to be used in order to support their learning and not to replace the other versions of reading resources.

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Appendix: Students' Questionnaire

Dear student:

We are pleased to put in your hands this questionnaire which is very important in studying the result that we will obtain in our study which aims at investigating students' attitudes towards the use of digital media to enhance their reading skill. So, we would be very grateful if you accept to fill in the following answers.

Please, tick (✓) the appropriate answer or give a full statement whenever it is.

Section One: Personal Information

1. Select your age group

20-24

25-34

35-44

Others.....
.....

2. Select your gender

Male

Female

3. What is your Academic level?

1st year LMD

2nd year LMD

3rd year LMD

1st Master

2nd Master

Section Two: Reading Comprehension

4. Do you think that reading in English is hard or easy for you? Why? Justify your answer please!

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

5. What kind of texts do you prefer to read in English?

- Academic texts
- Fictional
- Non-fictional
- Others:.....
.....

6. What is your favourite place to read?

- In a library
- In a park
- At home
- In a group
- In the Classroom

7. What resource do you choose to read from?

- Print book
- E-book
- Magazine

Newspaper

Website

Others:.....
.....

8. How often do you read in English?

Always

Sometimes

Never

9. What motivates you to read in English?

University Assignments

Recommendation from friends

Need for information

I enjoy self-reading

My parents force me to

Others:.....
.....

10. How often do you read when it is your choice?

Never

1-2 times a week

2-3 times a week

4-5 times a week

Everyday

11. Which statements best describe your reading style?

- I read fast and I understand everything
- I read fast but I do not always understand everything
- I understand what I read but it takes no longer
- I read slowly but struggle in understanding everything
- I read slowly but I understand everything

12. During doing reading, which of the following strategies you adopt in order to get Information about the content and the language of the text?

- Reading the whole text in order to get the general idea.
- Going quickly through the text in order to get the appropriate information.
- Reading only the introduction and the conclusion.
- Trying to understand the text in relation to schemes, graphs and pictures.
- Using the previous information to collect some information in relation of the text.
- Analyzing the text and taking notes about grammar and vocabulary.
- Studying the text-overall structure (how ideas are organized and linked).

Others:.....
.....

13. What do you prefer the most, digital reading or printed reading? Why?

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

14. Reading helps develop my proficiency in English language skills?

- I strongly disagree
- I disagree
- I neither agree nor disagree
- I agree
- I strongly agree

15. Do you encounter difficulties when you are reading?

- YES
- NO

16. If yes, are these difficulties related to:

- Unfamiliar vocabulary
- Lack of prior knowledge of the topic
- Complexity of the topic
- Complexity of the sentence structure

Section Three: Technology

17. Do you often use technology for reading?

- YES
- NO

18. Do you think that using technology in classroom is time consuming?

- YES

No

19. Do you enjoy using technology during your studies?

YES

No

20. Do you think that your department is equipped with enough technological materials?

YES

No

21. When you read, do you use technology such as dictionaries or internet in your phone Or tablet as a support materials in your classroom? Please, specify!

YES

No

Others:.....
.....

22. To what extent do you that using technology would improve your reading skill?

0%

30%

50%

70%

100%

23. While doing assignment, which tool do you prefer to use the most?

Printed books

Digital books

Both

Others:.....
.....

24. What are the technological tools that you/your teacher usually use in your classroom?

Data show

Speakers

Phones

Video Conferencing Platform

Others.....

.....

Sectionfour: Attitude towards Digital Reading

Strongly agree

Disagree

Neither agree nor disagree (neutral)

Agree

Strongly agree

25. Digital reading is one of my favourite activities.

1-

2

3

4

5

26. I get really excited about what I have read digitally.

1

2

3

4

5

27. I quickly forget what I have read digitally even if I have just read it.

1

2

3

4

5

28. Digital reading is one of the ways for me to learn new things.

1

2

3

4

5

29. When I read digitally, I usually get tired and sleepy.

1

2

3

4

5

30. Digital reading is the most important source of knowledge.

1

2

3

4

5

31. Is it easy for you to concentrate while reading digitally?

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

.....

32. Which of these digital reading techniques do you usually use during your reading activity?

Highlighting

Color coding

Writing in the margins

Sticky notes

Annotation

others:.....

.....

Résumé

La lecture est la compétence la plus importante dont les élèves ont besoin pour maîtriser n'importe quelle langue et promouvoir d'autres compétences. Sinon, les textes imprimés sont toujours réutilisés comme principale source d'apprentissage. Cependant, la diffusion de la technologie a été démontrée dans les textes numériques, et l'accélération du flux de texte numérique nécessite de nouvelles compétences et stratégies de compréhension. La présente étude vise à enquêter sur les attitudes des étudiants algériens en anglais à l'égard de l'utilisation de la lecture numérique pour pratiquer la compréhension de la lecture, et comment la lecture en ligne les aiderait à améliorer leur expérience de lecture. Pour construire ce travail, une étude de cas a été menée dans les universités algériennes, plus précisément dans les départements d'anglais, où tous les niveaux (102 étudiants) ont été sélectionnés comme échantillon de population de cette étude. L'outil méthodologique utilisé dans cette étude était un questionnaire adressé aux apprenants. Une méthode descriptive a été conçue pour collecter des données en utilisant des approches à méthodes mixtes (qualitatives et quantitatives) à partir d'une population aléatoire. Les résultats de l'étude ont révélé que les participants ont des attitudes négatives envers la lecture numérique. De plus, les apprenants ont révélé à quel point la technologie leur est nocive physiquement (ils ont mal aux yeux) et mentalement (ils perdent leur concentration et s'ennuient).

المخلص

القراءة هي أهم مهارة يحتاجها الطلاب لإتقان أي لغة وتعزيز مهارات أخرى. بخلاف ذلك ، تم استخدام النصوص المطبوعة دائماً كمصدر أساسي للتعلم. ومع ذلك ، فقد ظهر انتشار التكنولوجيا في النصوص الرقمية، ويتطلب تسريع تدفق النص الرقمي مهارات واستراتيجيات فهم جديدة. تهدف الدراسة الحالية إلى التحقيق في مواقف طلاب اللغة الإنجليزية الجزائريين تجاه استخدام القراءة الرقمية لممارسة فهم القراءة ، وكيف أن القراءة عبر الإنترنت ستساعدهم على تحسين تجربة القراءة لديهم. لبناء هذا العمل، تم إجراء دراسة حالة في الجامعات الجزائرية ، وتحديدًا في أقسام اللغة الإنجليزية، حيث تم اختيار جميع المستويات (102 طالب) كعينة من مجتمع الدراسة. كانت الأداة المنهجية المستخدمة في هذه الدراسة عبارة عن استبيان موجه للمتعلمين. تم تصميم طريقة وصفية لجمع البيانات باستخدام مناهج مختلطة (نوعية وكمية) من مجتمع عشوائي. كشفت نتائج الدراسة أن المشاركين لديهم مواقف سلبية تجاه القراءة الرقمية. بالإضافة إلى ذلك، أدرك المتعلمون كيف تضر التكنولوجيا بهم جسديًا (تتأذى عيونهم) وعقليًا (يفقدون التركيز ويعرون بالملل).