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**The Influence of Internet on Reading
Skills of EFL students (case study
L.M.D third year students)**

**Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master's degree in
Didactics**

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Dedications

To our parents, brothers and sisters and to our favourite friends for their support.

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List of Acronyms

EFL: English As a Foreign Language.

L.M.D :Licence ,Master ,Doctorat.

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Abstract

After the diffusion of internet recently, tangible reading saw a significant decline. It moved from that traditional method to a more modern method called e-reading. This research work is designed to examine the influence of the internet on reading skills of the EFL learners in which it tries to highlight the extent in which students' reading skills are effected by the use of internet. And how can students make internet a positive aspect to enhance their reading skills. and finally some solutions to the problem are provided by both students and teachers. To achieve answers to these inquiries we have relied on two research instruments. A questionnaire was directed to third year English students while another one was for EFL teachers. Both questionnaires were created online and published in Facebook groups in different universities in Algeria. After collecting the data, results were analysed quantitatively and qualitatively. Main results assure that internet is a helpful way for EFL learners to enhance their reading abilities and at the end of this research work some suggestions are included to benefit more from internet in the improvement of reading skills .

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General Introduction

Reading has witnessed a great reluctance lately, and this is due to many reasons, including the widespread of the Internet recently. The thing that made most students prefer browsing the Internet instead of reading books or they moved from reading real books to e-reading through various apps and websites since they consider this type of reading to be more accessible for them and more economical for those who cannot afford to buy books in addition to time gaining and energy save .However, others do not see that internet has brought new things to the filed, they view this technology to be a time consuming and energy sucking without positive outcomes .

The main objectives of this research work are:

- To explore the way internet effects the reading skills of EFL learners .
- To provide solutions for students to make internet a positive aspect in the development of their reading skills .

Actually, reading through both ways is beneficial to EFL learners for the language acquisition, it does not matter the method since they reach to the same results. However, this does not mean that they are similar, internet has s significant effect on students' reading skill. This lead to raise the following research questions :

- 1) How may internet influence the students' reading habits ?
- 2) What is the best way to benefit from internet to enhance learners' reading skills?

From the previous research questions, two hypotheses are raised in order to be tested and verified :

- 1) Internet is a double-edged sword in which it can influence the reading skills of EFL learners depending on its use .

2)Using internet in getting free books from online libraries, uploading audio-books with subtitles, joining online reading groups and sharing experience with others may motivate and create reading challenges to EFL learners .

In fact, this research work has been divided into two main chapters. The first chapter is the theoretical part, it deals with general definitions and concepts of reading, types of reading, reading strategies, importance of reading and finally the influence of internet on reading skills.

The second chapter is the practical one, two questionnaires for data collection will be used, the first one is an online questionnaire directed to third year English students in different universities in Algeria, the second one is given to EFL teachers in the department of English at Abou Bakr Belkaid university and other universities. Both questionnaires are used to explore their points of view about the impact of internet on reading activity of EFL students and suggest solutions to best benefit from internet to enhance reading skills.

Data will be analysed both quantitatively and qualitatively, results will be interpreted in order to validate or reject the hypotheses put. At the end of this research work we will provide some suggestions to improve reading skills of EFL learners without being effected with the negative side of internet.

Chapter One

Literature Review

1.1. Introduction

In recent years, the world has witnessed important developments in the field of technology and information, especially with the advance of Internet in all fields. It has become very crucial in everything like information, news, ideas, messages, images and documents. With all these needs to consult internet everywhere and every day, the book remains important and still plays a special role in our lives and is still difficult to dispense with it. Hence, the purpose of the chapter is to highlight the reading culture, its importance, reading between paper and online and how this latter can effect this academic activity.

1.2. Definition of Reading

Reading culture is an activity that aims to promote professionalism and disseminate it among members of the public and make it a lifelong hobby whose main goal is to appreciate it and make it loved by the people. The definition of reading is proposed by several experts, for instance, Urquhart and Weir (1998: 22) define it as *"the process of acquiring and interpreting information contained in language form via the medium of print"*. This implies that the text's message has been deciphered and understood using language, grammatical points, and context clues of the text's rhetorical structure.

Furthermore, Anderson (1999:1) believes that *"reading is an active fluid process in which the reader and the reading materials are both involved. in the construction of meaning"*. In the same sense, Nunan (1991:70) defines reading as *" a dynamic activity in which text elements interact with various factors outside the text, in this case most significantly with the reader's understanding of the text's content"*.

In other words, It is stated that in order to develop the meaning of a text, readers incorporate a variety of factors. They rely on previous knowledge, linguistic abilities, and situational awareness. Text content must be read in order to have adequate comprehension.

From another perspective, Dutcher (1990) describes reading as a two-way conversation between the reader and the text. In reality, in order to elicit meaning, the reader interacts with the text in a dynamic way. Reading in other terms is the action of recognizing words, decoding phonemes, and comprehending texts. The construction of meaning is done through a series of steps, a process that involves dynamic interactions between the reader's background and the text knowledge, textual information, and the reading circumstance.

Besides, Grabe's (1991: 377) view about reading can be stated as follows:

‘Reading can be seen as an active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context ,etc.’

Reading is an automatic process between the context and its reader ,this relationship helps readers to be more aware about the essential strategies needed to an effective reading. A general notion of reading may be gleaned from all of the definitions above as an active process of gaining meaning.

1.3. Types of Reading

Reading is the process of acquiring knowledge which drives this process, this is impacted by non-linguistic internal and external factors and variables. Aside from that, reading can be considered a life skill that is applicable to a variety of situations. It can help learners achieve immediate as well as long-term success in life.source of knowledge and entertainment. Reading has different types and purposes as explained below.

1.3.1. Extensive Reading

Extensive reading is a method of language learning in which readers read extensive texts and a huge amount of material in order to gain a general comprehension of the language. Extensive reading is a style of reading that allows students to select from a wide range of non-academic materials, including fiction

series, detective stories, and biographies. Students are certainly given the opportunity to read.

Extensive reading has an important role to EFL learners, it helps in developing language proficiency and comprehensive awareness of grammatical structures (Davis, 1995). In this sense, Hafiz and Tudor (1989 : 5) believe that:

‘The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials, will in the long run, produce a beneficial affect on the learners’ command of L2.’

In teaching and learning EFL students, extensive reading is critical, since one of the benefits of substantial reading techniques centred on the use of reading and students will enjoy themselves as a result of this (Day & Bamford,2003).

Extensive reading can also help students enhance their reading speed, writing ability, and overall academic performance. Besides, it helps to increase students motivation in learning EFL .this means that, extensive reading has an indirect impact On behaviours and attitudes of students regarding ability to communicate in English Additionally, extensive reading can broaden their understanding of the globe (Salameh,2017).

Extensive reading allows students to strengthen their language skills, improve their reading ability, become more self-sufficient in their studies, gain cultural awareness, and build their writing skills. It is a sense of self-assurance and a desire to learn more.

1.3.2. Intensive Reading

Intensive Reading is a reading strategy that entails a close examination of a text with the goal of deciphering its literary or linguistic meaning. Because the book contains specific learning goals and activities, readers are expected to read it carefully and attentively. In this vein, Nation (2009: 25) defines intensive reading as:

‘a means of increasing learners’ knowledge of language features and their control of reading strategies,’ and “one goal of intensive reading may be comprehension of the text.”

That is to say, the goal of intensive reading is to improve students' ability to comprehend texts by directing their attention to text elements and strategies for coping with texts.

When it comes to teaching reading as a necessary language skill, an intensive reading strategy is critical. In reality, it contains a clear instruction and discusses more in-depth comprehension tactics. Its work focuses on the following areas: knowledge of language, text organization patterns, and the genres and types of texts are all important factors to consider. Intensive reading instruction is required since it aids with comprehension. written materials, improve general literacy, and apply and monitor reading processes mastery (Paran, 2003).

1.4. Reading Strategies

Actually, reading includes a few strategies which are executed agreeing to specific purposes. For illustration, learners should read the full content in arrange to check particular data. In any case, they got to get it and reflect on the content meaning when they are inquired to memorize something from their perusing. Therefore, reading has a number of important strategies.

1.4.1. Skimming

Skimming is a way of reading that focuses on a text's important points. Skipping content that provides details, anecdotes, data, etcIn other words, it is the process of capturing the essence of an author's primary points rather than the details. Skimming could be a way of perusing in which understudies are recommended to rapidly pass their eyes over the entire content for a essence. It is an compelling strategy of perusing which is useful for getting an outline of the most thoughts (Brown, 2001). It could be a fashion of perusing utilized to decide the most thought of a specific composed fabric. Other than, it can be characterized as a sort of fast reading

which is utilized when a peruse needs to urge the most thought from a section (Richard et al., 1992).

In other words, skimming is portrayed as a tall speed perusing strategy valuable for sparing time. This involves glancing through the content to urge a common see of the substance. Skimming includes getting quickly through a book by looking at the list, chapter headings, presentations, and conclusions.

1.4.2. Scanning

Unlike skimming that is seeking out for and getting the foremost vital data, the most thoughts of a content, checking is aimed at seeking out for and getting the points of interest, truths, numbers, and particular bits of data that are within the text (Leo, 1994). Readers apply checking in reading to find particular data and get an starting impression of whether the content is appropriate for a given reason. When scanning, readers do not take after the linearity of the entry to induce the data wished. They essentially let their eyes meander over the content until hello discover what they are seeking out, for whether it be a title, a date, or a less particular piece of data (Grellet, 1992).

In brief, scanning is important when students want to read something for a specific reason. They utilize this method of reading to locate the information they require. Once they have it, they read it more carefully. It is a useful method for locating precise information about a subject.

1.5. The Importance of Reading

Reading books develops ideas and gives knowledge and endless lessons as minds remain active, we cannot underestimate the importance of books because they help to understand and learn plenty of things. What is distinctive in reading books is that books is a collection of information, feelings, emotions ,stories, ideas like anything else in the world. In the past years, reading books was the first way that a person entertained himself. Reading develops concentration, memory, communication skills and empathy. It also improves mental health, reduces stress, makes you live a

long life, makes you learn new things for success both on personal or professional side.

Reading builds a cognitive processing infrastructure that then “massively influences” every aspect of our thinking – particularly our crystallized intelligence—a person's depth and breadth of general knowledge, vocabulary, and the ability to reason using words and numbers. (Stanovich, 2003).

Multiple studies have shown that avid readers demonstrate both superior literacy development and wide-ranging knowledge across subjects (Allington, 2012; Hiebert & Reutzel, 2010; Sullivan & Brown, 2013).

Nuttall (1982:168) argues in favour of the vital role of reading in the acquisition of a FL as it supplies authentic language. He states: *“The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it”*

For EFL learners, reading broadens the learner's vocabulary and grammar; it supports the brain with the proper linguistic structures. Reading helps the brain recall these linguistic structures because the learner will relate an image to the word it represents, which is aided by visual clues Besides, idiomatic language, on which so much of the English language is built, is abundant in books and other legitimate materials. Additionally, there is a link between reading and writing. Students can see grammatically perfect sentences in context while reading, which can be followed in their own writing.

1.6. Digital Reading Vs Paper Books

At a time when many people still prefer paper books, some individuals are turning to reading online and downloading a variety of applications that allow them to find all the books they desire without incurring any financial charges. Reading from a book or via the Internet does not matter, the information is present in both directions, but the difference lies in the form, but the value and cultural content is the same. Undoubtedly, this does not mean that they do not distinct from each other. both techniques have their own features.

The difference between the two strategies has intriguing implications for how we remember what we read. We get a tactile feeling from reading books, which helps us concentrate and promotes memory retention and recall. For example, readers who read books rather than screens have an easier time remembering what they have read.(Jabr,2013).

Print reading allows to slow down and commit more time to advanced deep reading processes, allowing us to discern truth, apply critical analysis, assess inference, build empathy, and appreciate beauty in order to obtain the information and wisdom needed to keep a successful civilization running (Wolf, 2018) .

The employment of electronic gadgets in e-books can be a plus. E-books include a variety of font options, making reading more enjoyable. Thousands of e-books and magazines can also be stored on a single device. Using your e-reader, you can borrow library books. However, it is easier to obtain knowledge from online sources, the brain interprets digital reading differently from reading books offline.

In sum, paper books remain the finest friend, and we must recognize that e-books will not be able to replace the printed books that we carry with us everywhere. It rises as a result of reading, which gives a person a broad understanding of the world. Reading broadens our vocabulary and enhances our spelling skills, as well as introducing us to new words.

1.7. The Influence of Internet on Reading Skills

The Internet is the fashion of the times. Hardly any of us leave our mobile phone from morning until late at night. Undoubtedly, this matter left its effects on many aspects of human life. He changed many habits that were well established in our daily lives, such as reading books. Some believe that the Internet has a positive factor that is added to our daily life, while others have another opinion, and that the Internet has a negative impact on our lives, habits and thinking.

1.7.1. The Negative Impact

In recent times, the Internet has caused a noticeable decline in people's interest in reading books. Some prefer to read through this web using their personal phone. Others have completely cancelled reading from their daily activities.

Reading materials have been transformed into a variety of formats as a result of the Internet revolution, including web sites, web pages, e-books, e-journals, e-papers, e-mails, chat rooms, instant messaging blogs, and other multimedia publications. People can now use the Internet to browse a world of interconnected information, discover new sites, obtain up-to-date information, and download items of interest. (M. Obaidullah, M. A. Rahman, 2018)

Another aspect that makes internet not really useful, when looking for a book on the internet, you may frequently come across links to other articles. These sites skim the surface of the issues without going into them. When compared to the knowledge we receive from books, the knowledge we gain via e-reading is very fragmented and superficial.

1.7.2. The Positive Impact

Reading using a mobile phone is common, people are increasingly shifting away from traditional paper books and toward e-books and mobile reading. With the help of internet you can download any book you want to read and this is something useful. Regardless of the many disadvantages, the Internet has some positive points in this aspect.

Internet helps students to develop their abilities, skills and hobbies through services it contains. Nowadays, students who are interested in reading can easily download books from websites or apps, join a language course or acquire a specific skill. It is kind of save of time and effort compared to traditional reading.

Internet-based EFL reading may emerge as a flexible and portable solution to the pedagogical challenges that exist in conventional EFL reading and teaching environment. To this end, they designed a wireless peer-assisted learning system for

early EFL reading to enhance online collaborative EFL reading and provide EFL learners with an opportunity to teach and learn with each other(Lan, Sung, ,Chang ,2006).

1.8. Conclusion

The chapter includes important definitions about the topic of research .It gives information about different reading strategies in addition to the importance of reading to EFL learners .It has also provided an overview about tangible reading and electronic reading and how can this latter be effected by internet in both sides .The next chapter is the practical part of this research work .

Chapter Two

Data Collection and Analysis

2.1. Introduction

The current chapter is the practical part of this research work, it aims to answer the research questions as well as prove and validate the research hypotheses that were expressed at the start of the study. Moreover, this chapter contains data collection and analysis, it tries to collect data from a questionnaire addressed to third-year L.M.D students, while another one addressed to teachers. Data will be analyzed both qualitatively and quantitatively.

2.2. Research Design

Creswell & Plano Clark (2007) Define research design as the process and procedures for collecting, evaluating, interpreting, and reporting data in research projects. It is the overarching strategy for integrating conceptual research concerns with relevant (and feasible) empirical study. In other words, the research design establishes the procedure for collecting and analysing the relevant data, as well as how all of this will be used to answer the research question. (Grey, 2014).

In this research study, data is acquired from a variety of sources in order to demonstrate the validity of the hypotheses proposed. The results will be quantitatively and qualitatively analysed.

Both questionnaires were created by Google Forms platform and published in Facebook groups of L.M.D 3 students in different universities of Algeria.

Students' questionnaire contains twelve questions, while the other one which was addressed to teachers contains of nine questions. In fact, all answers had been taken into consideration and it had been analysed and examined.

2.3. Sample of Population

A sample can be defined as a part of statistical population whose features are analysed to elicit data about the whole (Webster, 1985). Sampling is the act of selecting a smaller group of participants to tell us essentially what a larger population might tell us if we asked every member Of the larger population the same questions(Glickens, 2003).

2.3.1. Students' Profile

The participants in our online questionnaire are third year English students from different universities in Algeria (Tiaret ,El oued, Skikda ,Oran ,Jijel, Adrar, Sidi Bel Abbes, Ain Temouchent, Batna ,Chlef and Tlemcen) .The total number of participants is 104 (males and females).

2.3.2. Teachers' Profile

The online questionnaire was addressed to thirteen English teachers from different Algerian universities; Sidi Bel Abbés, Bordj Boueriridj ,Tiaret, El oued and of course Tlemcen .Most teachers have teaching experience more than ten years in teaching different modules one of the most important is Writing Expression module.

2.4. Data Collection Instruments

Accurate and systematic data collection is critical to conducting scientific research. Data collection allows us to collect information that we want to collect about out study object (Abawi 2014).

2.4.1. Description of Students' Questionnaire

A questionnaire is a written document in which respondents are given a series of questions or statements to which they must react either by writing their replies or selecting from a list of pre-determined answers (Brown, 2001). In other words, a questionnaire is a research tool that consists of a series of questions used to collect information and data from people (Schuman, H., & Presser, S.1979).

The questionnaire was posted in ten Facebook and Messenger groups of EFL students from: Batna , Jijel , Adrar , El oued , Tlemcen, Oran , Aïn Tmouchent . The total number is 104 participants. The questionnaire incorporates twelve (12) questions. In fact, the questionnaire contains three types of questions: close-ended ,open-ended and multi choice questions .

The questionnaire was divided into three rubrics, each rubric contains a number of questions. The following table highlights the main aims of the questions asked:

| | Rubric's Objective |
|-----------------|---|
| Rubric 1 | To identify the relationship between the students and books and to measure the average of reading for ELT students. |
| Rubric 2 | Its aim is to recognise which type of reading ELT student prefer |
| Rubric 3 | To identify the impact of internet on students' reading skills and find out solutions for reading problems with providing different suggestions to benefit from net . |

Table 2.1. Students' Questionnaire Aims.

2.4.2. Description of Teachers' Questionnaire

The questionnaire was directed to teachers from various universities, the number of participants is 13 teacher; (5) from Tlemcen, (2) El oued , (2) Tiaret ,(2) Bourdj Bouariridj ,(2)Sidi Bel Abbes .The questionnaire contains nine questions, it was created in a structured method in which the questions were designed in a specific order to reach our study's purpose .

The aim of this questionnaire can be summarized in two points: for one thing, to highlight the relationship between reading skills and EFL students and how teachers can help this latter to enhance their reading abilities .For the other, to explore the way teachers view this reading ability within the modern inventions and how may EFL students benefit from it.

2.5. Data Analysis

Qualitative research aims at answering the 'why', 'what' ,or 'how' questions (Lacey,A.Luff;D. 2007). Data in qualitative research cannot be expressed using numbers, graphs, ect Unlike quantitative data which deals with numbers and it can be expressed in a mathematical basis. It can be called "numerical data".

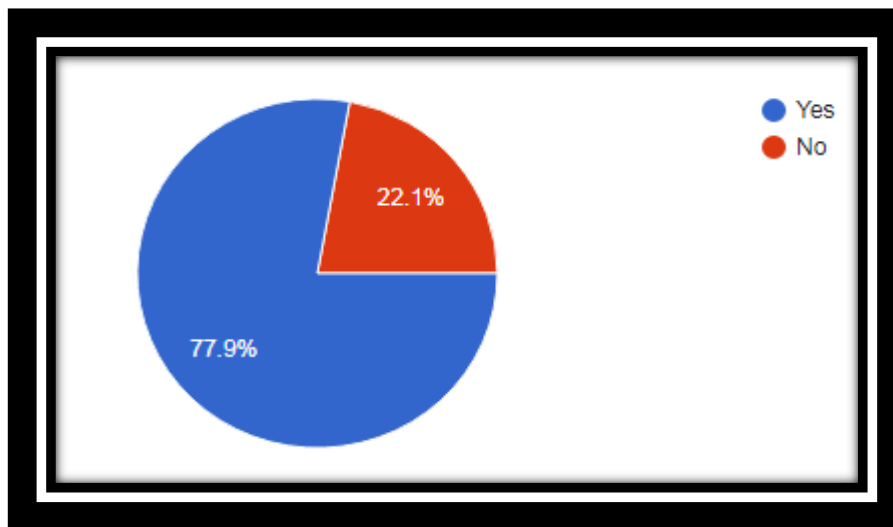
In this section, data collected from both students 'questionnaire and teachers' questionnaire will be analysed qualitatively and quantitatively .

2.5.1. Students' Questionnaire Results

Remark: Participants in the questionnaire are obliged to answer all questions .

Rubric 1: Reading Skills .

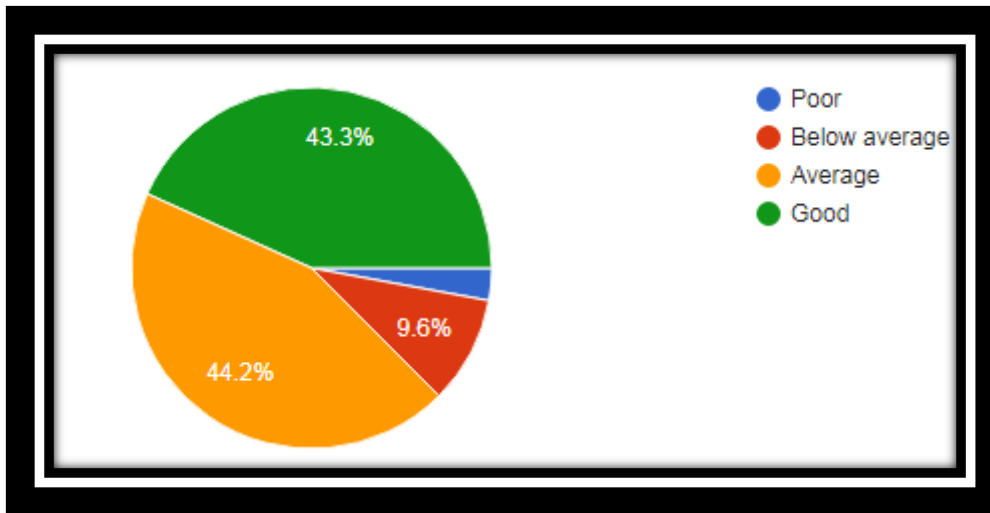
Question 1: it aims to a general knowledge about students' interests in reading and explain the reasons behind ticketing "Yes" or No". The results are shown in the following pie-chart:



Pie-chart 2.1 :Reading Inclinations

As it is indicated in the proportion disk above, the higher percentage with 77.9 % indicates that students are interested in reading courses, while the rest (22.1%) of participants are not really interested with reading. 94 from 104 participants justify their answers, students who chose "Yes" think that reading is the best way to improve writing skills, increase imagination and getting a new vocabulary .Furthermore, reading can be a tool of entertainment and enjoyment through which students can enrich their cultural background. Students who chose "No" think that reading is such a boring activity in which they can not focus on what they are reading especially when they face complicated vocabulary and they believe that reading is merely a time consuming and energy sucking .

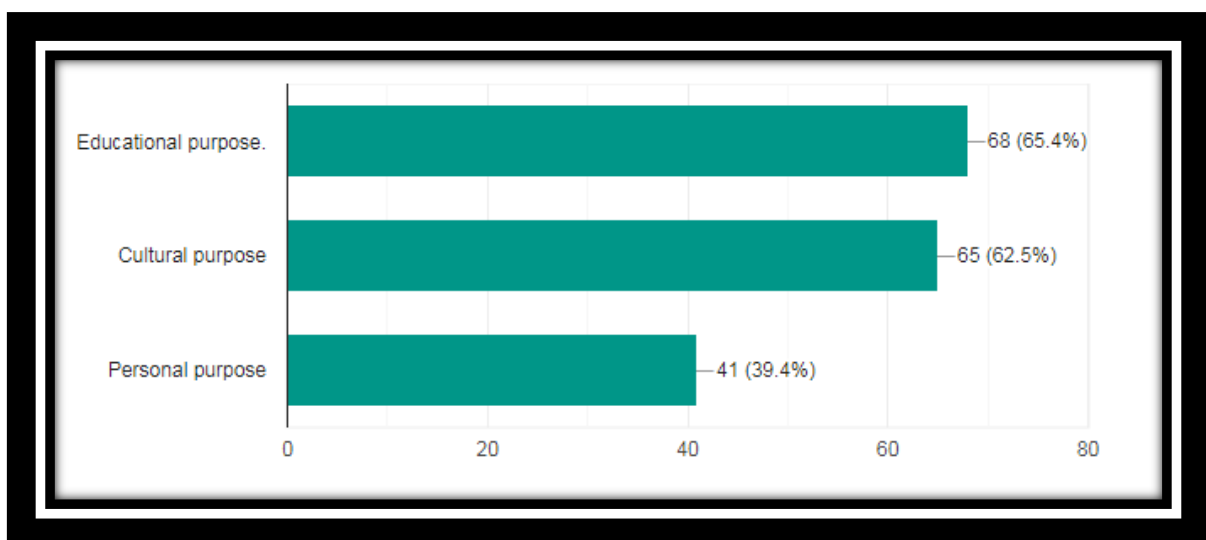
Question 2 : The aim behind the question is to explore the reading level of the students . The results are shown in the following pie-chart:



Pie-chart 2.2: Reading Level .

The results show that the majority of students (44.2%) describe their reading level to be average. This category find that their level of reading is medium. 43.3% informants confirmed that they reading level is good. It is not really far compared with the first category. Then 9.5% of the students' detection indicate that their reading level is below average. At variance to the two previous percentages, they find reading such a difficult skill. the remaining minority (2.9%)consider themselves to have a weak reading level.

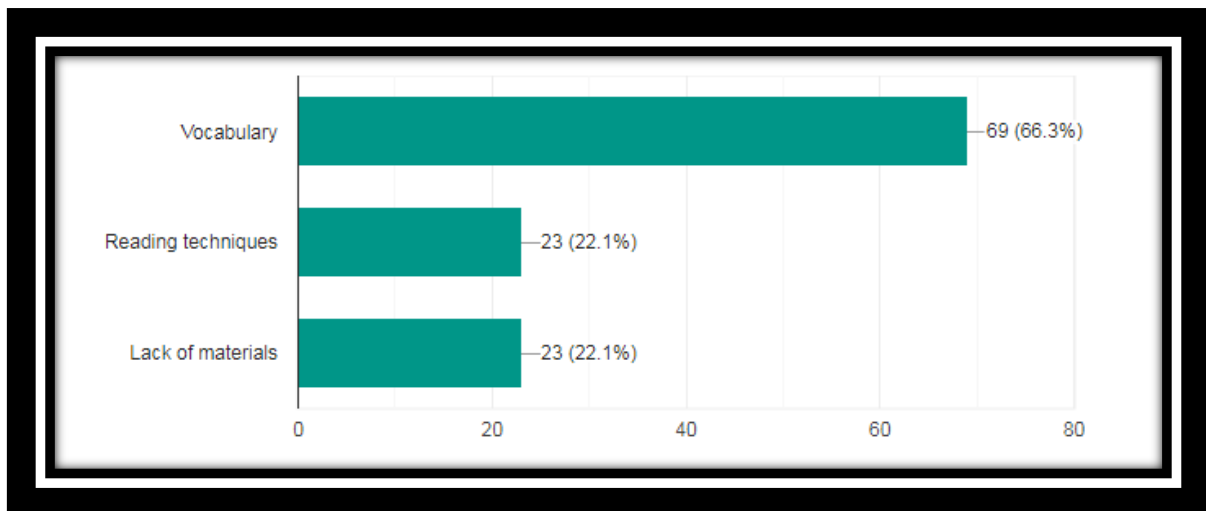
Question 3: The aim of this question is to explore which are the purposes behind reading activities.(participants are allowed to tick more than one answer). The results are shown in the following graph:



Bar-graph 2.3. Reading Purposes .

Unfortunately, the result show that the majority with 65.4% of learners practice reading just under the teacher obligation and not independently. However the second category 62.5% of the participants read for cultural purpose, in order to be cultivated and acquire a new language. 41% of the students argue that they read for personal purposes. they create or use other activities to develop their abilities or background knowledge. Other students add that reading is a way of entertainment and self-development.

Question 4: it attempts to explain which types of awkwardness may students face in reading activity (double tick is allowed). The results are shown in the following graph:

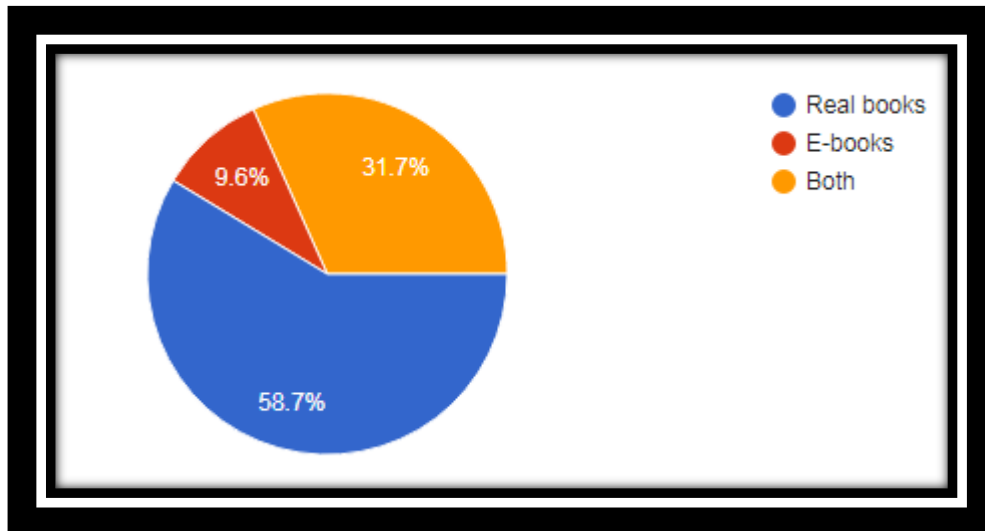


Bar-graph 2.4: Reading Difficulties .

66,3% informants confirmed that they face difficulties in vocabulary. It considered as a higher percentage. While the second category(22.1%)of the learners, assure that they have issues in reading techniques. For the last 22.1% of the students, their problem is the lack of materials. The two previous percentages are the same. Other students declare that they face understanding problems, wrong pronunciation , concentration difficulties and lack of time.

Rubric 2: Books Vs Digital Reading .

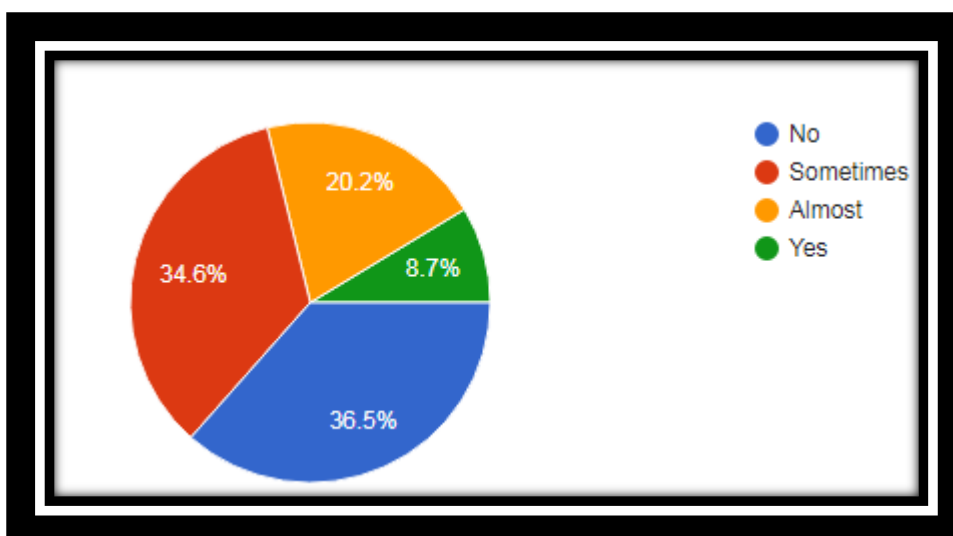
Question 5:The purpose behind this question is to explore which kind of reading the student prefer. The results are shown in the following pie-chart:



Pie-chart 2.5. Reading Types.

The majority of EFL learners prefer to read from books. The percentage of the students who read from real books is considered as a higher percentage. It is estimated at 58.7 % . As well 31,7% of participants assure that they choose to read from both real books and electronic books. The remaining 9.6% of informants answer that they prefer to read from electronic books.

Question 6: it is about the result of reading through internet versus traditional reading. The results are shown in the following pie-chart:



Pie-chart 2.6: Reading results of traditional reading Vs E-reading .

From the proportion disk above, results indicate that 36,5% of students illustrate that the result can not be the same between the two methods . However, some of them reply with'' sometimes'', it means that it may have a same result from time to time . The percentage is estimated with 34,6% quite near from the previous one . Concerning the 20.2% of participants, they confirm that the result can be nearly the same. At the last 8,7% of the students respond with (No) which means that they are strongly disagree that result between reading through internet and the traditional reading are the same .

Rubric 3:The Effect Of Internet On Reading Skills .

Question7: the aim of this question is to have an over view about how students think about the impact of internet on their reading skills .i.e. Was it positive or negative?

Since the participants are obliged to answer all questions, we got 104/104 responses. However, some of them refrain from answering in which they have had enough by putting consecutive points. In the remain responses the majority of students consider the internet as a beneficial way to improve their reading capacities and they look at e-reading as a useful tool to make reading more accessible and easy. That is, it allows to access an endless number of various books easily. Therefore, it provides reading material that can suit all tastes and interests. In addition to this, they agree that internet can be an economical way to get books for free instead of buying them or getting them from libraries. In contrast; a group of participants think that internet has a negative impact on reading by which most of students prefer to listen and watch audio-books than read real or e-book and even digital copy books make it harder to read and it does not feel like you are reading a book. Another category of students are objective in their answers in which they believe that internet is a double-edged sword, it depends on the learner's use, he can make it positive as he can make it negative.

Question 8: the purpose of the question is to know if there are differences exist between old generation and current one in reading book with justification of their opinions, so results are put as follows:

| Options | Number of participants | Percentage(%) |
|---------|------------------------|---------------|
| Yes | 97 | 93.3% |
| No | 7 | 6.7 % |

Table 2.2: Differences Between Traditional Reading & Online Reading

The majority of participants believe that old generation in reading books differs from the new generation with an overwhelming percentage of (93.3%) .the remaining minority think that both generations are the same with no differences. Students who confirmed that old generation is different from the new one think that old generation was not addicted to the internet or social media. They were used to rely on their own, to do a research by reading books unlike the modern generation which relies basically on the use of internet in conducting a research for example. Moreover; they think that earlier the ways of entertainment were few and reading was principally among them. However, people today prefer digital entertainment including surfing on social media, watching movies on streaming platforms, or playing video games. Therefore, reading has become classified among their secondary activities .However, few students believe that both generations read according to their needs despite materials have changed but the concept remains the same which does not make a big variation .

Question9: the answers of this question is kind of suggestions provided by students to use internet in a beneficial way to enhance their reading skills. Generally, suggestions are as put as follows:

- Get free books from online libraries.
- Use internet as a resource only not depending on it completely as a reading material.
- Find a good sources or websites that offer both visual and auditory support for reading and vocabulary building.
- Download audio- books with subtitles to improve both pronunciation and writing and even listening skills .
- Time management and careful choices when using internet .

- Engagement in different reading groups and challenges to share ideas about reading methods and techniques .

Questions 10 :it aims to explore either positive or negative sides of internet on students' reading habits .

37 participants from 104 answer that internet can effect reading in both sides .i.e.it depends on learners' willingness to improve their skills or simply how he /she uses internet in a beneficial way and avoid distractions to achieve his /her personal development. 25 participants consider internet as a positive aspect and describe it as a "blessing" for EFL students to best acquire English language through the usage of particular apps and websites to improve their reading skills .However,24 students have another opinion in which they disagree completely that internet can be a beneficial tool for EFL students, they believe that internet is only a means of wasting time and energy without important outcomes. The rest of responses are not really clear some of them were neutral in their answers and others misunderstand the question.

Questions 11: it is conserved with the students' experience with internet as an EFL learner. The results are shown in the following table:

| Option | Number of participants | Percentage |
|--------|------------------------|------------|
| Yes | 82 | 78.8% |
| No | 22 | 21.2% |

Table 2.3: Students' Experience With Internet In Improving Abilities .

From the table above, 78.8% indicates that EFL students feel that internet is a real motivation that facilitate the task for them in learning English and this was through uploading different apps such as audio-books and dictionaries, it also helps to find resources while doing a research in addition to exchange ideas in online groups, they also state that they benefit a lot from educational webs and platforms . 21.2% of students assure that internet has nothing to do with positivity in the field of learning

languages and they do not find online libraries and reading apps such a right way to enhance their reading skills because of the wrong usage .

Question 12: it is the last question, it aims to give suggestions to resolve the problem of reading reluctance. The main solutions given are stated in the following points :

- Create new libraries with more attractive materials .
- Make books with modern topics that keep up with latest events .
- Include reading activity in educational programs .
- Make special prices that suit all categories of the society .
- Raising awareness about the benefits of reading books.
- Making book clubs where readers share their reading reviews and experiences .
- Motivation; by making competitions and challenges related to reading books.

2.5.2. Teachers' questionnaire Results

The teachers' questionnaire is composed of nine questions, thirteen teachers from various universities in Algeria participate in this questionnaire.

The first question aims to discover experience differences from one teacher to another. In general, the teachers participants in this questionnaire are ancients in the field of teaching, 3 teachers have teaching experience exceed 20 years. 4 other teachers declare that their experience is from 8-10 years .While the rest their experience is not more than 4 years .

Concerning the second question, five teachers do not ask their students to read, they say that it should be a personal choice . Five of them oblige their students to read, because they are interested to know about their students' capacities in reading. Two teachers confirm that it depends on the course they are teaching. One teacher think that EFL learners usually tend to avoid reading activity due to the difficulties that they may face .

The purpose of question three is to explore the innovative materials that teachers use inside the class to enhance reading skills of their EFL students; two teachers confirm that there is no new materials that can be provided to make students read. One teacher among them argue that reading is a traditional activity that requires the learner to take a physical book and stay away from their technology. The remaining teachers participants mention that they utilize internet and technologies such as online books, mobile phones, games, applications that have relation with reading activity. One teacher confirm using of the ICT's (website, audiobooks ,ect ...) . Other teachers declare the use of data show as the only tool .

The purpose of the fourth question is to know teachers' opinion about reading in the age of internet in comparison to traditional reading and what can make the difference between the two.

Teachers' responses for this question are nearly revolve around the same idea, where they indicate that reading between those generations are really different in which they consider today's reading to be more easier and innovative through the availability of reading materials thanks to the new technology. In addition to this, teachers add that the old generation faced the problem of availability concerning reading materials, not everyone could afford to buy books .

In question five, the aim is to know if teachers prefer reading online. As a result, five teachers argue that they like reading online and they consider it to be more useful than real books. The other five teachers answer with (no) maybe they prefer something tangible like hard copy books. One other teacher mention that is more beneficial just for conducting a research in which it is a tool gain time through a simple click learners can have plenty of information . Two teachers confirm that they practice reading online from time to time not in a regular way .

The sixth question is about reading benefits, it aims to know teachers' point of view about similarity or difference of outcomes regarding reading real books and E-reading .

The majority of teachers think that both reading types lead to the same results if the learner use the right format or the right application to make it easier especially when the content is the same, it does not matter how to reach to the information. 3 teachers from 13 have another opinion, they assure that it can not be the same results and they say that traditional reading is much more beneficial .

In the seventh question we ask teachers to state their experience with E-reading. 9 teachers say that their experience with electronic reading was successful especially audiobooks and mobile apps which were easy to access .The four other teachers are not really satisfied about the experience and they feel that traditional reading cannot be replaced with such apps .

In question eight we ask teachers about how they view internet in developing learner's reading ability. Is it positive or negative? The first eight teachers agree that internet is a positive aspect for the development of reading abilities. Most of teachers say that it has a huge positive influence so teachers have to accept this change and adopt their ways of teaching according to digital generation. About the other teachers, one among them is neutral. While, one other teacher confirm that it is positive in one side as it has negative impact in the other side. Concerning the three last teachers, they are not agree that internet can be such a positive aspect to motivate student to build their reading skills .

The aim of the last question is to give suggestions by teachers to EFL students in order to not being affected negatively by the internet and use it in a useful way to develop their reading skills. The most important suggestions is creating online clubs specialised in motivating students to read and share different types of books to fulfil all tastes of readers .Besides, hold competitions to encourage students to read by giving rewards and certificates of appreciation for participants to aware them about reading importance .

2.6. Data Interpretation

In this part of our research work, main results obtained throughout the investigation will be discussed in order to validate or reject the hypotheses put at the beginning of the present research project. The investigation was conducted by the use of two questionnaires for collecting data; the first questionnaire for EFL third year students and the second one for EFL teachers.

The first hypothesis mentioned assure that internet is a double-edged sword in which it can influence the reading habits of EFL learners depending of its use. It may have a positive dimension, as it can be the opposite. Throughout the results obtained, the majority of students think that internet is a beneficial source through which they enrich their reading skills and they consider it as a useful way where they can get an endless number of different books with different versions. So, reading is going to be more accessible and easy for them with save effort and money .Therefore, students assure that internet has a positive effect on the improvement of their reading skills.

Regarding teachers, are indeed in the same line as students, they believe that internet is a positive aspect for the development of reading abilities of their EFL students because it is an easy way to reach students' interest. Internet becomes a reading material which is available to all students everywhere and at all times with lowest cost. Therefore, reading shifts from traditional to more modern way .

To sum up all the above, we can say that both students and teachers have the same point of view through which they view the influence of internet such a facilitating factor for EFL students to enhance their reading abilities. Therefore, the first hypothesis put can be partially validated .

For the second hypothesis, it is completely validated from both students and teachers. Suggestions provided to make internet beneficial in developing the reading skills of EFL students are roughly the same. Students suggest to use internet in downloading free books instead of buying them, use various apps that provide both visual and auditory support to enhance reading and enrich learner's vocabulary in addition to audio -books with subtitles that can be very helpful .Teachers on their part ,

suggest to join online reading groups to share ideas with other learners and learn new techniques of reading. Besides, organization of online reading competitions to motivate students by giving rewards to winners.

2.7. Suggestions And Recommendations

Before concluding this research work we wanted to set some suggestions to reduce reading reluctance of EFL students in addition to provide a piece of advice for learners to use internet for their good in order to improve their reading level .

2.7.1. Identify Reading as a Fundamental Module

Reading is not an important activity only for EFL learners, but it is a basis on which children should be raised. So, incorporating reading activity as a module to be taught is an obligation since reading is a key factor in the development of the student in both personal and educational sides .

2.7.2. Motivation

Motivation is an essential factor to make students read. It can be in form of competitions for example where students take their special space by choosing their favourite type of books and they compete in that by reading as many books as possible. At the end of the competition winners should be rewarded and this is in appreciation of the efforts made.

2.7.3. Use of Technology

Technology is already a part in students' life, so it is better to use it to facilitate the task of reading for those who face difficulties and this is by downloading different apps that provide audio books and dictionaries .These applications offer opportunities for students to find their different interests. Besides, technology makes books easy to carry around, in one single device with a simple click students can get an endless number of books which can be accessible everywhere. Therefore, all students have the chance to read in their lifetime.

2.8. Conclusion

The chapter aimed at covering the research design and participants, as well as the research instruments used, it tried to analyse data both qualitatively and quantitatively and finally it discussed the final results achieved.

General Conclusion

General Conclusion

This dissertation describes the influence of internet on reading habits, the researchers tried as much as possible to be neutral to highlight the impact of internet in both positive and negative sides. Besides, through this research work a number of beneficial ways are proposed to enhance reading skills of EFL learners.

The case study was conducted with English students from different universities as a sample in addition to thirteen EFL teachers. In conducting this research work, two questionnaires were used for data collection. Both of them were conducted online. After collecting the data, findings were analysed and interpreted quantitatively and qualitatively.

Results achieved demonstrate that the majority of students and teachers consider the effect of internet on their reading skills as a positive aspect and they assure that internet facilitate reading task since it provides the easy access and use that suits each student. Within internet reading becomes more accessible, economical and easy. Besides, both students and teachers appreciate the importance of reading and encourage others to read in both ways since they reach to a positive results. In addition to this, they suggest some ways to make internet more beneficial for them by using it in the right way to enrich their reading abilities without being effected by the negative side of web. Actually, suggestions provided are really interesting for EFL learners to be taken into account in language learning journey.

To conclude, reading is effective in language learning as it helps learners to acquire new vocabulary, learn grammar, develop pronunciation, broaden knowledge, fluency and enhance writing. Therefore, it has a significant role for EFL learners so that it should not be effected by wrong use of internet.

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Appendices

Appendix A

Students' Questionnaire:

Dear students,

You are kindly asked to complete this short questionnaire about the impact of internet on reading skills. This questionnaire is designed to investigate how may internet influence reading and what is the distinction between reading books and digital reading .We will be so thankful if you could answer the following questions:

Rubric one: Reading Skills

Q1:Do you like reading courses ?

Yes No

Why

Q2: How do you find your reading level?

- Poor
- Below average
- Average
- Good

Q3 :For which purpose do you read ?

- Educational purpose.
- Cultural purpose
- Personal purpose
- Other :

Q4:What kind of difficulties you may face in reading ?

- Vocabulary
- Reading techniques
- Lack of materials
- Other :.....

Rubric two :Books versus Digital reading

Q5:which kind of reading do you prefer ?

Reading books

E-books

Both

Q6:Do you think that reading through internet has similar results such as traditional reading ?

No

Sometimes

Almost

Yes

Rubric three: The effect of internet on reading skills

Q7:How can internet influence your reading habits ?

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

Q8: Is there a difference between old generation and today's generation in reading books?

Yes

No

Why ?.....

Q9:What is the best way to benefit from internet to enhance your reading skills ?

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

Q10:Do you think that internet has a negative or positive effect on reading skills ?illustrate

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

Q11: Through your own experience as an EFL learner, did internet help you to develop your reading abilities ?

Yes

No

Why ?

Q12:As an EFL learner, on what do you rely the most ?

Books

E-books

Q13:What do you suggest as a solution to the reluctance of reading books ?

.....
.....

Thank you for your contribution

Appendix B

Teacher's questionnaire

Dear teachers,

This questionnaire is a part of our research work, we would be so grateful if you could answer the following questions about reading skills in net generation .

Thank you in advance for giving us your time .

.....

Q1:What is your teaching experience?

.....

Q2:Do you oblige your students to read books or it is a personal choice ?

.....

.....

Q3:What are the innovative materials that you use in your class to enhance reading skills of your ELT students?

.....

.....

.....

Q4: With the recent invasion of technology and modern apps, what is the difference in developing the reading abilities of ELT learners compared to your generation?

.....

.....

.....

Q5:Are you a fan of reading online?

.....

Q6:Do you think that e-reading has the same benefits as reading real books?

.....
.....

Q7:Have you ever tried e-reading? If yes, how was your experience?

.....
.....

Q8:Do you think that Internet was a positive aspect for the development of reading abilities of your students, or was it the opposite?

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

Q9:Is there any suggestions to improve reading skills to your EFL students Without being affected by the negative side of the Internet

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

ملخص:

تم تصميم هذا العمل البحثي لاستكشاف تأثير الإنترنت على مهارات القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية حيث يحاول من خلاله تسليط الضوء على مدى تأثير مهارات القراءة لدى الطلاب من خلال استخدام الإنترنت وكيف يمكنهم جعل هذا الأخير عاملاً إيجابياً لتحسين مستوى قراءتهم. اعتمد هذا البحث على استخدام استبيانين، الأول كان للطلاب السنة الثالثة والثاني لأساتذة اللغة الإنجليزية كلغة أجنبية. تؤكد النتائج الرئيسية أن الإنترنت وسيلة مفيدة لمتعلمي اللغة الإنجليزية كلغة أجنبية لتعزيز قدراتهم على القراءة. إلى جانب ذلك، قدم كل من الطلاب والأساتذة بعض الاقتراحات للاستفادة بشكل أكبر من الإنترنت في تحسين مهارات القراءة.

الكلمات المفتاحية: الإنترنت -مهارات القراءة -اللغة الإنجليزية كلغة أجنبية.

Résumé:

Ce travail de recherche est conçu pour explorer l'influence d'Internet sur les compétences en lecture des apprenants EFL dans lequel il tente de mettre en évidence dans quelle mesure les compétences en lecture des élèves sont affectées par l'utilisation d'Internet et comment ils peuvent faire de ce dernier un facteur positif pour améliorer son niveau de lecture. L'enquête repose sur l'utilisation de deux questionnaires, le premier était destiné aux étudiants EFL de troisième année tandis que le deuxième était destiné aux enseignants EFL. Les principaux résultats garantissent qu'Internet est un moyen utile pour les apprenants EFL d'améliorer leurs capacités de lecture. Entouré, les étudiants et les enseignants ont fourni des suggestions pour tirer davantage parti d'Internet dans l'amélioration des compétences en lecture.

Mots clés : Internet - Compétences en lecture -EFL.

Summary:

This research work is designed to explore the influence of the Internet on the reading skills of EFL learners in which it attempts to highlight to what extent students' reading skills are affected by Internet use and how they can make this latter a positive factor to improve their reading level. The survey is based on the use of two questionnaires; the first was intended for third-year EFL students while the second one was intended for EFL teachers. The main results ensure that the Internet is a useful medium for EFL learners to improve their reading skills. Additionally, students and teachers provided suggestions to make internet more beneficial in improving reading skills.

Key words: Internet- Reading skills -EFL.