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**The Students' Attitudes towards Using Internet Sources to Develop their
Reading Skills:
Benefits, Barriers and Preferences
The Case of EFL Master One Students, University of Jijel**

Dissertation Submitted in Partial Fulfillments of the Requirements for
the Master Degree in English Didactics

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Dedication

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

I have the great honour to dedicate this humble work to:

*The dearest and the nearest person to my heart, the symbol of persistence, without her I would
not be who I am today, 'My Mother';*

The only person with the exception of God nothing is more important than you, 'My Father';

My brother and the source of our joy: Yahia

My lovely sisters: Zayneb, Ratiba , and Foufa

My beloved sister: Nouna and her husband Ammar

My niece and nephew: Alaa and Mohammed amine, may Allah bless you all.

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Zoulikha

INTERNET SOURCES TO DEVELOP READING SKILLS

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Rafika and her husband Ammar and their sweet children Iyad and Ayoub*

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Abstract

Using the Internet in the field of education has proved quite a boon over the last few decades. With the ever-growing awareness of Internet sources, it is now widely used as a teaching aid, playing thus an important role in both the teaching and learning processes. Hence, the present study aimed chiefly at finding out the students' reading preferences as well as investigating their attitudes towards the benefits of and barriers to using Internet sources to develop their reading skills. It is based on the hypotheses that if EFL learners at the Department of English at Mohammed Seddik Ben Yahia University were frequently exposed to Internet sources their reading skills would be enhanced. It is also hypothesised that if they read online they would appreciate it more because it offers an unlimited number of texts and documents. In order to verify these hypotheses, a questionnaire was administered to fifty Master one students, the analysis of which yielded results that supported the hypotheses stated above. It was found out that the students had positive attitudes towards the use of Internet sources, Furthermore, the analysis of the results demonstrated the existence of some difficulties that students face while using Internet sources and the most problematic areas for the students are complex and unknown vocabulary as well as non-availability of Internet and inadequate computer operating skills. Finally, the analysis of the research findings supported the assumption that students prefer to read through using online materials rather than printed ones due to their practicality because it offers unlimited number of texts and documents.

INTERNET SOURCES TO DEVELOP READING SKILLS

List of Abbreviations

ARPANET: Advanced Research Projects Agency Networks

CALL: Computer Assisted Language Learning

EFL: English as a Foreign Language

ELT: English Language Teaching

ER: Extensive Reading

ICT: Information Communication Technology

IP: Internet Protocol

IR: Intensive Reading

PBL: Project Based Learning

TCP: Transmission Control Protocol

INTERNET SOURCES TO DEVELOP READING SKILLS

List of Tables

Table 01: Students' Level at English.....	54
Table02: The Students Ownership of Computers.....	54
Table 03: Access to Internet.....	55
Table 04: Purpose for Accessing Internet.....	56
Table 05: Internet Use for English Courses.....	56
Table 06: The Difficulty of Internet Sources.....	57
Table 07: Preferred Source of Information.....	58
Table 08: Students' Perception of the Importance of Reading.....	58
Table 09: Students' Preferences for the Language of Reading.....	58
Table10: Students' Enjoyment towards Reading.....	58
Table 11: Students' Frequency of Reading.....	59
Table 12: Where Students Read.....	59
Table 13: The Students Evaluation of their Reading Level.....	60
Table 14: The Students Motivation Towards' Internet Sources.....	60
Table 15: The Students' Opinions about the use of Internet Sources to Develop Reading Ability.....	61
Table 16: The Difficulty Encountered by Students When Reading English Texts on the Internet.....	62
Table 17: Students' Attitudes towards the Internet Usage.....	63
Table18: The Difficulty of Using Internet Sources.....	63
Table 19: The Students' View about Reliability of Internet Sources.....	64
Table 20: Authenticity of Information.....	64
Table 21: The Date of the Sources.....	65
Table 22: Checking Copyrights.....	65

Table of Contents

Dedication.....2
Acknowledgements.....3
Abstract.....4
List of Abbreviations.....5
List of Tables.....7
Table of Contents.....8

General Introduction

1. Background of the Study.....13
2. Statement of the Problem.....14
3. Aim of the Study.....14
4. Hypothesis.....15
5. Research Methodology.....15
6. Structure of the Study.....15

Chapter one: Review of the Literature

General Introduction

Section One: The Internet and English Language Learning and Teaching

1.1. Definition of the Internet.....19
1.2. Using Technology in Language Learning.....21
1.3. Internet and Foreign Language Teaching.....22

INTERNET SOURCES TO DEVELOP READING SKILLS

1.3.1. Technology in the Classroom.....	22
1.3.2. Using Websites.....	22
1.3.3. Internet-based Project Work.....	23
1.4. Internet in Language Education: Benefits and Barriers.....	24
1.4.1. Internet Benefits.....	24
1.4.1.1. Engagement.....	24
1.4.1.2. Collaborative Learning Enhancement.....	25
1.4.1.3. Improvement in Academic Ability.....	25
1.4.2. Internet Barriers.....	26
1.4.2.1. Lack of Access.....	26
1.4.2.2. Lack of Effective Training.....	26
1.4.2.3. Classroom Control.....	26
1.5. Empowering Reading Comprehension Using the Internet.....	27
1.6. Differences between Online and Printed Sources.....	28
1.6.1. Research in Reading Online Texts.....	30

Section Two: Reading in the EFL Context

2.1. Definition of Reading.....	34
2.2. Using Computer Assisted Language Learning to Teach and Learn Reading.....	34
2.3. The Importance of Reading.....	34
2.4. Types of Reading.....	35

INTERNET SOURCES TO DEVELOP READING SKILLS

2.4.1. Extensive Reading.....	35
2.4.2. Intensive Reading.....	36
2.5. Reading Models.....	36
2.5.1. Bottom-up Models.....	36
2.5.2. Top-down Model.....	37
2.5.3. Interactive Model.....	38
2.6. Reasons for Reading in an EFL Context.....	38
2.6.1. Reading for Academic Knowledge.....	39
2.6.2. Reading for Pleasure.....	40
2.7. Stages of Reading.....	40
2.7.1. Pre-reading.....	41
2.7.2. Active Reading.....	41
2.7.3. Post-reading.....	42
2.8. Reading Strategies.....	43
2.8.1. Skimming.....	43
2.8.2. Scanning.....	44
2.8.3. Predicting.....	44
2.9. Characteristics of Effective Readers.....	47
Conclusion	

Chapter Two: Research Methodology and Data Analysis and Interpretation

General Introduction

Section One: Research Methodology

2.1.1 Setting.....	50
2.1.2 Research Paradigm.....	51
2.1.3 Population and Sampling.....	51
2.1.4 Research Instruments.....	51
2.1.5 Description of the Questionnaire.....	52
2.1.6 Data Collection Procedures.....	53
2.1.7 Data Analysis.....	53

Section Two: Data Analysis and Interpretation

2.2.1 Presentation and Analysis of the Questionnaire.....	69
2.2.2 Discussion of the Results Obtained from the Questionnaire.....	71
Conclusion.....	72
Recommendations for Further Research.....	72
General Conclusion.....	74
Limitations of the Study.....	74
References.....	80

INTERNET SOURCES TO DEVELOP READING SKILLS

Appendix

Resumè

ملخص

General Introduction

The use of the internet in the educational environment has enabled easy access to many resources; therefore, information sharing has increased and the prevalence of this sharing has brought additional benefits in that these resources can be used in any location and any time. It is obvious that education is one of the areas significantly influenced by technology. The development of Information and Communication Technologies (ICT) has had a great impact on education. ICT tools help teachers and students' access beneficial information on various subjects quickly as it helps them exchange their thoughts and experiences with people from all over the world. Moreover, the worldwide web and the internet allow teachers to use this information to motivate their students to use English daily and provide functional communication experience.

The use of the internet has become an important part of the learning process in and out of the class. The internet provides a vast range of materials, be them in typed texts, in audio format, or in audio-visual format. Thus, in order to acquire the language, the learner should first receive comprehensible input through listening and reading before using it. Technology has proved an effective tool for learners, who are often urged by their teachers to use it in order to facilitate the learning process. Teachers integrate the use of technology to support the curriculum so that learners can increase the effectiveness of developing their language skills through the use of technology (Costley,2014; Murphy, De Pasquale, & McNamara, 2003).

1. Background of the Study

The most effective communication resources, computers and the internet have become a part of our daily lives and have become one of the important tools in education. The internet helps transfer the information between different points. Therefore, this makes it a very powerful information system. People of different ages, students and academics prefer using

INTERNET SOURCES TO DEVELOP READING SKILLS

the internet because it is the easiest, fastest, and cheapest way of accessing necessary information.

Research results indicate that the internet use increases language use and acquisition of second language. Lam and Lawrence (2002) argued that the use technology helps learners in regulating their own learning so that they can have access to a lot of information that their teachers are not able to offer. Peregoy and Boyle (2012) carried a study on using technology in developing learners' reading and writing skills. The results of this study indicated that learners learn more effectively when they use technology tools instead of traditional teaching methods because the Internet provided a positive learning environment. Another finding of this study was that technology tools enhanced learners' reading and writing skills because they are easy to use with the result that learners learn at a faster and more effective way.

The Internet is a tool for providing learners with authentic learning activities. Furthermore, as stated in the study of D' Esposito and Gardner (1999), most of the students choose to use the Internet rather than traditional library resources. The use of the Internet-based reading materials has also gained importance with educators. With the recent developments in technology, it is necessary that students use and create texts within online networks.

In the EFL context, like the other language skills, reading holds an important place in the curriculum. Developing one's reading skills contributes to developing one's overall language proficiency. In the age of the internet, online reading has provided an alternative to traditional ways of reading.

2. Statement of the Problem

Much research has been conducted on the incorporation of technology into language learning. A number of studies—mentioned above—have looked at the benefits of and barriers to integrating education technology and the Internet in language teaching and learning. In addition, many researchers have assessed using Internet sources as a tool to enhance the students' reading skills.

However, EFL learners may have positive or negative attitudes towards using the Internet to support their reading. Their attitudes may reveal clues about the benefits of and barriers to using the Internet to develop their reading skills. Therefore, a great attention must be given to the use of online sources that support and enhance reading skills. Thus, the present study tends to seek the benefits of and barriers to using internet sources, and reading in online environment in order to enhance reading skills.

3. Aim of the Study

The aim of the present study is to focus on the benefits of and barriers to using Internet sources to develop EFL students' reading skills from the perspective of students. The study also tries to shed light on the students' preferences between reading online or print-based sources.

4. Research Questions

To achieve the above stated aim, the present research work attempts to address the following research questions:

- What are the students' attitudes towards the benefits of and barriers to using Internet sources for enhancing EFL students' reading skills?
- Do EFL learners prefer to read in online or printed materials?

4. Research Hypotheses

On the basis of the above questions, first it is hypothesised that if EFL learners were frequently exposed to Internet sources and the online reading environment their reading skills would be developed. It is also hypothesised that if they read online they would appreciate it more because it offers an unlimited number of texts and documents.

5. Research Methodology

In order to come to a good grasp of the topic under investigation and to answer the previous asked questions, a questionnaire was administered to EFL Master One students at Mohammed Seddik Ben Yahia University.

The student questionnaire investigated their general attitudes towards the benefits of and barriers to using internet sources to develop their reading skills and their opinions on their preferences about reading online or printed based resources.

6. Structure of the Study

The present study is composed of two main chapters. The first chapter is split up into two parts that encompass the literature review of the research. The second chapter is divided into two sections; the first section is concerned with research methodology, and the second section is devoted to data analysis and interpretation as well as recommendations that help in enhancing the reading skills through using Internet sources.

With respect to the first section of the first chapter, is devoted to Internet and English language learning, using the Internet in language teaching with some internet instructions used by teachers. Also, this section tackled the benefits of and barriers to using Internet in language education, and differences between online and printed sources. In addition, the second section dealt with the development of reading skills and strategies in addition to their implementation.

Chapter one: Review of the Literature

Section One: Internet and English Language Learning and Teaching

Introduction

1.1. Definition of the Internet

1.2. Using Technology in Language Learning

1.3. Internet and Foreign Language Teaching

1.3.1. Technology in the Classroom

1.3.2. Using websites

1.3.3. internet-based project work

1.4. Internet in Language Education: Benefits and Barriers

1.4.1. Internet benefits

1.4.1.1. Engagement

1.4.1.2. Collaborative learning Enhancement

1.4.1.3. Improvement in academic ability

1.4.2. Internet barriers

1.4.2.1. Lack of Access

1.4.2.2. Lack of Effective training

1.4.2.3. Classroom Control

1.5. Empowering reading comprehension using the internet

1.6. Differences Between Online and Printed Sources

INTERNET SOURCES TO DEVELOP READING SKILLS

1.6.1. Research in Reading Online Texts

General Introduction

Technology is a key factor in the development and advancement of education. With the arrival of recent technological developments, notably the Internet, there have been changes in education and in English language teaching instruction. The Internet has radically changed the global availability of scholarly publications. Today, the available Internet is a substantial part of resources accessible for researchers and University students through electronic site licences, making easy the supply of obtainable information and sources. Both students and teachers have started to use Internet sources to practice English and improve their language skills.

With the development of technology, electronic texts look different from printed ones because they are more flexible and more fluid. They reflect one of the changing sites of literacy, and today in classrooms and programs they are being used as valuable sources.

This chapter is divided into two sections. The first section is devoted to the use of technology, especially the Internet, in language instruction, the use Internet in language learning, and the benefits of and barriers to using the Internet in language education. Also, some differences between reading in online or printed sources. Whereas the second section concerned with the development of reading concerning the use of computer assisted language learning (CALL) , the importance of reading, different types, models , reasons, stages, and strategies of reading. The last concern of this section is the characteristics of effective readers.

Section One: Internet and English Language Learning and Teaching

1.1 Definition of the Internet

The Internet originated with the U.S. government, which began building a computer network in the 1960s known as advanced research projects agency networks (ARPANET). The Internet is a globally connected network system that uses transmission control protocol and Internet protocol (TCP/IP) to transmit data via different types of media. The Internet is a network of global exchanges including private, public, business, academic, and government networks. Many researchers defined the Internet in several ways. As Lewis (1994) stated in his definition of Internet: “The Internet is a confederation of thousands of computers from various sectors of society such as education, business, government, and the military .It is a network of thousands of computer networks”(P.12).

This implies that the internet include a variety of computers that would help people in different disciplines. Moreover, according to Strauss, El-Ansary, and Frost 2003 “The internet in a whole network that are connected to each other .Some computers in this network storing files, such as web pages, which can be accessed by all network computers” (P.8). The internet is the worlds’ largest computer and whole network of physically connected to each other.

1.2 Using Technology in Language Learning:

Language learning is a complex and challenging endeavour for students to achieve the desired proficiency in a foreign language. The use of technology in language learning and teaching has a long history. Therefore, technology responds effectively to their needs. In fact, technology used in learning environments has presented itself as a necessary process of continued lifelong learning. Reinders, and Thomas (2012) argued that in educational system, especially second language learning technology is considered as one of the most effective areas with a range of tools.

INTERNET SOURCES TO DEVELOP READING SKILLS

Researchers have discussed the importance of using the internet as a valuable source of authentic materials as well as the factors that could make the internet a very important tool for second and foreign language teaching and learning. According to Harmer (2007) and Gençler (2015), teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning.

Several studies in the field of English language teaching and learning have been conducted to investigate the advantages of using technology. Hennessy (2005) stated that the use of information communication technology (ICT) motivate both teachers and learners to work in new ways. The researcher understood that teachers should encourage and motivate their students to learn autonomously and think independently. (ICTs) have some benefits for teaching and learning. First, learners' language skills can be enhanced when they practice new learner-based educational materials. Next, learners can be involved in discussions where they can be more independent. Finally, their role is active, which can help them preserve more information. Zhao (2013) supported the above view and said that to be successful in language learning, it is important to have access to authentic materials in the target language. This means that computer-based communication is a useful for language learning.

In a research about the relationship between internet and academic activities, American Online (AOL) survey in United States as reported in '*The Internet at Home and in School*' found that the majority of students benefit by using the internet to develop language skills, and by doing online activities participants feel being better learners. This study also stated that students can accomplish their tasks and get access to other resources. (American Online reports 2000, as cited in Rice & Haythornthwaite, 2006).

Recent developments in technology, especially the Internet, provide learners with many opportunities in many different ways. However, learners may have opportunities to develop

INTERNET SOURCES TO DEVELOP READING SKILLS

their knowledge and access to different resources. It is important to continue to look at the conditions under which technology can be better utilized.

1.3. Internet and Foreign Language Teaching

The Internet has appeared as an important technological source, especially for educational purposes during the last 10 to 20 years. Today, the internet is seen as a pedagogical tool to enhance language teaching, and guide teachers to use it inside classroom. According to Lee (2000) the internet has attracted teachers' attention, especially concerning how best to integrate it successfully in their teaching process. Since it offer a variety of information and resources in the target language. Also, previous studies have shown that internet is a useful instructional tool for English language teaching. Hoopingarner (2009) exposed that as long as teachers use technology efficiently the teaching process would be effective, and to support and increase language teaching and learning it is important to take into consideration language pedagogy practices.

Due to the great changes in the process of foreign language teaching, the internet has become an increasingly essential and relevant area of study in the field of foreign language teaching. A study conducted in Cyprus by Charalambous and Ioannou (2008). It focused on teachers' attitudes towards using the internet as an instructional tool for professional progress. The results of this study concluded that the teachers had positive attitudes towards using the internet.

In order to enhance students' learning, teachers work on the internet in different ways to facilitate the process of teaching and learning through integrating technology in the teaching process. In this respect, Dudeney and Hockly (2007), (as cited in Laborda, Royo, 2007) they introduced a wide range of teaching possibilities for teachers who work with the internet such as technology in the classroom, using websites, and internet-based project.

1.3.1. Technology in the Classroom

INTERNET SOURCES TO DEVELOP READING SKILLS

For teachers, technology is a useful tool in the classroom because it makes an equal learning opportunity for everyone Dudeney & Hockly. (2007) stated that including information communication technology in the language curriculum is very important.

According to the authors ICT have fundamental features that make its employment a beneficial source of new information, but sometimes teachers may absorb technology or just be opposed to implicate computer activities in their classrooms because they lack access to the Internet.

1.3.2. Using Websites

For teachers, the use of websites is an easy way to integrate technology into the classroom, since websites contain a huge number of sources. In order to associate authentic sites into the teaching process, teachers should select websites that are easy and not complicated to use by learners. Here, the role of the teachers is to give some tips and guide the students about how to use sites, and to understand its content.

1.3.3. Internet-Based Project Work

According to Asan and Haliloglu (2005) Project-based learning (PBL) is a model for classroom activity that moved from the classroom practices of short, isolated, teacher-centred lessons and instead emphasizes learning activities that are long-term, interdisciplinary student-centred, and integrated with real world issues and practices. For teachers, the use of internet-based project work is very helpful in the process of teaching, the use of projects enable students to work in groups which encourage interaction between them, share information, and correct mistakes to each other. Also, teachers use internet-based project work in order to enhance the students' motivation to learn. And help them to develop critical thinking skills and transfer the information acquired to do a given task.

According to Owston (1997) Web applications enable teachers to conduct teaching by using technology in classroom, which for today's students present an important part of their

INTERNET SOURCES TO DEVELOP READING SKILLS

life style. In this connection, the definition of a computer as “a children's machine” given by (Papert, 1993), is frequently mentioned. According to him, children use computer in different manners unlike those children from today’s generation. Children now learn through visual images, as modern world is full of technological applications. Therefore, the method of using internet instructions in education such as computer, and telecommunication technologies rely on the shift of the students’ attention toward these instructions.

Furthermore, technology is considered as an essential part of ELT practice. In this respect, Dudeney and Hokley (2007) summarized the reasons behind integrating technology in English language teaching:

- The availability of the Internet access everywhere, and anytime to learners.
- For younger learners who grow up with technology, is something natural and some of these younger learners will in turn become teachers themselves.
- English is being used in technologically mediated contexts, because it is considered as an international language.
- Technology, especially Internet offer to learners with new opportunities for authentic tasks and tools, as well as available devices.
- The Internet gave to the learners who are geographically separated the chance to collaborate and communicate with native speakers of English.
- Technology provided learners with a variety of course books published by teachers.
- Learners hope that language schools integrate technology into teaching
- Technology offers for both learners and teachers new ways for practising language and assessing performance.

INTERNET SOURCES TO DEVELOP READING SKILLS

- Using various ICT tools can give learners the opportunity to practice in all of the four main language skills- speaking, listening, writing and reading.

1.4. Internet in Language Education: Benefits and Barriers

To meet the needs of learners and teachers, different technologies are available for use in educational programs that is why many educational institutions and universities in the whole world spent much time and effort into raising the use of the net in all its types such as e-books, wikis, and blogs.....etc. Both learners and teachers benefit by using new technology because it has a positive influence on both learning and teaching process. This positive side has encouraged foreign language teachers to use it in order to enhance students' learning skills. However, technology also has a negative influence in the classroom.

1.4.1. Internet Benefits

Several studies cover many sides of learning and show the benefits of using technology in education. These studies have shown the advantages of technology for language learning.

1.4.1.1. Engagement

Some researchers like Dunken (1990) argued that one of the benefits of technology use is an increase in student motivation as fun and games are being brought into the classroom. This fun factor is a key benefit in a language classroom. Moreover, the novelty of the new technologies or learners' experience of those technologies in the classroom can enhance the learners' motivation.

1.4.1.2. Collaborative Learning Enhancement

In learning activities, encouragement of collaboration and communication are another advantage of using technology. The use of new technology has encouraged students' interaction with images, videos, and other resources to collect new information. According to Murphy (2006), the Internet can be used as a mean of communication in order to interact with

INTERNET SOURCES TO DEVELOP READING SKILLS

others, and as a reference source to help students and teachers in their research. It is argued that both teachers and learners communicate with others outside the classroom using different technological applications. For this reason they can produce good quality works.

1.4.1.3. Improvement in Academic Ability

Technology has an important role in improving language learners' academic ability. In this respect, Lee (2000) argued that this improvement can be acquired through the use of computer assisted language learning. However, students should change their learning attitudes and increase their self-confidence in order to enhance their learning ability. Besides, learners develop their computer skills, internet searching, and their overall academic skills by using the internet.

Related research

In a research conducted by Singhal (1997) about the advantages of using the internet for the individual students, the focus was much more on the information that can be found online. According to her "The World Wide Web is a virtual library at ones fingertips; it is a readily available world of information for the language learner" (Singhal, 1997, p.4). For her emailing is useful and beneficial for students who are shy and afraid to talk in front of teachers and their classmates inside the classroom. Moreover, students can communicate with native English speakers via e-mails, language students.

1.4.2. Internet Barriers

Despite the fact that the internet provided many benefits to help the success of foreign language learning, it would be naïve to expect that technology used in language teaching or learning without first encountering some barriers. Like the benefits, these barriers are wide-ranging.

INTERNET SOURCES TO DEVELOP READING SKILLS

1.4.2.1. Lack of Access

One of the major challenges that educators face is Lack access to technology especially for those schools and individuals who can barely afford or do not have access to a computer or an Internet connection. Mike (1996) stated that non-availability of the Internet is unequal opportunity to access technology, and the use of technology was always a difficulty that both language teachers and students face.

1.4.2.2. Lack of Effective Training

Many researchers believe that there are different factors that hinder the successful use of the Internet as a learning instruction such as, lack of experience, knowledge and practice. Many researchers agree that teachers must improve their computer competency to use technology successfully. Romano (2003) claimed that if teachers are not empowered to use technology effectively as an educational tool, the process of learning and teaching will not be improved.

1.4.2.3. Classroom Control

According to Erben, Ban, Castaneda (2009), in traditional classes the teacher is the model who guide the students inside the classroom, the only sources of knowledge, and he is the centre of teaching and learning, unlike today's classes with the development of ICT learners became more independent, this make the class more learner-centred. In which the teacher lose control over the class.

Conclusion

With its benefits and barriers, the internet has important effects on teaching, learning, and communicating. Thus, both teachers and learners should have the opportunity of internet accessibility, knowledge and familiarity with its purposes in educational life. For this purpose, before using the internet in second language learning and teaching activities, teachers and

INTERNET SOURCES TO DEVELOP READING SKILLS

learners should be taught about how to use these instructional technologies. This is a must to use it in language classrooms effectively.

1.5. Empowering Reading Comprehension Using the Internet

One of today's most educational priorities is improving the ability to read and comprehend, especially for students who struggle with reading. According to Hammond, Linton, Smink, & Drew (2007) despite extensive efforts, many students continue to struggle with reading and trying to develop their reading skills, increasing the possibility that they will drop out of school. However, it is very important to develop more effective instructional approaches to deal with this issue. It is important that all students prepare themselves to use various strategies, reading experiences, and dispositions to reach their goals and to become effective readers using the internet.

Increasing reading achievement is now doubly challenging. As the Internet demanded additional skills and strategies for successful online reading comprehension and to comprehend the strategies of online reading. Many researchers have introduced new literacies which mean many different things to many different people. According to Street (1995, 2003) new literacies are new social practices and strategies for online reading comprehension. However, the process of reading comprehension required the use of some reading skill and strategies. In this respect, to develop online reading comprehension Lue et al. (2004) introduced some new literacies that students can use while reading on the internet. First, identifying important questions according to him reading comprehension on the internet can be better understood as a problem-based learning task it is necessary to start with a problem and try to find answers to solve it. Second, locating information after beginning with a problem, it is then very important to locate a lot of information to solve the problem, means that locating information is an important aspect of developing online reading comprehension. Third, once the information is located it is important to evaluate it whether it is correct or not,

INTERNET SOURCES TO DEVELOP READING SKILLS

reliable or not, and if the information meet the needs of learners. Fourth, another important component of online reading comprehension is when the information is synthesized in the mind of the reader. Finally, communicating the information in an online reading context is the last component in which readers communicate with others as they read to answer a question, solve a problem or share a solution.

Students must be able to read and understand information on the Internet at high levels following different strategies. Furthermore, students of all ability levels benefit from experiences with online reading comprehension, especially struggling readers. Providing online reading opportunities for struggling readers has main implications on two levels. First, developing these skills help to construct students' ability to make learning effective. Second, it extends important experiences through which online reading comprehension can develop. The Internet is now a fundamental source of information, and learning is dependent on the ability to read and understand complex information at high levels by using some reading skills and strategies to make reading effective (Alexander & Jetton, 2002. Bransford, Brown, & Cocking, 2000).

1.6. Differences Between Printed and Online Resources

Both printed and electronic resources have a great importance, and most of the few studies focused on comparing between the two formats to investigate the differences between printed and electronic texts. However, researchers agree that there is a set of differences between the two forms. Furthermore, recent studies found that four distinctions may differentiate print texts from online texts. First, the limited space is considered as the first difference between the two, in which the computer screen is limited and the reader see less text at one time. Coiro (2003) stated that electronic readers will face more challenges to understand what they read in comparison to conventional printed text readers. Second, printed texts are usually linear, while, electronic texts are often non- linear or multi-linear (Chen,

INTERNET SOURCES TO DEVELOP READING SKILLS

2009). The third difference between the two is the reading path, online texts' path takes a random and unpredictable manner, in contrast to print texts that are often characterized with a prefixed and predictable path and already determined. The last difference is that the authors' intertextual connections are clear and immediately accessible in electronic text. This instant prompting of intertextuality creates more complex texts for readers to navigate, both in their mind and physically on the screen.

Many researchers stated that printed and electronic texts differ in several aspects. According to Liu (2005) graduate students prefer using electronic resources to printed resources because electronic resources are suitable and appropriate for their research. Besides that, Liu pointed that there are some characteristics that differ between online and printed resources. According to him, online resources include hypertexts which offer unlimited documents, and combine multimedia such as sounds and animate symbols, whereas printed sources are limited on published documents with linear texts that are found in libraries. Moreover, the readers find online resources any time and everywhere. Rouet (2000) found that reading in electronic text involved a higher cognitive load and a lower comprehension and memorization compared to printed text.

1.6.1. Research in Reading Online Texts

In a study conducted by Alipanahi (2005) she examined EFL learners' attitudes toward reading comprehension after being taught via the internet. Also, the researcher explored the problem of whether the achievement of teaching reading comprehension by using the internet is better compared to traditional non-internet teaching of reading. Participants were 40 students they were chosen to take part of this study, and they were divided into two groups, the control and the experimental group. The control group which received EFL instruction in a traditional manner while, the experimental group which received EFL instruction through the internet. The results of the study pointed that there were major differences between the two

INTERNET SOURCES TO DEVELOP READING SKILLS

groups concerning their achievements and attitudes. For those learners who were taught using internet instructions had more favourable attitudes and performed better than the control group. Alipanahi (2005) argued that Internet based instruction of reading comprehension can be very powerful educational instrument (as cited in, Abanomy,2013).

Conclusion

To conclude, the presented section highlighted some theories and studies about technology in education, especially the use of internet in foreign language learning and teaching, and the benefits of and barriers to using the Internet in ELT practice were summarized. The next section is aiming at shedding light on developing reading skills.

1.2 Section two: developing reading skills

Introduction

2.1. Definition of Reading

2.2. The use of Computer Assisted Language Learning to teach and learn reading

2.3. The importance of reading

2.4. Types of Reading

2.4.1. Extensive Reading

2.4.2. Intensive Reading

2.5. Reading Models

2.5.1. Bottom-up Models

2.5.2. Top-down Model

2.5.3. Interactive Model

2.6. Reasons for reading EFL context

2.6.1. Reading for academic knowledge

2.6.2. Reading for Pleasure

2.7. Stages of Reading

2.7.1. Pre-reading

2.7.2. Active reading

2.7.3. Post-reading

INTERNET SOURCES TO DEVELOP READING SKILLS

2.8. Reading strategies

2.8.1. Skimming

2.8.2. Scanning

2.8.3. Predicting

2.9. Characteristics of Effective Readers

Conclusion

1.2 Section Two: Developing Reading Skills

This section focused on some theories and studies in relation to developing reading skills beginning with the definition of reading. It also accounts for reasons and purposes of reading. Also, some types, models, stages. In addition, it deals with reading strategies as well as some characteristics of effective readers.

2.1. Definition of Reading

Reading was defined in several ways by many researchers, but all of them agree that it is a complex activity that involves both perception and thought. Reading consists of recognition of words, understanding the meaning, and getting information from texts.

Anderson (1999, p. 1) views “ reading as an active fluent process which involves the reader and the reading materials in building meaning”. This means that, reading contains the reader, the text and the interaction between them. In addition, Urquhart and Weir (1998, p. 22) stated that “Reading is the process of receiving and interpreting information encoded in language form via the medium of print”. This means that the information carried by the text is analyzed into the vocabulary and the grammatical points.

All the definitions above show that reading is the process of building meaning through interaction between the reader, the text, and the context of the reading situation.

2.2. The Use of Computer Assisted Language Learning to Teach and Learn Reading

In general, the process of teaching has been changed by the integration of technology in the classroom, and many researchers like Genc (2012) argued that computer assisted language learning (CALL) has offered for years several benefits to the learners and teachers such as multimedia applications and interactive activities. However, reading has been the skill that CALL practice and research has consistently highlighted and focused on. According to Levy’s

INTERNET SOURCES TO DEVELOP READING SKILLS

research (2009), technology provided the reader with assistance to better understand foreign language texts when reading, by providing more information or material on to ensure the readers' learning. The availability of reading sources on the Internet makes it a powerful tool with lots of possibilities. In this respect, Hoopingartner (2009) concluded that the fact that plenty of reading material in the target language can be found on the Internet, so learners can increase their reading skills by the use of computer technology, vocabulary building, text reading and comprehension. While reading, students can use the computer to look up other information and concepts which could help to strengthen the learning activity.

2.3. The Importance of Reading

Reading is a very important skill which permits students to be successful inside and outside the educational context. According to Glendinning (2004, p 32) reading develops students' skills by making them better writers; since they may face different roles of grammar which will help them later in developing a sense for structure of the language and grammar and reinforce their vocabulary (as cited in Nasri, 2013, p 15) . Thus, reading has a great importance in enhancing the different skills of understanding. Also, it has an essential role that helps students to learn English as a foreign language in an easy way.

One of the important objectives of the reading instruction is to make meaning from text, to improve comprehension, and to develop reading proficiency. However, it is important to move to greater objectives in order to make a shift from learning to read to reading to learn. According to Stanovich and Siegel (1994), learners who read continuously and successfully are better able to develop their literacy, gather learning experiences, and prosper in their academic career. Definitely, reading can have several benefits in improving students' language learning as it affords access to a variety of authentic materials in the foreign language.

2.4. Types of Reading

Extensive and intensive reading types are two different behaviours adapted by a reader during the reading process. Both extensive and intensive reading types may differ in terms of purpose, level, and length. These two approaches are effective and have their own advantages which help learners to gain fluency, and develop their reading skill.

2.4.1. Extensive Reading

According to Harmer, (2007) “The term extensive reading refers to reading which students do often away from the classroom” (p.99). This means that extensive reading gives students the opportunity to read for enjoyment purposes, for example at home, in university, in the bus...etc. Extensive reading encourages students to read novels, newspapers, magazines when they are exposed to a wide range of text types.

The teachers’ role in extensive reading (ER) is limited only to encouragement he encourages students to select for themselves the reading materials they prefer to be introduced to (Harmer, 2007). In extensive reading the teacher lets the students to do their tasks by themselves.

2.4.2. Intensive Reading

Another type of reading is intensive reading “the term intensive reading refers to the detailed focus on the construction of reading texts which take place usually in classrooms”(Harmer, 2007, p.99); which means that students may be asked to a wide range of other texts genres like novels and poems in intensive reading students asked to look for specific information. Intensive reading is much more efficient than extensive reading for the development of reading skills since it involves reading for detailed information.

The role of the teacher in intensive reading (IR) in the classroom is to work on creating an atmosphere to get students to read. According to Harmer (2007, p. 100) the teacher should

INTERNET SOURCES TO DEVELOP READING SKILLS

act as model and a monitor who tells the students the purpose of reading, feedback organizer who give feedback to students, compare their answers, and correct them.

2.5. Models of the Reading Process

There are different models of the reading process and the role of these reading models is to explain to learners' the reading behaviours. Some researchers have described the reading process by generating three reading models; one is purely traditional and is called the bottom-up process. The second is cognitive which is called the top-down process. The final one is an interactive process which is a combination of the previous ones.

2.5.1. Bottom up Model

According to Alderson (2000) "bottom-up approaches are serial models, where the reader begins the print word, recognizes graphics, stimuli, decodes them to sounds, recognizes words and decodes meaning" (p.16). This implies that students begin with decoding words, sounds, and sentences, and finally reconstruct meaning from the text to achieve comprehension. This model focuses on how learners collect information from texts and construct meaning. In this approach, reading is regarded as a process of decoding information through different systems that identify letters, sentences, and clauses moving from the smaller units into larger cluster, letters into words, and words into sentences...(Burt et al., 2003).

Harmer (2007) stated that "the reader or the listener focuses on individual words and phrases, and achieves understanding by stringing these detailed elements together to build up a whole" (p.270). This means that the reader recognizes and analyzes the smallest units and phrases to construct comprehension through combining them together.

Obviously, this approach asks readers to process the text at grammatical and structural levels and leads them to construct comprehensive semantic analyses of the text in order to construct meaning.

2.5.2. Top-Down Model

The top-down model was introduced by the cognitive theory which stresses the essential role of the reader who already has some ideas about the meaning of the text or the material he is introduced to. According to Harmer (2007) in this approach the reader understands the text as a whole by using background knowledge. In other words, the readers sample the text for information and construct it with their world-knowledge. The focus here is on the readers as they interact with texts.

Reading was described by Goodman in the top-down model as “a psycholinguistic guessing game”. That is the learner uses his prior knowledge of the topic during the reading process, here the reader is considered as an active participant, he brings hypotheses, makes predictions, and uses information to confirm or disconfirm these predictions.

Some researchers have argued that students do not need to depend only on information from text in order to construct meaning, but rather, are actively engaged in predicting meaning by relating the cues from the text to their background knowledge (Burt et al., 2003).

2.5.3. Interactive Model

This model is a combination between the bottom-up and the top-down models. It is considered as a very successful and effective strategy in enhancing reading skill (Brown, 2001). For example, during the reading process, readers use the top down strategies until they face an unknown word, thereafter, they use decoding skills to realize comprehension.

Through this interactive model, both types of knowledge are important since the bottom up model is concerned with language knowledge which enables readers to recognize and decode word structure, sentence structure, text design, and cohesive devices. Besides, top down model is concerned with schematic knowledge. It is important because it allows the reader to make sense of new experiences, and knowledge of the world. Actually, reading

INTERNET SOURCES TO DEVELOP READING SKILLS

involves cognitive tasks where both bottom-up and top-down approaches occur simultaneously. In this respect, Carrell and Eisterhold(1983) argue that:

“Bottom-up processing ensures listeners/readers will be
Sensitive to information that is novel or does not fit their
On-going hypotheses about the content or structure of text;
Top - down processing helps the listener/readers to resolve
Ambiguities or to select between alternative possible
Interpretations of the incoming data” (p. 557)

That is to say, in order to be able to build adequate comprehension of the text content, both top down and bottom down models interact during the reading process. So, learners need to reinforce their background knowledge and to be aware of the sentence structure.

2.6. Reasons for Reading in EFL Context

Assigning students to read is given an important value due to several reasons, Harmer (2007) argued that “in the first place, many pupils want to be able to read texts in English either for their career for study purposes or simply for pleasure” (p. 99). Which mean that students read either to improve their language ability, or to achieve pleasure and information, reading for Academic Knowledge and reading for pleasure are considered as two major reasons that make students read in English because reading is a beneficial skill that helps students to achieve full knowledge.

2.6.1. Reading for Academic Knowledge

Reading for academic knowledge is used when the purpose of reading is to realize full understanding of a text or to look for specific information. To support learning good reading takes place in academic context. So, much of general knowledge that is expanded by reading is done for learning purposes. Usually, learners when they look for specific information for their

INTERNET SOURCES TO DEVELOP READING SKILLS

research they need to look for new information from different sources because they cannot all what they need in the text book. According to Glendenning and Holmstron (2004, p. 129):

“ For research you need the most up-to date Information available.

For most research, you will need to use recent information from journals, articles. In fact, the best way of searching journals is to use data base of abstracts to find the information you want quickly, you need to develop an effective search strategy.”

This type of reading develops learners’ academic knowledge, helps them to obtain information, to respond to curiosity about a certain topic, and to follow instructions to perform some task.

2.6.2. Reading for Pleasure

Reading for pleasure is also called reading for amusement, and personal enjoyment. It occurs outside the classroom that is way it is a self selected reading. Students may enjoy reading magazines, articles, poems, novels...etc, because it is maybe the easiest way to become a better reader in English, and to know what is happening in the world. Strong (1995, p.41) argued that “the only sensible reason for reading anything is because we enjoy it or hope to enjoy it”. Reading for pleasure aimed at building readers’ confidence while enjoying the art of reading. Mikulecky and Jefferies (2005, p. 2) advocated that:

“Reading for pleasure will help you learn new words,
Read faster in English, learn how English speakers use
English and also, learn about cultures of English speakers
Reading for pleasure is the key to take English language
Easily, and encourages learners to master new reading

And broaden their vocabulary”.

This type of reading shows that when students read for pleasure they can acquire new vocabulary, become fluent speakers, and learn English easily, learn about other cultures. Reading for pleasure encourages students to master the language.

2.7. Stages of Reading

Skilled readers recognize that good and effective reading demand more than sitting down and reading through the material. To achieve full comprehension, readers pass through different stages, each of which meets specific goals, and demand the use of different strategies that make reading effective. This means that students learn how to read in a series of interrelated stages. Starting from the simplest skill and moving on to the level of complexity. These stages are: the pre-reading stage, the while-reading stage, and the post-reading stage.

2.7.1. Pre-Reading Stage

Pre-reading stage (warm-up, before reading) before reading a text, readers use certain strategies that help them to get an overview about its content. The aims of the pre-reading stage to activate students’ background knowledge, prepare students for reading, introduce them to a particular text, and motivate them to ensure that reading is purposeful. “Background knowledge is what the reader brings to the reading event. Each reader’s interpretation and each reading of the text are potentially unique.”(Moreillon, 2007, p. 19).

In the teaching-learning process generally students activate their background knowledge, and the teacher should carefully design the activities that prepare students to accept what he/she is going to teach in the next stage. Urquhart and Weir (1998, p. 184) have suggested some pr-reading activities:

1. Thinking about the title.
2. Checking the edition and date of publications.

INTERNET SOURCES TO DEVELOP READING SKILLS

3. Reading appendices quickly.
4. Reading the abstract carefully

This stage can be used to orient to the context of the text, and encourage them to express an attitude about the topic.

2.7.2. While-Reading Stage

In the While-reading stage (during, through reading) readers use some specific strategies that help them interact with the text which make them active, flexible, and reflective readers. They are allowed to use the knowledge and information they bring to the text with new information in the text. In while reading stage “Students must be taught how to read and respond to books” (Greenwood 1998, p. 59). students should be involved in order to respond cognitively. This stage focuses on the process of understanding rather than the result of reading. The teachers’ job in this stage is to help learners to understand the content of the text, and design useful activities according to their level. There are certain activities can be used during this stage:

1. Re-reading sections.
2. Guessing meaning from the context.
3. Analyzing sentences.
4. Getting detailed information.

This stage is the most active stage among the three. because it focuses on the purpose of understanding structure and content rather than the result of reading.

2.7.3. Post-Reading Stage

The Post-Reading stage (after reading) which is the last stage provides the students with opportunities to relate what they have read to what they already know or what they feel. According to William (1996), “post reading stage enables students to consolidate or reflect upon what has been read and to relate the text to the learners’ own knowledge, interest,

INTERNET SOURCES TO DEVELOP READING SKILLS

experience or views” (p.39). It enables students to produce language based on what they have learned, this stage is important because it is supposed to evaluate and examine the output of the students, and feedback from the teacher. Activities that can be used during this stage are:

1. Summarize the text.
2. Create a new story.
3. Answer the questions.

This stage encourage students to check and discuss activities done while reading so that students can make use of what they have read in a meaningful way.

Stage	Goals
Pre-reading (warm-up, before reading) Is what readers do before they read to create expectation and establish a purpose for reading	.To activate background knowledge for understanding .To be encouraged to read about the topic .To establish a purpose for reading .To become familiar with the language of the material
While-reading (during, through reading) Is what readers do while reading to stay focused and understand the material	.To construct knowledge about the material .To confirm expectation of prior knowledge
Post-reading (after reading) Is what the readers do after they have finish the text to enhance understanding	.To check knowledge and find answers .To form complete study guides .To enhance vocabulary

2.8. Reading Strategies

Reading is an important skill that contains a number of sub-skills and strategies used to make reading successful and effective. Reading strategies are “cautions and cognitive measures adopted by the reader for acquiring, storing and amending new information” (Anderson, 1991, p. 460). In other words, reading strategies are techniques which are

INTERNET SOURCES TO DEVELOP READING SKILLS

implemented by readers to a particular purpose. For example, learners do not need to read the whole text in order to check specific information. However they just need to reflect on the text meaning. Harmer (2007) claimed that “students need to be able to do a number of things with a reading text” (p. 100). For a successful reading, students should learn to read different texts in different ways to achieve specific reading goal. In order to achieve this goal, researchers have revealed some reading strategies. Among the variety of reading strategies, skimming, scanning and predicting tend to be the most useful ones.

2.8.1. Skimming

Skimming is a technique of reading a particular text, passage, or chapter. It refers to the process of reading to get an overview about the content. Still, skimming for Harmer (2007) is a way of reading in which students quickly pass their eyes across the whole text for a gist rather than interpreting the text word by word or sentence by sentence. It is a style of reading used to determine the main idea of a particular text, or passage. Besides, it can be defined as a type of rapid reading when readers want to get the general idea from a passage (Richard et al., 1992).

Skimming is useful when readers need to cover a lot of reading in a short time. They will be able to skim a material before a lecture or class discussion if they do not have time to read the material before. It is described as a high speed reading technique useful for saving time, which requires readers to run their eyes over a text without reading in detail. In addition, skimming requires a great degree of reading and word recognition skill.

In order to skim a text you should:

- Pass your eyes over the text very quickly.
- Read the first and last paragraphs.
- Read the first sentence of all other paragraphs.

INTERNET SOURCES TO DEVELOP READING SKILLS

- Always familiarise yourself with the reading material by getting an overview before reading in detail.

2.8.2. Scanning

Scanning is a reading technique used to extract key words or specific information of a particular text. It is a process of letting your eyes run across a page to locate a particular detail (Grellet, 1981). When scanning readers do not read all the text, they have a question in their minds and they read the passage only to find its answer. Scanning is only useful if the reader knows exactly what he or she is looking for in a text because a reader who scans without knowing what he or she is looking for will usually miss key information.

Certainly, scanning is useful when students read something for a particular interest without reading the whole text. They use this type of reading to find the fact they need, and when they find it, they read it with more attention without caring about the other parts of the text.

In order to scan a text you should:

- Identify the sections that you need to read in the text.
- Start scanning by moving your eyes quickly over the text.
- When find the information you are looking for, you then slow down to read the relevant section more thoroughly.

2.8.3. Predicting

Prediction is one of the important strategies that readers use which requires readers to activate their background knowledge. After making predictions, students can read through the text, revise, and verify their predictions. In this regard, Grellet (1981) stated that prediction is "the faculty of predicting or guessing what is to come next, making use of grammatical, logical and cultural clue." (p. 17). This technique activates readers' schemata about the text and helps them to relate what new information with the previous one.

INTERNET SOURCES TO DEVELOP READING SKILLS

Prediction is essential for understanding because students expect meaning by predicting what is going to happen in the topic, and by revising their predictions as they read. Moreover, Smith (1985) stressed the importance of predicting by saying “prediction brings potential meaning to texts, reducing ambiguity, and eliminating in advance irrelevant alternatives. Thus we are able to generate comprehensible experience from inert pages of print” (p. 18). Generally, Prediction is an important strategy in which readers activate their background knowledge and experiences.

2.9. Characteristics of Effective Readers

Nowadays, all what we need is how to be an effective reader. Good readers can make their reading more effective when they know how to recognize words quickly and efficiently. Brown (1982) referred to effective readers as those who are aware of and have some control over their reading. On the other hand, good readers use the knowledge of content and structure to develop reading effectiveness.

2.9.1. Establishing Reading Goals

Good readers usually put reasons and purposes for reading. To achieve their goal, they depend on their experiences and background knowledge to understand what they are reading. In this respect, Stauffer (1969) claimed that setting goals requires students to gain experience in organizing specific objectives which will help them in reading. They use their prior knowledge and background experiences to make an appropriate and educated prediction.

In general, establishing goals for reading is very important for effective reading so that students will be able to create expectations which will guide their reading. Once goals are formulated, students will be able to make use of their knowledge of the topic.

2.9.2. A Positive Attitude toward Reading

Good readers who have positive attitudes toward reading enable them to be successful readers. They can be influenced by the teacher who makes reading more purposeful. In this

INTERNET SOURCES TO DEVELOP READING SKILLS

respect, Schofield (1980) argued that teachers who give importance to reading have tendency to promote positive attitudes for their students and encourage them to read. Clearly, students are affected by the instructional behaviour of their teachers who guide them, and developing positive attitudes toward the value of reading will approach reading instruction with a greater possibility for success.

2.9.3. Appropriate reading strategies

Proficient readers use the strategies that they have learned before in order to facilitate reading, and to monitor themselves independently. The use of Strategies is necessary for the comprehension of difficult texts. These strategies include skimming, scanning, questioning, predicting, and visualizing. Therefore, students should be taught about how and when to use these strategies effectively, they must be aware of the need to read silently or aloud, quickly or slowly. Selecting appropriate reading strategies is a skill that good readers learn to utilize effectively.

2.9.4. Self-Monitoring

Another important factor for successful readers to possess is self-monitoring. When readers monitor themselves they pause to check for their understanding, analyze and evaluate what is being read, synthesize the material, and make interpretations regarding its content. Furthermore, they will be able to problem solve unfamiliar words using multiple strategies to either comprehend or develop meaning of text.

Good readers are more proficient at monitoring their comprehension of text than poor readers. For example, Swanson (1988) found that good readers are expected to use high level strategies, such as inference, to attain meaning from text than less skilled readers. When good readers come to read a text without understanding it they use a number of strategies to self-regulate their search for meaning.

INTERNET SOURCES TO DEVELOP READING SKILLS

As a summary, reading is an important and complex skill that is introduced to prepare students to interact in a meaningful way with a variety of texts. Therefore, good readers are readers who interact in a meaningful manner with a variety of texts by developing the skills needed to profit fully from the decoding process of reading.

Conclusion

Information and communication technology is considered as a powerful and a fundamental means of education in this century. The availability of the internet and the number of authentic material resources make the learning and teaching process very successful. Students now have the opportunity to read using different formats. They may read from a standard computer screen, a tablet computer, a cell phone...etc. For students to develop the skills of understanding especially the reading skill, they should use the Internet effectively and be aware of the difficulties of the Internet and to benefit from the different sources. As a conclusion, it is better for learners especially EFL learners to develop awareness about the effective use of Internet sources, and benefit from their infinite advantages of being successful in their academic environment.

Chapter Two: Research Methodology and Data Analysis and Interpretation

Section one: Research Methodology

Introduction

2.1.1 Setting

2.1.2 Research Paradigm

2.1.3 Population and Sampling

2.1.4 Research Instruments

2.1.5 Description of the Questionnaire

2.1.6 Data Collection Procedures

2.1.7 Data Analysis

Section Tow: Data Analysis and Interpretation

Introduction

2.2.1 Presentation and Analysis of the Questionnaire

2.2.1.1 Section One: General Information

2.2.1.2 Section Tow: Developing Reading Skills

2.2.1.3 Section Three: Students' Internet use

2.2.2 Discussion of the Result Obtained From the Questionnaire

Conclusion

INTERNET SOURCES TO DEVELOP READING SKILLS

Recommendations

General Conclusion

Limitations of the Study

References

Appendix

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Chapter Two: Research Design and Data Analysis and Discussion

Section One: Research Methodology

Introduction

The previous chapter presented a review of related literature to the use of the Internet and how to develop the reading skill. This chapter, on the other hand, represents the practical field work in the form of two sections. The first section identifies the method used for collecting data in which a questionnaire was chosen for this study. It contains the setting, the research paradigm, the population, the research instruments, the procedure, and the data analysis. The second section is devoted to data analysis and interpretation.

2.1 Research Methodology

In the present section, research methodology and the items used in data collection is introduced. Also, the research instruments which were used for gathering data in order to answer the research questions.

2.1.1 Setting

This study has been conducted at the department of Letters and English Foreign Language, University of Mohamed Seddik Ben Yahia, Jijel, Algeria, in order to find out the attitudes of Master one students' towards using internet sources to develop their reading skills. In addition, this research study attempts to find out the benefits of and barriers to using internet sources. And tries to shed light their preferences between reading online or print-based sources.

2.1.2. Research Paradigm

This research work attempts to determine the benefits of and barriers to using internet sources by Master one students' at university of Mohamed Seddik Ben Yahia, and their preferences while reading in online or in printed sources. To achieve this purpose, a

INTERNET SOURCES TO DEVELOP READING SKILLS

quantitative research method was used. This method is thought of as more appropriate for this piece of research because it yields accurate statistical data that can be handled easily by a first time researcher. As far as the research tools are concerned, a student questionnaire was used to find out the benefits of and barriers to using internet sources. And tries to shed light their preferences between reading online or print-based sources.aim of the study. Furthermore, the questionnaire enables the researchers to get the desired data easily and within the time limits allotted for this study.

2.1.3. Population and Sampling

The questionnaire was administered to Master one student of English at the University of Mohammed Seddik Ben yahia, Jijel, Algeria. According to Dornyei (2007) “a population is a group of people whom the study is about” (as cited in Mebitil, 2001, p. 70). A sample of fifty (50) students out of 157 students from all the groups was selected. The population was specifically selected by the researchers taking into account that it is at the level of master degree compared to the other levels (first, second, and third) year LMD students which makes them familiar with the use of Internet sources

2.1.4. Research Instruments

In this study, the instrument of data collection is a questionnaire. It is mainly conducted to elicit students’ perceptions about the benefits of and barriers to using Internet sources. The instrument was not randomly selected but it was selected for the following reasons. First, the questionnaire is the most popular method for gathering information. Thus, learners can have enough time to assess the information when using a questionnaire as a means of assessment instrument. Finally, in order to achieve the purpose of the current study, a questionnaire sounded more appropriate because it yielded statistical data.

2.1.5. Description of the Questionnaire

The questionnaire consists of 27 questions which fall into two types: close-ended, open-ended. In so far as close-ended questions are concerned, students are asked to tick the appropriate answers that mostly appeal to them. Through four open-ended questions, students are asked to provide free responses. However, students are asked to provide justification for their choice through two close-ended questions. The questions are logically ordered, classified under three sections. The first section which is entitled “Background Information” comprises two (2) questions. It is devoted to getting insights into students’ level at English and their ownership of computer. Though, the second section was concerned with students’ Internet use and Internet availability it is made up of five (5) close-ended questions. The third section entitled “The reading Skill” it comprises seven (7) close-ended questions It is devoted to getting insights into students’ perceptions about reading as a skill. Also, this section contained four (4) statements requiring responses on five point likert-scale ranging from (strongly disagree) to (strongly agree).which provide students’ attitudes towards the benefits of and barriers to using Internet sources for developing reading skills, and another four (4) close-ended statements provide insights about the reliability of Internet sources. Finally, four (4) open-ended questions aiming to get more detailed information about student’s opinions and comments in terms of using Internet sources to develop reading skills.

2.1.6 Data Collection Procedures

In order to conduct the study which aimed at investigating the students’ attitudes towards the benefits of and barriers to using Internet sources a questionnaire was designed to obtain the data needed. The questionnaire was administered to Master one students’ (groups one, two, three and four) at the department of Letters and Foreign Languages, University of Mohammed Seddik Ben Yahia, Jijel during the academic year 2018-2019. They were handed

INTERNET SOURCES TO DEVELOP READING SKILLS

out on Mai13, 2019 before the beginning of the applied linguistics course. The questionnaire consisted of 27 questions.

2.1.7 Data Analysis

As already mentioned before, a quantitative method was used for both data collection and data analysis. Once the data was controlled and organized, then the next step was the analysis of these data. The results of the questionnaire were presented in statistical tables and these tables were accompanied by commentaries. The answers to multiple choice and Likert type questions were analysed quantitatively using percentages and frequencies.

Conclusion

All in all, the first section of this chapter dealt with a brief description of research methodology adopted in this study. It contained the setting, the philosophical approach, the population, the research instruments, the procedure, and the data analysis. The following section is devoted to data analysis and interpretation.

2.2 Data Analysis and Interpretation

This part of the second chapter represented the findings obtained from the research instrument that was previously discussed and different answers that are supplied by participants revealed a lot of information.

2.2.1 Presentation and Analysis of the Questionnaire

The results obtained are presented in the form of the following statistical tables:

Section One: Background Information

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question1: (How good are you at English?)

Table 01: The *Students' Level*

Options	Frequency	Percentage %
Weak	2	4
Good	43	86
Very good	5	10
Total	50	100

This question is targeted to get insights about students' level at English. As displayed in table 01, a great number of the participants (86 %) reported that they have a good level at English while (10 %) considered their level as very good. Yet, only (4 %) of participants reported that their level at English is weak.

Responses to Question2: (Do you own a personal computer?)

Table 02: *The Students' Ownership of Computers*

Options	Frequency	Percentage %
Yes	29	58
No	21	42
Total	50	100

The question aimed at having a clear idea of whether students have a personal computer or not since it is a tool that help them access to the Internet. Computers are definitely present in the students' lives which according to table 02 among the students (58 %) own the personal computer whereas (42 %) do not have a personal computer.

INTERNET SOURCES TO DEVELOP READING SKILLS

Section Tow: Students' Internet use

Responses to Question3: (Where do you use the Internet?)

Table 03: *Access to Internet*

Options	Frequency	Percentage%
Home	42	84
Internet cafe	5	10
School	3	6
Total	50	100

Question number 2 was devised to find out where the students really accessed the internet which is shown in table 03. The question about students' Internet use aimed to get information about students' Internet availability, the table indicated that (84 %) of the students accessed to computer from home and (10 %) of the students accessed to computer from Internet cafe. It is also noticed that the rest portion of the population which is (6 %) of the students access to internet from school.

Responses to Question4: (What do you use the Internet for?)

Table 04: *Purpose for Accessing Internet*

Options	Frequency	Percentage%
Personal interest	5	10
Educational purposes	1	2
Both	44	88
Total	50	100

Question number 4 was to know the purpose of the students for accessing the Internet, and if students use the Internet to support their English learning since it is thought that this factor may affect students' attitudes towards Internet use in developing their reading skills. As

INTERNET SOURCES TO DEVELOP READING SKILLS

displayed in table 04 most students (88 %) used the Internet for both personal and educational purposes. While (10 %) used the Internet just for personal interests, only (2 %) used it for educational purposes.

Responses to Question5: (Do you use the internet for your English courses?)

Table 05: *Internet Use for English Courses*

Options	Frequency	Percentage
Yes	44	88
No	6	12
Total	50	100

This question aimed to find out whether students use the Internet to support learning or not. In response to this question (88 %) of the students stated that they use the Internet for their English courses, the other (12 %) stated that they do not use the Internet for their English courses.

Responses to Question6: (How difficult are internet sources in English for you?)

Table 06: *The Difficulty of Internet Sources*

Options	Frequency	Percentage%
Very difficult	0	0
Somewhat difficult	25	50
Easy	23	46
Very easy	2	4
Total	50	100

In response to this question which aimed at having a clear insight about how internet sources in English are difficult for students (50 %) of the students stated that internet sources

INTERNET SOURCES TO DEVELOP READING SKILLS

in English are somewhat difficult, while (46 %) stated that Internet sources are easy, yet (4 %) of the population claimed that Internet sources in English are very easy.

Responses to Question7: (How do you obtain information for your research?)

Table 07: *Preferred Source of Information*

Options	Frequency	Percentage%
Internet sources	30	60
Printed books	12	24
Both	8	16
Total	50	100

Question number 07 was to know the students most preferred source of obtaining the information. The above table shows the information searching habit of the students there are various source from where they could start there searching so the data reveals that. About (60%) of the participants reported that they prefer to obtain information for their research through Internet sources. While (24 %) of the students prefer obtain information from printed books, only (16 %) use both sources of information.

Section Three: Reading skills

Responses to Question 8: (How important is reading for you?)

Table 08: *The Students' Perception of the Importance of Reading*

Options	Frequency	Percentage%
Highly important	28	56
Important	40	20
As little importance	2	4
Not important	0	0
Total	50	100

INTERNET SOURCES TO DEVELOP READING SKILLS

This question is targeted to get insights into students' stance towards reading in general. As it is shown in table 08, (56 %) of the whole population perceived reading as a highly important skill, while (20 %) considered reading as an important skill. Only (4 %) of the participants see reading as little importance.

Responses to Question 9: (In which language do you prefer to read?)

Table 09: *Students' Preferences for the Language of Reading*

Options	Frequency	percentage%
Arabic	13	26
French	9	18
English	28	56
Total	50	100

In the light of this question, students are queried to state in which language they prefer to read. As it is displayed in table 09, the majority of the participants (56 %) prefer reading in English. (26 %) show more preference towards reading in Arabic. Only (13 %) prefer to read in French.

Responses to Question10: (Do you enjoy reading?)

Table10: *Students' Enjoyment of Reading*

Options	Frequency	Percentage%
Yes	44	88
No	6	12
Total	50	100

This question aimed to check whether pupils enjoy reading or not. Table 10 revealed that most of the participants (88 %) reported that they enjoy reading. Only (12 %) of the participants do not enjoy reading.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question11: (How often do you read in English?)

Table 11: *The Students' Frequency of Reading*

Options	Frequency	Percentage%
Always	18	36
Sometimes	23	46
Rarely	9	18
Never	0	0
Total	50	100

This question was asked to elicit students' frequency of reading. The table 11 revealed that (46%) of the participants reported that they sometimes read in English. While (36 %) read always, only (18 %) read rarely.

Responses to question12: (Where do you read much?)

Table 12: *Where the Students Read*

Options	Frequency	Percentage%
Inside classroom	10	20
Outside classroom	40	80
Total	50	100

This question is formed to get insight about the place in which students read much more. The majority of them (80%) said that they read inside the classroom while (20%) of them claimed that they read outside the classroom

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to question 13: (How would you rate your reading skills?)

Table 13: *Students' Evaluation of their Reading Level*

Options	Frequency	Percentage%
Very good	5	10
Good	30	60
Average	14	28
Poor	1	2
Total	50	100

This question aimed to investigate students' opinions of their reading skills. The responses given indicated that the vast majority of the students rated themselves as good (60 %) or average (28 %). Only (10 %) rated themselves as very good. Moreover, only one student reported that his level is poor.

Responses to Question14: (How motivated are you to read through using internet sources?)

Table14: *The Students' Motivation to Read from Internet Sources*

Options	Frequency	Percentage%
Very motivated	16	32
Somewhat motivated	28	56
Not motivated	6	12
Total	50	100

This question is concerned with the students' motivation towards reading through using Internet sources. The results from table 14 revealed that (56 %) of the respondents feel somewhat motivated to read through using Internet sources. While (32 %) feel very motivated, only (12 %) are not motivated.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question 15: (Using different internet sources help me to reinforce my reading ability)

Table 15: *The Students' Opinions about the Use of Internet Sources to Develop Reading Ability*

Options	Frequency	Percentage%
Strongly Agree	10	20
Agree	31	62
Neutral	5	10
Disagree	4	8
Strongly Disagree	0	0
Total	50	100

This question aimed to know whether the use of different Internet sources help students to develop their reading ability. The data collected revealed that (62%) of participants ticked “Agree” showing that the use of different Internet sources help to develop reading ability. While (20%) of participants ticked “Strongly agree”, only (10%) ticked “Neutral” and the rest of participants (8%) disagreed the idea that the use of different Internet sources help to develop reading ability. However, these indicators revealed that more than half of participants are convinced of using different Internet sources.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question 16: (I have a difficulty in understanding new words while reading English texts on the Internet)

Table 16: *The Difficulty Encountered by Students When Reading English Texts on the Internet*

Option	Frequency	Percentage%
Strongly Agree	11	22
Agree	9	18
Neutral	19	38
Disagree	10	20
Strongly Disagree	1	2
Total	50	100

The mean scores of responses to question 16 which aimed to know if students have a difficulty in understanding new words while reading English texts on the Internet illustrated that (38%) of participants were neutral, while (22%) of participants strongly agreed. A lower percentage of (20%) disagreed. Those who were agree scored (18%) compared with those who scored the lowest percentage (2%). Probably, these results are good indicators of key information about a problem students' encounter while reading English texts on the Internet.

Responses to Question 17: (I generally use the Internet to search for personal Interests)

Table 17: *The Students' Attitudes towards the Internet Usage*

Option	Frequency	Percentage%
Strongly Agree	8	16
Agree	5	10
Neutral	2	4
Disagree	27	54
Strongly Disagree	8	16
Total	50	100

INTERNET SOURCES TO DEVELOP READING SKILLS

The aim of this question was to find out whether students use the Internet to search only for personal interests. From the table above most of participants (70%) disagreed and disagreed with the use of Internet to search for personal interests, while (26%) of them strongly agreed and agreed only (4%) are neutral. Hence, it can be said that the majority of students do not use the Internet only to search for personal interests

Responses to Question 18: (I have a difficulty in using Internet sources)

Table 18: *The Difficulty of Using Internet Sources*

Option	Frequency	Percentage%
Strongly Agree	3	6
Agree	4	8
Neutral	14	28
Disagree	21	42
Strongly Disagree	8	16
Total	50	100

The results gathered from question 18 aimed to find out if students have a difficulty in using electronic resources. As showed in the table above it is clear that (58 %) of participants disagreed and strongly disagreed to have difficulty in using electronic resources (42 % disagree, 16 % strongly disagree). (28 %) are neutral. On the other hand, (14 %) are strongly agreed and agreed to the difficulty of using electronic resources (6 % strongly agree, 8 % agree). The above results imply that more than half of the participants do not have any difficulty in using electronic resources.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question 19: (I crosscheck the accuracy of information that i have accessed through Internet sources with other information sources)

Table 19: *The Students' Views about reliability of Internet Sources*

Option	Frequency	Percentage%
Yes	39	78
No	11	22
Total	50	100

The aim of this question was to know the students' views about the reliability of the sources obtained from the Internet. According to the information gathered from the table above the majority of the students (78 %) crosscheck the information obtained from the Internet. Besides, the rest of the participants (22 %) do not crosscheck the information. Possibly, these students are aware of the accuracy of the information they access through the Internet.

Responses to Question 20: (I believe what I read online)

Table 20: *Authenticity of Information*

Option	Frequency	Percentage%
Yes	22	44
No	28	56
Total	50	100

From the obtained results, while (56 %) of the participants do not believe the information on the Internet. (44 %) of them said that they believe the information on that Internet.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question 21: (I check up the date of the sources that I have accessed)

Table 21: *The Date of the Sources*

Option	Frequency	Percentage%
Yes	20	40
No	30	60
Total	50	100

The results of the table 21 revealed that many students (60 %) do not take care if these resources are up-to-date, whereas (40 %) of the students pay attention to the date of the sources.

Responses to Question 22: (I make sure whether the documents have an author or not)

Table 22: *Checking Copyrights*

Option	Frequency	Percentage%
Yes	20	40
No	30	60
Total	50	100

This question aimed to know if students check up the existence of the author. A glance on the table above, one can notice that most of the participants (60 %) do not look for the reference of the documents they access. In contrast, a less percentage of the participants (40%) make sure whether the documents have an author or not.

INTERNET SOURCES TO DEVELOP READING SKILLS

Responses to Question 23: (What do you think are the benefits of using Internet sources for the students to develop their reading skills?)

This question is an open ended enquiry which aimed to investigate students' opinions about the benefits of using Internet sources to develop students' reading skills. Answers of this question varied and are summarized as follow:

From the answers obtained, it is noticed that (40%) of participants stated that one of the benefits of using Internet sources is to help to acquire new vocabulary which help to develop reading comprehension and to understand the content of difficult and complex texts. About (30%) reported that the Internet is a wide source of information from which it offers to students unlimited and various documents and texts that are compatible with their needs in order to help them in their research, give them the opportunity to read anytime they want

With regard to skill development (10%) of the students said that the use of Internet sources helps them to learn pronunciation in order to read fluently and this motivate them to read more. However, some of the answers (12 %) were out of the topic, and the rest of them (8 %) did not provide any answer.

Responses to Question 24: (What kind of difficulties do you think students may encounter while using Internet sources to develop their reading skills?)

In answering this question, the participants were invited to select the main challenges that restrict the use of Internet sources. Responses to this open-ended question revealed that for some participants (42 %) one of the problematic areas in using the Internet sources for reading in English is unknown vocabulary when they find complex and difficult words. (24 %) of them stated that they do not believe the confidence of Internet.

INTERNET SOURCES TO DEVELOP READING SKILLS

Moreover, some respondents (12 %) mentioned that they encounter some technical problems because of lack access to Internet they are not good at using the Internet, which implies that they have a difficulty in using Internet sources. Another problem by some students (10 %) they stated that there are problems of network because not every student has an Internet connection at home.

Another problem stated by some students (4%) is that using Internet sources to read takes a lot of time. However, the rest of participants (8 %) did not provide any answer. This implies that Internet availability and having difficulty in understanding the text due to unknown words are problematic issues for some students.

Responses to Question 25: (Do you prefer to read in online or in print-based sources?)

This open-ended question aimed to investigate the students' preferences between reading on the Internet or print-based sources. The results reported that more than half of participants (56%) prefer reading in online sources only (52 %) provided justification for their choice. Accordingly, they were as follows:

- *“It offers an unlimited number of texts and documents that facilitate to learners to find information easily”* (30%).
- *“Internet is increasingly mobile which help to search for information quickly”* (20 %).
- *“It is useful, original, and easy to read”* (12 %).

Furthermore, about (26 %) reported that they prefer reading on print-based sources. They justified their answers by claiming that:

- *“Do not harm our eyes”*(15 %)
- *“Help for memorization and focusing better than the Internet”* (5 %).
- *“It is helpful in highlighting new words to check their meaning easily”* (6%).

In addition, some students (10 %) stated that they prefer reading in both Internet and print-based sources because they agree on that a learner as a researcher should read using

INTERNET SOURCES TO DEVELOP READING SKILLS

different tools looking for available information. Besides, those who did not provide any answer were (8 %).

Responses to Question 26: (What types of reading mediums do you prefer: pdf, e-book, physical books?)

This question aimed to find out the students' preferred reading medium. The findings from this research indicated that the students' choices vary from one to another. (38 %) of participants preferred reading through physical books, (28 %) of the whole population preferred both pdf and physical books, while (14 %) of them choose both pdf and e-books. In contrast, only (10 %) of students preferred e-books only the rest of them (10 %) preferred to read through pdf. Probably, students are in the habit of using physical books.

Responses to Question 27: (Do you feel there is a difference between what you read through the Internet or through print-based sources?)

Table 24: *The Difference between Reading from Both Sources*

Option	Frequency	Percentage%
Yes	28	56
No	22	44
Total	50	100

The question number 27 was to find out if the students felt any difference between reading on the Internet or in print-based sources. As displayed in the above table more than half of participants (56 %) felt the difference and only (40 %) justified their answers as follows:

- *“Print-based sources help students to focus and understand because it is clear and detailed, while Internet sources are difficult” (17%).*

INTERNET SOURCES TO DEVELOP READING SKILLS

- *“Internet sources contain enormous books and documents, while print-based sources are limited somehow” (14 %).*
- *“We can not believe the confidence of the Internet because there are fake and unknown sources, while print-based sources are guaranteed” (9 %).*

On the other hand, the rest of the participants (44%) did not find any differences, only (20 %) justified their answers by claiming that:

- *“Both Internet and Print-based sources have the same goal and share the same content and information” (20 %).*

2.2.2 Discussion of the Results and Interpretation

This section is an attempt to discuss the overall results generated by the research instrument which is the questionnaire. In light of the results obtained, a number of findings are drawn, hence, the research questions put forward in this study will be answered. The research tool used in this study allowed answering the following questions:

1. What are the students’ attitudes towards the benefits of and barriers to using Internet sources for enhancing EFL students’ reading skills?
2. Do EFL learners prefer to read in online or printed materials?

The results obtained from the section one in the questionnaire demonstrated that Master one students are good at English. However, the number of the students who rate their reading skills as good is very high and this showed that developing reading skills is very important for English language students.

Concerning the students’ ownership of computer, more than half of participants responded that they own a personal computer. Therefore, most students use Internet at home. With regard to reasons why students read on the Internet (for personal interest, educational purposes or both) the results indicated that the majority of the students read on the Internet for both educational and enjoyment purposes.

INTERNET SOURCES TO DEVELOP READING SKILLS

Regarding the second section of the questionnaire, findings on question concerning the Internet use for English courses indicated that almost most of the students use Internet sources for their courses. Moreover, half of the students claimed the Internet sources are somewhat difficult and they usually obtain information for their research through Internet sources.

The third section of the questionnaire demonstrated that all the participants think that reading is an important factor for developing the English language learning. Concerning the language used, more than half of participants prefer English for reading; since they are learners of English they are most in need for improving it via reading.

According to the results obtained, more than half of the students claimed that their level of reading is good, while less than half of them claimed that their level is average. Succinctly speaking, findings on question14 show that more than half of the students strongly believed that they are motivated as readers. More importantly, they reveal the fact of being motivated to read through using Internet sources.

In respect to the research questions about the students' attitudes towards the benefits of and barriers to using Internet sources to develop their reading skills indicated that students have a more favourable and positive attitudes towards the use of Internet sources to enhance their English reading skills. This result confirmed the findings of other researchers as reviewed by Alipanahi (2007), which indicated that the Internet and computers have a positive effect on increasing motivation and positive attitudes towards language learning. A great number of the students who took part in this research think that Internet sources offer opportunities to develop their reading skills, in the sense that Internet sources enable them to acquire new vocabulary, and it offers an unlimited and various documents and texts that are compatible to their needs. Also, students reported that the use of Internet sources helps them to learn pronunciation in order to read fluently and this motivate them to read more.

INTERNET SOURCES TO DEVELOP READING SKILLS

Although students think that the Internet provides them with many opportunities to develop their reading skills, they stated some problems they encounter while using Internet sources for reading. In this respect, the most problematic areas for the students are complex and unknown vocabulary as well as Internet availability and inadequate computer operating skills. In line with this, these findings are consistent with the research findings by Mike (1996) which maintained that non-availability of technology sources is unequal opportunity to access technology and the Internet was always a difficulty that both language teachers and students face. Also, Romano (2003) claimed that if teachers are not empowered to use technology effectively as an educational tool, the process of learning and teaching will not be improved. The analysis of the students' answers asserted that they do not believe the confidence of Internet and using Internet sources to read takes a lot of time.

The results assembled from the questionnaire about the students' preferences to read in online or printed materials were a bit close. However, the students in this sample showed their preferences to read in online materials rather than printed ones. And yet, this result confirmed the findings of other researchers like Pinto-Silva (2006); who argued that students' choice to read on the Internet rather than printed materials is due to their practicality, and easiness. They reported that they prefer reading on the Internet because it is easy and offer an unlimited number of texts and documents that facilitate to learners to find information easily.

Conclusion

In this chapter, which is the practical part of the research, the data was collected through a learners' questionnaire, analysed, and discussed. These findings have been essentially discussed in relation with the research questions of this study and the similar studies mentioned in the literature review. One can conclude from the findings of this practical part that Master one students of English language at Mohamed Seddik Ben-Yahia University are aware of the importance of the use of Internet sources. The findings clearly show that the

INTERNET SOURCES TO DEVELOP READING SKILLS

students have positive attitudes towards using Internet sources and the online reading environment to develop their reading skills. They believe that such use constitutes a good experience and a good way to acquire new vocabulary and to be fluent readers, this break the routine to which they are accustomed. Finally, although the results showed that students benefit from using Internet sources but it demonstrated the existence of some difficulties that students face while using Internet sources.

Recommendations for Further Research

Based on the findings that stemmed from this study, the following recommendations can be made:

- Teachers and curricula designers should give more consideration and value to the reading skill.
- Students should be aware that the use of technology resources requires training in order to meet the targeted goals.
- To reach this end, students should be involved in the technology-training programme.

General Conclusion

This study is a humble attempt to shed light on the importance of Internet sources use to reinforce reading skills. Thus, it aimed at approving or disapproving the hypothesis that holds that: If EFL learners were frequently exposed to Internet sources and the online reading environment their reading skills would be developed. For this reason, an attempt was made, first, to investigate the students' perceptions about the benefits of and barriers to using Internet sources to develop students reading skills. Also, the study tries to shed light on the students' preferences between reading online or print-based sources.

The dissertation included two chapters; the first chapter is the theoretical part and the second chapter is the practical part. The first chapter that represented the review of the related literature; it included two sections. The first section dealt with technology in education, especially the use of Internet in foreign language learning and teaching, the benefits and barriers to using Internet sources were also discussed. The second section is entirely concerned with the development of reading skills as well as its implementation.

As far as the second chapter is concerned, it represented the practical part of the study, it equally covered two sections. The first section demonstrated the methodology used in the research work. The second section presented and analyzed the results that students' questionnaire revealed. Furthermore, it represented the discussion of the results in accordance with the research questions put forward in this study.

All in all, the analysis of the data obtained from the questionnaire demonstrated that English language students at the department of English, Mohammed Seddik Ben-Yahia University have positive attitudes towards using Internet sources to develop their reading skills, they claimed that Internet sources enable them to acquire new vocabulary, and it offers unlimited and various documents and texts that are compatible to their needs. The results also

INTERNET SOURCES TO DEVELOP READING SKILLS

showed that the use of Internet sources helps students to learn pronunciation in order to read fluently and this motivates them to read more. However, the results obtained proved the existence of some difficulties that students face while using Internet sources. In this respect, the most problematic areas for the students are complex and unknown vocabulary as well as non-availability of Internet and inadequate computer operating skills. In addition, students showed that they prefer the online reading materials due to their practicality. The results demonstrated that students prefer reading on the Internet because it is easy and offer an unlimited number of texts and documents that facilitate to learners to find information easily.

Limitations of the Study

Although this research has reached its aim, but it has encountered many difficulties, and were a number of unavoidable constraints which can be summarised as follows:

- The first difficulty that the researchers faced is time constraints; it we could only use the questionnaire as the appropriate instrument in order to obtain clear insights.
- The second limitation faced in the current study was the non-availability of references concerning the first section, in the theoretical part, which in fact revealed a great shortage of information.
- Some participants were not cooperative because they did not provide us with answers concerning some questions of the questionnaire.

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INTERNET SOURCES TO DEVELOP READING SKILLS

Appendix

Students' Questionnaire

Dear students,

You are kindly requested to respond to this questionnaire which serves as a data collection. It aims at finding out the benefits of and barriers to using internet sources, and students' preferences on reading in an online or in a print-based environment. We would be thankful if you could spare some of your time to fill in this questionnaire. Your answers will be of great help for the accomplishment of this research.

Please read the questions very carefully than put a tick (√) in the right box, or give answers where necessary.

Thank you in advance.

Section One: Background Information

1. How good are you at English?

A. Weak

B. Good

C. Very good

2. Do you own a personal computer?

A. Yes

B. No

Section two: Students' Internet Use

3. Where do you use the internet? Please tick () the appropriate option(s).

A. Home

B. Internet cafe

INTERNET SOURCES TO DEVELOP READING SKILLS

- C. School
- D. Friend
4. What do you use the internet for?
- A. Personal interest
- B. Educational purposes
- C. Both
5. Do you use the internet for your English courses?
- A. Yes
- B. No
6. How difficult are internet sources in English for you?
- A. Very difficult
- B. Somewhat difficult
- C. Easy
- D. Very easy
7. How do you obtain information for your research?
- A. Internet sources
- B. Printed sources
- C. Both

Section Three: The Reading Skill

8. How important is reading for you?
- A. Highly important
- B. Important
- C. as little importance
- D. Not important
9. In which language do you prefer to read?

INTERNET SOURCES TO DEVELOP READING SKILLS

A. Arabic

B. French

C. English

10. Do you enjoy reading?

A. Yes

B. No

11. How often do you read in English?

A. Always

B. Sometimes

C. Rarely

D. Never

12. Where do you read much?

A. Inside classroom

B. Outside classroom

13. How would you rate your reading skills?

A. Very good

B. Good

C. Average

D. Poor

14. How motivated are you to read through using internet sources?

A. Very motivated

B. Somewhat motivated

C. Not motivated

After reading each statement, please tick the answer that corresponds to your degree of agreement.

INTERNET SOURCES TO DEVELOP READING SKILLS

Circle the option that applies to you for each question	Strongly agree	agree	neutral	disagree	Strongly disagree
15.Using different internet sources help me to reinforce my reading ability					
16.I have a difficulty in understanding new words through reading English texts on the Internet					
17.I generally use the internet only to search for personal interests					
18.I have a difficulty in using electronic sources					

What do you think about the reliability of internet sources?

Reliability of Internet sources.	Yes	No
19. I crosscheck the accuracy of information that i have accessed through Internet sources with other information sources		
20. I believe the confidence of information on the internet.		
21. I check up the date of the sources that i have access.		
22.I make sure whether the documents have an author or not.		

23. What do you think are the benefits of using internet sources for students to develop their reading skills?

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INTERNET SOURCES TO DEVELOP READING SKILLS

24. What kind of difficulties do you think students may encounter while using internet sources to develop their reading skills?

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.....
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25. Do you prefer reading on the internet or in print-based sources? Why?

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.....

26. What types of reading mediums do you prefer (pdf, online, e-book, physical books or copies, etc.)?

.....

27. Do you feel there is a difference between what you read through the internet or through print-based sources?

A. Yes B. No

Please explain in detail:

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

INTERNET SOURCES TO DEVELOP READING SKILLS

Thank you very much for your collaboration.

Resumè

L'utilisation de l'Internet dans le domaine de l'enseignement est considérée comme une faveur dans les derniers cycles passés. Ce moyen de développement est devenu comme moyen éducatif utilisé dans plusieurs domaines et c'est grâce à la conscience envers l'Internet qui joue un rôle important dans l'enseignement et l'apprentissage. L'objectif de cette étude est de connaître les avis des étudiants de l'utilisation de l'Internet et aussi les obstacles mises dans leurs itinéraires qui ne leur permettent d'améliorer leur lecture. Cette étude vise aussi à la recherche des avantages de la lecture chez les étudiants soit par internet ou soit par des imprimés. Elle est basée sur des hypothèses si les apprenants de la langue anglaise comme langue étrangère utilisent fréquemment les sources de l'Internet et le matériel de la lecture en ligne et donc leurs compétences en lecture seraient améliorées. Et pour confirmer ces hypothèses on a distribué cinquante questionnaires aux étudiants de Master un à l'University de Mohamed Seddik Ben Yahia. L'analyse des questionnaires a donné des résultats qui ont soutenu les hypothèses énoncés ci-dessus. On a trouvé que les étudiants ont un avis positif envers l'utilisation des sources d'internet, les résultats ont montré que les sources d'internet offrent les opportunités pour développer les compétences de la lecture chez les étudiants, dans le sens que l'internet leur permet d'acquérir de nouveaux vocabulaires et offrent des documents et des textes illimités et variés qui sont compatibles à leur nécessité. Par ailleurs, l'analyse des résultats a montré l'existence des difficultés qui se trouvent face aux étudiants quand ces derniers utilisent les sources d'internet. Et parmi les problèmes que les étudiants ont rencontrés sont le vocabulaire compliqué et inconnu en plus, la non-disponibilité de l'internet et la compétence en informatique inadéquate. Finalement, l'analyse de la recherche a soutenu l'hypothèse que les étudiants ont préféré la lecture par l'utilisation des matériels en ligne plutôt que l'utilisation des imprimés parce qu'elle leur offre un nombre illimités de textes et des documents.

ملخص

يعد استخدام الإنترنت في ميدان التعليم نعمة كبيرة على مدى العقود القليلة الماضية. فقد أصبح يستخدم كوسيلة تعليمية على نطاق واسع بسبب تنامي الوعي لمصادر الإنترنت، لذلك فهو يلعب دورا مهما في كل من عمليتي التعليم و التعلم. ولقد كان الهدف الأسمى من هذه الدراسة هو معرفة مواقف الطلاب من استخدام مصادر الإنترنت وكذا العوائق التي تحول دون استخدامهم لها لتطوير مهاراتهم في القراءة وتميل هذه الدراسة أيضا إلى البحث عن امتيازات القراءة لدى الطلاب سواء عبر الإنترنت أو عبر المصادر المطبوعة. وتحقيقا لهذه الغاية، تستند الدراسة إلى فرضية أنه في حالة استعمال متعلمي اللغة الإنجليزية كلغة أجنبية بشكل متكرر لمصادر الإنترنت سيتم تطوير مهارات القراءة لديهم. ولغاية التحقق من هذه الفرضيات تم توزيع خمسين استبيان على طلاب السنة أولى ماستر والذي أفضى تحليله إلى عدة نتائج دعمت الفرضيات المذكورة أعلاه فقد تبين أن الطلاب لديهم مواقف إيجابية اتجاه استخدام مصادر الإنترنت كما أظهرت النتائج أن هذه المصادر توفر فرص لتطوير مهارات القراءة لدى الطلاب؛ بمعنى أن مصادر الإنترنت تمكنهم من الحصول على كلمات جديدة و نصوص غير محدودة التي تتوافق وإحتياجاتهم. علاوة على ذلك أظهرت النتائج وجود بعض الصعوبات التي يواجهها الطلاب أثناء استخدامهم لمصادر الإنترنت ولعل أكثرها صعوبة هي تلك المفردات المبهمة والمعقدة أضف إلى ذلك عدم توفر الإنترنت ونقص الكفاءة اللازمة لإستعماله.