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The Influence of Online Reading on Students Literary Practices.

The case study of 3rd year English students at Mila university center.

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Amine's Dedication

Special thanks to the Almighty ALLAH For all the blessings in my life and for

Giving me a deeper understanding to everything throughout this process

And my life as a whole.

I dedicate this work to my grandmother Faiza.

To My parents, Mouhamed Tayeb and Badia .

Thank you for your support and for your constant prayers,

For your patience and most of all for your care.

To my beloved wife Amira.

To my brothers Nassim and his family, Hamza, Ramzi, Youcef, and Salah.

To the unforgettable friends Hamza, Haythem, and Zineddine.

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in my path to complete this work.*

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Abstract

Almost everyone nowadays knows the internet and its extremely useful application in all fields of life. As the internet is based on written language, it requires developed reading skills to be surfed through. Reading is perceived as a very complex skill due to the complexity of acquiring it. Many students, either reading a hypertext or a linear text, still face reading comprehension problems. The development of internet fosters the development of reading skills and emphasizes their importance. To address this issue, the current research has been initiated to raise learners' awareness about online reading and its influence on their literary traditions. The hypothesis states that online reading processes would effectively enhance students' ways of approaching literary texts. To test this hypothesis two questionnaires were administered; one for teachers and the other for students. The former was given to know the teachers' opinions about the use of online reading and whether they raise their learner's awareness about its strategies and skills. The latter was handed out to know if students implement online reading. The data gathered to demonstrate that third year English as a Foreign Language (EFL) students in Mila university center have a positive perception about online reading. From the results, the research proves that more attention should be given to online reading and its strategies and skills in the classroom. This modest study can provide a platform for future implementation of online reading environments in Mila university center; it predicts the readiness of the third year EFL students to receive instruction in online reading strategies.

Key words: Internet, Online Reading, Hypertext, Linear Text, Online Reading Strategies, EFL Students

List of abbreviations

3G: Third Generation.

CALL: computer assisted language.

CD-ROM: Compact Disk-Read Only Memory.

E-book: Electronic book.

E-Readers: Electronic Readers.

HD: High Definition.

LER: Linguistic Experiential Reservoir.

MALL: Mobile assisted language learning.

MP3: Music files (MPE layer3).

NICHHD: Institute of Child Health and Human Development.

PC: Personal Computer.

PDF: Portable Document Format.

PLATO: Programmed Logic for Automated Teaching Operations.

QAR: Question-Answer Relationship (QAR).

QAS: Question and Answer Strategy.

TESOL: Teaching English to Speakers of other Languages TESOL.

USB: Universal Serial Bus.

WWW: World Wide Web.

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General Introduction

The use of technology has changed people's life. Computers, mobiles and tablets have modified the way people interact and work. Thanks to technology use, people gain time and energy. People have also become able to work more effectively and efficiently. For that, technology has invaded all aspects of life; business, politics, economics and education.

Education, therefore, is worthy using technology as it benefits teachers, students and administrators. Today's learner, as he/she is originally a technology native user, tends to digitize every single detail in life. As a result, there is a noticed change in the understanding of what is to be literate and how literacy is achieved (John Moss 2003). That is to say, there is a change in the nature of language skills learners must develop mainly writing and reading.

Accordingly, there is a dramatic change in writing and reading. Technology gives birth to a new form of writing which is the computer writing. That would inevitably result in a new form of reading; online reading.

What characterizes online books is the availability and cheap price. Besides, they come with a change in the nature of the text itself. Today, it is possible to read a novel, a short story or any other literary work on a computer screen. Thus, there is a shift to electronic, non linear text; the hypertext. Theodor Nelson (1965) first used the term hypertext when he planned the Project Xanadu whose main purpose was to create a hypertext that could store all world literature so that it is available to anyone on the net.

Reading online literary works requires different literary practices. It stimulates a more active role from the reader. Mutually, it has a great influence both on the reader , on the text and on the reading activity.

1. Statement of the problem

The development of internet causes a dramatic change in literary practices. As a result, a new form of reading; online reading, a new form of text; hypertext, and online writers and readers. Inevitably, this change would influence literary traditions. For that reason, learners and their teachers should be aware of the characteristics of these new literary practices and the impact they have on traditional practices.

2. Aim of the study

Printed books still compete for their existence along with online books. The aim of this study is to investigate how 3rd year Mila university center students perceive online reading. Besides, it seeks to investigate their awareness about its influence on traditional literary practices. In addition, it seeks to know the role of teachers in highlighting online reading skills and strategies. In general, this study aims at knowing the extent to which students and teachers make use of online reading along with its strategies and skills.

3. Significance of the study

The present research work aims at a fresh understanding of how do online readers treat literary works. It uncovers the effect online literature reading has on the text, the reading process and the learner.

4. Questions

It seems inevitable that 21st century learners use technology as a daily routine. They are exposed to it as a teaching learning material/medium. The most important source of online information learners rely on is online reading. The concern in this research is

- How do readers approach online texts?
- How does online literary reading influence learner's reading traditions?
- What effect does online literary reading have on learner's personality?

5. Hypothesis

To answer these questions, it is hypothesized in this study that online reading processes would effectively enhance students' ways of approaching literary texts.

6. Tools of research

In order to test the already stated hypothesis, two questionnaires will be administered. The first questionnaire will be administered to third year university students and the other will be handed out for the university teachers. The two questionnaires aim at investigating teachers' and students' perceptions about online reading processes and their influence on literary texts. The questionnaire is chosen because it is the most practical method that enables the researcher to gather a large amount of data from a large number of people.

7. The structure of the study

Our research is divided into a theoretical and a practical part. The theoretical part is made of three chapters which review the literature related to the investigated variables. The first chapter provides an overview of online reading. The second chapter sheds light on traditional reading processes. The third chapter is devoted to how do online readers approach online literary texts and how do that influence their personality and language skills. The practical part is for the questionnaire and its analysis.

Chapter One: An Overview of Online Reading

Introduction

The division of language skills into speaking, listening, reading and writing has been known for centuries. What has been changing throughout centuries, however, is the emphasis on particular language skill in a particular period. The Holy Qur'an gives reading a superior position. It is the first thing that God asks the prophet "MOHAMED" peace be up on him to do in the Holy Qur'an in Surat Al-'Alaq.

Today, Technology development influences all aspects of human life. Education is a field that cannot flee technology influence as the learner is a native user of technology. Effective reading is an important avenue of effective learning and reading is interrelated with the total educational process and hence, educational success requires successful reading habits. (Palani ,2012). Reading is an essential and important aspect for creating a literate society. It shapes the personality of individuals and it helps them to develop proper thinking methods, and create new ideas. However, technology development has continued to influence interest in reading (hard copy of literature) books, magazines and journals.(Palani ,2012).

The internet offers readers the unique opportunity to access rich information, but doing so requires the use of advanced digital reading skills and strategies. Examples of such scenarios are searching and acquiring information from multiple sources (e.g., hypertext, images, videos) and participating in the social exchange of information (e.g., web forums, social networks, commenting newspapers). In such scenarios, the reader has to cope with a) the constantly growing number of available information sources, b) the different formats in which digital information is presented, c) the varying quality of the information available.

Online reading is not the same as traditional reading and students, most of the time, do not read online the same way they do on paper. The shift from reading on paper to online reading helps shy and weak students to be involved in the reading process. Learners are

allowed to construct and analyze the digital text freely and easily. This chapter offers an overview of online reading, online reading in the era of computer assisted language learning (CALL), some theories model of online reading, online reading strategies, and tools and devices for online reading.

1. Online Reading Definition

Digital reading can be studied from several different perspectives; the fields of cognitive psychology, education, information studies, and literary studies have all contributed to different aspects of current knowledge of digital reading. (Miall and Dobson ,2001).

Reading on the Internet is defined as a process of problem-based inquiry involving additional skills, strategies, dispositions, and social practices that are important as people use the internet to solve problems and answer questions. At least five processing practices occur during online reading comprehension: 1) reading to identify important questions, 2) reading to locate information, 3) reading to evaluate information critically, 4) reading to synthesize information, and 5) reading and writing to communicate information (Leu et al ,2004).

Online reading refers to the reading activities happening in the unbounded context environment on the Internet. The unbounded context means the context without boundaries or with boundaries which have no clear definitions (Massey, 2014). Online reading most of the time is a process happens on the virtual net space, and it does not has limitation for it definitions because there is always something new.

Online reading is considered as an active self-directed process by readers. Readers have the opportunity to control their reading operation, and they can read freely without being disturbed (Coiro and Dobler ,2007).

According to Coiro (2012), an open context environment engages readers in communication and creates connections with the online information. A digital text or reading

in an online environment helps readers to analyze, evaluate, and exchange knowledge while they are doing their tasks. When reading online, readers are expected to implement different reading strategies and skills (Leu et al ,2009).

2. Online Reading in the Era of Computer Assisted Language

Learning(CALL)

Technology has been developing constantly giving birth to newer and newer products and projects which prove successful among students, motivating them and keeping them interested in the work. According to Warschauer, ‘the multimedia networked computer (...) now potentially at the fingertips of every student (...) provides possibilities for such use as learning to read, write (...)’ (Warschauer & Healey, 1998). Since the Internet and software market witness the influx of such products, it is a sign that a new era of foreign language teaching has already begun, thus the traditional teaching approaches need rethinking.

The significance of the incorporation of CALL into language learning and teaching was noticed in 1983, during one of the annual Teaching English to Speakers of other Languages (TESOL) conferences held in Toronto where more than ten percent of presentations concerned CALL and also some software was demonstrated (Sanders ,1995).

According to Levy (1991) CALL is defined as: "the search for and study of applications of the computer in language teaching and learning" (p.1). In other words CALL is a kind of programmed instruction that helps learners to search and to do activities in the same time. It began in the 1960s in the United States with a comprehensive program named: Programmed Logic for Automated Teaching Operations (PLATO system) at the University of Illinois.

Ates et al (2006) said that: “CALL is a language learning and teaching approach in which the computer is used as a tool for presenting, assisting students, and evaluating learning

material, and has an interactional element” (p.1).It becomes a common feature in teaching language and second language.

In the 1990s there appeared two important changes: first, commercial multimedia aids for language learning as Compact Disk-Read Only Memory (CD-ROMs) has increased, second, the development of the World Wide Web (WWW). Those two major changes increased the use of computers. Thus, the ability to access the internet has increased. As a result, the shift for using technology in language learning activities has been inevitable.

In addition to these two changes there was another term arose meantime named digital literacy. It is a concept composed from two separate words «Digital” and «literacy”, introduced by Paul Gilster in a book with the same name in 1997. Gilster was not the first to use the phrase “digital literacy;” it had been applied throughout the 1990s by a number of authors who used it to mean essentially an ability to read and comprehend information items in the hypertext or multimedia formats which were then becoming available (Bawden, 2001).

According to Lankshear and Knobel (2008), this expression used to denote “the ability to understand and use information from a variety of digital sources” (p.18). Digital literacy is a term used to describe those learners who navigate and do tasks in a digital environment. Bawden (2001) notes that: “It is not of importance whether this [literacy] is called information literacy, digital literacy, or simply ‘literacy’ for an information age. What is important is that it is actively promoted, as a central core of principles and practices of the information sciences.”(p .24).

Dubin and Kuhlman (1992) acknowledge that the word literacy has come to mean: “competence, knowledge and skills. Take, for example, common expressions such as ‘computer literacy,’ ‘civic literacy,’ ‘health literacy,’ and a score of other usages in which literacy stands for know-how and awareness of the first word in the expression”(p.vi).To

become literate by learning means: to know how to read, and write. That is to say. How to analyze and decode an online text, and how to encode it by writing.

3. Theories Model's of Online Reading

Technological development brings various theories that talk about the process of online reading and how readers or students get impacted by these theories. These are the most influential theories in the era of reading in an online environment. These theories are: Online Reading and the Comprehension Theory, Transactional Theory, Constructivist Theory, and metacognition theory.

3.1. Online Reading and Comprehension Theory

According to Coiro et al (2008), new information and communication technologies require new literacy skills, strategies, and social practices. The new literacy gives another face of reading. It is online reading. Leu et al (2004) refers to reading on the Internet as a process of problem-based inquiry involving additional skills, strategies, dispositions, and social practices that are important as people use the internet to solve problems and answer questions. Henry (2006) describes the ability to locate information on the Internet as a gatekeeper skill because inability to locate information may mean that students do not find relevant information for their learning. When Students read online, they try to locate information and extract the most important information and knowledge from the text they read. Besides, they try to understand and concentrate on what they are reading or on the problem they are trying to solve. In addition, locating relevant information requires skills to analyze search engine results Henry (2006). Students need also strategies, such as revising keywords, for recovering unsuccessful search attempts. Guinee et al (2003). By the same token, they need suitable skills and strategies to help them in setting good plans and using the appropriate schema to find the best solutions to evaluate it, and get benefits from it. Students should ask questions while reading in a digital environment since asking questions helps them to evaluate and criticize

the information. Evaluation can occur during online reading when readers evaluate search results, a single Web page, or a collection of Web pages (Gerjets et al ,2011). After opening a Web page confirmatory, evaluations can be done by judging the value of information within a Web page Cho (2011). Students have the capacity to judge and criticize the information they find in a web page and other sources, and they can compare it also with other results. A reader can evaluate the collection of Web pages by comparing and contrasting information found from different sources (Gerjets et al, 2011). Eagleton and Dobler (2007) states that: “Evaluating ideas originated from different sources is an important part of the information verification process “(p.200). Successful online reading also requires that readers synthesize information within and across different sources (Cho, 2011).

3.2. Transactional Theory

According to Leu et al. (2004), the relationship between literacy and technology is transactional. There is a strong relationship between the reader and the text especially in getting the meaning while reading online. Rosenblatt (2004) stated, “Every reading act is an event, or a transaction involving a particular time in a particular context” (p.1369). Reinking (1998) observes that electronic text that is highly interactive and engaging is transforming the way students think about literacy. The readers are more active and involved in the act of reading; they try to extract the text meaning during the time of reading. Rosenblatt (1986) argues that the meaning of the text lay not in the text itself but rather in the interaction between the reader and the text. The participation and the interplay between the text and the readers influence the operation of developing the ability to get the meaning while reading online: In addition, it is somehow complex, because it is influenced by many aspects: the experience of readers with the reading devices or tools, the background knowledge of the reader about the reading deviceetc. Central to Rosenblatt’s (2004) transactional theory is Linguistic Experiential Reservoir (LER) which posits that language and experiences are the

transaction that a reader brings to the reading of a text. There is a mutual relationship between the text and the reader and readers are responsible agents for meaning creation

3.3. Constructivist Theory

The definition of constructivism was derived from several works of many researchers like: Bruner, (1961,1980); Piaget, (1964); Vygotsky, (1962,1978) where constructivism is summarized as the construction of understanding and knowledge of the world through interaction, experiences, and reflection. It is the ability of learners to deal with daily life problems, and the way they use their experiences to solve their troubles, and how they react based on their knowledge and capacities. Vygotsky (1978) states that: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people and then inside the child" (p.57). That is to say social interactions play a role in developing the cognition of learners. Cambourne (2002) suggests that the core theoretical assumptions for constructivism could be expressed in three overlapping yet separate propositions:

1. What is learned cannot be separated from the context in which it is learned.
2. The purposes or goals that the learner brings to the learning situation are central to what is learned.
3. Knowledge and meaning are socially constructed through the processes of negotiation, evaluation, and transformation.

Reading and writing are two major elements for developing skills and abilities. They are the core pillars for language learning and developing the schema of thought and enhancing the knowledge of learners. Vygotsky (1986) views reading and writing processes as social aspects that are essential to the development of knowledge. Social learning is the bridge or transition between behaviorist theory and cognitive learning theory Ormrod (1999). When students encounter something new, they forge connections to schemas of previous ideas and

experiences Piaget (1964). Students use their background knowledge, and their previous experiences to solve the tasks they face, and find solutions to their problems. The technological development brings great transformations for the era of digital reading. It helps them to develop their schema of thought, and their way of constructing meaning and understanding the major theme of digital texts.

3.4. Metacognition Theory

According to Baker (2002) reading comprehension is a complex process in which students think about the cognitive processes involved in reading. Metacognition theory is very important in the process of reading and online learning. It brings many challenges and changes in the way of comprehending digital text. Marzano et al (1988) describes metacognition as the process that guides readers as they think through a problem and make strategic decisions. Flavell (1976) defines the frame work for metacognition as deliberate, conscious, foresighted, and purposeful, directed at accomplishing a goal or outcome. In other words metacognition helps readers to make decisions, solve problems, and have good results relying on their experiences and background knowledge. It helps them to improve their cognitive abilities. Hartman et al. (2010) states that students need to develop additional metacognitive strategies that will propel their reading in an online environment. They need to create and invent new strategies in order to analyze, evaluate and extract the meaning from a digital text. According to Flavell: “a successful learner is one who has ample metacognitive knowledge about the self as learner, about the nature of the cognitive task and about the appropriate strategies for achieving goals” (cited in, El-Kouny, 2004:6). A successful students is the one who has the ability to deal with different task using his/ her metacognitive abilities, and who can vary his/her wtrategeiss in dealing with these tasks.

4. Online Reading strategies

Reading is an important skill that enhances the progress in learning a new language. Readers try all the time to explore new ways to understand a digital text and construct its exact meaning. For that, they need to apply different strategies to help them in the process of text comprehension. Online reading environment needs various strategies to be applied by student in order to facilitate the reading process, and to show them the best way for analyzing, synthesizing and evaluating an electronic text. Sheorey and Mokhtari (2001) report that:

“Skilled readers . . . are more able to reflect on and monitor their cognitive processes while reading. They are aware not only of which strategies to use, but they also tend to be better at regulating the use of such strategies while reading” (P.445).

Readers are able to control their reading process by choosing the best strategies they can use. Anderson (1991) highlights that:

“Strategic reading is not only a matter of knowing what strategy to use, but also the reader must know how to use a strategy successfully and orchestrate its use with other strategies. It is not sufficient to know about strategies; a reader must also be able to apply them strategically” (P.468-469). The good students here is the one who has the knowledge about which is the best strategy he/she to use and how it should be used.

There are plenty of online reading strategies that readers use during online reading. Language learning strategies have been classified into seven major categories: cognitive, metacognitive, mnemonic or memory related, compensatory, affective, social strategies, and self-motivating strategies, Oxford (1990, 2001b).

4.1. Metacognitive strategy

It is a concept that is composed of two words, the prefix “meta” which means after and the root “cognition” which refers to the cognitive processes like understanding and thinking that are involved in a particular cognitive task or activity Aebersold & Field, (1997). This definition means to explore what was happening after every accomplishment of a cognitive activity; that is, how can some people understand or recall information they studied and others cannot. It is the secret power that enables some learners to accomplish a particular task successfully.

According to Korotaeva (2014), metacognition is neither a skill nor a personality trait. She describes it as one aspect of self- regulation in which actions or orders are given from the Interior of the student depending on his knowledge of himself, she said:

Metacognition is closely related with the concept of self-regulated learning; it can be seen as an internal management process of self –regulation which cannot be seen as a personality trait or a specific skill, student guided by knowledge of his personality, uses the necessary strategies of learning. Learning in this sense is not something that aimed at student but comes from students themselves.

(p.40)

In reading, Kelly and Clausen-Grace (2013) say that metacognition takes place when a person tries to make his thoughts visible during reading. In other words, the reader speaks to himself about what he is reading. In their own words: “metacognition also means to make thinking visible or to take silence out of reading” (P. 4).

O’Malley and Chamot (1990) strengthen the importance of the role of meta cognitive strategies when they state that “students without meta cognitive approaches are essentially learners without direction or opportunity to plan their learning, monitor their progress, or review their accomplishments and future learning directions” (p.8).In other words,

metacognitive strategy is very important for readers because it has a relation with their thinking abilities and their way of learning in an online environment. Metacognition can be divided into five primary components: preparing and planning for effective reading, deciding when to use particular reading strategies, knowing how to monitor reading strategy use, learning how to orchestrate various reading strategies, and evaluate reading strategy use. All of these components have relationship with each other. They can happen in the same time while reading an online text.

4.2. Rereading strategy

It has potential benefits in enhancing readers' comprehension as well as enjoyment of literature Faust and Glenzer, (2000). Readers enjoy using rereading strategy since it helps them to be motivated and get benefits from the digital text. Faust and Glenzer, (2000) concludes that the rereading strategy helps students to obtain meaning of their favorite reading sections. Millis and King (2001) conducted research with 42 undergraduate psychology students who were recognized as good readers and found that rereading strategically improved their comprehension and retention of ill-structured information. Brown (2002) also found that female Japanese college students' reading comprehension improved through the use of rereading strategies.

The use of rereading strategy makes reading in an online environment very convenient. It helps students to construct meaning and improve their understanding of digital texts and become familiar with the process of online reading.

4.3. The keyword strategy

De Courcy and Birch (1993) conducted research through open-ended interviews, observation, and think-aloud protocols with four Japanese students. They found that the students mainly use keywords and inferences as their reading strategies to comprehend the whole text. That is to say, the use of keywords strategy in online reading helps students to

comprehend the digital text in an easy way. Fagan (2003) found that English learners need the keyword strategy as a scaffold during the reading process. It enhances their reading abilities. O'Donnell et al. (2003) found that students obtained high comprehension scores when they preview materials and discuss keywords before reading. Readers who discuss keywords of any digital text before reading are the most likely to comprehend the text better than those who do not.

Using keyword strategy helps students to be familiar with the text before they start constructing the whole meaning. It gives them a whole picture about the text content.

4.4. The Question and Answer Strategy (QAS)

This strategy is also called question-answer relationship (QAR). According to (Benito et al (1993); McIntosh and Draper (1995); Raphael (1982), this strategy helps increasing readers' metacognition awareness. It leads to develop the students' schema of thought. Students are able to locate the needed information from the text as they can properly respond to questions that are comprehension based Raphael (1982), McIntosh and Draper (1995) find that QAR strategy helps students read, answer questions, and learn from texts. This strategy is of a great benefit for learners as it helps in the creation of a smooth interaction with the text.

The use of different online reading strategies has positive influence on learners. They enhance their meta cognition awareness and develop their text comprehension abilities. Moreover, they improve their schema of thought.

5. Tools and Devices for Online Reading

One of the most significant advantages of using technology in the development of reading comprehension skills, often mentioned by many CALL specialists and teachers like Kenning (1983) and Warschauer (1998), is individualized instruction. It is widely known that learners learning styles, pace of learning can vary significantly even if the students are assigned to the same language learning group. Learners can also vary as far as the level to

which they can develop particular language skills is concerned. Using technology allows students to work at their own pace. Slower learners can catch up, and advanced students can do extra assignments.

For that there are many tools and devices which support the operation of online reading such as: computers, the World Wide Web, hypertext and hypermedia, electronic readers (e-readers), and mobile assisted language learning.

5.1. Computers and the World Wide Web (WWW)

The invention of computers in the twentieth century gave a big jump forward in different fields especially in education. Schools and universities started to use computers in enhancing language learning since the beginning of the twenty first century. In addition to computers, the invention of the World Wide Web or the internet made a dramatic change. As far as the benefits of the Internet for the language classroom are concerned, it offers an abundance of reading materials for both teachers and learners to choose. Also individual readers can benefit from this unlimited source of texts and increase their reading proficiency. It encourages learners and makes reading easier, more fluent, and less time consuming. Another advantage of on-line texts is their authenticity, they are not artificially designed for the purposes of teaching, but their authors focus on the topic rather than on the form. Also learner motivation is increased due to the novelty factor of on-line texts. Krajka, (2000) mentions also other advantages of on-line texts. One of them is the possibility to change an article if the chosen one has appeared to be inappropriate. The reader can also copy and edit it. If the teacher decides, for example, that a particular article in the book is obsolete, he may look for its thematically connected substitute on the Internet. Searching the Internet for an article covering a particular topic, the students come across many materials presenting different points of view, very often culturally biased. Thus, the readers can become

acquainted with the phenomenon of cultural differences which very often hinder appropriate comprehension of a text.

According to Blake and Delforge (2004), online resources are the dominant part of any computer assisted language teaching course. Using online resources has the function to improve the quality of learning, increase the chance of accessing education and training, reduce the expenditure consumed on education and facilitate the effectiveness and efficiency of education. The use of the World Wide Web helps students and teachers, on equal footing, to solve tasks and enjoy reading in easy ways. The internet facilitates the reading process of text by offering different tools that help in comprehending and constructing the meaning easily like the hyperlinks.

5.2. Hypertext

Information technology imposes that most forms of written communication will be composed and disseminated electronically rather than on paper. Online texts will be presented in hypertexts. DeStefano and LeFevre (2007) define hypertext broadly as: “a collection of documents containing links that allow readers to move from one chunk of text to another” (p.1616). Hypertext is a digital aspect that offers information through: images, texts, videos, figures. Hypertext guidelines the readers with extra information and gives them the authority to interact with the text and the activities. According to Carusi (2006) hypertext consists of two components: links and lexias. A lexia is a reading unit or section of text which can be of varying length and composition. Lexias are joined by links which gain lexias’ meaning and form the text as a whole Carusi (2006). It contains a huge number of documents. It supports the readers with direct links in order to explain and simplify the text and the task.

Barnes (1994) states that hypertext includes “a wide range of computer applications such as interactive books, encyclopedias, online reference indexes, and other forms of nonlinear reading and writing which are created by means of computer technology” (p.26).

5.3. Electronic Readers (E-Readers)

5.3.1. Kindle

A Kindle is a small hand-held electronic device for reading books, which has been developed by online retailer Amazon. Rather as you download an iPod or Music file (MP3) player with music, you download books (via wireless technology) on to a Kindle and read them on it. The latest model is the Paper-white, which has a touch-screen, and is available from December 2012. Launched in early 2012 was the Kindle Fire, and latterly the Kindle Fire High Definition (HD), with more functionality than previous kindles and similar to a tablet device, based on an operating system called Android. It has a colour screen and offers basic features such as the ability to stream video and music as well as continue to be an e-reader. You buy these books as Kindle versions of 'e-books' from the Amazon website. In addition, you can also download Portable Document Format (PDFs) of any sort of document, which makes this an ideal way of reading for work and study.

Even though the device is extremely lightweight and portable, you can keep a huge number of books on the Kindle. It has a six-inch screen to read from, plus a small keyboard that lets you perform internet searches and other relatively simple web-oriented activities. Kindle brings a lot of benefits' we mention few of them:

- Stores up to 1,400 books.
- Special high-contrast screen allows you to read even in bright sunshine with no glare.
- Clear text and fonts, and a sharp display – what you see resembles a book page.
- Built-in wireless or Third Generation 3G connection.
- Page-turning function so you feel as if you're reading a real book.
- Books can be categorized or stored as collections.

- Automatic archive function: you can delete books and download them another time.
- Also able to read newspapers, magazines and web pages.
- In-built keyboard enables searching within a book, a library or online.
- Automatique bookmark.
- Built-in Oxford English Dictionary.

Most people use a wireless connection to download books on to their Kindle. However, newer, more expensive models come with 3G mobile phone technology, which makes it possible to download books no matter where you are. With both versions, you can also download books to a personal computer (PC), and then transfer them to the Kindle via a USB cable.

5.3.2. Electronic book (E-book)

An eBook is an electronic version of a traditional print book that can be read by using a personal computer or by using an eBook reader. (An eBook reader can be a software application for use on a computer, such as Microsoft's free *Reader* application, or a book-sized computer that is used solely as a reading device, such as Nicomedia's Rocket eBook.) Users can purchase an eBook on diskette or CD, but the most popular method of getting an eBook is to purchase a downloadable file of the eBook (or other reading material) from a Web site (such as Barnes and Noble) to be read from the user's computer or reading device. Generally, an eBook can be downloaded in five minutes or less.

Although it is not necessary to use a reader application or device in order to read an E-Book (most books can be read as PDF files), they are popular because they enable options similar to those of a paper book - readers can bookmark pages, make notes, highlight passages, and save selected text. In addition to these familiar possibilities, eBook readers also

include built-in dictionaries, and alterable font sizes and styles. Typically, an eBook reader hand-held device weighs from about twenty-two ounces to three or four pounds and can store from four thousand to over half a million pages of text and graphics. A popular feature is its back-lit screen (which makes reading in the dark possible).

Some eBooks can be downloaded for free or at reduced cost, however, prices for many eBooks - especially bestsellers - are similar to those of hardcover books, and are sometimes higher. Most eBooks at Barnes and Noble, for example, are comparable in price to their traditional print versions.

5.4. Mobile Assisted language learning (MALL)

Mobile technology brings a noticeable change to human life. Education is one field which has been influenced by this phenomenon. The technology of mobile assisted language learning brings a revolution in the domain of online reading. Students are no more interested in sitting in front of the computer screen to read a text. Rather, they need to have it on their mobiles.

According to Miangah and Nezarat (2012), MALL can be viewed as an ideal solution to language learning barriers in terms of time and place. It is so helpful for students because it is so small and so cheap, they just need to be connected to the internet to read a text online. Mobile applications can help English learners develop speaking, writing, listening and reading skills Hann and Johnson (2012). MALL helps students in developing their skills in learning any language. According to Kukulska and Shield (2007), MALL can encourage collaboration and co-construction of knowledge. Mobile devices encourage collaboration between students through madding chat rooms with the tasks and the texts they read online and try to communicate with each other to find answers to the activities and to explain difficult words they face in the digital text. According to Kukulska and Shield (2007), MALL can encourage

collaboration and co-construction of knowledge. Liu et al. (2009, 2014) state that this combination can facilitate language learning through the access of authentic contextualized resources; for instance, it provides students with the opportunity to connect to anteriority learned knowledge, acquire new knowledge and further develop problem-solving skills. Liu et al (2009), Liu et al (2014).

Conclusion

Online reading is an evolution in language education. It has a great impact on how students learn. Online learning environment has become more and more popular for educators and learners due to its multiple visual and audio visual representations. Online learning is a trend that has the potential to enhance learning and increase the importance of knowledge of new teaching methods which are applied to new learning environments.

Chapter Two

Traditional Processes in Approaching Literary Texts

Introduction

Reading is a difficult act for students. They agreed on the fact that having to respond to text takes away the joy of reading. This is to say that when learners face comprehension activities they feel like being prevented from having fun with the text. For teachers, comprehension tasks are to develop learners understanding

Reading is one of the primary skills students have to develop . Students have many different texts to read; text books or extracurricular reading materials. It is through reading that they acquire much of their knowledge and understanding of the different subject areas. For this reason, it is essential for learners to have good English reading ability in order to understand what they have read.

It was long identified as the ability to recognize words. Reading proficiency was then measured by the ability to read quickly. The aim behind teaching reading at that time was to enrich learner's knowledge of vocabulary. Indeed, it was taught simply by identifying, memorizing, then implementing unfamiliar words found in texts in the learner's speech. As opposed to, nowadays, reading is more than vocabulary knowledge , it is an opportunity for the learners to interact with the text to get some knowledge.

Reading is an active process. The ability to understand and use the information in a text is a key to students' success. Pang et al(2003)assumes that reading opens up new worlds and opportunities, as well as enables people to gain new knowledge, enjoy literature and get immersed in every day duties that are part of modern life, such as reading the newspaper, instruction manuals, maps and so on. California (2005) states that reading is very essential to

get success in our life, and that reading ability is highly valued and important for reader's personality, social status, and being well economically.

To do so, successful readers use a repertoire of strategies to approach texts successfully.

1. The Nature of Text

Reading is an exciting and challenging activity. It is exciting thanks to the joy it brings to readers and challenging because of the knowledge gained through it. Knowledge acquired through reading is a result of a repertoire of processes readers apply to the text. The text in itself is a dynamic entity which is seen differently among researchers. Its dynamicity is a result of its nature.

Halliday said that a grammarian sees text as a rich, many-faceted phenomenon that means in many different ways. It can be explored from many different points of view. But two main angles of vision are distinguished. The first, focuses on the text as an object in its own right. The second, focuses on text as an instrument for finding out about something else. (Halliday 2014). The text in Halliday's view is either a unique entity which conveys some meaning that can be understood analyzing relations between its components, or it is one element of the language system, therefore, it is understood only if it is related to it.

In text linguistics approach, Beaugrande & Dressler (1981) assumes that the text, be it oral or printed, is established as a communicative occurrence. This is to say that the text is a linguistic entity which is used for communication purposes. To do so, the text should convey a list of standards of textuality. These factors define and create textual communication. They set rules that govern it. These are cohesion, coherence, intentionality, acceptability, informativity, and intertextuality.

Cohesion and coherence are text centered notions. Cohesion is about how actual words, heard or seen, are connected with in a sequence (Beaugrande & Dessler,1981). Coherence means that concepts and relations which underlie the surface text are mutually accessible and relevant .

Intentionality, acceptability, informativity, and intertextuality are user -centered. They take into consideration text producers and receivers .These can be defined as follows :

- Intentionality is about the producer's message and how does it fulfill his/her intention. Put in other words, how does the message produced by the speaker convey the speaker's intended meaning.
- Acceptability assures that what is received would be meaningful and relevant to the receiver. That is to say, what is being said has to be meaningful to the audience.
- Informativity the text should be relevant to the situation of occurrence. What is said should not go beyond the limits of the context of situation.
- Intertextuality it is about factors that text use would be dependent upon the use of previous texts. This principle says that texts are meaning-dependent. That is to say, to understand the meaning of one text the reader depends on the meaning of other texts. (Beaugrande & Dresseler 1981) (cited in Helge N 1999) .

Moreover, textual communication is controlled by three regulative principles ; efficiency, effectiveness, and appropriateness.

- Efficiency is the first principle. It is about whether what is said is useful to the receiver or not.

- Effectiveness is the second principle. Its concern is the impact on the receiver. Whether it has a good impression or not .

Appropriateness is the third principle. It investigates whether the text's own setting is in agreement with the seven standards . (Beaugrande & Dressler 1981) (cited in Helge N 1999) .

2. Text Types and Structure

Research in reading has found that text type knowledge is of a paramount importance (Hinkel. E, 2006). Text structure deals with how is it organized. Texts are usually structured as either narrative or expository.

Expository text is a text which presents factual information or ideas. This type of texts is referred to as content area text , which includes social studies, math , or science(Spafford et al., 1998). Expository texts may have the following structures cause-effect, comparison-contrast, problem-sollution, description, and sequence (Harris & Hodges, 1995).

Narrative texts are texts which are written to express a true or a fictional story such as traveling, autobiography, fairy tale, and novel. It gives a chronological order of events. Its basic purpose is to entertain. (Gray & Snodgrass , 1999). Narrative text may contain the following elements ; characters, setting, theme, resolution. Story grammar is then part of a narrative story such as plot, setting, and theme (Spafford et al , 1998), (Swearingner & Allen , 1997).

3. Views on Text Meaning

Meaning is what users seek to convey using language. In order to investigate the relation of language and meaning, one considers the line between semantics and pragmatics. Kadmon (2001).writes: ".....I think that roughly , semantics only covers

literal meaning. Pragmatics has to do with language use, and with going beyond the literal meaning“(p.3).

Recently, Racanati (2004) spoke about the division between semantics and pragmatics in a sentence: “Semantics deals with the literal meaning of words and sentences as determined by the rules of the language , while pragmatics deals with what the users of language mean by their utterances of words and sentences“ (p. 3). Katz (1977) makes the difference more explicit saying that pragmatic phenomena are those in which knowledge of the setting or context of an utterance plays a role in how utterances are understood. In contrast, semantics deals with what an ideal speaker would know about the meaning of a sentence when no information is available about its context .

- Denotation Vs Use

Morris (1938) defines semantics as“ the relations of signs to the objects to which the signs are applicable“ and pragmatics as “the relations of signs to interpreters“ (p.6). These definitions explain that semantics is the study of words, their meanings and the meaning they convey as a whole linguistic pattern. Pragmatics, on the other hand, studies not only the linguistic meaning but in a large meaning scope the context of use.

- What is said aVs what is implicated

Language is used to transmit information in its simple and real use. Analysis in this case is restricted to what is said . In other words to the content this is the domain of semantics. Grice HP (1975). Language users often make a jump over what is said moving to the social meaning looking for what message is socially conveyed i.e., what is implicated . This is the domain of pragmatics.

- Context - invariant Vs context-dependent content

Pragmatics studies context dependent aspects of meaning whereas semantics studies context independent meaning. Carnap (1942). The non ironic reading of a sentence like Brett is so smart is independent of its context. In fact it is a reading that is always accessible, even if we do not know anything about the utterance context whatsoever. We can grasp this meaning because we can employ our knowledge of the conventional meaning of the words and structure used. In contrast, the ironic reading of the same sentence highly depends on the particularities of its context.

- Truth-conditional Vs non-truth conditional content

Semantics is a study field that establishes conditions for delivered content to be true. It concerns those aspects of meaning that are truth conditional , which means that they are relevant for determining the truth conditions of a sentence . if the truth conditions of two sentences are the same , their semantic meaning must be the same .

Pragmatics deal with all kinds of non truth conditional meaning, that is to say, aspects of meaning that cannot be accounted for by their contribution to the truth conditions of a sentence. Gadzar(1979) wrote the following formula to explain this idea: “pragmatics = meaning – truth conditions semantics“(P.2).

Semantics	Pragmatics
Conventional	Conversational
constant	context dependent
truth-conditional	non-truth-conditional

Table01: Semantics vs. Pragmatics Gutzman (2014:7)

Grice (1975) distinguishes between two levels of meaning, what is said and what is meant. What is said is the truth-conditional meaning of expressions. What is meant is what is intended for communication.

4. Text Comprehension Processes

Text content or the meaning it carries is the ultimate goal of the reading activity. What is more relevant to speak about is how readers do approach texts in order to get the most of them. Put in other words, the focus should be on the readers' processes; on how do they arrive at the meaning. Nunan (1995) stated the reader rather than the text is at the heart of reading process. Ruddell (1994) defines comprehension as:

a process in which a reader constructs meaning while, or after, interacting with text through the combination of prior knowledge and previous experience, information in text, the stance he or she takes in relation to the text, and immediate, remembered, or anticipated social interactions and communication (p.415).

Comprehension is defined as the process of extracting and consulting meaning through interaction and involvement in the written language Snow (2000). That way, understanding a reading passage means getting the message conveyed in this passage.

The reader's mind passes through many processes aiming at text comprehension. When readers meet a text, they first process words through decoding. Then, they move to meaning of words, sentences and discourse interpretation.

4.1. Propositional Representation

It is the mental description the reader gives to the text. Reflection on the text content can prove it to be either true or false as it is not necessarily the reality According to Barnett(1989):

First, readers make predictions about the grammatical structure in a text, using their knowledge of the language and supplying semantic concepts to get meaning from structure. Then, they sample the print to confirm their predictions. They neither see no need to see every letter or word. The more highly developed the readers' sense of syntax and meaning, the more selective the readers can be sampling. After sampling, they confirm their guesses or, alternatively, correct themselves if what they see doesn't make sense or if the graphic input predicted is not there (p.19-20).

4.2. Mental Representations

Real objects have representations in the human mind. Whenever these objects are met in real world, they are compared and matched to previously existing mental representations so to be recognized and understood. If no matches are to be found, then new mental representation is created for future use. This idea is supported by computational theory of the mind. Wellman and Liu (2004).According to which the human mind is like a computer. It stores information about the real world in sections. Whenever this information is met again, all what was stored about them would appear automatically. These computer sections are mental representations for the human mind. They are activated to accommodate the new situation whenever one of the existing concepts comes across sensations. Therefore, it is important for a reader to call his/her mental representations to successfully comprehend a text. Danceman and Merikle (1996).

4.3. Cognitive Schemata

It is commonly noticed that readers, actively engaged in the content of a text, make predictions about what will happen in the text they are reading. What helps the reader interpret coming events are cognitive schemata. The term cognitive schemata was first used by Barlett (1932) (cited in Nunan, 1995). Reader's background knowledge and linguistic cues contained in the text are organized into interrelated patterns which he uses for comprehension. The text's linguistic cues activate the reader's cognitive schemata so as the reader, for comprehension ends, brings connections which do not exist in the text. One appropriate schema is enough for comprehension if it better meets the author's intention. If it does not, comprehension will not be approached. This idea is supported by Aslanian's explanation according to Nunan (1995).

If readers rely heavily on their knowledge and ignore the limitations imposed by the text, they will not be able to comprehend the intended meaning of the writer. Whether the reader understands the text or not depends very much on text variables such as sentence structure or length, vocabulary intensity, number of new concepts introduced the difficulty and novelty of the subject matter, etc. Nunan, (1995).

4.4. Mental Model

Mayer (1997) as (cited in Chun & Plass, 1997) defines the term mental model as "a mental representation consisting of parts that interact with one another according to principle-based rules" (p. 64). He meant that reading a story, the reader constructs mental models of the story actions. Then, the reader shapes a real like image of story actions. Coming to the recall stage, the reader remembers causal events because they represent action.

4.5. Multimedia Aids for Comprehension

Three types of aids are distinguished. The first type draws on the reader's attention. It creates propositional representation of information. The second type aids setting propositional information in a coherent structure based on cognitive schemata. The third type helps finding connections between text content and the reader's mental model. Multimedia aids are not only textual, but also visual, auditory, and audiovisual. Multimedia aids help the reader making connections between text content and their mental models. This would result in successful text comprehension. Chun and Plass (1997).

5. Text Reading Strategies

Successful text comprehension demands effective interaction between the reader and the text. The reader is asked to put in practice some strategies in order to obtain a goal which is text comprehension. There are many different reading strategies, but they are all based on the same basic assumptions. The reader first thinks about the purpose of the reading activity. Then, he examines the title, headings and pictures trying to guess the content. Later, the reader should read the introduction and the conclusion, or the first line of each paragraph so that he/she prepares for the whole text scanning to look for important parts to be focused on later. Meanwhile, notes should be taken Alsanian (cited in Nunan 1995). In case of ambiguity or understanding difficulties, rereading is the solution. Long texts are better divided for successful comprehension. Finally, the reader attempts to speak about the content of the text in his/her own style. Besides, he/she should speak about the intended meaning of the text. Finally, The reader refers to the text' meaning in his/her own experience. King (1999).

The following figure explains better reading strategies and what should the reader do in order to successfully comprehend the text.

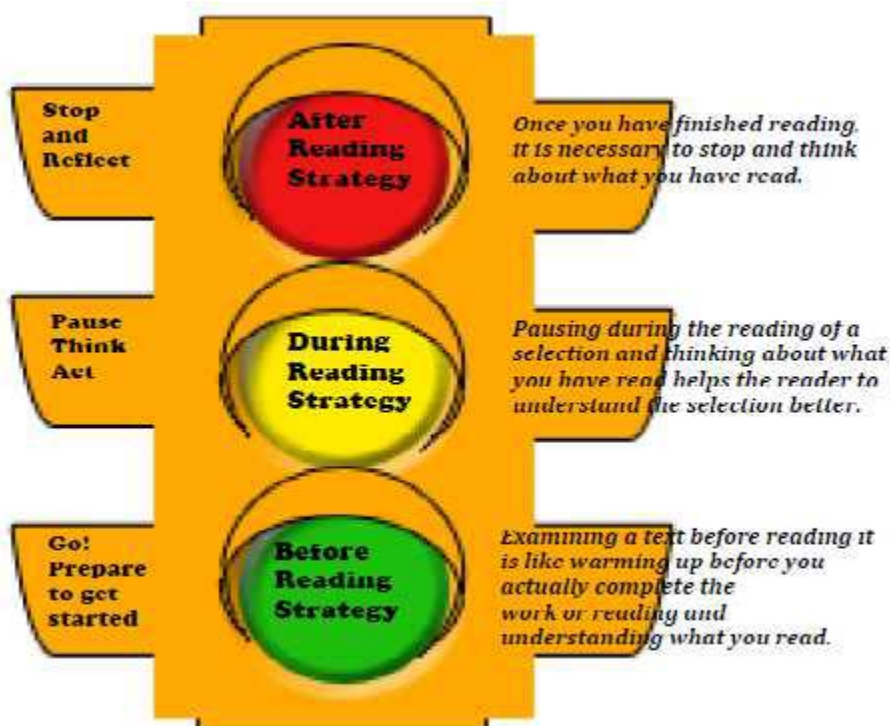


Figure 1: Active Reading Strategies (Helgeson, 2010).

5.1. Skimming

This strategy is used to look for the overall idea of the text. Nuttal(1982) defines skimming as “glancing rapidly a text to determine its gist”(p. 34). It enables the reader to make expectations about the theme of the text so as to activate appropriate schema. This tells the reader about the appropriateness of the text to his/her own purposes.

5.2. Scanning

It is a strategy which helps the reader to have a quick look for specific facts, key words or phrases. It is of much help if the reader is asked to look for definitions, statements, etc. Nuttal (1982) *ibid* gives a definition to scanning. He says:

glancing rapidly through a text either to search for a specific piece of information e.g a name or a date or to get an initial impression of whether the text is suitable for a given purpose e.g whether a book on gardening deals with the cultivation of a particular vegetable (p.34).

6. Text Comprehension Models

A model is used to explain how an individual perceives a word, processes a clause, and comprehends a text. Singer and Rubbel (1985). A model of reading , as defined by Davis (1995) is “ a formalized , usually visually represented theory of what goes in the eyes and in the mind when readers are comprehending or miscomprehending a text” (P.57). Different models with different principles have been set through time. They are used to help readers with text comprehension and interpretation.

6.1 The Bottom-up Model

In this model, readers need to identify the letter features . Then, they link these features to recognize letters. After that, they combine letters to recognize spelling patterns. Finally, they link the spelling patterns to recognize words and then proceed to sentence , paragraph and text-level processing .Gough (1972). He thought that the reading process begins when the eye first meets the letters. Though the initial eye contact with letters is rapid, it forms an iconic representation which leads to text encoding then to meanings.

Celce-Murcia and McIntosh (1991) say: “It is the process of identifying letters, words, and sentences through scanning from left to right “(p.219).Alderson (2002) stresses that children need to learn to recognize letters before they can read words. He said that:

Bottom-up processes operate on the principle that the written text is hierarchically organized i.e. on the grapho-phonetic, phonemic, syllabic, morphemic, word and sentence levels and that the reader first processes the smallest linguistic unit, gradually compiling the small units to decipher and comprehend the higher unit (p.16)

As far as this model is concerned, reading is a process of series letter by letter analysis, word recognition, syntactic features, access meaning is the last. The bottom up process young and old readers follow is best illustrated by Davis(1995):

- 1- Eyes look
- 2- Letters identified and sounded out
- 3- Words recognized
- 4- Words allocated to grammatical class and sentence structure
- 5- Sentences give meaning
- 6- Meaning leads to thinking (p.58) .

That is, the sequence of processing is from letters, to sounds, to words, to sentences, and finally to meaning.

The bottom-up model suggests the idea that good readers process texts relying only on graphical input not on context. Therefore, contextual guessing is taken only when decoding fails to continue.

The graph better summarizes the steps a reader passes by as explained in the bottom up model.



Figure 2: The Bottom-up Model of Reading (Cambourne, 1979 in Nunan, 1991).

The criticism that can be attributed to this model is that there are at least 166 different grapho-phonetic rules which cover the regular spelling to sound correspondences of English words that are not easy to teach Smith (2004). It means the same letter may have different pronunciations according to the context. Besides, the serial processing proposed by Gough can be too hard for the readers' short term or working memory. (Davis 1995).

6.2 Top down Model

The top down model was proposed by Goodman (1967) and Smith (1971). The proponents of this model generally agree that comprehension is the basis for decoding skills, not a single result; and meaning is brought to print, not derived from it. Reading is characterized as a psycholinguistic guessing game Goodman (1970). Thereaderisan active part in reading process. He tries to find matches between what he knows and the meaning he derives from the text Dubin and Bycina (1991). Davis (1995) illustrates the top-down model process sequence as:

- 1- Eyes look
- 2- Thinking- prediction about meaning
- 3- Sample sentence as a whole to check meaning
- 4- To check further, look at words

- 5- If still uncertain study letters
- 6- Back to meaning prediction (p.58).

Initially, the reader forms predictions (or guesses) about what is in the text. Then, after predictions for seeking meaning of the text are formed, the reader tests their correctness allowing gathering evidence confirming or rejecting them (predictions). This latter can be done by making use of whatever relevant information supplied in the text i.e. using ‘text cues’. Finally, the reader to coordinate text cues to meaning has available to him a variety of other sources of information –semantic and syntactic information. That is, in top-down model the reader actively engage in reading the text when he combines the information he discovers in the text with his linguistic knowledge (semantic and syntactic).(Goodman 1970) . In addition to the reader’s reliance on the text and his linguistic knowledge, according to Anderson et al (1984): “every act of comprehension involves the knowledge of the world as well” (p.48).

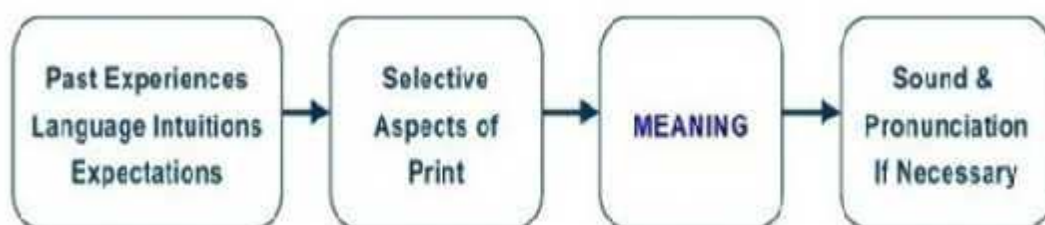


Figure 3: The Top down Aspect of Reading (Cambourne, 1979 in Nunan, 1991).

Harrison (1996) summarized the critics made on psycholinguistic guessing game of Goodman (1976) :

- “The model is poor in details.
- Good readers are not dependent on context for word recognition.
- Good readers fixate nearly every word as they read.

- Good readers have automatic word recognition (p.11).

Harrison gave a review on the above criticism to top-down model. According to Harrison (1996), teachers should consider these points to shape proficient readers:

- Automatic and rapid letter recognition.
- Rapid word recognition.
- The ability to use context as an aid to comprehension .
- The ability to use context when necessary as a conscious aid to word recognition.

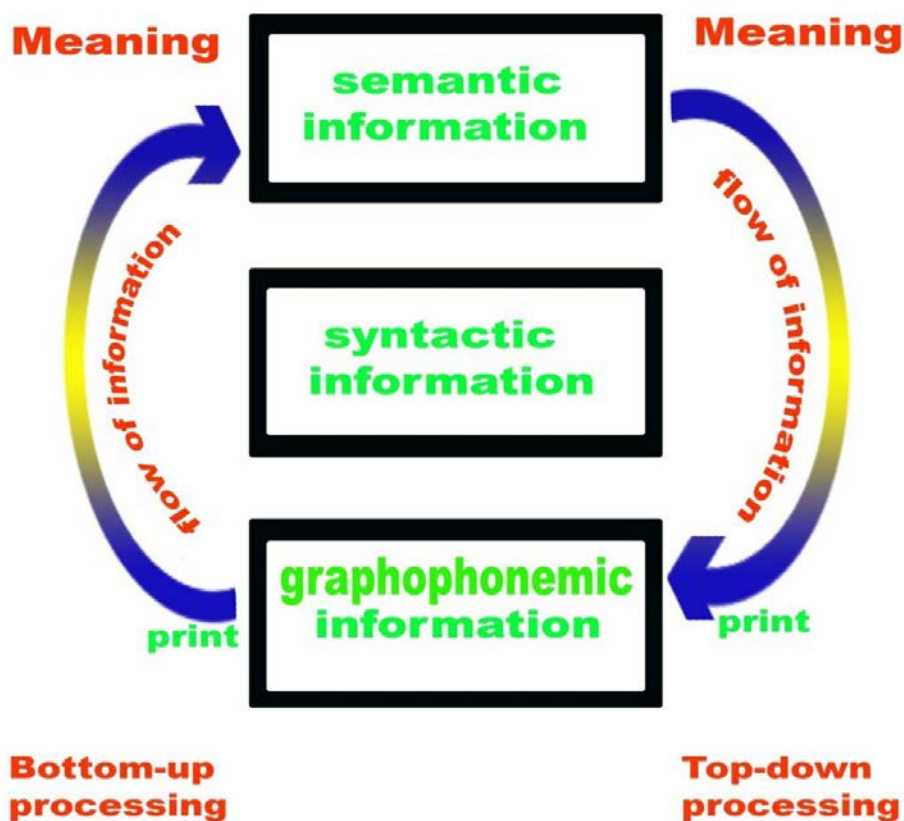


Figure 4: The Bottom-Up AndThe Top-Down Model Processing Vacca (1996)

6.3. The Interactive Model

This model is the current reading model according to reading psychologists. It is best represented in the work of Rumelhart (1977). Davis

(1995) said that the interactive model is currently the most influential model underpinning approaches to reading Stanovich (1980) states that:

interactive model of reading appear to provide a more accurate conceptualization of reading performance than do strictly top-down and bottom-up models. They provide a better account of the existing data on the use of orthographic structure and sentence context by poor and good readers(p.15).

Stanovich(1980) talked about the “compensation” phenomenon that exists in this interactive model. He explains this by saying that when a reader lacks background information in the text, he will use the bottom-up approach to compensate for his lack, however; if a poor reader comes to read a text and finds difficulties to understand it, he will use his higher level processes like activating his background knowledge and making inferences.

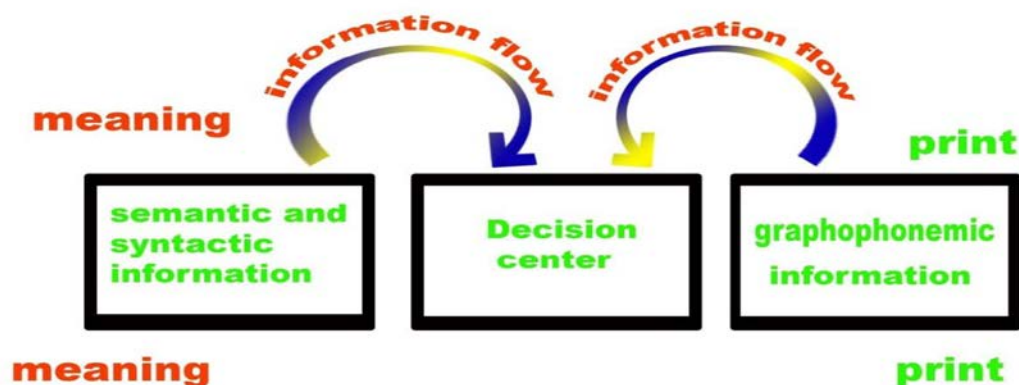


Figure 5 : The Interactive Model Processing Vacca (1996)

7. Types of Reading

The literature on foreign language teaching frequently presents two sub skills of reading ; intensive and extensive . Van Parreren (1981) assumes that the training of

the two sub skills of reading is impossible without the training of more elementary skills . The most important of these are:

- Recognizing the type of the text.
- recognizing the different structures
- Guessing the meaning of unknown words using context clues (p. 236).

7.1 Intensive Reading

This kind of reading refers to the reading practiced outside the academic class. It can be reading for entertainment or pleasure. Palmer (1921) as cited in Day and Bamford (1998) states that its purpose is: “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” (p. 5). Most classroom instructors assume that intensive reading is reading carefully, and thoroughly for maximum comprehension.

7.2. Extensive Reading

This kind of reading is usually referred to as guided reading. The reader gives more attention to the text and tries to get a deep understanding of it. Day (1993) defined extensive reading as: “the teaching of reading through reading. It is assumed that the best way for students to learn to read is by reading a great deal of comprehensible material” (p.19). Palmer (1964) as cited in Day & Bamford (1998) described extensive reading as Also, he contrasted it explicitly with intensive reading or “to take a text and study it line by line” (p. 5). These definitions focus on quantity of materials read. Another important aspect of the extensive reading definition , is connected to student choice and pleasure in reading. (West, 1931, cited in Day and Bamford (1998) saw that the purpose of extensive reading is to read in order to reach enjoyment. Finally, Aebersold and Field (1997) made a focus on reading for quantity and overall meaning with students’ choice and their role in raising the ability of improving their ability of reading.

8. Text Interpretation

The existence of text interpretation in the field of education is traced back in history to the Greek time. Dilthey W, (1976) said that systemic exegesis [hermeneia] of the poet developed out of the demands of the education system. The Greeks were interested in poetry interpretation not only to acquire knowledge but to learn wisdom. According to Plato, poets were interpreters of the God's. Johann M (1710-1759) cited in A. Ghasemi et al (2011) defined interpretation as : “ An interpretation is nothing other than teaching someone the concepts which are necessary to learn to understand or to fully understand a speech or a written work”(p.1623). That is to say, interpretation is about understanding What a text says . Understanding, as such, takes into account the surface meaning and the intended meaning.

8.1 Paul Ricoeur's Theory of Interpretation

Hermeneutics is the science of interpretation. It has an important role in understanding texts. Originally, the word hermeneutics came from the Greek figure Hermes who was the interpreter of Zeus' messages for gods. Kneller, G (1984). For Ricoeur, interpretation is used to fill in the gaps between what is meant by the speaker and what do his statements mean outside his intentions.

Making a step forward to understand what Ricoeur meant by interpretation, four concepts ; distanciation, appropriation, explanation and understanding, should be looked at analytically.

Ricoeur (cited in John, B, 2006) stated that:“text is discourse fixed in writing” (P.145). It means, the text is the written form of a spoken message. According to Ricoeur, distancing is the transformation of the spoken message to a written text. That would

distance the written text from its spoken form because this transformation changes the roles of the writer and the reader which were originally participants of spoken discourse. Besides, it changes the relationship between language, the author, and the reader as in the spoken form of the discourse the speaker and the listener exchange highly understood messages using more than the verbal messages nonverbal aspects of the message. Also, context clues which are of a great importance in understanding the message. Discourse in its real life context; a speaker saying something to a listener via a comprehensible medium, is changed by writers into a written form. That would change the participants, the context parameters, and the medium. Thus, understanding would be influenced. This is the second concept explaining the idea of distancing; the world of the text. Ricoeur .P (1981).

Ricoeur views the text as the mediation by which a reader understands himself. Allen .M and L. Jensen (1990). The distancing of the subject or the receiver of the discourse is the third concept explaining the idea of distancing. The reader of a text loses understanding cues which were ultimate once the discourse was live. Ricoeur.P (1981).

According to Ricoeur, there are two techniques to look at the text. First, the reader considers the internal nature of the text or looking for what it says. It means, investigating the relationship between the parts of the text. The text as a written form has no context and no external world. The process as such is explanation. Ricoeur. P (1976)

Explanation takes into account the meaning of the words and not beyond that level. The idea got in this stage may not meet the writer's intended meaning. Second, the reader restores the text to a living communication. In this stage, readers take into

consideration information about the external world of the text. This is what Ricoeur calls understanding. Ricoeur, P (1974). readers. Meaning familiarity means the actualization of text meaning. Put in other words, text meaning is appropriate to the reader if it becomes part of his/her mental schemata. This is exactly what Ricoeur refers to as interpretation. Gadamer, HC (1990).

Figure 6: Ricoeur's Theory of Interpretation Text

9. Reading Fluency

Successful reading requires readers to process the text then to comprehend it. Text processing looks at the general idea of the text. It approaches the surface level of reading.

Text comprehension, on the other hand, looks at text understanding and interpretation. It focuses on text deep meaning. Ricoeur, P.(1976). Reading fluency is the process which starts at the surface level of the text to move forward to develop an understanding of the text deep meaning, Baker. S.k (2008).

The National Institute of Child Health and Human Development NICHD (2000) defines fluent reading as: “ reading with speed, accuracy, and proper expression”(p3). Kuhn et al (2010) added the condition effortlessness meaning that readers do not use their mental capacities while reading. In other words, fluent readers do not process word recognition rather they look for general comprehension. Samuels, (2006) says that speed, accuracy, and prosody are indicators of fluency as opposed to fluency itself. In here, prosody is proper expression and it includes appropriate phrasing which helps the reader to remember and comprehend what is read. It includes also intonation which is helpful to stress new and important points. Pikulski (2006) has also defined reading fluency arguing that:

Reading fluency is a developmental process that refers to efficient, effective decoding skills that permit a reader to comprehend text. There is a reciprocal relationship between decoding and comprehension. Fluency is manifested in accurate, rapid and expressive oral reading and is applied during and makes possible, silent reading comprehension (p. 73).

Therefore, fluent reading is skilled reading which leads to full text meaning comprehension. Huey (1905) first raised the importance of automatic and speed reading along with consciousness to result at comprehension. Since then, no one spoke about the subject until the coming of Behaviorism. LaBerge and Samuels(1974), explained why fluent reading facilitates comprehension in an influential paper on automatic information processing in reading giving birth to Reading Fluency Theory.

9.1. Reading Fluency Theory

Reading Fluency Theory is also called automatic information processing or automaticity theory was proposed by LaBerge and Samuels (1974). As far as this theory is concerned, learners are able to recognize words rapidly along with text comprehension due to their great capacity of attention while reading. Samuels spoke about external attention and internal attention. Internal attention has three characteristics; alertness, selectivity, and limited capacity. Alertness to describe the way readers' process information. Selectivity to speak about how readers select processes for each step. According to Samuels, the human mind has difficulties dealing with difficult tasks like word recognition and text comprehension. This is not the case for fluent readers because they train their minds through time. As a result, the process is automatic.

Conclusion

It is widely recognized that reading is one of the most important skills for students of a foreign language to master; since it enables them to expand their knowledge of the language, the cultures, and the world. Besides, it makes them enjoy literature through reading different books. Furthermore, it is a necessity to do many things in their daily lives, such as reading newspapers, magazines, catalogues, instruction manuals, maps and so on.

The use of effective reading processes allow readers to reflect upon the text, monitor, regulate and evaluate their reading comprehension. During text comprehension, readers are active. They make inferences, they paraphrase, they underline important ideas, they summarize, they evaluate...etc. Thus, how readers process texts affect their personality and learning styles and strategies.

Chapter Three

Towards New Literary Practices. Online Text Online Reader

Introduction

Reading implies processing a text and analyzing it carefully to arrive at text comprehension. It assumes a multiplicity of processes which occur sometimes in parallel sometimes sequentially Kintsch & Umdjik (1978). As well, it involves the reader in a complex, dynamic, ongoing interaction with the text. Goodman (1967); Remelhart (1977).

With the advent of technology, computers have become an indispensable part of people's daily life. Students access the Internet at home and at school on a regular basis. They browse different web pages, check emails and chat with friends. While browsing different web pages, they refer to a lot of reading activities. The Internet provides new text formats, new ways to interact with the information on the web pages. The new methods of interacting with information could overwhelm learners who are taught to read from traditional text printed on paper.

1. Reading as an Interactive Process

While reading, the reader works on the text meaning. Text meaning depends totally on the interaction between the reader and the text Roseblatt (1994). The reader has an important role in the text comprehension process since he is the one who reads the text and lends it meaning Mangell (1996). A skillful reader uses many strategies to arrive at the meaning of a passage.

The view that the reading process is an interaction between reader and text is an ideal one. Interaction means two participants who are actively engaged in a given process. In

reality, readers are actively engaged while traditional texts remain static Lew & Reinking (1996). There is a claim that it is not the case with electronic learning environments. In this context, like hypertext, hypermedia, or multimedia, the electronic medium is active. Then, the interaction between reader and text becomes real. It is active since it can be combined with multimedia, hypermedia, and hypertext elements Landow (1996). Gillingham (1996) claims that definitions of low frequency words that are added to text can increase comprehension.

2. Readers Roles Vs Writers Roles

Most people conceive of text as a collection of ideas that a writer has carefully selected, framed, and organized into a coherent sequence in hopes of influencing a reader's knowledge, attitudes, or actions. A key element in this conception of text, from the perspective of both writers and readers, is structure. Linguists and discourse analysts have identified a host of structural patterns that writers work with at every level of text production, from small units such as sentences and paragraphs, all the way to grand structures that describe entire texts, such as sonnets, fairy tales Halliday & Hasan (1976). Indeed, readers depend on such patterns to identify a text's genre, anticipate its development, and integrate its parts. Studies of reading comprehension confirm that readers understand and learn most easily from texts with well-defined structures van Dijk & Kintsch (1979). But apart from any natural disposition the reader may have to expect structure in text, the conception of text as an orderly succession of ideas is strongly reinforced by the constraints of the standard print medium: texts come on printed pages that are generally read in order, from the top down and from left to right.

Today, the medium has changed thanks to developments in computer technology. The advent of hypertext is a new and exciting development that has important implications for

researchers and teachers. Hypertext has the potential to change fundamentally how learners write, how they read, how they teach these skills, and even how they conceive of text itself.

Hypertext facilitates the writing process in several ways (Pea & Kurland, 1987). A writer's invention processes (generating and selecting ideas) may profit from opportunities to freely explore source material presented in a hypertext and make novel associations. The related processes of idea manipulation and organization, such as experimenting with various idea clusters or outlines, may be aided with a system that allows writers to create electronically linked note cards that can be sorted and rearranged (Neuwirth et al,1989). Collaborative writing may be aided by systems that allow peers to annotate each other's drafts, or that help writers to integrate individually written sections into a coherent draft (Irish et al.,1989).

Hypertext systems are designed to meet specific pedagogical goals, for example guiding novice writers through heuristic activities that support the critical thinking and analysis necessary to writing a policy argument (Neuwirth & Kaufer,1989).

Readers with less technical expertise choose to follow links to definitions, examples, explanations, reminders, or advice. Hypertexts are designed to guide readers on defined paths through the network at the appropriate level for their purpose or level of expertise (Zellweger, 1989; Younggren, 1988).

Hypertext facilitates the efficient creation and dissemination of complex documents and sets of documents of all kinds and to allow people to access information in the sequence, volume, and format that best suit their needs at the time (Grice, 1989). The ultimate goal of these designers is to create a system so tailored to individual preferences and task situations that every user will feel as entering an information universe designed specifically for his needs (Younggren, 1988).

Hypertext is viewed as a means to liberate readers (as well as writers) from the constraints of text boundaries. Such open-ended hypertexts are being used in literature courses to give students access to rich networks of cultural and historical material relevant to the primary texts under discussion Beeman et al (1989), Barthes, R (1967) says:

We know now that a text is not a line of words releasing a single theoretical meaning the message of the Author God but a multi dimensional space in which a variety of writings , none of them original, blend and clash. To give a text an Author is to impose a limit on that text , to furnish it with a final signified , to close the writing (p. 5-6).

Hypertext writing liberates the text from the author giving the reader the ability to add, to alter, or to simply edit. It opens possibilities of collective authorship that breaks down the idea of writing as originating from a single fixed source. It allows the reader to move through the text in an aleatory , nonlinear fashion. This highlights the importance of the reader in the writing of a text. Each reading writes the text anew simply by rearranging it, by placing different emphases that might inflect its meaning even if it does not physically change the words. (Parmer, R 2000) .

3. Online Reading as a New Literary Practice

Online reading refers to the reading activities happening in the unbounded context environment on the net Coiro (2003); Coiro (2012); Massey (2014). The unbounded context means the context without boundaries or with boundaries which have no clear definitions (Massey,2014). It is based on an interactive and multimedia network. Readers do not only face plain text online. Instead, there are a variety of elements integrated in the online reading activities. Thus, online readers are expected to implement different reading strategies and skills (Leu et al., 2009). Wolfe (2000) claims that internet places greater demands on the learner than traditional learning environment. At the level of text

processing, the web places high demands on the reader's ability to make connections between new and existing knowledge. Since learners face lashings of information provided on the Internet, it is of interest to investigate how students read printed text or hypertext text, and compare the reading skills being utilized when reading printed texts and online texts.

4. Text Format and Reading Comprehension

Both printed texts and online texts are essential sources of input for learners. However, online texts play an important role in learners' studies and research because they are available, cheaper, up-to-date and easier to search for relevant information (Kasper, 2000). Nevertheless, Coiro (2003) highlighted that although online texts are considered as a new resource for learners, they can have a great impact on an individual's ability to comprehend what he/she reads.

Burbules (1998) states that reading is a practice; it is affected by the contexts and social relations in which it occurs. Consequently, significant differences in those contexts and relations determine the practice of reading. Thus, the act of reading on the computer screen is not the same as when reading a book. For example, the pragmatics of reading, such as the speed of our reading, when we pause, how long we can concentrate, how often we skip over material or jump back and reread what we have read before, and so on, are clearly going to be different. Thus, online formats add new dimensions to texts and therefore online texts demand new practices of reading. These differences also affect how we interpret, understand and remember what we read (Burbules, 1998).

Strategic reading is a very complex process; as a result, it is influenced by various factors such as the reading purpose, the reader, and the text (Cheng, 2003). In order to adequately comprehend a text, readers should have knowledge of the topic of the text, and the necessary reading comprehension strategies (Aanoutse & Schellings, 2003). However, many factors influence reading strategy choice and use, such as language proficiency level, duration

of language learning, degree of meta cognitive awareness, age, sex, cultural and social background, (Anderson, 2003).

Carrell (1998) states that "successful strategy use is apparently context and text dependent" (p.1). For example, successful strategies used for reading printed texts might not be successful for reading hypertexts. A few studies to date have reported on the online reading strategies.

Chun (2001) explores student's behavior in looking up unknown words and meta cognitive strategies they use while reading online. He explains that the use of the online dictionary requires more effort. Students need to copy and paste the word and then they decide among the multiple definitions or translations of the word. Therefore, on a few occasions they guess the meaning of the word instead of looking the word up in the dictionary.

Konishi (2003) claims that the special features of online texts such as multi-linearity and open-endedness could influence the use of reading strategies, but some reading strategies that are used for reading an online text seem to be similar to those used for reading printed text. Konishi states that:

....because of these characteristics, reading hypertext requires constant integration of new information and monitoring of understanding to guide decisions about what to read next. Readers need to make decisions about which content to access and what sequence to take including the starting point or the finishing point by clicking links (p. 113).

In brief, along with strategies used for reading printed texts, readers tend to use other strategies for reading online texts such as navigational strategies and the use of the cursor to follow sentences on the screen. Most of the other strategies employed for reading

online texts are influenced by the features of the online text and the task assigned to the readers.

5. Distinctive Features of Online Reading and their Impact on the Reader

Online reading has some distinctive features compared to traditional reading on print text. The core expanded aspects are considered as the text, the activity, the reader, and the socio cultural context (Coiro, 2003).

5.1. Online Text, Online Reader

Online text has many characteristics, which make it dynamic. Its dynamicity lies in the possible interaction between text and reader.

The main features of text in online reading include non linear, hyperlinks and hypertext, multimedia, interaction, and communication Coiro (2003) ; Coiro (2012).

5.1. 1. Nonlinear

Nonlinearity, which characterizes online text, puts readers in front of various sources and choices when they read an online text. The reading path is no longer a single channel, but a self-designed nonlinear route (Al- Shehri & Gitsaki, 2010). In this personalized reading route, every reader or learner may have a unique reading experience (Coiro& Dobler, 2007). In the unbounded text environment, readers can direct their own reading paths and modes so that they are able to design and construct different versions of the reading text (Coiro & Dobler, 2007; Massey, 2014).

5.1. 2 .Hyperlinks and Hypertext

Hyperlinks and hypertext direct readers to multiple reading paths (Al-Shehri & Gitsaki, (2010). They make the reading passages more dynamic because they connect the original text with reading sections (Schmar-Dobler, 2003). When clicking on the different links, readers can choose among options which are actively based on their needs (Coiro, 2003). Moreover, the web pages with hyperlinks and hypertext also provide readers with more

reading resources (Massey, 2014). In this respect, readers will be able to broaden their readings on the internet (Coiro, 2003).

5.1. 3. Multimedia

Online text is more than a printed text on paper or screen (Coiro, 2003; Coiro, 2012; Massey, 2014). It contains visual and audiovisual elements . Colors, texture, movements in the text can make the reading experience vivid (Park & Kim, 2011). Multimedia elements are often linked with hyperlinks which make the reading process more diverse (Park & Kim, 2011). Readers can experience the reading content from different perspectives, such as listening to the music, watching videos, and clicking on slides (Hamston, 2006). The dynamic multimedia elements facilitate reading comprehension (Hamston, 2006; Park & Kim, 2011). Thus, the online text is richer in terms of content and easier to be understood by the reader.

5.1. 4. Interaction

When readers are reading an online text, they can click on any icon or link to have more information (Coiro, 2003). The media information and flash windows can offer readers interactions with the reading content. The interactive elements make the reading process more proactive compared to traditional paper-based reading mode (Wilson & Stacey, 2004). Readers not only gather information from the text, but they also need to create new ideas and to communicate them (Massey, 2014). Because readers take the initiative in the online reading process, the connections between reading content and interactions are more organic (Coiro, 2003).

5.1. 5. Communication

Net communication is multi-directional (Wilson & Stacey, 2004). There are no certain top-down modes or geographical restrictions (Garrison& Anderson, 1998). Internet users can communicate with each other based on their own preferences and needs. It is also

available for users to communicate with more than one person at the same time. Therefore, readers are able to share their opinions with different peers.

There are diverse communication formats like chatting, comments, and shares (Park & Kim, 2011). These functions can help readers better comprehend the text.

5. 2. Online Reading Activity

With new features of text, online reading activity requires new reading skills and strategies like problem-solving purposes, using search functions to locate information online, and critical evaluation (Leu et al., 2007). Besides, the knowledge of using the Internet is a key step to successful online reading. The operational skills of the Internet are considered as preconditions for the online reading activities (Massey, 2014). Online learning process requires practical operation skills and technological sense, the students who know how to operate the Internet functions are able to obtain useful information online. In this way, they can learn more effectively online even if they do not have rich subject-area knowledge.

On the other hand, basic reading skills and strategies in reading print text, such as comparing, concluding, and analyzing, play a fundamental role in online reading comprehension (Al-Shehri & Gitsaki, 2010). These reading skills and strategies are beneficial for reading comprehension in the long term. It is crucial for students to learn how to transform the relevant knowledge from print text reading to online reading activities (Goldman et al., 2012). Based on the interactive features of online reading, basic reading skills and strategies are integrated with new reading experiences.

Therefore, online reading activity implies Internet technological knowledge and general reading skills and strategies. The combination of technological and literacy knowledge help readers make effective and efficient readings.

5.3. Reader's Disposition, Motivation, and Self-Efficacy

Online reading process can help enhance reader's learning motivation (Coiro, 2003; Solomon, 2002). It helps readers to find out their reading interests and provide them with more reading options and resources (Kasper, 2000). Readers play a proactive role during online reading process (Coiro, 2003). In this way, the technology-related literacy process has positive impacts on reader's self-esteem (Solomon, 2002). Online readings prepare readers to become more confident when facing difficult learning challenges (Coiro, 2003). Readers with a more positive disposition are able to manage different reading tasks (Coiro, 2012). The increased self-efficacy can also help students improve their Internet reading strategies and skills (Coiro, 2012).

Therefore, the relationship between the reader and online reading is mutually beneficial. Online reading has positive impacts on reader's attitudes and motivation. Motivated readers, on their part, push online reading for further progress (Coiro, 2012; Kasper, 2000).

5. 4. Socio cultural Context

Social, cultural, and historical contexts play important roles in shaping the changing nature of literacy (Leu et al., 2004). They are highly reflected in literacy activities. Today, internet is a rich socio cultural context base (Coiro, 2003). Thus, through reading, learners are likely to shape their learning process from a more globalized and diverse perspective (Park & Kim, 2011). Their identities are also gradually affected by the social and cultural forces. During interactive online reading process, readers construct their identity in reading activities (Lightbown & Spada, 2006). Online external interactions and communications are digested and reflected in readers' internal cognitive activities (Lightbown & Spada, 2006).

Interactions between the reader and the text, the feedback provided from the Internet, and the multiple reading directions enhance the reading experiences (Coiro, 2003). Communication between readers' socio cultural backgrounds and the global world will be more frequent and effective. Thus, readers are highly motivated and their knowledge is richer.

In summary, online context prepares for closer connections between the text, the reading activity, the reader and the socio cultural context.

Conclusion

Internet technology access to our life has increased. As a result, research on the new literary practices becomes essential. Online reading is an important reading format based on the Internet medium.

With diverse features of online reading, students practice different reading experiences compared to paper-based reading. For that reason, teaching reading has made a step forward taking into consideration the online format. To cope with this new literary practice learners are obliged first to manipulate the use of the new technology operations so that they can easily get access to online content. Then, they should learn new reading strategies which are applied on online texts.

Chapter Four: Fieldwork Investigation

Introduction

This study aims at investigating the effectiveness of online reading on students' literary traditions. To reach that target or purpose, two questionnaires were administered; the first one for students and the other one for teachers at Abdelhafid Boussouf university center in Mila during the academic year 2017/2018. Both questionnaires were designed either to support, or to exclude the hypothesis. The aim of the students' questionnaire is to investigate the effect of online reading on students' reading comprehension and to collect more information about the students' perception of online reading environment. Moreover, the teachers' questionnaire reports the role of teachers implementing online reading strategies and skills in classrooms with their students and how would that raise students' awareness about their effectiveness on reading performance. This chapter will be devoted to the analysis of the two questionnaires, then to the discussion of the results and ends with recommendations and a general conclusion.

1. Students' Questionnaire

1.1. Description of Students' Questionnaire

The questionnaire has been given to 60 EFL third year English students in Mila university center. It contains 20 questions divided into two sections (see Appendix) as follows: The first section (Q1-Q8) provides some general information about reading on papers or linear reading, the second section (Q9-Q20) gives information about Online Reading and its influence on students' literary traditions. The students were asked to choose what suit their points of view.

1.2. Aim of Students' Questionnaire

The students' questionnaire aims at investigating how third year EFL students at Mila university center perceive online reading processes and the effect they have on their reading traditions.

1.3. Analysis of Students' Questionnaire

The analysis of students' questionnaire has been done by using scientific package of EXCEL. The data are presented by both tables and figures.

Section One: General information about Reading on Papers. (Q1-Q8)

Question1: Do you like reading?

Options	Frequency	Percentages%
a- Yes	49	82 %
b- No	11	18 %
Total	60	100 %

Table02: Learners' Reading Likeability

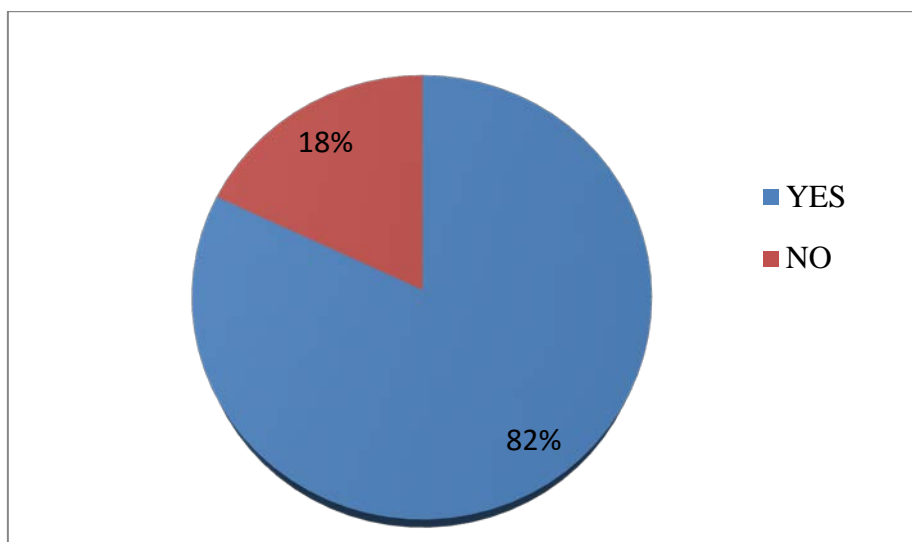


Figure7: Learners Reading Likeability

82% of students representing 48 students said that they like reading. 11 students or 18% are not interested in reading. Reading is the most preferable skill among students as it is a source of knowledge.

Question2: How often do you Read?

Options	Frequency	Percentage %
a-Frequently	7	12 %
b-Sometimes	41	68 %
c- Rarely	12	20 %
Total	60	100 %

Table03: Learners' Reading Percentages

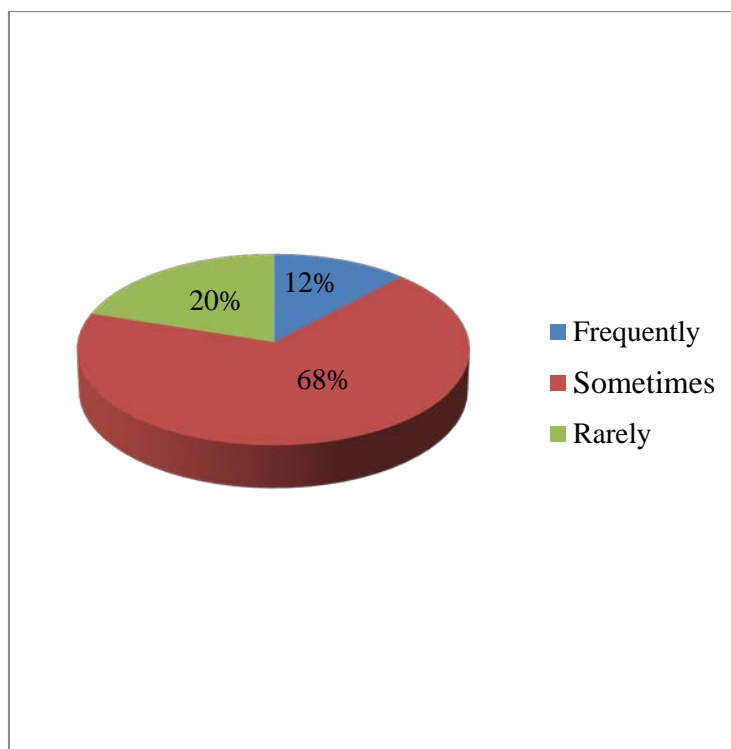


Figure8:Learners' Reading Percentage

12% representing 7 students prefer to read most of the time according to the data shown in the table. 41 respondent representing 68% do occasionally read. 12 students or 20% rarely try to read. Differences in students' opinions are due to the reading desire for any one of them.

Question3: In which language do you prefer to Read? “You can tick more than one choice”

Options	Frequency	Percentage%
a-English	22	37 %
b-Arabic	5	8 %
C-French	00	00 %
a+b	28	47 %
a+b+c	5	8 %
Total	60	100 %

Table04: Students' Language Reading Preferences

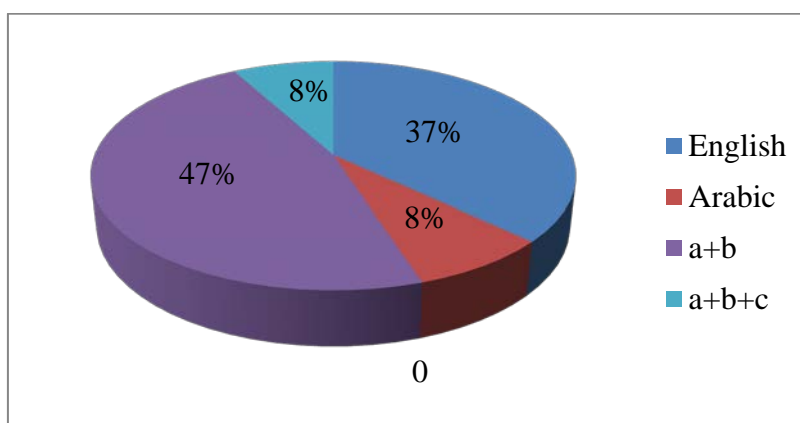


Figure9: Students' Language Preferences

As shown in the table, 22 students which represent 37% like reading in English Language medium. 5 students representing 8% prefer to read in Arabic language medium. None 00% of students read in French language. 47% representing 28 of students read in both languages English and Arabic. 8% representing 5 students read in three languages; English, Arabic, and French. According to the data shown in the table, few numbers of students like to read in English Language, and the majority of them read in their mother tongue and their second language. Concerning French no one is interested in reading they just use it.

Question4: Why do you Read in English?" You can tick more than one choice"

Options	Frequency	Percentage %
a- For pleasure.	4	7 %
b- To increase your knowledge of the language.	32	53 %
c-To become familiar with the English culture.	1	2 %
a+b+c	5	8 %
a+b	6	10 %
b+c	12	20 %
Total	60	100 %

Tables05: Students' English Reading Purposes

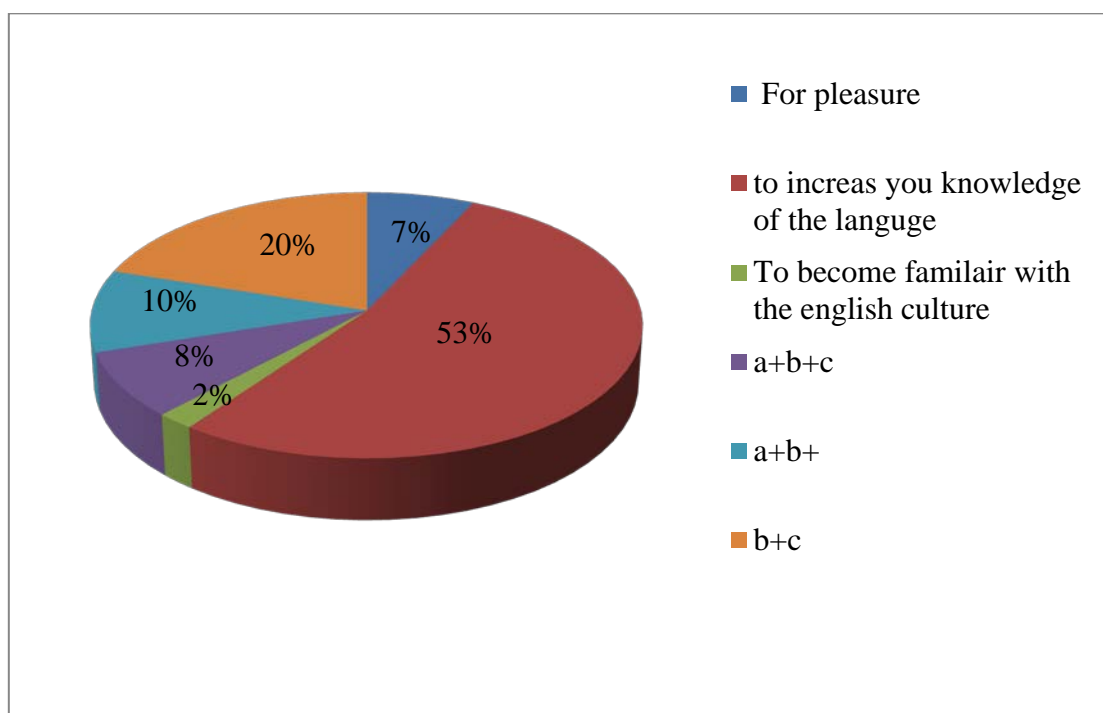


Figure10: Students' English Reading Purposes

The table shows that 4 students representing 7% find reading a pleasurable activity for that they are reading in English, and 32 of them representing 53% interested in reading English because of academic purposes like enhancing their knowledge about the language,

and just one of them 2% s/he used to read in English just to be familiar with English culture. In addition there are 8% representing 5 students choose the three options mentioned in the question, and 10% representing 6 students read in English for pleasure, and for increasing their knowledge about the language. While 12 students representing 20% choose b+c options like it is shown in the table above. Some students' add other purposes for reading in English:

- Five (5) of them said that: they read in English in order to increase their fluency.
- The other Five (5) mentioned that: Vocabulary is important for the lexical range and accuracy. It is important to build clear sentences.
- The last student said: s/he reads in English to pass time.

The result above shows that students enjoy reading in English to improve their language and their level of using it.

Question5: How do you tend to Read in English?

Options	Frequency	Percentage %
a- Word by word.	11	18 %
b- In group of words.	49	82 %
Total	60	100 %

Table06: Students' Ways of English Reading

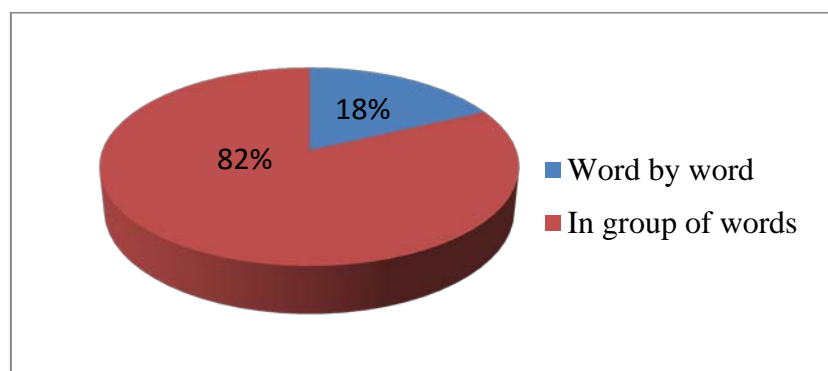


Figure11: Students' Ways of English Reading

The table above shows that 82% of students' are familiar with the English language. They tend to read in group of words. Students who read word by word are statistically represented by 18% or 18 students from 60 students. That is to say most of students' they prefer to read in English using word by word option.

Question6: What makes a text of English difficult for you?" You can tick more than one choice".

-If there are other options please mentioned them?

Options	Frequency	Percentage %
a- When it reflects a culture that is different from yours.	5	8 %
b- When you are unfamiliar with the text.	4	7 %
c- When it contain difficult or unfamiliar words.	31	52 %
a+b	4	7 %
a+c	8	13 %
b+c	8	13 %
Total	60	100 %

Table07: Students' Difficulties in Reading English Texts

According to table 8% of students find English difficult to Read when it reflects a culture which is different from their culture and 7% of them find problems in reading in English when they face unfamiliar texts. The majority of students 52% find a text of English difficult when it contains difficult and unknown words. In addition to this, 7% find Reading English texts difficult if it is unfamiliar to them and when it reflects a different culture. 13% they are facing difficulties in reading English texts when they reflect another culture which is different from theirs, and when the text includes difficult words. 13% of the respondents

report that Reading English texts activity is a hard one when they face unfamiliar texts and when the texts implicate difficult words. Furthermore, none of them mention other options explaining why an English text is difficult for them. In other words the majority of students' find English text difficult for reading when it contain difficult or unfamiliar words for them.

Question7: What helps you to understand what the text is about before you start reading?

Options	Frequency	Percentage %
a- The title.	24	40 %
b- Pictures, diagrams, tables.	7	12 %
c- Your general knowledge of the topic.	11	18 %
a+b	7	12 %
a+c	9	15 %
b+c	2	3 %
Total	60	100%

Table08: Helping Tools in Understanding a Text before Reading It

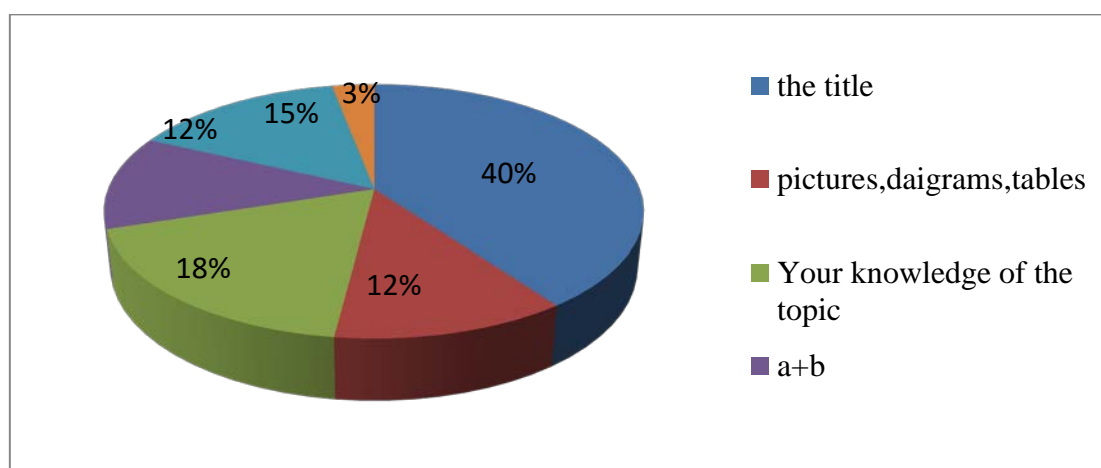


Figure12: Helping Tools in Understanding a Text before Reading It

40% of the students' can understand the text before they start reading it from the title, whereas 12% they are used to comprehend it from the tables, and pictures, in addition, 18% understand a text before they start reading it from their general background about the text. Furthermore, 12% they choose the options a+b like it is shown in the table above, and 15% they choose the option a+c, and the last 2 students' representing 3%, they can understand the text before starting reading it by the tables, picture, and their knowledge about the topic. The majority of students' as is shown in the result above; they can comprehend the text from the title. Here the majority of students' are able of understanding English text from the title, while others they understanding text when they find pictures and tables or when they have general knowledge about the topic.

Question8: when you read for a specific purpose do you use any reading strategies?If yes, which ones do you use?

Options	Frequency	Percentage %
a- Yes	16	27 %
b- No	44	73 %
Total	60	100 %

Table09: Usefulness of Students' Reading Strategies

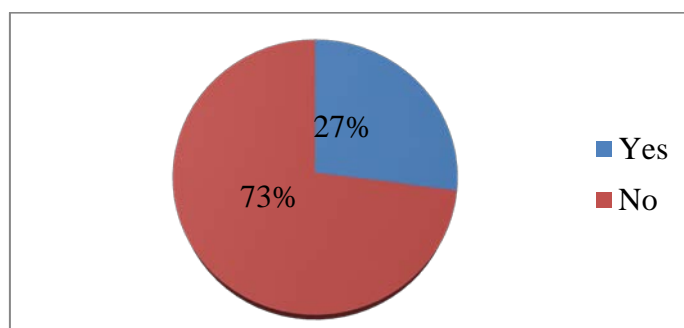


Figure13: Usefulness of Students' Reading Strategies

27% of the learners use strategies when they read for a specific purpose, and 73% do not use any strategy. All the students who choose the option “Yes” mention the used strategies. They are:

- Seven (7) students said that they use summarizing as a strategy for text comprehension.
- Five (5) of them said that they use scanning and skimming strategy for reading comprehension.
- Two (2) of them highlight then simplify difficult terms and new words to aim at text comprehension.
- Only two (2) students set plans.

The data shows that the majority of students don't use strategies when they read. Those who use strategies are most of the time skimming, scanning, or summarizing.

Section Tow: Reading Online Activity and it Influences.

Question9: Do you Read Online?

Options	Frequency	Percentage %
a- Yes	42	70 %
b- No	18	30 %
Total	60	100 %

Table10: Students' Reading Online Preferences

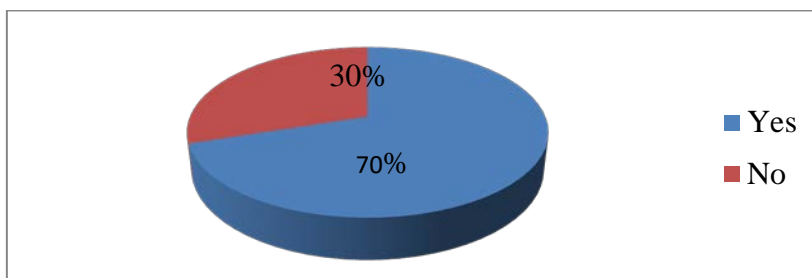


Figure14: Students' Reading Online Preferences

The result in the table above shows that 70% of students prefer to read Online, but 30% of them don't like to do. Almost the majority of students are interested in online reading.

Question10: How do you feel when you read Online?

Options	Frequency	Percentage %
a- Relaxed	31	52 %
b- Lost	29	48 %
Total	60	100 %

Table11: Psychological Nature of Students' During Online Reading

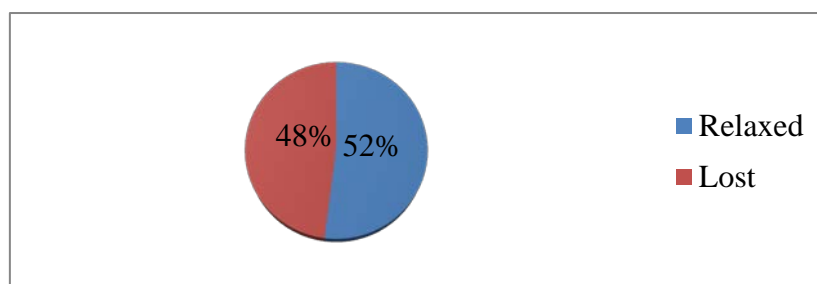


Figure 15: Psychological Nature of Students' During Online Reading

The result above revealed that 52% of the students feel relaxed when they read Online, but 48% of them feel lost. The readers face problems while manipulating the devices or the tools they use while reading online. For that, the results are quite the same.

Question11: Do you find Online Reading easy and enjoyable?

Options	Frequency	Percentage %
a- Always	30	50 %
b- Sometimes	18	30 %
c- Rarely	12	20 %
Total	60	100

Table12: Reading Online Frequency

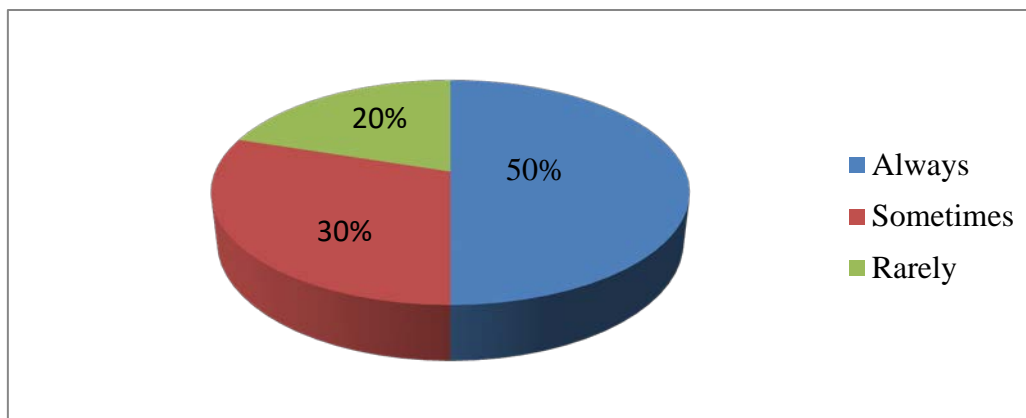


Figure16: Reading Online Frequency

If we consider table 11, we notice that 50% of the students find online reading easy and enjoyable, 30% occasionally find Online Reading easy and enjoyable. Moreover 12% find online reading a hard activity. Thus, they lose the joy of online reading. Half of the sample tend to entertain when they read online.

Question12: Do you think that Online Reading Influences your writing abilities?

Options	Frequency	Percentage %
a- Always	14	23 %
b- Sometimes	37	62 %
c- Rarely	9	15 %
Total	60	100 %

Table13:Reading Online Influences on Writing Skills

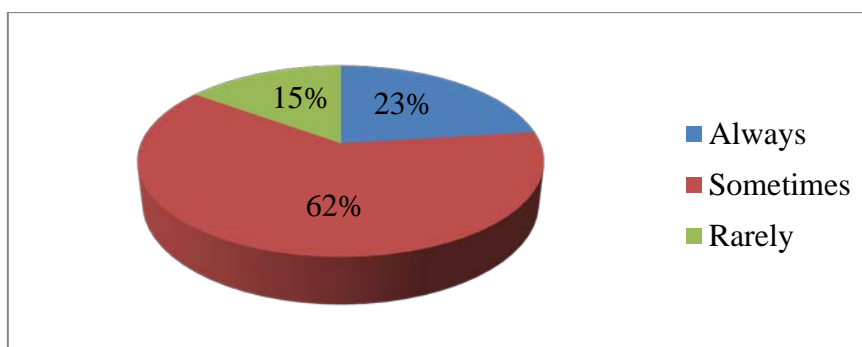


Figure17:Reading online influences on writing skills

The writing skill of all students is influenced by Online Reading processes. 14 students what represent 23% considers online reading as the first cause behind their improvement in the writing skills 62% of the students consider that online reading is sometimes the cause behind their improvement in writing. 15% of the sample says that online reading is rarely the cause behind their writing improvement. Students' here most of them are rarely influenced by online reading in enhancing their writing skills and abilities.

Question13: Do Online Reading help you to connect and improve your schema of thinking?

Options	Frequency	Percentage %
a- Yes	43	72 %
b- No	17	28 %
Total	60	100 %

Table14: Changing of Schema of Thought during Online Reading

The results of the analysis show that 43 respondents representing 72% consider online reading as the cause behind the improvement in their communication abilities and the development in their schema of thought. 28% of the respondents don't feel that online reading is a support in communication, and schema development.

The majority of students agree that Online Reading supports their communication abilities and develops their schemas of thought what would be represented in language performance.

Question14: Do you use specific strategies' when you are reading Online?

Options	Frequency	Percentage %
a- Yes	18	30 %
b- No	42	70 %
Total	60	100 %

Table15: Students' use of Online Reading Strategies'

30% which represents 18 students use specific strategies when they read online. 42 students representing 70% don't use any strategy when they read online. Most of students do not use reading strategies because they are not familiar with them or they just read for pleasure and not for academic purposes.

Question15: Does Online Reading influence your personality and your behaviour?

Options	Frequency	Percentage %
a- Yes	34	57 %
b- No	26	43%
Total	60	100 %

Table16: Online Reading and Learners' Personality and Behaviour

34 respondents representing 57% give a yes answer but 43% representing 26 respondents give a no answer. Online reading influences reader personality and behaviour because of hypertext format.

Question16: what are your Reading preferences?

Options	Frequency	Percentage %
a- Reading Online	35	58 %
b- Reading on papers	25	42 %
Total	60	100 %

Table17: Learners' Reading Preference

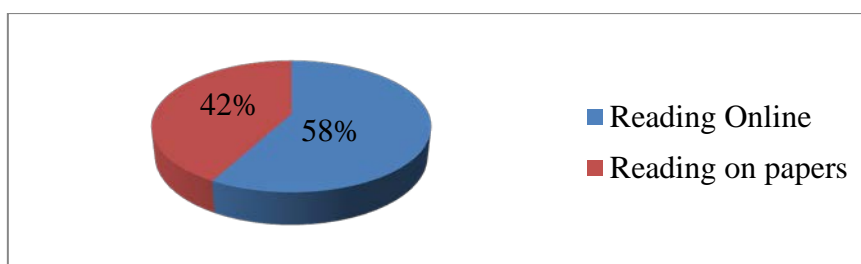


Figure 18: learners' Reading Preferences

The table above shows that 58% of the students prefer to read online and 42% like reading on papers. The data confirms that Online Reading is preferable for the students because they enjoy reading in digital space, and the hyperlinks facilitate for them the reading activity.

Question17: Do you think that Online Reading is efficient in developing Reading Proficiency?

Options	Frequency	Percentage %
a- Yes	41	68 %
b- No	19	32 %
Total	60	100 %

Table18: Learners' Opinions of Online Reading Efficiency

The majority of respondents picks “yes” as an answer that suits their opinion; 41 respondents which represents 68%. While 19 respondents which represent 32% answers “no”. Hypertext format helps readers to interact with the text. That develops their reading proficiency .

Question18: Do you think that Online Reading changes your schema of thought and improves your vocabulary?

Options	Frequency	Percentage %
a- Yes	43	72 %
b- No	17	28 %
Total	60	100 %

Table19: Vocabulary and Comprehension Improvement in Online Reading

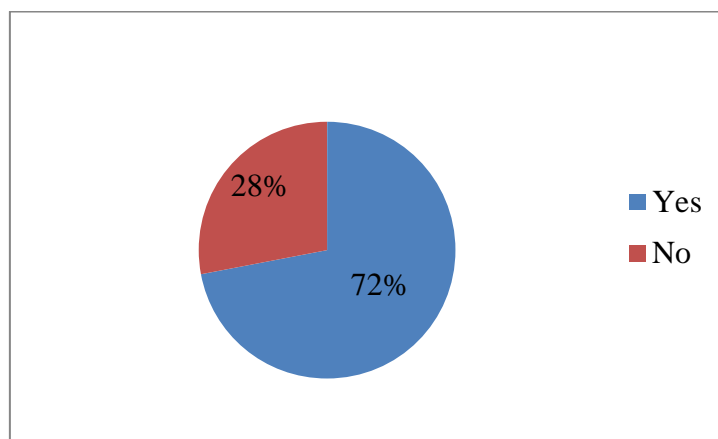


Figure19: Vocabulary and Comprehension Improvement in Online Reading

The table above shows that 72% representing 43 students answer yes while 17 respondent representing 28% pick no answer. Online reading changes learners’ schema of thought and improves their vocabulary because hyperlinks give them the opportunity to face new vocabulary while reading.

Question19: Does Online Reading motivate you to develop better Reading process?

Options	Frequency	Percentage %
a- Yes	43	72 %
b- No	17	28 %
Total	60	100 %

Table20: Online Reading and Comprehension Enhancement

The results shown in the table above show that 72%, representing 43 students gives, yes answer, while 17 students representing 28% answer no. Multimedia support reading comprehension.

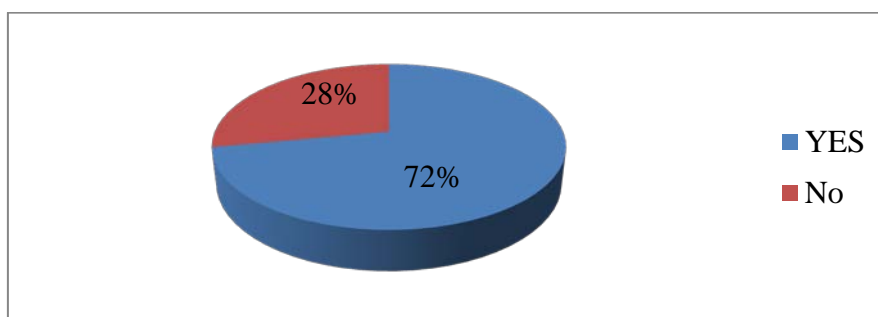


Figure 20: Online Reading and Comprehension Enhancement

Question20: Does Internet provide support for your Reading comprehension and proficiency?

Options	Frequency	Percentage %
a- Yes	45	75 %
b- No	15	25 %
Total	60	100 %

Table21: The Internet Support in Improving Learners' Comprehension and Proficiency

45 respondents representing 75% reply yes while 25% representing 15 students reply no. The majority of students are convinced that internet gives support to reading comprehension.

2. Teachers' Questionnaire

2.1. Description of Teachers' Questionnaire

A Questionnaire has been administered to 20 teachers of English in Mila University Center to have an idea about their experience with Online Reading and how it influences them and their way of teaching in classrooms. The teachers were asked to choose answers that go hand in hand with their points of view. The questionnaire contains three sections and 12 questions. The first section (Q1-2) provides some background information about the teachers; the second section (Q3-5) describes teachers' traditional reading experience and the third section (Q6- Q12) investigates teachers' roles in helping and encouraging students to read online.

2.2. Aim of Teachers' Questionnaire

This questionnaire is concerned with the teachers of English. It is administered to collect some quantitative information about their perception of online reading, how it helps them in classroom management and whether it improves their students' skills.

2.3. Analysis of Teachers' Questionnaire

The analysis of Teachers' questionnaire has been done by using scientific package of EXCEL. The data are presented by both tables and figures.

Section one: Background information

The purpose of this section is to collect some background information about the teachers; their graduation level and their academic experience.

Question1: Do you hold the:

Options	Frequency	Percentage %
a- License Degree	00	00 %
b- Master's Degree	16	80 %
c- Magister Degree	00	00 %
d- Doctorate Degree	4	20 %
Total	20	100 %

Table22: Teachers' Qualification

The table above shows that there are 16 teachers represented in 80% have Master degree. 20% representing 4 teachers have Doctorate degree. No one of them has License and Magister degree.

Question2: How long have you been teaching English?

Number of teachers	Number of years	Percentage %
1	4	5 %
1	6	5 %
1	12	5 %
2	7	10 %
2	10	10 %
3	3	15 %
4	2	20 %
6	1	30 %
Total	20	100 %

Table23: Teachers' Experience

The table above shows that there is 1 teacher presented 5% have been teaching for 4 years, and another teacher presenting 5% thought 6 years; whereas 1 teacher presenting the same percent has been teach for 12 years; in addition, 2 teachers presenting 10% they experience teaching for 7 year , and another 2 teachers presenting 10% they teach for 10 years, while 3 teachers presenting 15% teaching for 3 years, and other 4 teachers presenting 20% they was teaching for 4 year, and they remain 6 teachers presenting 30% have just one year of experience .

Section tow: Reading Traditional Books

This section aim is to investigate teachers experience with reading on papers.

Question3: Do you often read linear (traditionally) text?

Options	Frequency	Percentage %
8 Yes	18	90 %
9 No	2	10 %
Total	20	100 %

Table24: Reading Linear Text

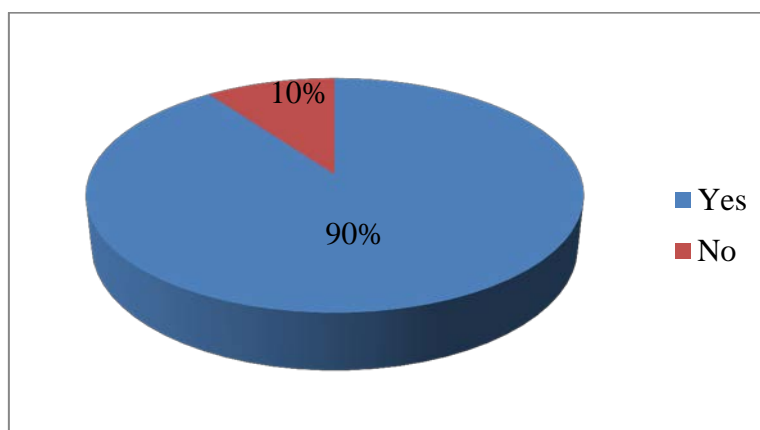


Figure21: Reading Linear Text

18 teachers represent 90% answer 'yes', while 2 teachers representing 10% answer no. The result shows that most of the teachers are addicted to reading on papers.

Question4: Is linear text reading interactive for you?

Options	Frequency	Percentage %
a- Yes	16	80%
b- No	4	20%
Total	20	100 %

Table25: Interactivity of Reading Linear Text

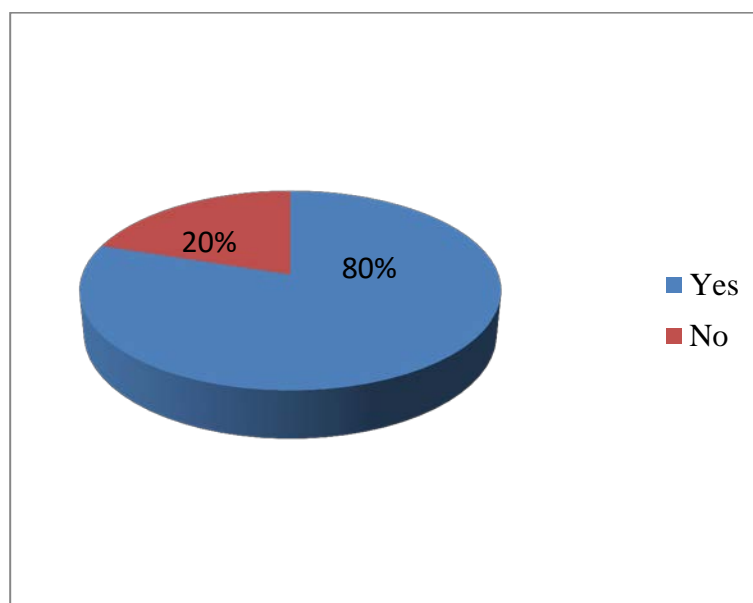


Figure22: Interactivity of Reading Linear Text

According to the table above, 16 teachers representing 80% choose a yes answer, whereas 4 of them representing 20% choose a no answer. Teachers consider linear text reading as an interactive activity.

Question5: While reading traditionally do you look for multimedia support to understand?

Options	Frequency	Percentage %
a- Yes	13	65%
b- No	7	35%
Total	20	100 %

Table26: Multimedia as a Support for Reading Comprehension

13 teachers representing 65% give a positive reply “yes”. 7 teachers represented in 35% reply negatively “no”. Multimedia use during traditional reading helps teachers in text comprehension.

Section three: Teachers’ Roles in the Enhancement of Online Reading for Students.

This section aim is to investigate the impact of online reading on teachers, and the role of them in improving online reading for students in classrooms.

Question6: Do you read online?

Options	Frequency	Percentage %
a- Yes	20	100 %
b- No	00	00 %
Total	20	100 %

Table27: Teachers Reading Online Preferences

All teachers give a yes answer as it is shown in the table above 100%. This result shows teachers' interest about technology use for learning and teaching. It is an indication that technology use is of a great help for them both on their personal and professional levels.

Question 7: What kind of tools or devices do you use to read online?

Options	Frequency	Percentage %
a- Computer and world wide web	1	5 %
b- Hypertext and hypermedia	00	00 %
c- Electronic readers like kindles and eBooks	1	5 %
d- Smartphone's	1	5 %
a+c	4	20 %
a+d	3	15 %
c+d	1	5 %
a+b+c+d	6	30 %
a+c+d	3	15 %
Total	20	100 %

Table28: The Reading Tools used in Online Reading by Teachers

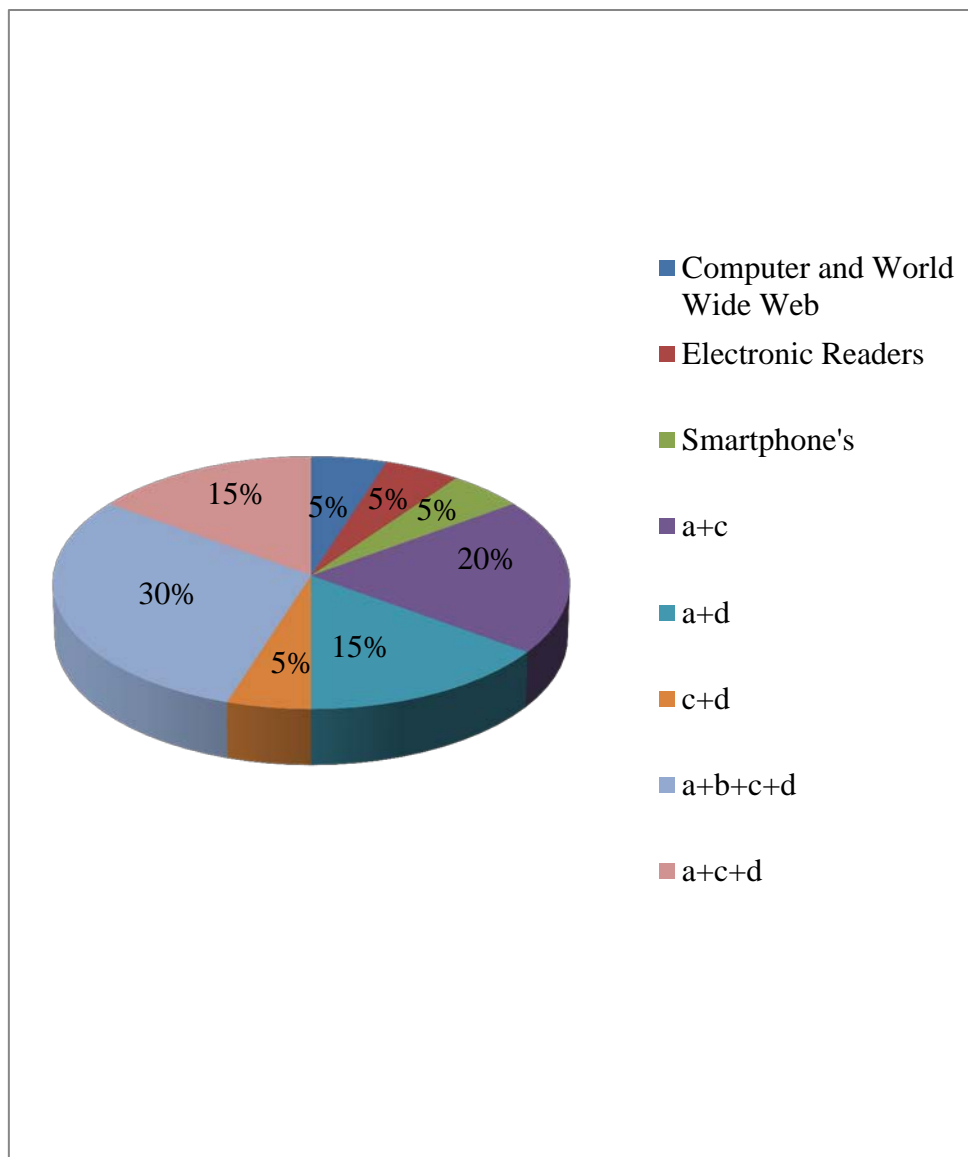


Figure23: The Reading Tools used in Online Reading by Teachers

5% represented with 1 teacher uses computer and World Wide Web, one other teacher 5% uses electronic readers, an another teacher 5% uses Smartphone for online reading. There are 4 teachers representing 20% use computer, World Wide Web and electronic readers at the same time. 3 teachers representing 15% use Smartphone, computer and World Wide Web together. 1 teacher representing 5% uses just electronic readers and Smartphone. 6 teachers representing 30% use all the tools and devices mentioned in the table. Just 3 teachers representing 15% use all the tools mentioned in the table except hypertext and hypermedia. And none of them use hypertext and hypermedia alone.

Question8: Are you interested in your students manipulating online reading devices and tools?

Options	Frequency	Percentage %
a- Yes	16	80 %
b- No	4	20 %
Total	20	100 %

Table29: Teachers Interest of Students Manipulation of Online Reading

Tools

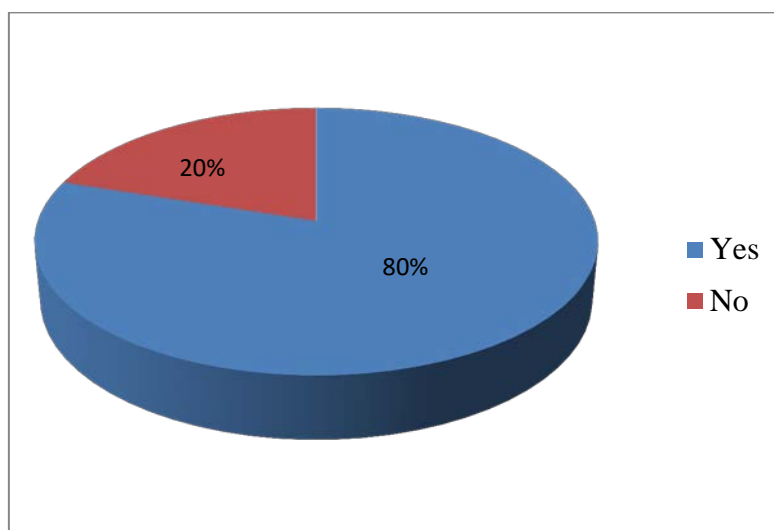


Figure24: Teachers Interest of Students Manipulation of Online Reading

Tools

In the table above, 80% represented by 16 teachers choose yes answer, while 4 of them representing 20% choose no answer.

The majority of teachers help their students in classrooms to know how to use online reading tools and devices.

Question 9: Is hypertext an interactive text for you and for your students?

Options	Frequency	Percentage %
a- Yes	12	60%
b- No	8	40 %
Total	20	100 %

Table30: Interactivity of Hypertext for Teachers and Students

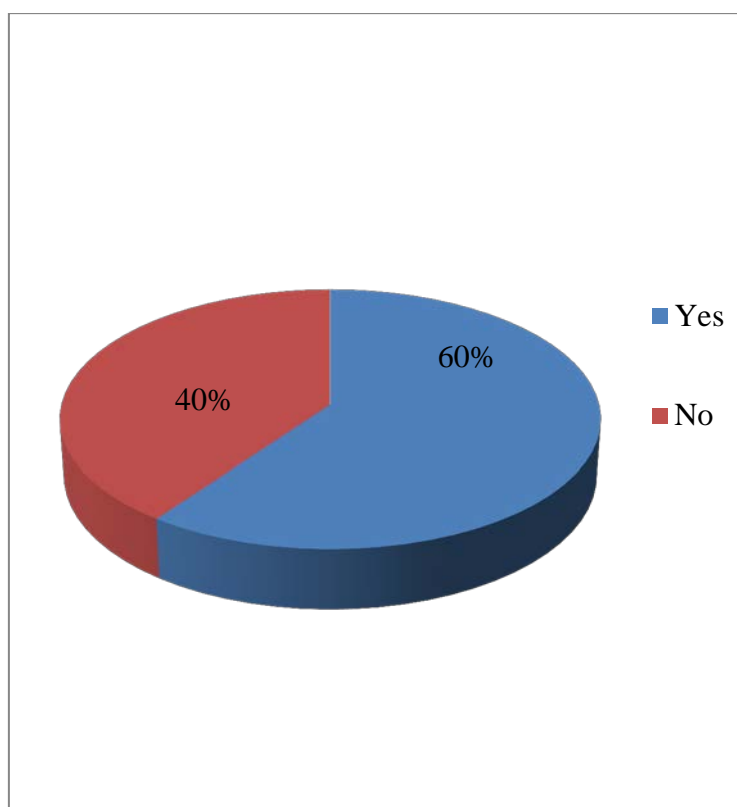


Figure25: Interactivity of Hypertext for Teachers and Students

The result in the table above state that 12 respondents representing 60% pick up yes, while 40% represented by 8 respondents pick up no.

According to the answers of teachers, hypertext is an interactive reading medium both for them and for their students because it allows for text reader communication

Question10: Does online reading motivate you, and influence your way of presenting lessons in classrooms?

Options	Frequency	Percentage %
a- Yes	17	85%
b- No	3	15%
Total	20	100 %

Table31: The Role of Hypertext in motivation and Lesson Presentation

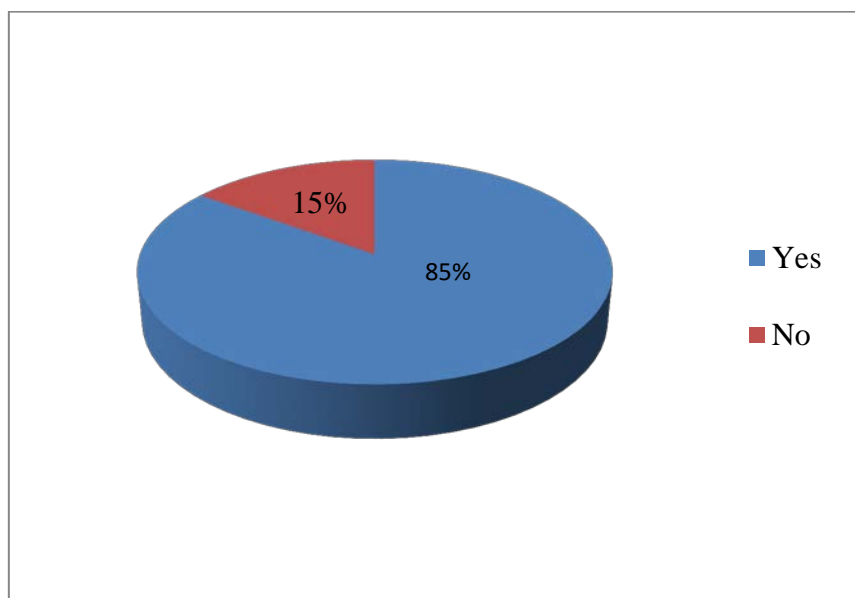


Figure26: The Role of Hypertext in Motivation and Lesson Presentation

The table above shows that 85% representing 17 teachers give the answer yes. 3 teachers represented in 15% answer no.

The majority of teachers are influenced by the experience of hypertext reading because it helps them to manage their classrooms as it motivates them and their learners thanks to its characteristics.

Question11: Do you use specific strategies while you read online?

Options	Frequency	Percentage %
a- Yes	11	55 %
b- No	9	45%
Total	20	100 %

Table32: The Used Strategies when Reading Online

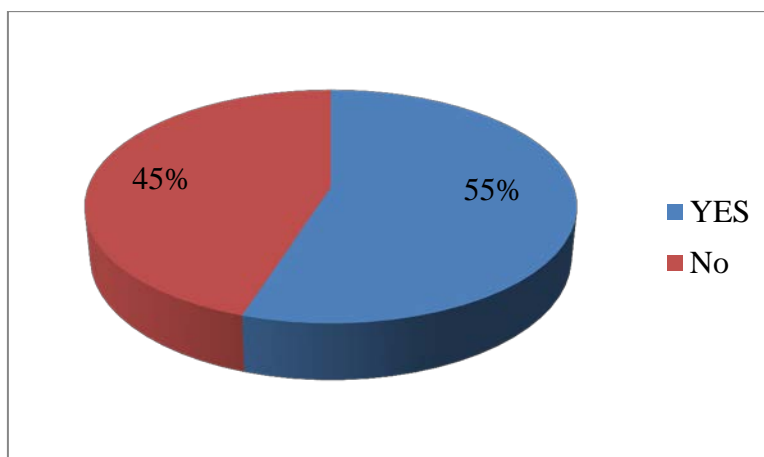


Figure27: The Used Strategies when Reading Online

The table above shows that 55% representing 11 teachers pick a yes answer, while 9 teachers representing 45% choose a no answer.

This result indicates that hypertext demands specific reading strategies use to be processed for 11 teachers. For other 9 teachers, hypertext reading needs traditional reading strategies to be looked through. Put differently, teachers do not always highlight the use of specific strategies for online reading. Rather, the use of traditional reading strategies is enough.

Question12: Do you ask your students to use any of these strategies while they are reading online?

	Options	Frequency	Percentage %
a-	Yes	10	50 %
b-	No	10	50 %
	Total	20	100 %

Table33: Teachers' Recommendations about Strategy use in Online

Reading

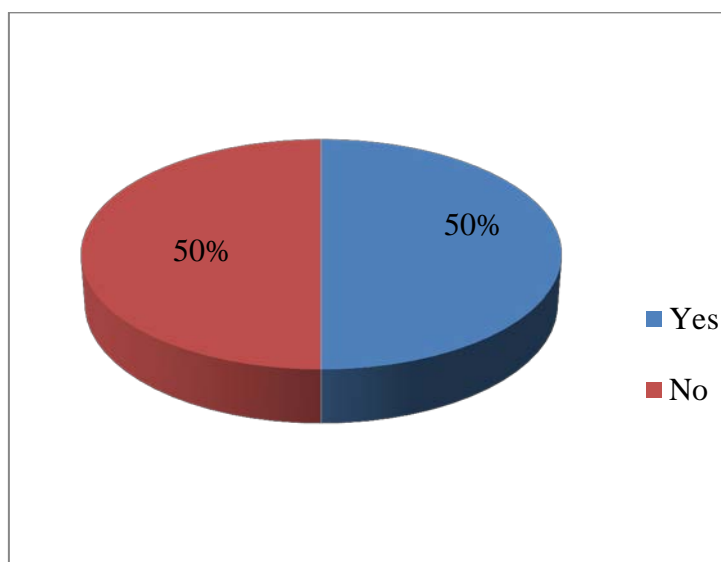


Figure28: Teachers' Recommendations about Strategy use in Online

Reading

The table above shows that 10 teachers representing 50% reply positively yes. The second half reply negatively no.

The Teachers who give a yes answer specify which strategies they ask their student to use like:

- 4 Teachers ask learners to use summarizing, skimming and scanning strategies.
- 2 teachers ask their students to use online dictionaries and podcast in order to understand better and to listen and read at the same time.
- The other 3 teachers ask them to take notes, and explain new and difficult words in addition to paraphrasing.
- One teacher gives a very genius answer saying:” I think that the strategies that students use when reading printed books can also be used when reading online like inference, making guesses, using world knowledge and background knowledge to understand new digital text. These strategies and others can help them to speed up reading. In addition to, for example, consulting both teacher and peer.”

Different answers with different strategies are given to answer this question. This indicates individual differences in reading strategy use.

3. Discussion

After the analysis of the questionnaire’s results, an idea about the way learners and teachers perceive online reading processes and their influence on learner’s literary traditions was established. A comparison between the two questionnaires is made to know to what extent the two answers match. It was apparent from both teachers and students’ answers that they do not only have a positive perception about online reading processes but also know that these processes have an effect on their reading performance.

Knowing the characteristics of hypertext and manipulating online reading skills and strategies is the responsibility of both teachers and learners; first, how these skills and strategies are implemented and then to guide learners while they apply them in their reading. The study shows that 70% of students do not use reading strategies neither online nor traditional; it may be due to teachers’ neglect of reading strategies, or because teachers do

teach reading strategies implicitly. 75% of the respondents are for the idea that internet supports and enhances reading comprehension through multimedia use. Both teachers and students appreciate the use of hypertext and do largely agree that it has a great influence on their literary practices though they practically read traditionally.

4. Recommendations and Suggestions

The main aim of this work was to investigate students' perceptions about the implementation of online reading strategies in online reading and if these strategies have a positive effect on learners' reading traditions. After the analysis of the questionnaire's results, an idea about the way learners and teachers perceive online reading processes and their influence on learner's literary traditions was established. A comparison between the two questionnaires is made to know to what extent the two answers match. It was apparent in the light of what has been presented in chapter one (An Overview of Online Reading), chapter two (Traditional Processes in Approaching a Literary Text), chapter three (Towards New Literary Practices) and chapter four (Field Investigation) the following suggestions are proposed to both learners and teachers:

Learners should:

- Be aware of the fact that reading can bring benefits to their linguistic knowledge.
- Be aware of the newness online reading brings to literary practices
- Be aware of the importance of online reading strategies and skills in a successful text comprehension.

Teachers should:

- Set clear criteria to evaluate their students' reading ability in order to provide effective tools to help them become more effective readers.

- Raise their students' awareness about the importance of the use of reading strategies and skills in successful text comprehension.
- Highlight the support which hypertext can give to their students during online reading.
- Raise their students' awareness of the specificities of hypertext. Therefore, new literary practices are recommended.

5. Limitations of the Study

This study had encountered many limitations. The most significant was the administration of the learners' questionnaires. Only 60 learners were given the questionnaire and accepted to answer it. Others were not free because of their studies. In addition to the fact that reading is not taught in EFL classrooms. So, it was difficult to ask both students and teachers about something that is not implemented in the classrooms. This study failed to conduct plenty of information about the influences of online reading on student's practices because of some many difficulties like the lack of tools and time, and also because teachers are always teaching and they do not have time even to answer the questionnaire given to them.

Conclusion

This chapter was established to confirm or reject the hypothesis. It seeks to investigate whether online reading would enhance the reading comprehension performance of foreign language students. The outcomes of the tools used, that is, the teachers' and students' questionnaires reveal that students have a negative perception of online reading strategy use. Furthermore, they are sure about the support hypertext can give to their reading comprehension. Teachers should be more effective regarding online reading strategy modeling, and the use of hypertext as a support for comprehension.

General conclusion

The use of computers in education is an important topic in discussion about language teaching methods. Research on the effectiveness of new technologies in education is an ongoing process. Negative attitudes have been changed as it has proved success. Reading is one field which has been altered by technology development. So, a new form of text ; hypertext, is born.

Traditional writings are linear, thus a line of symbols is read sequentially. They have only one dimension, namely length, and they are permanently static. In the case of electronic texts we deal with hypertext, which entails strategic and critical reading, as the learner has to move on different levels of the text by choosing electronic links. Thus, electronic texts are dynamic and manipulable. Printed texts are accompanied by static graphics and sometimes glosses. Hypertext incorporates both static and moving pictures, sound, glosses or on-line dictionaries. Therefore, e-reading is a more active activity, involves more flexible reading strategies, as the reader has to assess the significance of the multiplicity of material he comes across. Moreover, reading electronic texts means an interaction between a text and the reader, as the reader can request a context-specific definition of difficult words provided by accompanying dictionary or glossary. Thus, the reader is given an immediate feedback, which enhances comprehension.

The increasing use of e-texts suggests that educators should think about incorporating the activities developing electronic literacy into school curriculum. Since printed texts still prevail, the activities should relate to print-based literacy, they should help the reader notice the differences between the two types of literacy, and promote the electronic one. To become electronically literate, one has to become acquainted with the nonlinear, non sequential text structures that are characteristics for electronic texts, and to develop appropriate strategies for reading and writing such texts

To conclude, modern literacy is expanded to include reading and writing electronic texts. One has to keep in mind that nowadays reading is not what it used to be.

List of references

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Appendices

Appendix 1: Students' Questionnaire

You are kindly invited to participate in this research work by filling up this questionnaire with utmost honesty. Please, tick the right box (✓) or provide a full statement when necessary. Please feel free to share your opinion. Thank you very much indeed.

Section One: General information about Reading on papers.

1. Do you like Reading ?

a- Yes

b-No

2. How often do you read?

a - Frequently

b- sometimes

c - Rarely

3. In which language do you prefer to read?

a -English

b -Arabic

c - French

4. Why do you read in English?

a. For pleasure.

b. To increase your knowledge of the language.

c. To become familiar with the English culture.

d. Others please specify.

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5. How do you tend to read in English?

a. Word by word.

b. In group of words.

11. Do you find online reading easy and enjoyable?

a- Always b-Sometimes c-Rarely

12. Do you think that online reading influences your writing abilities?

a-Always b -Sometimes c-Rarely

13. Do online readings help you to connect and improve your schema of thinking?

a- Yes b-No

14. Do you use specific strategies when you are reading online?

a- Yes b-No

15. Does online reading influence your personality and your behaviour?

a- Yes b- No

16. What is your reading preference?

a- Reading online b- Reading on papers

17. Do you think that online reading is efficient in developing reading proficiency?

a- Yes b-No

18. Do you think that online reading change your schema of thought and improve your vocabulary and comprehension?

a- Yes b- No

19. Does online reading motivate you to develop better reading processes?

a- Yes b- No

20. Does the internet provide support for your reading comprehension and proficiency?

a-Yes b-No

Thank you for precious collaboration.

Appendix 2: Teachers' Questionnaire

You are kindly invited to participate in this research work by filling up this questionnaire with utmost honesty. Its aim is to investigate the influence of online reading on students' literary tradition. Please, tick the right box (✓) or provide a full statement when necessary. Please feel free to share your opinion.

Thank you very much indeed.

Section One: Background Information

1. Do you hold the:

a- License Degree

b- Master's Degree

c- Magister Degree

d- Doctorate Degree

2. How long have you been teaching English?

.....years

Section two: Reading Traditional Books

3. Do you often Read Traditional Text?

a-Yes

b- No

4. Is linear (traditional) text reading interactive for you?

a-Yes

b- No

5. While Reading traditionally do you look for multimedia support to understand?

a-Yes

b-No

Section three: the Teachers' Roles in the Enhancement of Online Reading for Students.

6. Do you Read Online?

a- Yes

b- No

7. What kinds of tools or devices do you use to read online or to read in online environment?

a. Computers and world wide web

b. Hypertext and hypermedia

c. Electronic readers like kindles and Electronic books

d. Smart phones

e. Others please mention them

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8. Are you interested in your students manipulating online reading devices and tools?

a- Yes

b- No

9. Is Hypertext an interactive text for you, and for your students?

a-Yes

b-No

10. Does Online Reading motivate you, and Influence your way of presenting lessons in classrooms?

a-Yes

b- No

11. Do you use any specific strategies while you read online?

a-Yes

b- No

12. Do you ask your students to use any of those strategies while they are reading Online?

a-Yes

b- No

- If yes please what are these strategies?

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.....

Thanks for your precious help.

الملخص

أصبح معروفا لدى الكل الاستعمال الواسع للإنترنت في كل مجالات الحياة. بما أن الإنترنت ذات محتوى مكتوب، فإن التعامل معها يتطلب قراء أكفاء. القراءة مهارة صعبة الاكتساب، حيث يواجه الطلاب صعوبات في فهم المكتوب سواء كانوا أمام نص إلكتروني. تطور الإنترنت كان سببا في تطور مهارة القراءة وعزز أهميتها. لمناقشة هذا الموضوع كان هذا البحث لتوعية الطلبة وأساتذتهم حول القراءة الإلكترونية وتأثيرها على تقاليدهم الأدبية. كانت فرضية البحث أن عمليات فهم النص الإلكتروني لها تأثيرا فعلا على عمليات فهم النص الأدبي التقليدي. لمعرفة مدى صحة هذه الفرضية وزع استبيانان: الأول للأساتذة والثاني للطلبة. كان الهدف من استبيان الأساتذة معرفة آرائهم حول استعمال القراءة الإلكترونية وهل يحسسون طلبتهم حول أهمية مهارات القراءة الإلكترونية والعمليات التي يقومون بها لفهم النص الإلكتروني. الاستبيان الذي وزع على الطلبة كان الهدف منه معرفة مدى تفعيل الطلبة للقراءة الإلكترونية. بين البحث أن لطلبة المركز الجامعي ميلا وأساتذتهم آراء إيجابية حول القراءة الإلكترونية كما أظهر ضرورة الانتباه لأهمية القراءة الإلكترونية والتخطيط لتطبيقها على أرض الواقع في المركز الجامعي ميلا وهذا لأن الطلبة وأساتذتهم أبدوا استعدادا لذلك.

