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**Students' Perceptions towards Reading English  
Printed and Digital Materials**

The case of study: students of English at Bejaia's university

**A Dissertation Submitted in Partial Fulfilment  
of the Requirements for a Master's Degree in Linguistics at  
Bejaia's University.**

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## Dedication

*I dedicate this modest work to my beloved parents who believed in me, for their emotional support and financial assistance through my whole learning career. May Allah bless both of them.*

*Also I dedicate this work to my lovely brother Mohend, and to my dearest sisters Linda, Nassima, Karima and to all my family members, and my closest friends who encouraged me to accomplish this work.*

*Dihia*

## Dedication

*I dedicate this work to my beloved parents ALI and DJAOUIDA, to whom I owe everything special in my life, they were behind every success. I would love to thank them for the unconditional support and encouragement.*

*I also, would like to dedicate this work to my brothers NADJIB and MAZIGH, and my sisters NASSIMA and SAMIRA.*

*You are the best family a daughter can ask for!*

*Sabrina*

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## Abstract

The present study seeks to analyze the students' perceptions toward reading English printed and digital materials. It aims at discovering the type of reading materials that are adopted and preferred by the students, in addition to the reasons that stand behind their preference to a specific reading material. In this regard, (63) LMD students at the department of English language, University of Bejaia were chosen randomly and fairly from each level as a sample of our research. On this basis, we hypothesized that learners prefer reading digital materials rather than printed materials. In order to confirm or reject our hypothesis, and respond to our research questions, the current study went through a mixed methodology by combining between both quantitative and qualitative methods. For the sake of collecting data a student's questionnaire was adopted, this later consists of close-ended, open-ended, and a multiple choice questions. The results driven from the data collected reveal that students prefer using both printed and digital materials while reading. Accordingly, our hypothesis is rejected and our research questions ended by answers. As a result, printed and digital materials for reading goes together, the reader cannot depend on one type over the other. Both types of reading materials are interesting and helpful depending on the situation the reader is in.

**Key words:** students' preferences, reading printed material, reading digital material

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## List of Abbreviations

EFL: English as a Foreign Language

LMD: License, Master, Doctorate

Q: Question

%: percentage

# General Introduction

## General introduction

### Introduction

Relying on pedagogical materials is of great importance in the learning process of any student. These teaching aids are used either by teachers or by learners to obtain information and improve their knowledge about specific subjects. Two types of materials are mostly used by learners and teachers in learning and teaching: printed material and digital material. The former is related to any paper that went through the process of printing such as books, magazines, journals, newspapers, while the latter concerns every material that is stored inside technological devices such as e-books, internet articles, videos. Students' perceptions towards these materials differ from one to another for different reasons. This research aims at investigating these perceptions and the reasons behind students' preferences

#### 1. Statement of the Problem

Learning styles and preferences differ from one student to another according to their personal attitudes and needs. Moreover the selection of the material is significant to the learning and teaching process because of the impact it has on the students' learning. One major difficulty is the material choice (by the teacher) that suits the learners. Another difficulty lays in the reasons behind students' preferences that seem to be selected randomly by some and specifically by others.

#### 2. Research Questions

2.1. What are students' preferences about the reading material?

2.2. What are the reasons behind these preferences?

#### 3. Research Hypothesis

Reading is an essential skill for the learning process, in order to improve learning and make it efficient, the teacher should select the appropriate material to be read according to learners' needs and preferences. Consequently, we set the following hypothesis:

**We hypothesize that learners prefer reading digital materials rather than printed materials.**

#### 4. Research Aims

This research sets out:

## General Introduction

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- To discover students' preferences and choices of the reading material type.
- To pinpoint the reasons that stand behind their preferences.

### **5. Population and Sample**

The sample upon which the study is based has been selected from all the LMD students at the department of English language, university of Bejaia, registered in the academic year 2019/2020. Our sample includes 63 students who are chosen randomly and fairly from each level. The reason behind selecting students from all levels is that we wanted to make all English students participate in our research. Furthermore, we have chosen participants from the advanced levels such as master one and master two because they are more concerned with presentations and thesis for master two, thus they need reading different materials to obtain information for their research as we have also opted for beginners because they are building new background. Hence, our data touch both experts and non experts in reading skill; a fact that strengthens the validity of the data. Hence, it can be said that this sample would permit the researchers to generalize the results to the whole population.

### **6. Research Method**

The current study follows descriptive statistical quantitative and qualitative methods to identify, analyze and describe factors contributing to reading skill, printed reading materials, digital reading materials and students' perceptions towards these types of reading materials.

The descriptive study, then, is designed to describe, explain and validate research findings as well as analyze the gathered data from close-ended, open-ended and multiple choice questions. This carries through administering and analyzing the students' questionnaire which would answer our questions and fulfill the objectives of the study. Thus the mixed method is adopted.

### **7. Significance of the Study**

The present study is conducted to investigate the students' perceptions toward printed and digital reading materials. It is significant as it describes the shift from reading printed materials to reading electronic materials due to technology. It also tries to display the printed and digital reading materials' main characteristics and strengths that may attract the attention of the readers. In addition, the results of the study would inspire other studies and help readers to understand how electronic and paper-based materials for reading can be effective for their

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reading process. Therefore, this study may help them to decide which type of reading is better and which one can be more useful for their reading.

### **8. Structure of the Study**

This dissertation is composed of two main chapters. The first one is entitled literature review. It is divided into three sections; the first one “reading” involves some definitions of the term reading, its types and strategies. The second section which is entitled “printed reading materials” tackles the definition of print-based materials, types, advantages and disadvantages. The last section in this chapter labeled “digital reading materials” that deals with the definition of electronic reading materials, types, strengths and weaknesses of this type of reading materials. The second chapter is devoted to “the investigation field” which involves the description and analysis of the students’ questionnaire and the interpretation of the results and findings. It concludes with some pedagogical implications and suggestions for further research.



# Chapter One

## Theoretical Background

# Chapter One: Theoretical background

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## Chapter One

The present chapter entitled theoretical background is divided into three sections. The first one is devoted to reading skill in general. The second one seeks to shed light on the printed reading materials and its types. While, the last section aims at introducing the digital reading materials, and elements that are related to.

### Section One

#### Reading skill

##### Introduction

Reading is one of the complex and important skills of language (Potts, 2012, P.15). It is said to be complex because it is an activity that takes place in the brain; thus abstract. Moreover; it is an activity that has more than one action inside, i.e. reading stands on decoding, understanding, and interpreting the text. It also is important because, in addition to teaching listening, speaking, writing, reading is a very powerful tool for obtaining a wide range of specific information. Therefore reading has an influential role in student's performance.

##### 1. Definition of Reading

Reading is almost defined by many researchers from various disciplines according to each one's perspective. Scholars gave different definitions for the term reading because each is focusing on a particular component of the reading process (Romero & Romero). According to Urquhart and Weir (1998, P. 37): "reading can clearly be viewed as a cognitive activity; it largely takes place in the mind, and the physical manifestation of the activity, eye movements, sub vocalization, etc., is comparatively superficial". That is to say, the act of reading is not limited to the surface manifestation of the activity; however, it is more abstract hence it is mostly controlled by the mind. Another point of view is given by Romero and Romero (1985, P.1) where they defined reading as the involvement of a code that has to be interpreted for meaning.

Moreover; Fischer (2003) said that:

*Yet reading embraces so much more than work or web, what music is to the spirit, reading is to the mind. Reading challenges empowers, bewitches, enriches. We perceive little black marks on white paper or a PC screen and they move us to tears, open up our lives to new insights and understanding, inspire us, organize our existence and connect us with all creation.( p.7)*

# Chapter One: Theoretical background

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This definition treats the term reading in a different way. The author claimed that reading is a food with which the reader feeds his mind and emotions. More likely, it is an activity that enriches one's own mind.

To sum up, Romero & Romero (1985) declared that despite of the differences of opinion about a precise definition of the term "reading"; researchers agree that reading is decoding written symbols from a printed page, or the process of communication between author and reader.

## **2. Reading Skills**

Oxford (2011, p.14) stated that "skills are automatic and out of awareness" (as cited in watkniss (1918, p.57)) abilities are gained automatically. Reading skill is the ability of the individual to comprehend and understand a written language; it enables the readers to comprehend the written work in a short period of time. Learners develop the skill by practicing the reading habits. According to Bhardwaj (2004, p.14), "Efficient reading depends upon rapidity in seeing and recognizing printed symbols as well as upon accurate comprehension of their meaning". This means that the readers practice the eye movement to decode the meaning of symbols and words.

## **3. Types of Reading**

According to some previous research, scholars have distinguished 2 main types of reading:

### **3.1. Extensive Reading**

It is reading longer texts in a general manner, and focusing on the global understanding without going deeper into the structure of that text; As it is stated by (Carrell & Carson, 1997, cited in Farrell, 2009, P. 86): "Extensive reading generally involves rapid reading of large quantities of material ...for general understanding, with the focus generally on meaning of what is being read than on language." Moreover, Bachiri (P.13) indicated that "reading is based upon two main pillars: speed and meaning."

To recap, in the reading process, the reader is expected to focus more on meaning rather than on structure; hence, s/he is not supposed to look up each word in the dictionary. Moreover, the main objective of the reader is to get the overall meaning of what s/he read (for information).

# Chapter One: Theoretical background

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## 3.2. Intensive Reading

Intensive reading, in contrast to extensive reading, mostly involves short texts. The reader in this type is intended to tackle the text in depth under the interest of performing tasks or mastering a specific linguistic structure. Furthermore, the reader aims at understanding every detail in the text. Harmer stated that intensive reading is when students read a text that is selected and delivered by the teacher to develop a specific skill (Harmer, 2001, cited in, Kalmane, 2012, P.17). Similarly, Carrel and Carson (1997; cited in, Richards & Renandya, 2002) indicated that:

*In intensive reading, students normally work with short texts with close guidance from the teacher. The aim of intensive reading is to help students obtain detailed meaning from the text, to develop reading skills – such as identifying main ideas and recognizing text connectors – and to enhance vocabulary and grammar knowledge. (P.296).*

That is to say; the reader, in this type of reading is controlled by a specific objective to obtain at the end.

However, it is crucial to state that the two approaches for reading (extensive and intensive) should not be considered as being contradictory but as being complementary (Carrel and Carson, (1997); cited in, Richards and Renandya, (2002, P.296)).

## 4. Models of Reading

The reading model is a theoretical schema that attempts to explain how the reading process proceeds and how the human's brain perceives, analyzes and decodes, and interprets the written material (Singer and Ruddel, 1985. Cited in, 171english, n.d.). Despite of the fact that there are multiple reading models, researchers tend to classify them into three main types (Harris & Sipay (1985, cited in Manzo & Manzo, 1990, P.

### 4.1. Bottom-up Model

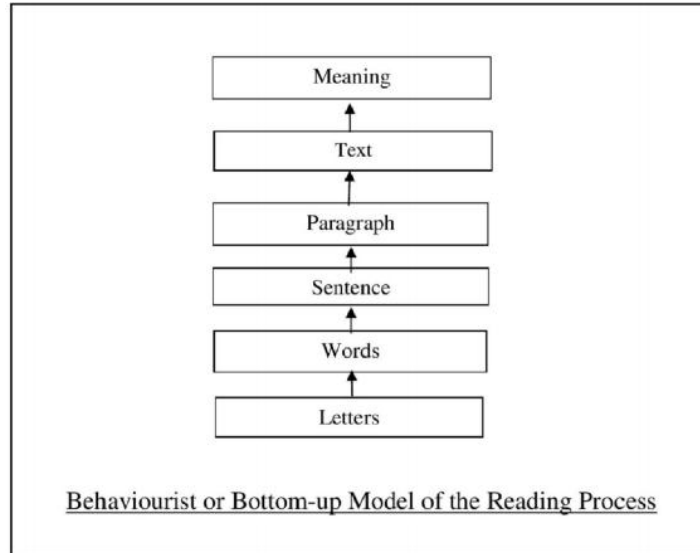
The bottom-up model is text based. This means that the focus is on the text itself. It proceeds from the part to the whole. Gough (1972, cited in, Treimane, 2001, P. 3) stated that “bottom-up processing focuses on how readers extract information from the printed page, claiming that readers deal with letters and words in a relatively complete and systematic fashion”. Another definition given by (Manzo & Manzo, P. 22) says that “bottom-up models define reading as a text-driven process that begins with perception and recognition first of letters, then of phonetic elements, then of words, then of word groups, and ultimately of sentences meaning and passage meaning”. Accordingly, the reader starts by decoding smaller units coming to the larger ones: from letters, words, sentences, paragraphs then deducing the

## Chapter One: Theoretical background

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meaning at the end. In other words, in order to understand the whole the reader should understand the parts first; parts lead to the whole.

**Figure 1:** the bottom-up reading model



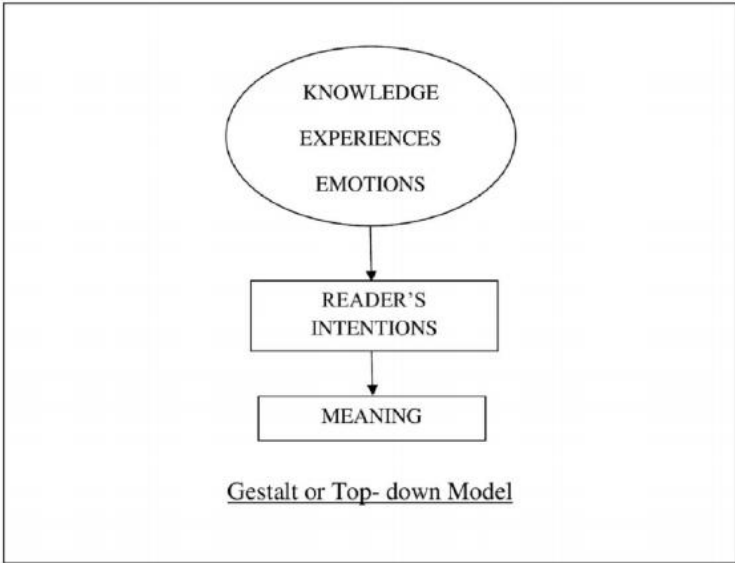
(Mathew, 2016, p.67)

### **4.2. Top down Model:**

It is a reading model that proceeds from whole to part. Manzo and Manzo (1990, P. 23) indicated that “top-down models describe reading as a meaning driven process. The reader starts with prior knowledge, which s/he actively applies and compares to the material being read”. This model is a reader based. It emphasizes what the reader brings to the text, which means decoding meaning from the text leans on reader’s knowledge and background.

Starner (2011, P.28) said that “cognitive science suggests two different, but complementary models for the gist-mechanism: “bottom-up and top-down” reading strategies”. This citation indicates that there is a complementary relationship between the two previous models. No one is the best; hence another reading model appeared to fulfill the weaknesses, which is the interactive model.

**Figure 2:** the top-down reading model

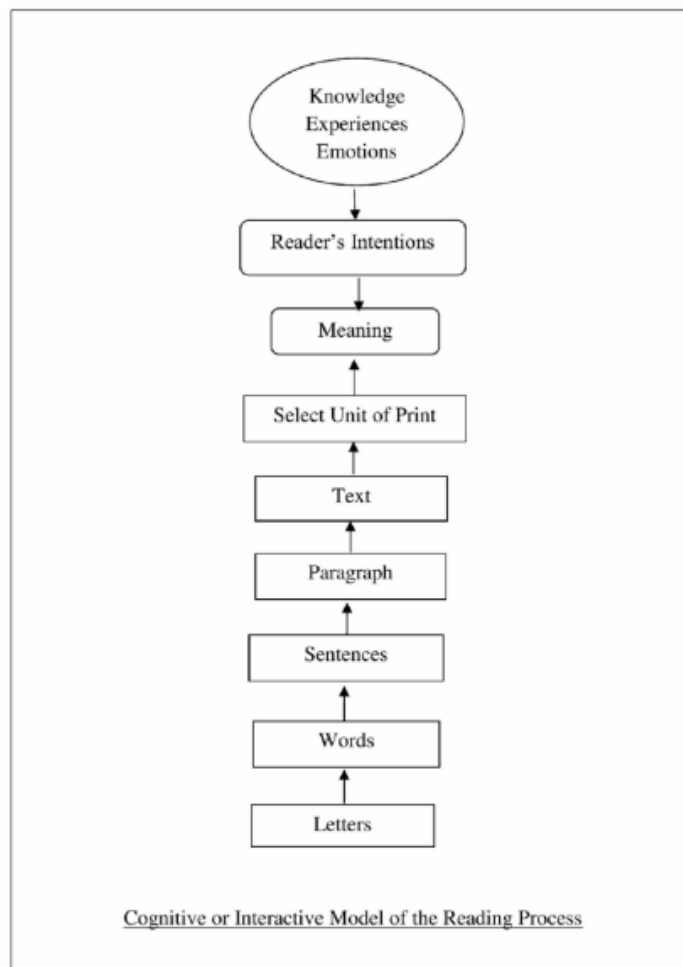


(Mathew, 2016, p.69)

**4.3. Interactive Model**

Rumelhart, (1977, cited in Manzo & Manzo,1990, P.23) declared that “interactive models propose that readers employ both top-down and bottom-up processing, using information gleaned from one process to inform and advance the other”. It is a combination of the bottom-up and the top-down models. When the topic is familiar, the reader can use the top-down processing. However, when the topic moves from familiar to unfamiliar, here the reader would switch to the bottom-up processing which goes step by step; from analyzing smaller units to the highest level which is meaning construction (Schell, 1988, cited in Manzo & Manzo, 1990, P.23). Furthermore it is involving both bottom-up and top-down models simultaneously during the reading process.

**Figure 3:** the interactive model for reading



(Mathew, 2016, p.71)

### 5. Reading Comprehension

According to Collins dictionary (2020) “comprehension is full knowledge and understanding of the meaning of something.” Namely, understanding is the ability to understand given information. From this standpoint, we can say that the concept “reading comprehension” means understanding the meaning of what is read. Therefore, many scholars have given their own definitions for this concept. According to Brassell and Rasinski (2008, p.18), “reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or understanding of that information”. The two authors here explain reading comprehension as the ability to extract information from a written text and interpret them into meaning.

Moreover, Woolley (2011, p.15) stated that “reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what

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is described in the text rather than to obtain meaning from isolated words or sentences”. Besides, reading comprehension is to understand the general meaning that is conveyed by the text, rather than understanding each word’s reference in isolation. In addition, Brassell & Rasinski (2008, p.9) claimed that “reading comprehension requires motivation, mental frame works for holding ideas, concentration, active engagement, and good study techniques”. Hence, a reader needs to go through some strategies to reach the highest reading comprehension level.

Pardo (2004) referred to reading comprehension as “a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experiences, information in the text, and the stance the reader takes in relationship to the text” (as cited in Tennent 2015, p. 22). Pardo (2004) argued that the reader acquires meaning of a given text, by making a correlation between his prior knowledge and the information extracted from the text.

### **6. Reading Strategies**

Reading strategies consist of plans that are conducted and employed during reading to help the reader's comprehension and to facilitate the process of keeping information. Reading strategies are used for obtaining a clear understanding during reading. In this context, Medina (2008, p.5) stated that “strategies instruction is an effective means of assisting students in improving comprehension and understanding”. Reading strategies are techniques or steps followed by the students themselves during their reading process to understand better. In addition, Daniell & McNamara (2007, p.6) declared that “reading comprehension strategy is a cognitive or a behavioural action that is enacted under particular contextual conditions, with the goal of improving some aspects of comprehension”. This means that the reader needs to use some strategies in order to improve the comprehension of some points during particular circumstances.

There are many types of strategies that are used by different readers. The most useful and helpful are skimming, scanning, predicting, and inference (deducing).

#### **6.1. Skimming:**

Skimming considered as a procedure that focuses on getting the main or general idea without reading deeply the full text. Students use this strategy for a quick analysis of the written passage. Newton (1993, p.43) said that “skimming is reading rapidly through a text to get a general idea about the subject”. In other words, skimming interest is to help the reader to have the principle information of the text in a short period of time.



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Skimming is used for specific purposes, for quick and efficient reading. This strategy is applied by students while examining a passage to search about the intention of the writer. Cramer (1998, p.65) declared that “skimming for the main idea is an extremely, useful technique to use when students are previewing material, when they are reviewing materials, or when they don’t have enough time to do a thorough job”. It gives the student the opportunity to review the materials easily and in a short period of time

### **6.2. Scanning:**

Bhatnagar (2010.p, 215) declared that “scanning is reading something rapidly for some specific piece of information. You can this skill when you are in search of key words”. In other words, scanning is a technique used while reading for specific information. It allows students to search for key words without reading every line and every written word. They go directly to the information needed. In this respect, Grellet (1981, p.19) claimed that:

*We only try to locate specific information and often we do not even follow the linearity of the passage to do so. We simply let our eyes wander over the text until we find what we are looking for, whether it is a name, a date, or less specific piece of information.*

According to Grellet’s (1981, p.19) definition, the scanning technique focuses more on the use of the eye movement while reading a given text, and gives the students a chance to find the relevant answers in a short time. In addition, Cripps (2004, p. 27) argued that “scanning involves looking for specific information, locating data such as proper names, dates measurement or terms in answer to questions the reader has formed in his/her mind”. The technique is more useful for direct answers; the reader goes directly to the information needed such as dates, names, places, and even numbers.

### **6.3. Predicting**

Prediction strategy helps the reader to select the appropriate book that suits his intention and objective from reading. Moreillon (2007, p 76) stated that “predictions are educated guess about what will happen next based on what is known from reading the text; prediction can also involve readers’ background knowledge”. This means that predictions are based on the readers’ suggestions about what will the text speak about; after reading the text, the reader will confirm or reject his predictions. Moreover, when the reader comes to check his predictions, he can use his prior knowledge as a reference. According to Callella (2000, p.38), “predicting involves thinking about what is known in the text and anticipating what will happen next”. In other words, reader will need to retrieve the background information that is similar to the text to help him to predict what will happen inside the text. This strategy

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facilitates the reader's comprehension of the text, by using his critical thinking and guessing with reference to his background knowledge.

### **6.4. Inference:**

Inference is a strategy that develops the student's thinking while reading a given passage. It is used to guess the ideas that are stated indirectly in the text. Inference allows the reader to draw conclusions and decipher the hidden meaning transmitted by the writer, by using his background information and experiences. As Macceca (2013, p.108) argued that:

*Inferential thinking requires readers to read the text carefully, evaluate the information presented, and consider how it is presented in order to determine general facts or minute details, emotions and feelings of characters, information about the author (opinions, point of view, personal history), and implication for and connections to other information.*

To sum up, Inferential thinking is an activity that requires reading carefully the information, to have the possibility to analyze the content, and to determine the general facts. In other words, Inference allows the reader to draw conclusions and decipher the hidden meaning transmitted by the writer, by using his background information and experience.

Obren, Cook & Lorch (2015, p.160) argued that "inference is a skill based on the core, fundamental process of activation and integration of information and generalizes across context." There for, Inference is based on matching the details given in the text with the reliable background information. Readers practice more their comprehension by making connection between the topic of the text and their own experience and knowledge.

Claasen (2012, p.61) claimed that: "readers supposedly generate these inferences in order to explain why an author uses a particular phrase in a text or why an author is telling a story". In other words, readers apply these strategies to extract the purpose and intention of the writer behind using some expressions. In sum, inference is generally deduced after reading and it includes the reader's point of view and comprehension

### **7. Relationship between Reading Strategies and Reading Comprehension**

Kalmane (2012.p, 1) declared that "Reading is a skill that involves linguistic knowledge to decode a text and schematic knowledge to comprehend the text appropriately, or in other words, it is an ability to understand the meaning of what is written and ability to form an appropriate interpretation of the message." Hence, reading focuses more on activating the thinking process for understanding, decoding, and summarizing given information to achieve the reading comprehension. Comprehension is the capacity to understand the hidden

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meaning, and this activity happens when a reader applies reading strategies that give him the opportunity to remember the information for a long time.

The process of thinking to comprehend content needs strategies to happen. Danielle and McNamara (2007, p.4) claimed that “cognitive strategies are particularly important when there is a breakdown at any level of comprehension”. The use of strategies helps the reader to enrich the reading comprehension. Klingner, Vaughn & Boardman (2015, p.76) argued that “mature readers monitor comprehension unconsciously or at least so seamlessly that they are not always aware that they are using self thinking, questioning, and monitoring which are often referred to as metacognitive strategies”. Reading strategies are used unconsciously by the reader who organizes her/his thinking process automatically. The relationship between reading strategies and reading comprehension is that strategies are the key that helps the reader to have the access for a well reading comprehension.

### **Conclusion**

This part is devoted to the reading skill, we have started by an introduction to the section, next we have defined what the terms reading and reading skills are, and we mentioned its types and models. Then, we have dealt with reading comprehension, moving to the reading strategies used by the readers, and the relationship between reading strategies and reading comprehension. Through time and with the emergence of new technologies, reading has shifted from print to digital. Reading selections may be found in both printed and electronic versions, as they can be found only in one version.

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## Section Two Printed Material

### Introduction

Printed materials mean documents printed with text or graphics as a medium for reading, or communicating information, also printed materials are in general books, journals, magazines and newspapers (LAW INSIDER dictionary, 2020). Hence, Printed materials refer to document written on paper made for reading. Additionally, Flangan (1981, p 3) said that “the print medium is one of the oldest and most familiar forms of communication known to mankind”. In other words, they have been used for many ages; they were the most popular tools for communication used by most people over the world. Printed materials are considered as the ancient and the most used tool for teaching and learning, hence they are the first sources of information (Bastable, Gramet, Jacobs, & Spoczyk 2011, p 468).

### 1. Definition of printed materials

The word print refers to a mechanical process that transforms text and images to document written on papers. Duff (1893, p.1) stated “the word printing in its widest sense ... means merely the impression of any image; and the art of impressing or tamping words or pictures”. It is the art of transforming images to written style. Therefore, “materials” are documents, books, journals and magazines that contain a number of written papers that are printed. They are papers that contain words, image, letters, information and news, in form of books and documents. For Flanagan (1981, p.4), “printed materials are composed of a number of leaves or sheets upon which information is displayed”. Accordingly, they are texts written on a piece of paper which provide information and knowledge. Lewis and amp; paine (1986) defined printed materials as:

*Lightweight, portable, dispensable publication printed on a paper and circulated as physical copies in forms we call books, newspapers, magazines and newsletters, they hold informative and entertaining content that is of general or special interest. They are published once or daily, weekly, biweekly; monthly, bimonthly, or quarterly. (As cited in Clement, 2019, p.313).*

They are publications providing specific or general information printed in form of books, newspapers, magazines and which are published daily, weekly, monthly or yearly. Printed materials for reading are used for multiple purposes such as learning, teaching, for pleasure, to convey news and advertisement. They are addressed for different division of

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readers; each category is identified by the objective of its reading. Ezhilarasan (2017, p.132) stated that “printed materials can be used for a wide range of audience, such as students, patients, staff, and participants of workshop, conferences, and short courses”.

## **2. Types of printed materials**

As mentioned previously, printed materials are written texts on paper version, various types are known such as books, articles, news papers, documents and magazines.

### **2.1.Printed books**

The concept “book” is defined by many dictionaries. For instance, the lexical dictionary defines it as “a written or printed work consisting of pages glued or sewn together along one side and bound in covers” (LEXICO dictionary, 2020). Furthermore, the Collins dictionary stated that a book is “a number of pieces of paper, usually with words printed on them, which are fastened together and fixed inside a cover of stronger paper or cardboard. Books contain information, stories, or poetry” (COLLINS dictionary, 2020). According to these two definitions, a printed book is paper based material for reading which is composed of a number of pages (differs from one book to another). A book conveys information about various topics from different disciplines.

Cope and Kalantzis (2001, p 4) stated that “printed book is a volume of text, printed on fifty or more paper pages, bound between stiff covers, with certain generic features including a title page, content, the sectioning of text around chapters, and the like”. According to the authors’ view, “book” is that document printed in 50 or more pages, and gathered in one cover. And generally, it falls down into chapters and sections.

### **2.2.Printed magazines**

The term magazine is derived from the French word “magasin”; as it is stated by Benson, & Whitaker (2014, p 3), “the word magazine comes from the French word “magasin”, which means “store” or “storehouse”, often used in connection with storage of weapons or ammunition”. This signifies that a magazine is storage of different publications, classed in one package. Furthermore, it is a variety of publications and articles usually published; weekly, monthly or periodically (Benson, & Whitaker 2014, p 3). Magazine’s content is varied and rich; it tackles different topics, and provides a variety of information, opinions, entertainment and advertisement. Magazines generally cover current events, topics based on fashion, and current issues of public interest such as discussing foreign affairs and business, culture, hobbies, medicine, politics, religion, science and sport (Benson, & Whitaker 2014, p 16).

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Morrish (2003, p. 145) declared that “magazine design also requires the intelligent use of photographs, illustrations and color”. Accordingly, Magazines are enjoyable and easy to read because they contain illustrations and colorful pictures.

### **2.3.Printed news papers:**

The concept newspaper can be perceived literally as “news” printed on paper (Franklin 2013, p.1). Moreover, Lapp and Barbara (2009, p 73) stated that “newspaper has been a daily or weekly publication containing current and news events and advertisements appearing on folded sheets of paper”. It is a daily or a weekly publication of news about multiple topics and events all over the world, under the form of articles.

Another analysis of the term newspaper is suggested by Raymond (2005, p.16) who claimed that “newspapers are committed to the quotidian current of events, and they need to be understood in the context of how and what they represented on a daily premise”. It is providing information about daily events. In sum, a newspaper is a medium which is supposed to provide information about events each 24 hours. The content is delivered in articles, written in black and white.

### **2.4.Handouts**

A handout is a paper containing information of a certain topic, well organized and presented; it contains the main points in relation to the presented subject. The free dictionary (2015) stated that “handout is a sheet of paper containing information distributed to students attending a class or audience attending a speech or lecture or meeting” (as cited in Ezhilarasn, 2019, p. 131). It is used for several attentions; it can be used as a workshop or a summary of a lecture, to take note during meeting and to keep it as a reference. Handouts are classified as one of the printed media that transmit information for readers. Clement (2019, p. 316) defined that handout is “printed materials that are distributed to students before presentation. It is used principally to reduce the amount of time students spend copying notes or diagrams from a board or screen”. To sum up, handouts are given by the teacher to students to let them focused with the lecture rather than spending time in taking notes. Clement (2019, p. 316) described its usefulness:

- Directly related to the lesson content.
- As an information sheet-presenting complex, rare or hard to find information.
- As a reading list.
- As a worksheet/ quiz sheet/ proforma/ work book.
- As a permanent source of reference.

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The content of handout is related to the current lesson, it summarizes the needed information in direct points, and it is used as a tool for activities and checking the degree of comprehension.

### **3. Advantages of printed materials**

According to some previous studies, many advantages are attributed to printed materials. Among those benefits of reading on print is “concentration” as it is argued by kurbanoglu, Boustany, Spiranec, Grassian, Mizrachi, and Roy (2016, p 456), “the process of linear reading in print format appears to be more effective for deeper learning and comprehension goals, when focus and deep reading are demanded in order to internalize the information and make it understood”. Thus, reading from printed format increases the readers’ reading comprehension, and encourages focusing more while reading.

Another advantage is that printed media give the opportunity to highlight and annotate points while reading, Garner (2016, p 55) stated that “people often mention the touch and feel of a “real book” or a preference for using a highlighter pen or making notes and comments in the margins”. This means that people prefer reading printed books for the sensation of holding a book, the smell of papers and the possibility to note points on the margins.

Moreover, printed materials, somehow, preserve health, because, the reading activity depends on moving the eyes between the lines, so the printed materials are comfort for eyes (Kurbanglu, Spirance, Yurdagul... & Roy 2019. P. 340).

### **4. Disadvantages of printed materials**

There is no doubt that paper-based materials are of great importance as they have multiple strengths. However, they have also a negative side. The weaknesses that can be found in printed reading materials are summarized in this paragraph. The first disadvantage is stated by Sachin (2019) which is the weight of the printed books. There are books that are too heavy so it is hard for the reader to hold them all the day long. The second weakness is that printed reading materials are money consuming as it is argued by Flangan (1981, P.6), “printed materials when used in a group situation multiple copies of an item will probably be required”. That is to say, the presenter should give copies or handouts about what he is presenting to his audience; hence, it will cost him much money. Finally, they are enemies of the environment; millions of trees are cut down each year in order to fabricate paper used for the different printed materials (Jeong, 2012, P.404).

## Chapter One: Theoretical background

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### **Conclusion**

This section was more concerned with the printed materials, we have provided a definition of printed material; a description of its types such as printed books, magazines, newspaper, and handouts. Finally, we have explained the advantages and disadvantages of using the printed materials.



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## Section three

### Digital materials

#### Introduction

The digital age is transforming nearly every aspect in our culture and daily life; among those aspects that are affected and changed through this electronic revolution are the reading materials. Accordingly, printed-based materials have been developed to be digital-based ones. This modern version has given the opportunity to the reader to have in hands an infinite number of materials mostly for free or at least less expensive. Therefore, they became available everywhere in one clique at anytime.

#### 1. Definition of digital materials

According to Pardede (2019, p.81), “digital text can be the one accessed from the internet in the form of a web page”. A digital material is any text based information that is available electronically, or the electronic version of the printed text that can be accessed in the form of a web page using digital devices like computers, tablets, and smart phones...This kind of materials are said to be flexible, because it can be searched, arranged, condensed and annotated by computer. In contrast, Coiro & Dobler (2007, cited in Pardede, 2019, P.82) claimed that “the availability of hyperlinks in digital texts makes them more complex for readers to navigate, both in their mind and physically on the screen”.

#### 2. Types of digital reading materials

We can distinguish multiple types of digital materials for reading, and among those types we mention: e-books, e-magazines, e-newspapers, e-encyclopedia, and blogs.

##### 2.1. E-books

There are various definitions conducted by multiple scholars and researchers to explain the concept of “e-book”. According to Grant and Meadows (2012, P.189), e-book is defined as “the digitized version of the book meant to be read on a computer, e-reader, or a tablet”. From their perspective, e-book means the presentation of the printed book on screens that are designed for that purpose.

Vassiliou and Rowley (2008, p. 363), through their analysis study of different definitions about the term “e-book”, came out with a definition which stated that e-book means “a digital object with textual and/or other content, which arises as a result of integrating the familiar concept of a book with features that can be provided in an electronic environment”. That is to say, it is a traditional book that is converted into a digital one by

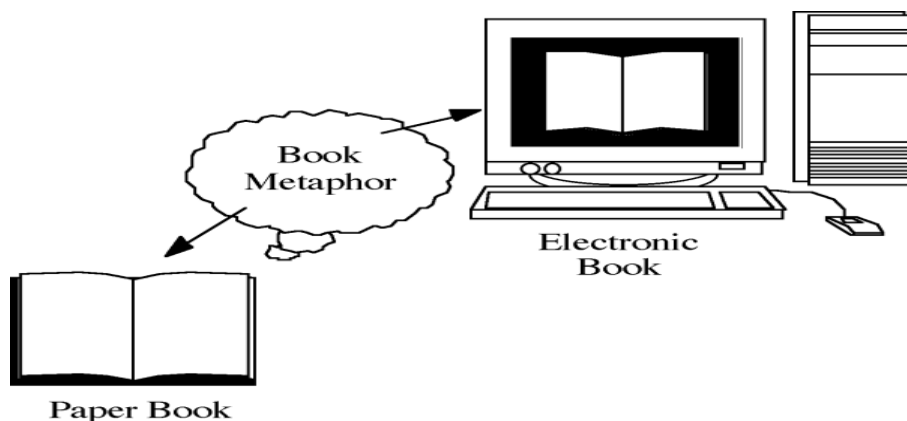
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incorporating features of the electronic environment. Yet, another similar definition stated by Berglund et al. (2004, cited in Vassiliou & Rowley, 2008, P. 361), indicated that e-book is “The Electronic editions of material published in print, and which attempt to emulate “book-like” characteristics”.

From the previous definitions, we deduce that an e-book refers to the digital version of the traditional printed book that is published online, which can be downloaded with internet connectivity.

**Figure 4:** from paper book to e-book



(Landoni & Gibb, 2000, p. 192)

### 2.2. E-magazines

An e-magazine, is a concept that is discussed by many authors, thus we give a glance to some of them. According to Kelsey and Amant (2008, P. 354), an e-magazine is “an online version of a magazine most often offered to the audience of an existing web site”. Moreover, Rutenbeck (2006, P.98) claimed that an e-zine is “a regular newsletter or magazine-type publication often offered free of charge and distributed in an electronic format typically via the internet, but also e distributed electronically via e-mail or CD-ROMs”. These two definitions describe the e-magazine as the one delivered electronically to the subscribers of the magazine’s web site under a regular timetable, either via internet, e-mail or CD-ROMs.

### 2.3.E-newspaper

It is the online version of the newspaper either as a stand-alone publication, or as the online version of a printed periodical. Panda and swain (2011, P.55) claimed that “e-newspaper is a self-contained, reusable and refreshable version of a traditional newspaper that acquires and holds information electronically”. I.e. it is the digital edition of the printed newspaper that is available on the internet. Similarly, Martin and Hansen (1998, p.1) declared

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that e-newspaper is “a way of providing their subscribers with a news’ product that is not of paper and ink delivery, but electronic”.

### **2.4.Blog**

According to Skerba (2020), a blog is

*An online journal or informational website displaying information in the reverse chronological order, with the latest posts appearing first at the top. It is platform where a writer or a group of writers share their views on an individual subject.*

In other words, a blog is recording or writing about one’s personal daily life. Or sharing thoughts, achievements, and experiences, and then posting them on the web in order to be read by the audience. Blogs are typically displayed in reverse chronological order, so that the most recent post appears first at the top of the web page.

### **2.5.Electronic encyclopedia**

The concept electronic encyclopedia is defined by Manglik (2020, P.104) as “an encyclopedia which is accessible to viewers through the internet”. It is the version that can be accessed through internet. E-encyclopedia consists of a book, a set of books or online informational resources containing articles on various topics and covering either all branches of knowledge or all aspects of one subject.

## **3. Advantages of reading on screens**

The emergence of new technologies has developed and transformed the reading materials from being paper based to electronic based materials. Reading on screen as any other tool has multiple advantages. Cavanaugh (2006, P. 41) stated that digital materials are easily accessible; the reader can access and share any reading selection from any electronic device only by using network. Thus electronic reading materials are usually cheaper; there are materials that are downloaded for free and others that cost money. An electronic reading allows to access for a larger amount of resources while searching since it provides links to further materials that tackle similar topics. As it provides direct linking to sections of books, the reader can go straight forward to the information s/he needs. Another benefit of reading on screen is being economic and saving nature through diminishing the use of paper (Clinton, 2019).

## **4. Disadvantages of reading on screens**

Besides the advantages that are cited previously, reading on screen has its disadvantages though. Its limitations lie on the screen and foreground color if it is flashy it

## Chapter One: Theoretical background

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causes more strain on the eyes (2016). It also kills the energy of the reader and his/ her willingness to make effort for searching; he can find a huge amount of information in one clique, no need to make efforts to search in libraries, hence readers become lazy. Another weakness is that digital library does not contain all the printed books (not all books are available online). According to some previous studies, it is proved that reading on screen is not effective and readers lack concentration (Clinton, 2019).

### **Conclusion**

Reading is one of the important skills that enhance language proficiency. Through time; reading materials have been increasingly developed and transformed to adopt the new changes which are brought by the new technologies. Every printed based material is now available on the internet including books, magazines, newspapers and articles... Hence, in this section, we have introduced what the electronic reading materials mean, the major types and their strengths and weaknesses.

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## **Conclusion**

Through this chapter, we have introduced our research variables in three main sections, starting by reading skill: its definition, types and models. Then, we have switched to present the different types of reading selections, and their advantages and disadvantages.

# Chapter Two

## Research Methods, Analysis & Discussion of the Findings

# Chapter Two: Research Methods, Analysis & Discussion of the Findings

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## Chapter Two

This chapter is devoted to investigation part as a way to confirm or reject the hypothesis stated in the theoretical chapter. Therefore, this chapter is divided into three major sections which are presented as follows: research methods, analysis and discussion of the findings, and Limitation, Implications & Suggestions for Further Research.

### Section One

#### Research Methods

##### Introduction

This section is devoted to present the methodology adopted in the current study. It clarifies how data is collected and how does the analysis go through. Therefore, this research developed a questionnaire to assess students' perceptions toward using printed and digital materials for reading.

##### 1. Research design

Since the aim of our study is to investigate the students' perceptions towards the two types of reading materials (printed and digital); the appropriate approach to use in this research topic is the exploratory one. Hence, this approach is achieved through involving both qualitative and quantitative methods which are reflected by the use of a students' questionnaire.

##### 2. Data Collection Tools

The research tool used in the present study was a questionnaire; assigned for all the LMD students at the English department, university of Bejaia. Therefore the questionnaire was used to collect data about the students' perceptions toward English reading printed and digital materials. The language selected was simple and clear to help students to understand the questions and answer them easily.

##### 3. Students' Questionnaire

###### 3.1. Description of the Students' Questionnaire

This questionnaire is mainly designed on the basis of deducing the students' perceptions towards the printed and the digital reading materials. It is made up of 20 questions

## Chapter Two: Research Methods, Analysis & Discussion of the Findings

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which are organized systematically ranging from close ended questions, multiple choice questions, to open ended questions. The questionnaire composed of 5 sections; general information, reading skill, printed reading materials, digital reading materials, and the last is devoted for further suggestions.

**The first section (Q1-Q4):** this section is entitled general information. It seeks to identify the respondents through gathering information about their (gender, how many years they have been studying English and what was their first choice after obtaining their baccalaureate).

**The second section (Q5-Q9):** it is devoted to reading and students' perceptions towards this skill. The question (5) was asked to detect the students' personal point of view about reading and how they see it from their own perspective as well as the question (6). The question (7) and (8) was suggested to determine the frequency of reading among the participants. The question (9) determines the purpose of reading.

**The third section (Q10-Q14):** it sheds light on reading through printed materials. It is mainly designed to gather information about students' attitudes towards reading printed materials. Students are supposed to tell about their perceptions and clarify them.

**The fourth section (Q15-Q19):** the present section points out to the participants' perceptions toward reading digital materials. Students are required to cite their attitudes toward using technology for reading and highlighting the preferred type of reading materials according to their own way of reasoning.

**Section five (Q20):** this question is devoted for any other additional information or suggestion from the participants.

### 3.2 Administration of Students' Questionnaire

As an intention to gather reliable data from the questionnaire, a random sample was delivered to some students of all levels at the department of English at the University of Bejaia. The process of submitting and receiving the students' questionnaire was conducted electronically. They were given an online version to facilitate the process of data collection, as well as, giving them time to respond comfortably and seriously on the one hand, and because of the pandemic that ravaged the world (covid 19) on the other hand. Thus, we could not distribute the questionnaire at the university. It was sent via messenger application the first week of July 2020. Almost no explanation was provided about any question so that they won't be interfered in their selection of answers.



## Chapter Two: Research Methods, Analysis & Discussion of the Findings

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### **Conclusion**

This section is designed to introduce the methodology adopted during the research process, and the data gathering tool which is questionnaire accompanied with the description and the way how it is administered.

# Chapter Two: Research Methods, Analysis & Discussion of the Findings

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## Section Two Analysis and Discussion of the Findings

### Introduction

This section presents the findings gained through the data collection procedure discussed in the preceding section. The results of the questionnaire are represented through tables which are going to be analyzed and interpreted just after to build concrete conclusions.

### 1. Analysis of the Students' Questionnaire

#### Section one: General Information

Q1- Sex: male or female

Table 1

Students' gender

|        | Frequencies | Percentages (%) |
|--------|-------------|-----------------|
| Male   | 11          | 17.5%           |
| female | 52          | 82.5%           |
| Total  | 63          | 100%            |

As it is shown in the table above, the question is chosen to describe the students' gender. The overwhelming majority of our sample students represent females (82.5%), and only 11 males (17.5%) have participated in the questionnaire.

# Chapter Two: Research Methods, Analysis & Discussion of the Findings

## Q2-How many years have you been studying English?

**Table: 2**

Students’ English learning background

| Years | Frequencies | Percentages (%) |
|-------|-------------|-----------------|
| 1     | 7           | 11.1%           |
| 2     | 5           | 7.9%            |
| 3     | 10          | 15.9%           |
| 4     | 16          | 25.4%           |
| 5     | 21          | 33.3%           |
| 6     | 3           | 4.8%            |
| 7     | 1           | 1.6%            |
| Total | 63          | 100%            |

According to the answers of the question, we notice that the students’ English learning background differs from one to another because the questionnaire was delivered to different levels of EFL learners. The majority of the students have studied English for 5 years (33.3%) as it is illustrated in the table. 16 out of 63 have studied English for 4 years (25.4%). 10 of the them (15.9%) have studied it for 3 years. 11.1% have studied it for 1 year, and 5 (7.9%) for 2 years. 1 student has studied it for 7 years. This implies that the students are chosen randomly from different levels.

## Q3-Were English studies your first choice?

**Table 3**

Students’ choice of English language

|       | Frequencies | Percentages (%) |
|-------|-------------|-----------------|
| Yes   | 58          | 92.1%           |
| No    | 5           | 7.9%            |
| Total | 63          | 100%            |

## Chapter Two: Research Methods, Analysis & Discussion of the Findings

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English specialty was the first choice for the overwhelming majority of the students (92.1%). So they are satisfied by their choice and are mostly motivated to learn it. While for the other category which is limited to (7.9%), English was not the desired branch.

### Q 4: What was the students' first choice since it was not English?

**Table 4:**

Students' first choice since it is not English

|               | Frequencies | Percentages (%) |
|---------------|-------------|-----------------|
| not concerned | 58          | 92.1%           |
| French        | 3           | 4.8%            |
| Sport         | 1           | 1.6%            |
| ST            | 1           | 1.6%            |
| Total         | 63          | 100%            |

This question is a support for the third question; the students who answered with “no” were supposed to answer this question. Hence, they mentioned their first choices and they were as follows:

- Three of them said that French was their first choice
- One student chose sport.
- One student chose Science and technology.

### Section Two: Reading

### Q 5: According to you what is reading?

**Table: 5**

Students' definitions of reading

|                | Frequencies | Percentages (%) |
|----------------|-------------|-----------------|
| Answered       | 56          | 88.9%           |
| Did not answer | 7           | 11.1%           |
| Total          | 63          | 100%            |

## Chapter Two: Research Methods, Analysis & Discussion of the Findings

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This question seeks for the students' personal understanding of reading. They can be summarised up as follows:

- It is one of the important receptive skills of language which helps learners to improve their vocabulary which leads to fluency.
- It is an important skill to reach the communicative competence as well as historical and cultural background.
- It is practicing language capacities, and it is a way to pass time
- It is pronunciation of words, and getting information from print
- It is decoding visual symbols and interpreting them into meaning; moreover it is the interaction between the text and the reader.
- It is using once own imagination to detect and interpret the writers message conveyed through the text.

Students' definitions of reading differ according to each one's perceptions. Despite of the fact that they gave different opinions and definitions, but they share nearly some basic definition of reading which is: "reading is a receptive skill that helps to improve once own vocabulary"

### **Q 6: Is reading:**

**Table: 6**

Students' attitudes toward reading

|                           | Frequencies | Percentages (%) |
|---------------------------|-------------|-----------------|
| important for EFL studies | 43          | 68.3%           |
| Interesting               | 19          | 30.2%           |
| Boring                    | 1           | 1.6%            |
| Total                     | 63          | 100%            |

It is indicated from the table above that the majority of students (68.3 %) see that reading is important for EFL studies; this implies that students are aware about the importance of reading in the development of language proficiency. (30.2%) of them stated that reading is interesting; this reveals that they are passionate of reading, or they read for personal pleasure.

# Chapter Two: Research Methods, Analysis & Discussion of the Findings

While, one student (3%) asserted that reading is boring, maybe s/he is not interested or not motivated enough in this skill.

**Q 7: Do you read materials in English?**

**Table: 7**

Students’ English reading

|       | Frequency | Percent |
|-------|-----------|---------|
| Yes   | 61        | 96.8%   |
| No    | 2         | 3.2%    |
| Total | 63        | 100%    |

The presented table shows that most of students (96.8%) read in English. The other category of students (3.2 %) pointed out to the second choice which is “no”.

**Q 8: How often do you read?**

**Table: 8**

The frequency of reading

|           | Frequencies | Percentages (%) |
|-----------|-------------|-----------------|
| Rarely    | 5           | 7.9%            |
| Sometimes | 27          | 42.9%           |
| Usually   | 24          | 38.1%           |
| Always    | 7           | 11.1%           |
| Total     | 63          | 100%            |

The table above indicates that most students (42. 9 %) *sometimes* read. which is followed by (38. 1 %) of student who *usually* read. While the category of students who always read is restricted to (11.1 %), this category of students is passionate by reading. Whereas, 7.9 % of them rarely read; maybe because they do not find reading pleasurable.

## Chapter Two: Research Methods, Analysis & Discussion of the Findings

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### Q 9: What is your purpose when you read?

**Table: 9**

Students' purpose of reading

|  | Frequencies | Percentages (%) |
|--|-------------|-----------------|
| to get new knowledge                           | 25          | 39.7%           |
| to gather information for an academic activity | 6           | 9.5%            |
| for pleasure                                   | 15          | 23.8%           |
| To enrich your vocabulary                      | 17          | 27.0%           |
| Total  | 63          | 100%            |

This table represents the students' purpose from reading. (39.7 %) of the sample assumed that they read for getting new knowledge. (27 %) of the students aim to enrich their vocabulary via reading. (23.8 %) of the participants read for pleasure. While (9.5 %) of the whole sample mostly read for gathering information needed for academic purposes.

### Section Three: Reading through Printed Materials

### Q10: Do you use printed materials for reading in English?

**Table: 10**

Students' use of printed reading materials

|       | Frequencies | Percentages (%) |
|-------|-------------|-----------------|
| Yes   | 56          | 88.9%           |
| No    | 7           | 11.1%           |
| Total | 63          | 100%            |

The result shows that 88.9% of the participants (56) respond that they use printed materials for reading in English because they have accustomed it since the beginning of their school career. They are used to have lessons and activities within school book. The minority 11.1% (7 students) does not prefer reading through printed materials.

## Chapter Two: Research Methods, Analysis & Discussion of the Findings

### Q 11: If yes, which of these printed materials you use more?

**Table: 11**

Types of printed reading materials used by students

|           | Frequencies | Percentages (%) |
|-----------|-------------|-----------------|
| Books     | 44          | 69.8%           |
| Journals  | 5           | 7.9%            |
| Magazines | 5           | 7.9%            |
| no answer | 7           | 11.1%           |
| Others    | 2           | 3.2%            |
| Total     | 63          | 100%            |

Table (11) represents types of printed materials that are used by students while reading in English. The results show that the majority of students (69.8%) prefer reading books. (7.9%) of the students chose journals and magazines. Only two participants stated two other reading materials that are not mentioned in the questionnaire, those materials were article and novel.

### Q12: What is the purpose behind using a printed material?

**Table: 12**

The Purposes behind using printed reading materials

|   | Frequencies | Percentages (%) |
|---|-------------|-----------------|
| They are more helpful                   | 21          | 33.3%           |
| You concentrate more while reading      | 29          | 46%             |
| Printed material is more understandable | 8           | 12.7%           |
| For prestige                            | 2           | 3.2%            |
| No answer                               | 3           | 4.8%            |
| Total                                   | 63          | 100%            |

According to the table above, (46%) said that printed materials help them to concentrate more while practicing reading skill because they can easily read the text when it is



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a paper version. It enables them to easily follow up on writing without much effort; a fact that contributes to encouraging them to think and focus more. (33.3%) of the participants signify that students have chosen the printed materials because they are more helpful; this gives the chance to learn new words and a new vocabulary. However, (12.7%) of them stated that reading through printed material is more understandable because they can see with a clear image the written texts. Two of the students (3.2%) read printed materials for prestige; they feel themselves look like an educated person when they carry out, in hands, something to read.

### **Q13: Do you think that the use of printed materials enhances your reading comprehension ability?**

**Table: 13**

Students' views about the impact of using printed reading materials on reading comprehension ability.

|       | Frequencies | Percentages (%) |
|-------|-------------|-----------------|
| Yes   | 48          | 76.2%           |
| No    | 15          | 23.8%           |
| Total | 63          | 100%            |

According to the result above, the majority of the students (76.2%) think that the use of printed materials enhances the reading comprehension ability, because it helps them to concentrate more on the subject. It also develops the sense of thinking and understanding that contribute to enrich vocabulary and even their background knowledge. 23.8% of them did not agree that printed materials enhance reading comprehension.

### **Q14: If yes, say how**

In fact, in the question 14, students were asked to justify how printed materials enhance reading comprehension. Only 32 from those who answered with yes (48 students) provided the following justifications:

- Focusing and concentrating on the subject open the opportunity to understand more the content.
- It develops the reading comprehension because it helps the learners to write down the notes, highlight new words and even to quote some passages.

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- The ability to memories and to remember the information, because words are between hands.
- Because it enrich the vocabulary and the language proficiency.
- Develop the way of thinking while reading.
- Classic methods are the most effecting ones to learn.
- More helpful and easier for use.
- There is a direct contact with a book which makes the reader able to write remarks and notes.

### Section four: Reading through Digital Materials

#### Q 15: Do you use electronic devices when reading in English?

**Table; 14**

Students' use of electronic devices.

|           | Frequencies | Percentages (%) |
|-----------|-------------|-----------------|
| Yes       | 58          | 92.1%           |
| No        | 4           | 6.3%            |
| no answer | 1           | 1.6%            |
| Total     | 63          | 100%            |

The table shows the rate of the students who use digital materials and those who do not. Hence, the majority of the students (92.1 %) use digital materials for reading in English. This indicates that most students use technology for reading. Whereas 6.3% of them stated that they do not use digital materials while reading. This reveals that they do not use technology in reading. Moreover, one student did not answer the question.

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### Q 16: If yes, which of these digital devices do you use?

**Table: 15**

The devices used for reading digital selections.

|                  | Frequency | Percentages (%) |
|------------------|-----------|-----------------|
| smart phone      | 48        | 76.2%           |
| laptop/ computer | 12        | 19.0%           |
| no answer        | 3         | 4.8%            |
| Total            | 63        | 100%            |

As it is shown in the table below, the majority of the whole sample (76. 2%) opted for the first choice which is the smart phone. This is maybe due to the flexibility of the tool and the facility of carrying the phone all the time. (19 %) of the students pointed out to laptop and computer use, maybe because of the large screen that helps to read easily and comfortably, in addition to the capacity of storing a large amount of documents. Whereas, (4.8 %) of students did not answer.

### Q 17: What is the main purpose behind using digital materials?

**Table: 16**

Students cause of using the digital reading materials

|  | Frequencies | Percentages (%) |
|--|-------------|-----------------|
| they are easier and quicker materials for doing research           | 28          | 44.4%           |
| they are available any time and place that you want to do research | 24          | 38.1%           |
| lack of printed version  | 5           | 7.9%            |
| Preference   | 2           | 3.2%            |
| no answer  | 4           | 6.3%            |
| Total  | 63          | 100%            |

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According to the data collected, the highest percentage (44.4 %) of the students claimed that they use digital materials because they find them easier and quicker for doing research. Then, 38.1% of the sample argued that digital materials for reading are available any time anywhere. Therefore, students can read whenever and wherever they want just with a click. (3.2 %) of them prefer reading digital materials. This implies that the majority of our sample opts for reading this type of material because for them it facilitates learning in general and reading in particular without wasting time and effort. Whereas, (7.9%) argued that they use digital materials because of the lack of printed versions. This indicates that they use them only when they do not find what they want in a printed version. (6.3%) of them did not answer.

### Q 18: Which type of reading material do you prefer?

**Table: 17**

Students' preference of reading materials.

|                   | Frequencies | Percentages (%) |
|-------------------|-------------|-----------------|
| digital materials | 13          | 20.6%           |
| printed materials | 18          | 28.6%           |
| both of them      | 30          | 47.6%           |
| no answer         | 2           | 3.2%            |
| Total             | 63          | 100%            |

The question seeks to highlight which type of reading material is preferred more by the participants. From the table above, we assume that the majority indicated that they prefer both digital and printed materials (47.6 %). 28.6% of them opted for the printed materials. While, (20.6 %) of them opted for digital reading materials, for (3.2 %) of them did not answer.

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### Q 19: Justify your answer:

**Table 18**

Students' justification about their choice of reading materials

|                | Frequencies | Percentages (%) |
|----------------|-------------|-----------------|
| Answered       | 53          | 84.1%           |
| did not answer | 10          | 15.9%           |
| Total          | 63          | 100%            |

This question is a support for the previous one. The students are required to justify their preference of one type of reading materials over the other. The responses are summarised here:

**a. For those who chose the digital materials they argued that:**

- Digital materials are easy to use and to access to.
- They are available any time and place with one click.
- They are more comfortable and interesting.

**b. The other category of students who chose the printed indicated that:**

- Printed materials help to focus memorize better.
- Reading on print is more effective and understandable.
- Printed materials are more prestigious and healthy; they are not harmful to the eyes.
- Printed materials are alive and they give a certain satisfaction to the reader.

**b. The neutral category of the sample that opted to the third choice which is both digital and printed materials their explanations can be summed up as follows:**

- Both printed and digital reading materials are interesting and helpful. The use of a specific type of materials depends on the situation and the time that they have. They use digital materials when they have not enough time otherwise they use the printed one.
- For some students, they opt to the digital materials whenever they do not find what they need in print.

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- Digital materials are more useful in public places, while printed materials are more useful at home and schools.

This implies that students' preferences of types of reading materials differ according to their perceptions and the different situations that they can face such as time and availability of materials. Otherwise, the digital material do not replace the printed one, however it completes it somehow.

### Section Five: Further Suggestions

Please feel free to add any comments and suggestions.

**Table 19**

Further comments and suggestions

|                                  | Frequencies | Percentages (%) |
|----------------------------------|-------------|-----------------|
| No comments and suggestions      | 31          | 49.2%           |
| provide comments and suggestions | 32          | 50.8%           |
| Total                            | 63          | 100%            |

As it is demonstrated in the table (19), 31 students didn't answer this section. However, half of the students 50.8% (32 students out of 63 added some comments and suggestions about their perceptions and preferences on using the printed and digital materials while reading in English:

- Both of the printed and digital materials are very helpful to master the reading skill as well as other skills. Both of them give new knowledge and new culture
- Reading through printed materials is better to enhance the reading comprehension ability, by enhancing the vocabulary and developing knowledge.
- Digital materials are available everywhere and anytime, but still printed ones are more comfy, prestigious, and kind safe for eyes.
- Reading is really an interesting skill and a helpful one for developing vocabulary and a language proficiency, either you use printed or digital materials, the importance is the knowledge gained.

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- When using books students feel more focus and concentrated but digital materials are harmful for eyes specially when they are used for a long period of time, that is why books are more preferable, and can be the best friend.
- Printed materials are more truthful and correct. Reading through the digital ones culture can be lost or even changed.
- Printed materials are safe to be used, but the digital materials can be harmful to our health. Meanwhile the digital ones can make a research a lot easier and in a short period of time it can be done. So a combination of both materials can make things more perfect.
- Reading through printed materials gives pleasure for the EFL learners, when they read something in hands it helps them to understand more than using smart phones, while there are others who prefer combining the two materials in order to have a well and an interesting information and knowledge.
- Even if the learners use more digital materials because they are much available in a daily life, but still printed materials remain the best for the pleasure it gives, and the reader is more direct to be in contact with the book, and being able to write the remarks is one of the elements that keeps the readers focus more and to be very active while thinking and analyzing the information.
- Digital materials are usually very helpful, because students can have much more data easily and in a short time.
- Sometimes it is preferable to use the digital ones because it provides reader in a faster way too much information and exactly what they want without turning around the texts, unlike printed materials readers have to read pages to have what s/he is looking for.
- Reading is the food of mind, it opens the opportunity to develop even the writing skill, using too much books enrich the abilities of thinking and even vocabulary, but they are too heavy to be carried all the times and some of them are expensive and even can't be available. That is why some learners prefer using smart phones because they use them all the time, and they give access to whatever they want.

Overall, it seems from the above suggestions that students prefer much more the printed materials, it does not mean that they neglect the use of digital ones or the importance of them,

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but the printed materials are more preferred by learners. Thus printed materials help in developing general language competence, new knowledge and even new cultures.

### **2. The Summary and Discussion of the Findings**

The students' questionnaire was divided into several sections. According to the analysis of each one of them; general results are obtained as follows:

Section one was general information, it was about students' gender, and if English was their first choice as a specialty or not. Since the research is based on reading English materials and the chosen sample was LMD students of English department, all the participants responded positively. The results indicated that the major number of participants is females, that is to say, females are more interested and oriented to study English comparing to males. While the results gathered about the students' choice of the English specialty state that the overwhelming majority (92.1%) chose English as the first choice. This reveals that they learn English by their own will, while the minority of the sample, English was not their own choice which means they were imposed to be integrated in this specialty.

The findings of the second section show that the majority of students practice reading. The sample divided into categories, where the highest percentage of participants claims that reading is important for EFL studies. Because as EFL learners they have experienced that reading helps them to improve their level and their knowledge. While, another category sees reading as interesting, they merely read for pleasure and personal objectives like cultivating themselves. However, the minority of students showed that reading is boring which reveals that this category is not motivated to read.

Section three is based on reading through printed material and whether it enhances the reading comprehension's ability. Based on the obtained data, the majority of the participants assert that they use different printed materials such as books (as the main tool), others like journals, novel, and even articles. They assumed that they concentrate more, and these are the most understandable tools. According to them printed materials enhance the reading comprehension ability; thus, they achieve a high level of understanding the content, and developing their critical thinking. In sum, students opted to different printed materials for reading, because they find them interesting and beneficial to achieve educational and personal purposes, and they concentrate better with concrete materials.

The fourth section discussed the use of digital reading material. The results show that various media tools are used for different purposes, they are available and quicker. The vast



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majority of the sample asserts that they use electronic reading materials; whereas, the minority does not. This reveals that most students keep pace with technology. Accordingly, different reasons stand behind their use for digital materials such as money and time saving, and the ability to access to an infinite number of materials (e-books, e-magazines, and e-newspapers...). At the end of this section, students were asked to select which type of materials they prefer more. The majority shared the view that both printed and digital materials are useful; each one is used for specific proposes.

### **Conclusion**

The results obtained from our research tool (questionnaire) indicate that students prefer to use both types of reading materials (printed & digital) simultaneously, which means our hypothesis is rejected.

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## Section three

### Limitation, Implications & Suggestions for Further Research

The last section in this chapter is designed to determine the limitations and obstacles faced during the research process, and proposed some pedagogical implications. In addition to some suggestions for further research in similar topics

#### 1. Concluding Remarks

This study comes out with some basic findings that are illustrated as follows

- Students of English are aware about the importance of reading skill in increasing their language proficiency; hence, they do practice reading.
- Despite of the fact that technology has conquered every field in the world, students still prefer reading on printed versions.
- Students of English department prefer read on both versions (printed & digital). For the reason that they want to take profit and benefit from both types, because they find some advantages in printed reading materials that do not exist in digital once and vice versa.
- Printed and digital reading materials are complementary, students cannot chose one type over the other.

#### 2. Limitations of the Study

Despite of the fact that our research has answered positively to our questions, it comes across a number of limitations. The first limitation was the pandemic (covid 19) that caused a blockage for our research by closing the libraries and the suitable conditions for a valid study.

The second limitation was the lack of documentation and reliable resources for conducting the research.

The third limitation was the difficulty of distributing and collecting the students' questionnaire, it was an online questionnaire sent via messenger application; hence, it was difficult to find the students' accounts and have a contact with them. There even were students who did not respond to our questionnaire so it was more difficult to collect the required number of participants to our sample.

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### **3. Pedagogical Implications**

The positive points that have been retrieved from this study allow us defining some implications to all the students of the English department. It is suggested that reading is a very important skill that open the way to master other skills, and it leads to develop the language proficiency. Whatever what they want to read, books, novels, journals will increase their educational achievement. Reading is the source of knowledge; it refreshes minds with new terms, and revives the already known vocabulary. Another point is that the lack of printed version is no more an obstacle to practice the skill, and to stop the learning process. Digital ones can overcome the lack thanks to the evolution of technology in every domain in life; there are hundreds of online reading materials.

### **4. Further Suggestions**

For the sake of conducting research on similar topics in the future; it is recommended that the current study needs to be conducted on a large population to get more generalized results. Also, it is suggested for researchers who are interested in this topic, to adopt a comparative study between printed and digital reading materials. To highlight deeply the characteristics of both reading materials in order to provide readers with more detailed information.

### **Conclusion**

In the present section we have highlighted the results of our study and we have based on its implications. In addition to the limitations that are encountered during our research process. At the end we have given insights and further suggestions.

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### **Conclusion**

This chapter was based on the investigation section of the research. The findings obtained from the students' questionnaire helped in answering the research questions; thus, the students prefer reading English through both printed and digital materials, and they cannot depend or rely on a single tool, because each situation requires a specific material.

# Generale Conclusion

# General Conclusion

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## General Conclusion

The research has been conducted to explore the students' preferences toward English reading printed and digital materials. The study goes through two main chapters; the first chapter was about the theoretical part of the topic, it was divided into three sections that review and describe the three variables (reading skill, printed materials and the digital material). The second chapter was devoted for the field of investigation. It was expected that the learners prefer reading digital materials over printed ones. Accordingly, a questionnaire has provided qualitative and quantitative descriptive data about students' attitudes towards both printed and digital materials for reading. Therefore, the analysis of the findings has answered our study questions and has rejected our hypothesis. That is to say, the obtained results have showed that students do not lean on one type of materials over the other. Hence, they raised positive attitudes toward both types of reading materials, because they find advantages in both selections, thus they prefer both types in order to benefit from the strengths of both printed and digital materials.

Selecting the type of reading material that suits every reader can be complex depending on each one's preference and the way of perceiving things, the interaction between a certain reader and a given type of reading selection such as digital materials can be different from one to another. And this depends on the person's degree of concentration; some of them are concentrating, following the sequence of information, and grasping knowledge when reading in a digital material, while the others they are not satisfying their reading experience on an electronic material. Hence, reading on screen can be effective and enjoyable for some as it can be the opposite for others.

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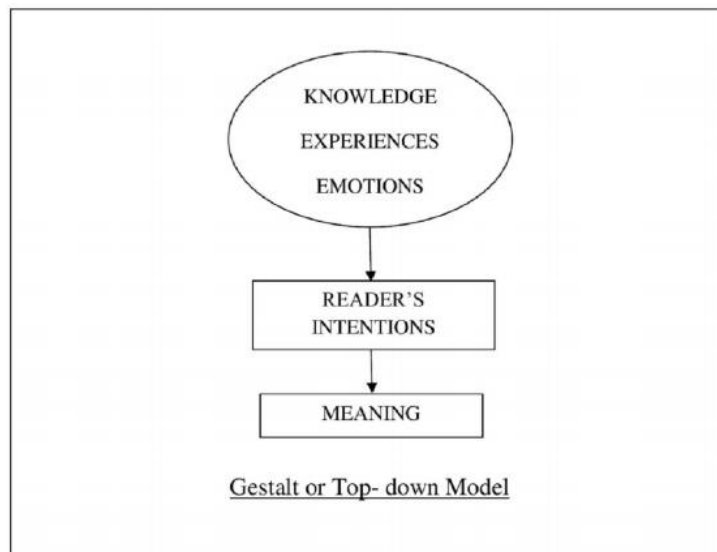
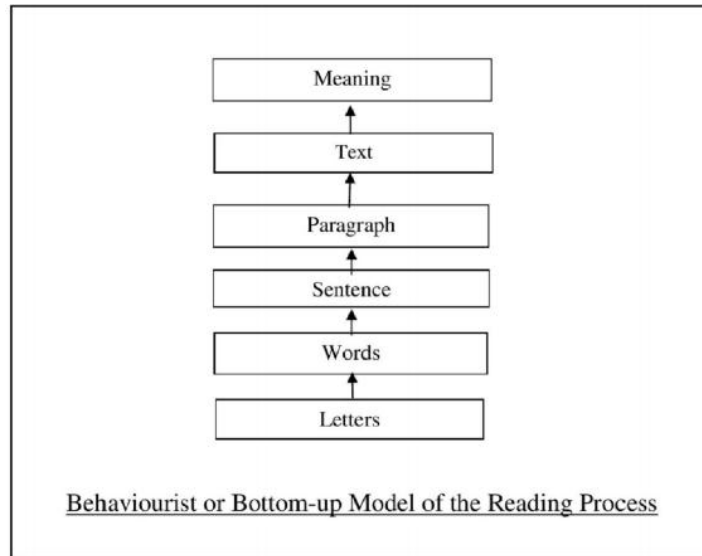
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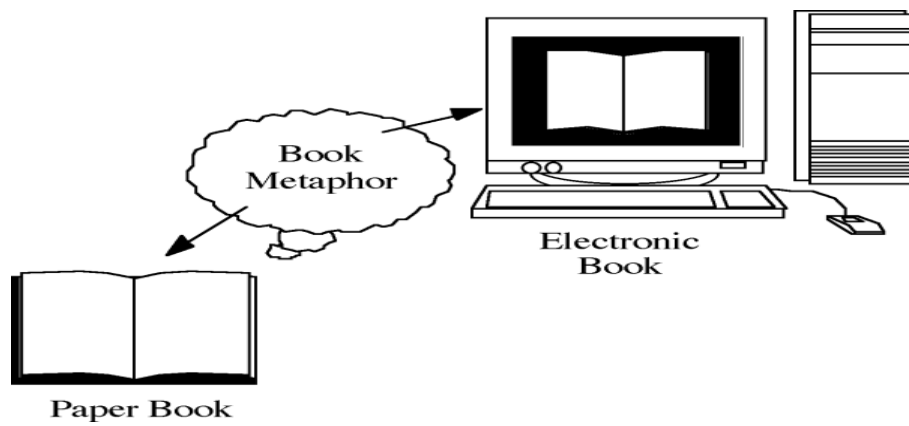
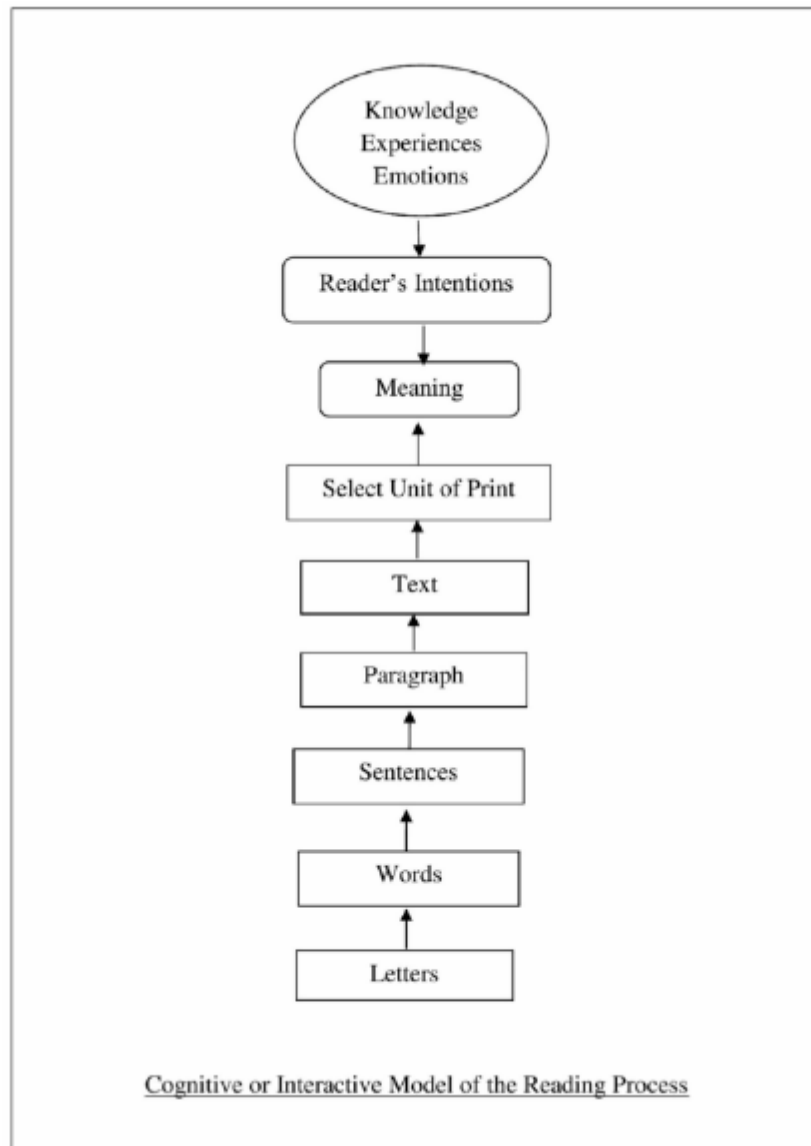
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## Appendices

### Appendix N°: figures







## Appendix N° 2: Students' Questionnaire

Dear students,

We would be deeply grateful if you answer the following questions honestly, which tends to provide a comprehensive data about students' perceptions towards the digital and printed materials for reading in English. The information provided will be kept anonymous and will be used for the sake of this research.

Please put a tick (√) in the appropriate box, or provide a full answer where necessary.

### Section1: general information

1-Gender: Male  Female

2-How many years have you been studying English?

3-were English studies your first choice?

Yes  no

4- If not, what was your first choice?

.....

.....

### Section2: reading skill

5-according to you what is reading?

.....

.....

.....

.....

.....

6-is reading:

-important

-Not important

-Interesting

-boring

7-do you read in English? (Magazines, texts, books...)

Yes  no

**8-** How often do you read in English?

Rarely

Sometimes

Usually

Always

Never

Others.....

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**9-** What is your purpose when you read?

-To get new knowledge

-To gather information for an academic activity (presentation)

-For pleasure

-To enrich your vocabulary

Others.....

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**Section3: reading printed materials**

**10-** do you use printed materials for reading?

Yes

no

**11-** if yes which of these printed materials you use more?

-books

-journals

-magazines

Others.....

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**12-** What is the purpose behind using a printed material?

-they are more helpful

-you concentrate more while reading

-printed material is more understandable

-for prestige

**13**-do you think that the use of printed materials enhance your reading comprehension ability?

Yes

no

**14**-If yes, say how

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**Section4: reading digital materials**

**15**-do you use digital devices for reading in English?

Yes

no

**16**-if yes, which one of these digital devices you use?

-smart phone

-laptop or computer

-tablet

-data show

Others.....

.....

**17**-what is your main purpose behind using one of previous digital materials?

-they are easier and quicker materials for doing research

-they are available any time and place that you want to do a research

-lack of printed version

-preference

**18**-which type of materials do you prefer while reading?

-digital materials

-printed materials

-both of them

19-justify your answer

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**Section5: further suggestions**

Please feel free to add any comments or suggestions about your perceptions and preferences on using the digital and printed materials while reading in English

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***Thank you for your collaboration***

## Résumé

La présente étude a pour objectif principale l'analyse des perceptions des étudiants à l'égard de la lecture de documents imprimés et numériques en anglais. Il vise à découvrir le type de matériel de lecture qui est adopté et préféré par les étudiants, ainsi que les raisons qui justifient leurs préférences pour un matériel de lecture spécifique. À cet égard, soixante-trois (63) étudiants du département d'anglais de l'Université de Bejaia ont été choisis au hasard et équitablement pour chaque niveau comme un échantillon de notre recherche. Sur cette base, nous avons émis l'hypothèse que les apprenants préfèrent lire des documents numériques plutôt que des documents imprimés. Afin de confirmer ou rejeter notre hypothèse et de répondre à nos questions de recherche, la présente étude est passée par une méthodologie mixte en combinant les méthodes quantitatives et qualitatives. Dans le but de recueillir des données, on a adopté un questionnaire destiné aux étudiants qui contient des questions fermées, ouvertes et à choix multiples. Les résultats tirés des données recueillies révèlent que les étudiants préfèrent utiliser à la fois du matériel imprimé et numérique lors de la lecture. Par conséquent, notre hypothèse est rejetée et nos questions de recherche se terminent par des réponses. Ainsi, les documents imprimés et numériques pour la lecture vont de pair, le lecteur ne peut pas dépendre sur un type plutôt que de l'autre. Les deux types de matériel de lecture sont intéressants et utiles selon la situation dans laquelle se trouve le lecteur.

**Mots clés:** préférences des étudiants, lecture du matériel imprimé, lecture du matériel numérique.