**EFL Students'Reading Tendency and Digital Technology:Second year license Students as Case Study**

A thesis submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics.

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# Declaration

I, Hadja BOUAB, do hereby declare that this submitted work is my original work. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Dr. MoulayTahar University, Saida, Algeria.

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# Dedications

In the Name of Allah, Most Gracious, the most Merciful. All the Praise is due to Allah alone.

To my beloved parents, who have been my unwavering source of love, support, and encouragement. Their sacrifices, guidance, and belief in me have shaped the person I am today. Mom and Dad, the light of my life the pillars of achievements thank you for instilling in me a strong work ethic, nurturing my curiosity, and fostering a love for learning.

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# Abstract

The impact of the digital age on students' reading habits has been a topic of debate, particularly regarding the potential challenges posed by technology. This study aims to investigate the attitudes of both teachers and learners towards the influence of technology on students' reading tendency. Data for the study was collected through a questionnaire administered to 30 second-year LMD students and interviews conducted with four teachers of written expression. The results from both data collection tools confirm the hypotheses, indicating that the digital age has a negative effect on students' reading tendency.

**Key words:** Digital age, Effect, Negative Impact, Reading Tendency, Second Year Students, Technology

# List of Acronyms and Abbreviations

**LMD:**License-Master-Doctorate

**EFL:**English as a Foreign Language

**ESL:** English as second language

**OECD:**The Organization for Economic Cooperation and Development

**ISTE:**The International Society for Technology in Education

**NETS:**The National Educational Technology Standards

**ICT:**Information and communication technology

**D-text:** Digital text

**D reading:** Digital reading

**P-text**.: Printed text

**PC:**Personal computer

**E-readers:** Electronic readers

**E-learners :**Electronic learners

**Q1**: Question one

**P:**page

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# General introduction

## General introduction

With the widespread integration of technology into various aspects of life, including the academic field, its impact on reading habits becomes increasingly significant. In today's globalized era, proficiency in technology is crucial, necessitating individuals to work diligently to enhance their teaching and learning processes. Modern devices play a vital role in both teaching and learning, particularly for English as a Foreign Language (EFL) learners, as they serve as a gateway to communication, sharing, and accessing new and innovative learning methods. However, incorporating technology into the learning environment can be a challenging task for teachers. They must encourage their students to use technology despite potential distractions and difficulties in maintaining focus during lectures. Striking a balance between technology usages and cultivating good reading habits is essential for a successful teaching and learning experience. EFL learners face various challenges in this regard, such as maintaining focus while reading, establishing regular reading routines, and managing their technology usage. These difficulties may stem from students' learning processes, limited reading experiences, and a lack of constructive control from teachers. Effective teacher guidance and control play a significant role in helping students reduce excessive reliance on technology and fostering a greater focus on reading. The primary objective of this study is to examine the impact of technology on the reading tendencies of EFL learners. Additionally, it explores both students' and teachers' attitudes towards the use of technology and online reading. Furthermore, this research aims to identify the main obstacles associated with the negative impact of technology on reading habits.

The present study addresses two main questions:

**Q1.** How often do students read during the digital era?

**Q2.** How can frequent technology-based reading promote the EFL learner's achievement?

As a first attempt to answer the research questions, the researcher hypothesized that:

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**H1.** EFL Students read less frequently during the digital era compared to traditional reading practices.

**H2.**The increasing use of technology negatively affects reading habits and leads to a decline in reading frequency and comprehension skills among EFL students during the digital era.

This research aims to explore the influence of technology on reading habits and address the main challenges faced by both learners and teachers in using technology effectively in the classroom. Additionally, it examines the relationship between frequent technology use and reduced reading habits. The study adopts a mixed methods approach, involving a semi-structured questionnaire administered to 30 second-year EFL students to gather their perspectives on the influence of technology on their reading habits. Furthermore, interviews are conducted with four teachers of the written expression module at the University of Saida to assess their attitudes towards technology and its impact on students' reading habits.

The research is organized into three main chapters. The first chapter encompasses a literature review, which explores the theoretical background of the study. It delves into the definition and importance of reading, traditional reading habits, and the effects of the digital age on reading habits. Additionally, it examines digital reading, its definition, advantages, disadvantages, and provides a comparison to traditional reading practices.

The second chapter focuses on the research methodology. Itprovides details about the researchtools used, the sample and population, and their intended purposes. The third and final chapter involves data analysis and discussion. It entails analyzing the data collected through the research tools and discussing the findings. Based on these findings, the researcher proposes recommendations.It is worth noting that the researcher encountered several challenges during the course of theinvestigation, primarily stemming from the unavailability of adequate university

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libraries. This dearth of scholarly resources hindered our ability to effectively conduct comprehensive research on our chosen topic.

# Chapter One:

# Literature Review

**Chapter One: Literature Review**

**Reading Habits and Use of Digital Technology among EFL Students.**

## 1.1. Introduction:

This chapter introduces the concept of reading and emphasizes its significance within the learning process. It also sets the stage for a broader discussion that explores the various ways in which students have approached this activity in the past and present. Furthermore, technology has been recognized as an educational tool in the classroom that can be used to enhance and broaden teaching and learning. Several advancements in educational activities are being driven by the abundance of new technology. Learners can now work independently and become more interested in their own learning with the ways and tactics currently used to aid technology in teaching and learning. In other words, the current ease of access to digital media has altered past reading patterns, which can be detrimental to students. However, technology is unquestionably necessary for students to share, discuss, learn, and trade information at the same time. As a result, they are more accustomed to utilizing technology.

## 1.2. Definition of reading skill:

According to the Research and Development Reading Study Group (2002), reading comprehension is the process of gaining meaning through interaction with written language. McNamara and Malian (2009) observe that both reader and text elements play a role in this process, which takes place within a larger social context. According to Duke (2003), readers interact with text to make meaning of it, employing information from the text, their own ideas, and past acquisition of the skills and knowledge required for literary comprehension. Kintsch (1998) and van Dijk and Kintsch (1983) describe reading comprehension as the task of extrapolating importance from text with the goal of understanding the complete document rather than inferring meaning from specific phrases or terms. Reading is a fluent approach in which the

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reader mixes information from a document with existing knowledge to generate meaning, according to David Nunan (2004).

Reading is regarded as one of the most important abilities for learning English since it is a receptive ability that allows people to receive knowledge from texts. Readers use information from the text as well as prior knowledge to understand the meaning of a text. While reading is meant to widen one's knowledge, increasing one's vocabulary improves focus, concentration, and writing skill. According to Hook and Jones (2002) and Pressley and Roehrig (2006), reading consists of two distinct but interconnected components: word recognition and comprehension. (As cited in Reading Horizons, p. 164).

## 1.3.Importance of reading:

The importance of reading cannot be overstated since it is a language skill that is intricately connected to prior knowledge and the context that the reader employs to comprehend and create meaning. There are several fundamental objectives of reading. First, it can intellectually motivate the mind, like any other organ in the body, needs training in order to remain strong and healthy. Reading books can keep the brain busy and allow it to work correctly. Second, has the potential to alleviate stress it is very rare for tension to arise after a long day of performing daily tasks. Reading tasks that may be completed in just a few seconds can help decrease the production of anxious hormones reading can assist in calming the mind, which can help lower stress levels. Finally, Increases vocabulary the more we read books, the more we will learn about topics we cannot comprehend and a greater number of terms we will have to use in everyday situations. This, of course, may assist us convey our thoughts in plain English and boost our self-esteem while conversing with others.

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The Organization for Economic Cooperation and Development (OECD) (2004) asserts that reading is not only a skill that is necessary for comprehending and using written texts, but for thinking about them. This skill is vital for students to achieve their goals and objectives, to expand their knowledge, and to participate effectively in a school environment. Reading comprehension, therefore, goes beyond basic decoding and literal comprehension. According to Giasson (2003), reading is a skill that is essential to our culture. Moreover, literature helps students to develop their social, language, and cognitive skills, preparing them for future learning (Thériault& Lavoie, 2004). This is one of the primary goals of early education. During the first cycle of elementary school, more emphasis should be placed on the acquisition of reading and writing skills (MEQ Minister of education Québec, 1997).It is common for students to struggle with comprehending written material, even if they understand each word in the text .This may cause them to become demotivated. However, reading literacyisconsidered as a crucial component of language acquisition and it plays a significant role in language instruction.

According to Byers, Jones, and Kervin (2012), comprehension is a necessary ability across all fields of learning. They further argue that comprehension enables learners to adjust their reading approach based on the reading objective and develop an understanding of the structure of written texts in English. Reading comprehension necessitates that the reader becomes a living creator of meaning, Reading habits can be discovered in the literature, and it is a vital ability for total educational accomplishment.

## 1.4.Reading habits:

Various definitions of reading habits can be found in the literature. Parlette (2010) posits that reading habits are formed gradually through the acquisition of letters, words, sentences, paragraphs, and complete texts, whilst Knoester (2010) underlines the importance of encouraging

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reading for it to become a habit. To that purpose, children must be exposed to reading throughout their formative years, with the understanding that reading plays an important role in developing creativity, allowing people to regulate language, and adding to their engagement in the community.

Additionally, Chen (2006) identifies indicators of reading habits such as the frequency and volume of reading, as well as the content. According to Owusu-Acheaw (2014), reading habits are carried into adulthood and can have a significant impact on one's scholastic success and career development, as well as social characteristics.

Davidovitch et al. (2016) suggest that reading routines refer to the various ways in which individuals arrange their reading, with some learners preferring physical reading materials while others prefer digital content. Avci and Yüksel (2011) note that students often skim reading material, and fail to fully comprehend its contents. University students, who are expected to have high levels of reading habits, are seen as key to individual and societal growth (Erdem, 2015). However, Abdul Karim and Hasan (2007) found that, while university students spend more time reading than typical adults do, the quality of their reading habits leaves much to be desired. Worthy, Moorman, and Turner (1999) found that teenage males tend to gravitate towards frightening novels, sports publications, car and truck journals, and comic books, while Cunningham, Cunningham, According to Arthur (1981), youngsters who read series, novels, and comic books are more likely to develop the habit of reading. Given the importance of individual choices in developing a love of reading.

Ivey (1999) promotes free-choice reading as an effective literacy promotion technique, particularly among struggling middle school readers. Finally, the utilization of student-selected

material should be at the heart of any effective literacy program, with learning opportunities tailored to foster a lifetime love of reading.

## 1.5. Traditional reading habits:

The habit of paper-based reading, which refers to the traditional practice of reading printed materials on physical paper, has been prevalent for centuries and has played an instrumental role in shaping human history. From ancient manuscripts to modern-day books, paper-based reading has been a fundamental means of knowledge sharing and cultural transmission. Despite the proliferation of digital devices and online resources, traditional reading practices are still widely prevalent today, particularly among students. According to Songhui (2008), traditional reading habit specifically pertains to the perusing of literature released solely on paper. Hence, reading books remains one of the primary ways for students to broaden their knowledge and make better use of their free time.

Reading is commonly viewed as an individual's intimate connection with a book, although this relationship can also be influenced by environmental influences. Such as the availability of reading spaces and leisure activities (Walia& Sinha, 2014).It is noteworthy that traditional students' reading habits rely heavily on printed or tangible materials such as books, periodicals, and diaries. Duncan et al. (2016) discovered that reading resources that are appealing to adolescents tend to be more conventional, such as textbooks and fiction novels.

Moreover, college libraries play a crucial role in instilling conventional Teenagers' reading habits. Libraries and printed materials are critical in ensuring that these reading habits are maintained and remained pertinent among learners. According to research conducted by Humphrey, Lipsitz, McGovern, and Wasser (1997), middle-grade students were found to be excited about reading when given interesting, high-quality reading materials.

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Avery and Avery (1994) recommend engaging students with a wide range of reading materials, including comic books, magazines, newspapers, and books from various genres such as fantasy, science fiction, biographies, westerns, mysteries, sports stories, true survival, and adventure stories. They assert that learning to read for pleasure is a path to more critical reading, and nearly every type of reading material is suitable for attracting students to books.

In conclusion, paper-based reading habits have been deeply ingrained in human history and it continues to be prevalent among students today. While digital resources have expanded reading opportunities, traditional reading practices still hold an essential place in learning and cultural transmission. Teachers and parents can foster reading habits among students by providing high-quality reading materials and a variety of genres that cater to different interests. Ensuring that

traditional reading habits are preserved and nurtured is crucial in promoting critical thinking, imagination, and lifelong learning.

## 1.6.Definition the Digital age:

In the modern era, technological advancements and a vast array of digital tools have transformed the way individuals read and process information. This shift towards a digital age has led to significant changes in reading habits, which have been studied and documented by scholars such as Abdul Karim and Hasan (2007). While the invention of paper and printing technology in ancient China played a crucial role in improving comprehension and reading abilitiesThe digital age has brought up fresh methods of interacting with written information. The usage of modern technology has had a dramatic impact on learners' literacy practices, as it has profoundly transformed the current generation's regular reading patterns..

 Today's students are continuously seeking ways to utilize the benefits of the digital age to their fullest potential. This trend is reflected not only in their academic performance but also in their

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reading habits at home. Liu (2005) has noted that the increasing availability of digital materials and the amount of time spent online have influenced individuals' reading habits.

In response to this shift towards digital literacy, educational institutions have expanded their definition of literacy to include "digital, electronic, and visual expressions" (Gentry & McAdams, 2013, p. 4253). Furthermore, schools are expected to incorporate 21st-century skills into their curriculum, including digital literacy, creativity, teamwork, problem solving, communication, and responsible governance.

The Assessment and Teaching of 21st Century Skills Consortium (2014) has identified proficiency in these critical skills as essential for success in the modern world. Today's students, often referred to as "digital natives" (Prensky, 2001, p. 1) or "Net Geners" (Turner &Carriveau, 2010, p.17), have grown up with constant exposure to digital tools. However, proficiency in using digital tools does not necessarily equate to mastery of 21st-century skills. Despite research highlighting the importance of connecting students' digital abilities to academic material, many literacy educators fail to recognize or implement these innovative approaches (Considine, Horton, & Moorman, 2009). To address this issue, the International Society for Technology in Education [ISTE] (2012) has developed the ISTE Standards (previously known as the National Educational Technology Standards [NETS]). These standards outline guidelines for excellence in education for all stakeholders, including students, teachers, administrators, trainers, and technology teachers. It is imperative to transform conventional teaching methods in response to students' growing levels of technological knowledge and skills, as well as the accessibility of technology both inside and outside of learning settings. Literacy instructors have a critical role to play in this transformational process, and with the introduction of national technological initiatives, they have

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become increasingly proficient in incorporating technological advances into their teaching (McAdams, 2013).

The advance of technology and the internet has also led to a significant shift in reading habits, from focused reading to extensive reading. In the past, individuals read repeatedly from a few volumes, but by the early 1800s, reading had become more widespread, primarily focused on magazines and newspapers. With the introduction of digital technology, browsing and scanning have become the primary means of reading. The internet has transformed people's reading habits, with many individuals relying on it as their primary source of information. People often expect even information that is not available on the internet to be accessible.

As a result, people no longer read lengthy articles or essays but instead skim through to find the relevant or interesting information. This shift in reading habits has even affected attention spans for longer literary pursuits such as novels.

In summary, the digital era has ushered in significant changes in reading habits and literacy practices. These changes have been accompanied by a shift towards 21$^{st}$-century skills such as digital literacy, creativity, teamwork, problem solving, and communication.

### 1.6.1. The impact of technology on reading habits:

The development of print technology enabled a significant shift in the reading habits of individuals from focused to extensive reading. Before the mid-eighteenth century, people used to read a lot but had limited volumes to peruse, and they read them repeatedly. However, by the early nineteenth century, individuals began to read widely and perused a variety of materials, particularly magazines and newspapers, and went from one thing to the next. With the emergence of technology and the internet, people's reading habits have undergone a dramatic transformation in recent decades.

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Moreover, every new type of information and communication technology (ICT) has posed a threat to people's desire to read books and other reading resources. Radio, television, mobile phones, computers, and the internet have all taken up a considerable portion of people's time, relegating literature to a secondary place. Consequently, individuals have decreased their exposure to the realm of books and other reading resources. New media, in particular, has captivated students in their spare time, causing scholars from all over the world to conduct studies to determine how far new technology has influenced or replaced reading habits.

Academic papers written by world figures on this subject reveal that reading habits among students are declining, and the causes for the decrease in reading habits among them are the result of technological developments. Pivec (1998) examined adolescents' surfing patterns and discovered that TV and the internet are the major competitors for catching teenagers' attention. Korzenny and Korzenny (2007) performed an investigation on media use in five ethnic groups and found that each of these five groups liked both old and new media and spent nearly 20 hours per week watching television and another 20 hours browsing the internet.

According to Hastings and Henry (2006), 85% of toddlers favor viewing television over reading. Gentile and Walsh (2002) also found that children from low-income families watch 214 more television, watch more movies, play more video games, listen to the radio and CDs more, read less, and use the internet less than children from higher-income families. In conclusion, the shift from focused to extensive reading, facilitated by the growing mechanization of print, has now transformed into a shift towards scanning and browsing, propelled by the emergence of new technology and the internet. As technology continues to evolve, it is essential to consider its impact on people's reading habits and their implications for literacy and education.

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## 1.7. Print readingversusdigital reading:

   D reading is based on the concept of D-text, which can refer to screen-based text or hyperlinks. The former applies to any paper presented on a digital device that is not necessarily accessible online, while the latter pertains to websites and other on-screen materials that use hyperlinks. Hypertext research has been ongoing since the 1940s, with important researchers such as Vennevar Bush and Ted Nelson contributing to the field. Hypertext allows for non-linear access to data through personal computers, laptops, cell phones, or other technical devices, in contrast to the linear and limited access offered by P-text.

According to Delaney and Landow (1991), hypertext transcends the linear, restricted, and fixed qualities of old written text, and is more flexible as users can change it.D-texts, mostly Internet sites, have flashing graphics, vibrant colors, and many attractive phrases that can either direct or divert from reading. As such, reading D-texts is a topic that requires thorough investigation and examination in the area of reading study. The primary goal of studies on D-reading is to explore and describe how readers read different electronic content, with a particular emphasis on online documents. The literature reveals some of the differences between the two study environments.

Birkerts (1994) and Liu (2005) contend that the fragmentary character of hypertext endangers in-depth reading, while others believe that the transition from print to screen-based reading represents a shift from conventional literacy to a new kind of literacy.

Bolter (1991) argues that modern technology presents for us a new type of book and new ways to write and read, signaling the end of print literacy. While D-reading is distinguished by the ease of information access and non-linear engagement, reading literature written on paper is referred to as a traditional reading habit. This reading practice is most common among the elderly, although some young people also adhere to this habit. Despite the prevalence of computer-based reading

for many years, some young individuals still prefer reading printed texts or notes due to their experience. Furthermore, many elderly people consider reading an essential method to acquire knowledge and build culture. Although electronic libraries have many tools, traditional users may find them difficult to use. Despite the library offering modernized digital resources for many years, more than 25% of readers continue to utilize tangible resources frequently due to their reading habits.

In conclusion, D-reading and traditional reading habits both have their advantages and disadvantages, and it is essential to understand the differences between them to promote effective reading habits. The ongoing advancements in technology and reading practices will continue to shape the future of reading and literacy culture.

## 1.8Digital reading:

In order to gain an understanding of the concept of online reading, it is crucial to first define the term "online." According to the Oxford Basic English Dictionary (2006), the term "online" pertains to the utilization of a computer system or the internet through any technological device, such as desktop computers, laptops, handheld devices, cell phones, and more. On the other hand, reading involves the process of deciphering written material to comprehend its content. Digital reading, as a topic of study, can be approached from various perspectives, including cognitive psychology, education, information studies, and literary studies, each contributing to the contemporary knowledge of digital reading (Miall and Dobson, 2001).

Online reading, more specifically, is a problem-solving research process that requires additional skills, tactics, attitudes, and social behaviors when using the internet to resolve issues and answer questions. At least five cognitive processes are involved during online reading comprehension, namely: 1) identifying key issues, 2) locating information, 3) critically

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evaluating information, 4) combining information, and 5) communicating information through reading and writing.

Online reading refers to the activities related to reading within the boundless context of the internet. The term "boundless" describes a context that lacks limits or borders with unclear definitions (Massey, 2014). Online reading is typically an operation that takes place in the virtual network area and has no defined limitations because there is always something new to discover. As argued by Goodman (1988), reading is not only an interaction between ideas and language but also between the writer and the reader. It is a far-reaching conversation between the reader and the author, and the process by which viewers engage with written symbols and characters to derive meaning (p. 12).

Online reading refers to reading activities that occur within the infinite environment of the internet. Massey (2014) defines "boundless" as a scenario in which there are no boundaries or limitations with uncertain meanings. Because there is always something new to discover, online reading is frequently a virtual network action with no defined limitations. Reading, according to Goodman (1988), entails not simply an interaction between ideas and language, but also between the writer and the reader. It is the process by which viewers extract meaning from written symbols and characters (p. 12).

In recent research, the terms "digital reading," "online reading," and "web-based reading" have been used interchangeably, all of which rely on internet access (Abd El-Rahman Ibrahim references Sandberg, 2011, p.3) (2020). Because of students' interest in using a variety of screens, such as computer screens, personal digital assistants (PDAs), e-readers, and tablets, digital reading, or reading from a portable device, has become widely employed in schools (Kesterson, 2015, p. 28) (2020).

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## 1.9 Advantages and Disadvantages of digital reading:

With the frequent use of electronic devices such as computers, cellphones, tablets, and e-readers, digital reading has grown increasingly popular. As traditional techniques of reading and consuming information shift, the benefits and drawbacks of digital reading become more relevant. The expansion of technological innovation has resulted in the incorporation of digital reading into modern life, allowing users simple and effective access to large volumes of data.

   In the academic literature, scholars have identified numerous advantages of digital reading. Borchers (1999) posited that digital reading offers a range of benefits in terms of accessibility. Students are no longer limited by physical locations, mailing delays, or specific operating hours of libraries. With digital reading, students have access to a vast array of materials from any location and at any time. Additionally, digital reading makes it easier to locate specific sections, essential phrases, and meanings within a text. This ease of access and search ability can greatly facilitate the research process. Moreover, digital reading allows for personalization, as readers can adjust display brightness, typeface size and style, and insert markup, annotations, and links, thereby enhancing the overall reading experience.

   Online reading has numerous advantages in a variety of disciplines, particularly education. These benefits are. First, Students will be independent of the library and its constraints such as being actually present, traveling to it, opening hours, and so forth. Second,Increasing vocabulary by giving dictionaries for term definitions. Third,Students can enjoy its multimodal character; it maintains attention, pleasure, and incentive.Finally, the flexibility, which the student the ability for readers to modify a file, to meet their demands based on the way, they learn.

   Despite the many advantages of digital reading, scholars have also identified several disadvantages. These include increased distractions, decreased comprehension, and potential eyestrain or other physical discomfort. Digital devices have also been associated with a decreased

sense of immersion and a diminished ability to focus on lengthy texts. Moreover, the quality of writing in the digital age has been a topic of debate, with some arguing that the speed and ease of digital communication have led to a decline in the overall quality of writing.

The impact of digital reading on literacy and comprehension is a topic of ongoing research. Scholars have identified potential implications for education and society, such as the need to develop new literacy skills and the potential for increased access to information for marginalized communities. The advantages and disadvantages of digital reading will continue to shape the way we consume and process information, and further research is needed to fully understand the implications of this evolving trend.

This includes the development of more robust and reliable technology infrastructure, ergonomic design for digital devices, and the creation of effective tools and techniques for minimizing distractions and promoting comprehension. Additionally, educators and policymakers must work to address these concerns in the context of digital literacy and education, ensuring that students have access to effective strategies and resources for navigating the digital landscape.

In conclusion, while digital reading has many benefits for its users and education, it has several drawbacks that must be considered. By recognizing and mitigating these challenges, we can ensure that digital reading continues to provide a valuable and effective means of accessing and processing information in the modern era.

## Conclusion:

Finally, The digital age has resulted in significant changes in reading habits and preferences. Because to the advent of digital technologies, reading has become more accessible and engaging. Reading is clearly important as a crucial skill for gaining knowledge and boosting intellectual development. In current digital age, readers have access to a vast array of digital reading resources, ranging from e-books and online articles to blogs and social media posts. The digital age has expanded people's reading options and made it easier for them to interact with

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written content from various sources. Our ability to read and interact with printed information

will improve as technology progresses. The digital age's influence on reading habits will continue

to have an impact on the future of literacy and how we consume and communicate with

information in the coming years.

# Chapter Two:
# Research methodology

# Chapter two :Research methodology

## 2.1 Introduction:

A strong theoretical methodology is necessary for the advancement of all fields of study and the pursuit of knowledge.

The present chapterwill look at the methodology and strategies used in this research. By defining the research techniques and methodologies, we make sure that our inquiry is rigorous and transparent. We will talk about the reasoning behind our approaches, addressing how well they capture the subtleties of our study topic and provide accurate data.

## 2.2 Population and Sample:

The target population of this study consists of second-year LMD students (n = 30) who answered the questionnaire.

Additionally, four written expression module teachers were asked to answer the interview to express their thoughts about the impact of technology on the reading tendency of EFL students, at the Department of English at the University of Dr. MoulayTahar, Saida.

## 2.3 The Research Approach of this Study:

This study relied on the mixed approach (the qualitative and quantitative approaches together) because it is appropriate for the study's purpose and since it aids in getting more reliable replies and permits learning about the impact of the digital age on reading tendency, Additionally, it makes an effort to investigate the connectionsbetweenthe various study factors.

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## 2.4 Data Gathering Tools:

The study aims to investigate the impact of the digital age on EFL students'reading tendency. To accomplish the goals of our research, we used a mixed method to collect data both quantitatively and qualitatively.Aquantitative method consisted of a semi-structured questionnaire for 30 students of second-year LMD students at Saida University. Moreover, a qualitative method is an interview with four written expression teachers at the Department of English Language in Dr. MoulayTahar University of Saida.

## 2.5 Students Questionnaire:

## 2.5.1 The Administration and Aims of the Questionnaire:

The present student questionnaire was designed and addressedto 30 students of second-year LMD at Dr. MoulayTahar University in Saida. The administration of this questionnaire was in the classroom. This questionnaire seeks to collect information and opinions of students about the impact of digital technology on reading tendency and habits at Dr. MoulayTahar University. The replies from the students are crucial and valuable for supporting this research. They also help to understand the many issues that students face while using digital technology while reading and how these issues affect their abilities and reading skills.

## 2.5.2 Description of the Questionnaire:

The students' questionnaire consists of fifteen (15) items, divided into three sections in which each section has a specific purpose. These sections are expressed as follows:

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## Section One: General information about reading (Q1-Q5):

This section looks for information about students' views on the impact of the digital age on reading tendency. (Q1) Students were asked to tick one of the answers, whether they read or not. Then (Q2) was about the purpose of their reading. In question (Q3), students were askedabout their frequency of reading. Through Question (Q4), the researcher tried to know how many hours these students spend reading per day. While (Q5) was about the language, the student prefers to read.

## Section Two: reading online and its impact on reading (Q6-Q14):

In this section, we are going to gather students' answers about how they view the impact of reading online on their reading habits. In (Q6) students were askedWhether they read online or not. (Q7) was about their frequency of reading online. (Q8) was asked about the types of online content students read. In (Q9), students were asked if they preferred print or digital formats of online content to read. Then, (Q10) was about whether students find online reading easy and enjoyable. (Q11) investigates if the students think that readingonlineinfluences their reading abilities or not. In (Q12), students were asked if reading online motivates them to develop better reading skills. (Q13) aims to look at whether students see that online reading is efficient in enhancing their reading proficiency. Finally, (Q14) tries to know how often students get distracted while reading online.

## Section Three: additional comments.

In (Q15), students were asked to add any ideas or comments they have on digital reading and its influence on their reading frequency or habits.

**Chapter two :Research methodology**

## 2.6 Teacher's interview:

To have more information about the impact of the digital age onstudents 'readingtendency and to extend our data, teachers' interviews were an efficient tool to allow us to know the points of view that teachers of written expression have and to be close to them. It also enables us to discover the extent to which teachers use and how they deal with this modern technology.

### 2.6.1 The Procedures of Teacher's interview:

The current interview isa semi-structured interview, done online by using Gmail with three teachersdue to availability issues and face-to-face with one teacher. This interview seeks to collect data and opinions from teachers about the digital age's reading tendency and the use of technology at the level of Dr. MoulayTahar University to teach English as a foreign language.

### 2.6.2 Description of teacher's interview:

The interview consists of eleven questions concerning the impact of the digital age and its impact on reading. Q1 was about the teacher's expertise in teaching the written expression module. In other words, the year they spent teaching writing. Q2 was looking for the technique used in teaching written expression.Q3 teachers were asked to give their opinion on whether they find teaching written expression easy or difficult.Q4 was about if they saw that the rise of digital technology affected the reading habits of their students or if there was no impact. Q5 was concerned with the opinion of teachers on whether the students are reading more or less given the frequent use of digital devices. InQ6, teachers were asked if they think that digital technology enhances or detracts from the reading process by adding how it does that. Q7 isabout how teachers can use digital technology to encourage reading and literacy. Q8 was about the teacher's

opinion about students reading tendency. Throughout Q9, teachers were asked if they see that technology has had a positive or negative impact on students' reading skills .then Q10 was about how teachers can balance the use of technology in the classroom with promoting traditional reading habits. In Q11, the teachers were askedabout their students' preferences concerning digital books and printed ones.

**Chapter two :Research methodology**

**Conclusion:**

In conclusion, this chapter examined theresearch methodologies used by the researcher. Thestrategies usedorganized techniques for data gathering, processing, and interpretation to produce insightful information.

# Chapter Three:

# Data Analysis

**Chapter Three: Data Analysis**

## 3.1Introduction:

Data gathering and analysis are essential steps in the pursuit of knowledge and fact-based conclusions. This chapter explores the fundamental components of data gathering and analysis, to prove the hypotheses of this research to explore the impact of the digital age on reading tendency of secondyear EFL students at Dr. MoulayTahar University. The data collection tools involved a students' questionnaire and a teachers' interview.

## 3.2Analysis of the students' Questionnaire

The present part will present a description along with an analysis of the data obtained from the students' questionnaire

**Chapter Three: Data Analysis**

**Section One: General information about reading**

**Item 1.**Do you like reading?

**Pie Chart 3.1:** Students' reading tendency
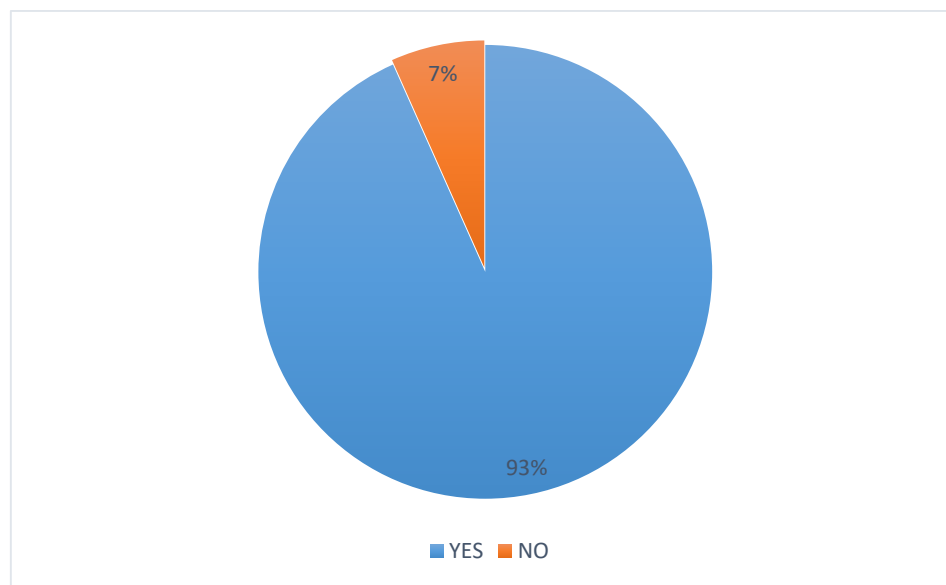


The pie chart shows second-year LMD students' frequency of reading. As the results reveal, the vast majority of the respondents (93%) asserted that they have the habit to read, and (7%) answered that they do not read since they are not very interested in reading.

# Chapter Three: Data Analysis

**Item 2.**Why do you read?

**Table 3.2:**The factors influencing students' reading

| Options | participants | Percentages |
|---|---|---|
| For pleasure | 5 | 16.6% |
| Enhancing vocabulary | 8 | 26.6% |
| Cultural knowledge | 11 | 36.6% |
| Improving other skills | 6 | 20% |
| **Total** | 30 | 100% |

This question seeks to uncover the factors that influence second-year students' reading habits. The survey reveals that the majority of students (36.6%) engage in reading to expand their cultural knowledge, making it the most prevalent reason. Following closely behind, approximately (26.6%) of participants reported reading is good to enhance their vocabulary. Additionally, a noteworthy (20%) of respondents indicated that they read to improve other skills. Furthermore, (16.6%) of the surveyed students disclosed that reading for pleasure was their primary motivation. These findings shed light on the diverse motivations behind students' reading habits and provide valuable insights into their preferences and priorities.

## Chapter Three: Data Analysis

**Item 3.** How often do you read?

**Histogram 3.3** students' frequency of reading

| | |
|---|---|
| Frequently | 3 (10%) |
| Sometimes | 20 (66.6 %) |
| Rarely | 5 (16.6%) |
| Never | 2 (6.66%) |
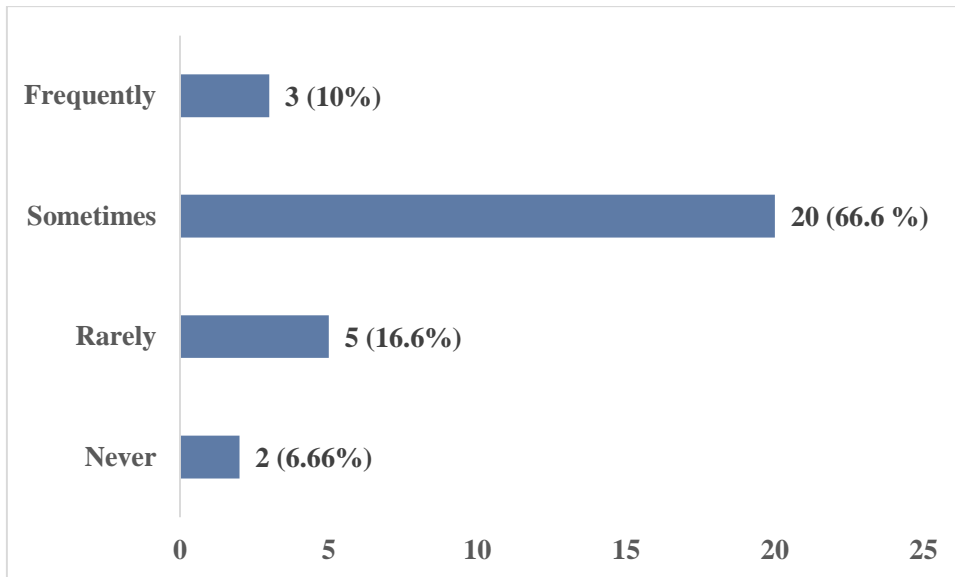
The above item seeks to reveal reading frequency of students. The great majority (66.6%) of students stated that they sometimes read. On the other hand, (16.6%) of respondents said that they rarely read. (10%) declared that they frequently read. and the other (6.66%) indicated that they never read.

## Chapter Three: Data Analysis

**Item 4.**How much time do you send in reading per day?

**Pie Chart 3.4:**students' daily investment in reading acquisition
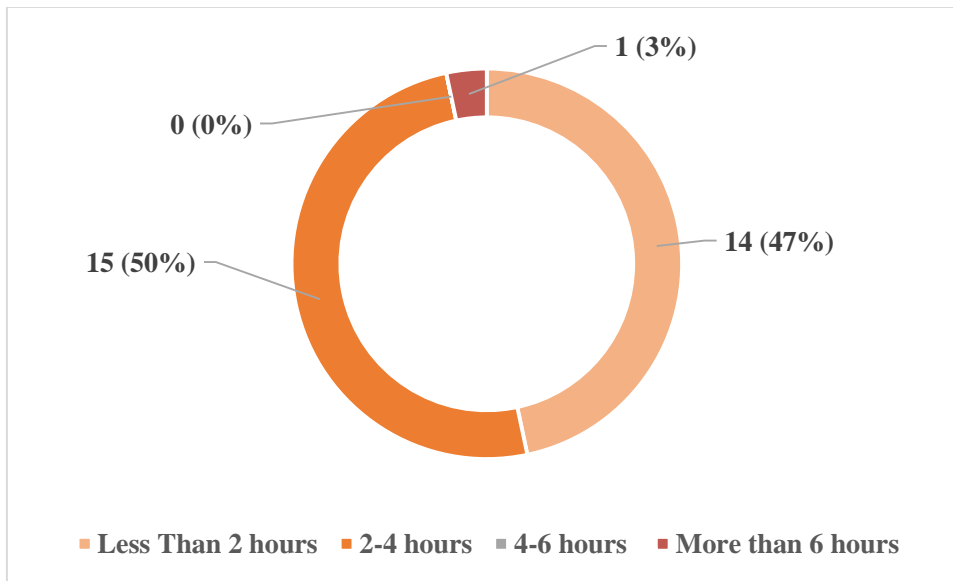


The primary aim of this inquiry is to examine the daily time allocation dedicated to reading among second-year LMD students. Approximately (50%) of the respondents indicated spending two to four hours per day on reading, suggesting a notable interest in enhancing their reading skills. Conversely, (47%) reported reading for less than two hours. Notably, none of the participants selected the option of allocating four to six hours; while a (3%)of students indicated reading for more than six hours, suggesting a lack of prioritization towards reading activities.

## Chapter Three: Data Analysis

**Item 5.**In which language do you preferto read?

**Pie Chart 3.5:** language preferences
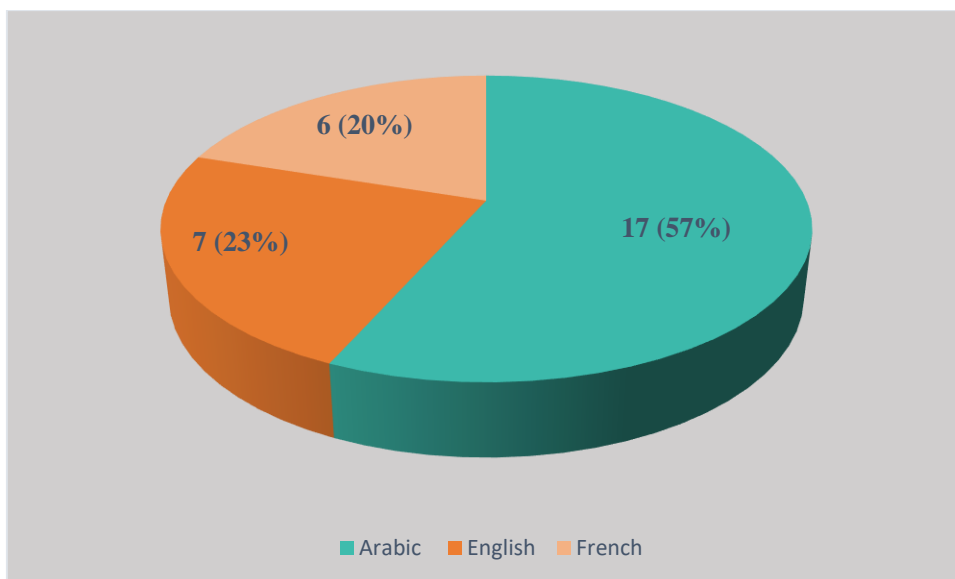


        This item aims to examine the language preferences of students during reading activities. A significant majority of respondents (57%) expressed a preference for reading in Arabic, while (23%) indicated a preference for English. Additionally, (20%) selected French as their preferred language. These findings suggest that second-year students exhibit a higher inclination to utilize Arabiclanguage for reading compared to other languages.

## Section One: Reading online and its impact on reading

## Chapter Three: Data Analysis

**Item 6.** Do you like readingonline?

**Table 3.6:**Students' online reading tendency

| Options | Participants | percentages |
|---------|:------------:|:-----------:|
| Yes | 17 | 57% |
| No | 13 | 43% |
| Total | 30 | 100% |

The aim of this inquiry is to investigate students' digital reading habits. The findings indicate that a majority of second-year LMD students (57%) responded affirmatively, signifying a significant inclination towards digital reading. This suggests that a substantial portion of students find motivation in engaging with online reading materials. Conversely, (43%) of the respondents admitted to not reading online, indicating their preference for alternative modes of reading.

## Chapter Three: Data Analysis

**Item 7.**How often do you read?

**Table 3.7:**students' frequency of reading online

| Options | Patricians | percentage |
|---------|-----------|------------|
| Daily | 2 | 7% |
| Several times a week | 6 | 20% |
| Once a week | 10 | 33% |
| Several times a month | 5 | 17% |
| Rarely | 3 | 10% |
| Never | 4 | 13% |
|  | 30 | 100% |

This table aims to examine the frequency of students' reading habits. The majority of respondents (33%) indicated that they practice online reading once a week, while (20%) expressed a preference for reading online several times a week. Additionally, (17%) selected the option of reading online several times a month. Furthermore, (13%) of second-year students admitted to never reading online, suggesting a lack of enthusiasm for digital reading compared to other respondents. Moreover, (10%) reported that they rarely read online. Lastly, a small percentage of second-year students (7%) indicated the habit of reading online on a daily basis.

## Chapter Three: Data Analysis

**Item 8.** What kind of online content do you read?

**Pie chart 3.8:** exploring type of content students read.
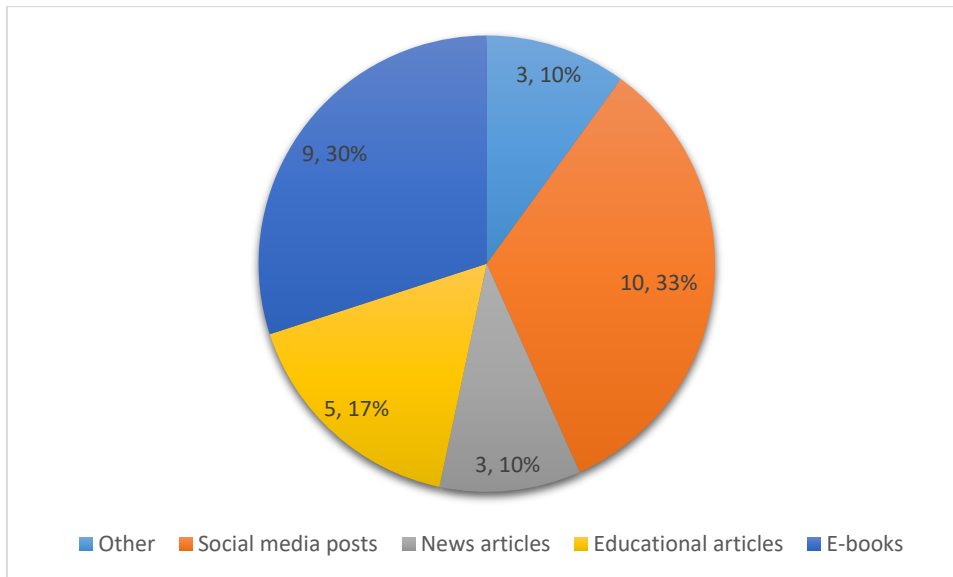


The objective of this question is to identify the online content preferences of students in their reading habits. A significant majority of students (33%) indicated a preference for reading social media posts, suggesting an allure towards engaging and captivating content found on these platforms. Conversely, (30%) expressed a preference for reading e-books, possibly due to their ease of accessibility and ownership. Additionally, (17%) reported a liking for educational articles, indicating an interest in acquiring knowledge through online reading materials. Furthermore, (10%) claimed to read news articles, while another (10%) chose "other" as their option, implying a diverse range of content preferences among the student population.

## Chapter Three: Data Analysis

**Item 9**.Do you prefer to read in print or digital format?

**Table 3.9:**Students' response about type of format theyprefer to read

| Options | Patriciates | Percentages |
| --- | --- | --- |
| Print | 13 | 44% |
| Digital | 11 | 36% |
| No Preference | 6 | 20% |
| total | 30 | 100% |

This question aims to assess students' preferences for reading in digital format. The responses obtained exhibit variations, as illustrated in the table below. A significant proportion of participants (44%) expressed a preference for print format, indicating a preference for physical books. On the other hand, (36%) of the respondents indicated a preference for digital format, highlighting an inclination towards reading materials in electronic form. A smaller portion of respondents (20%) stated that they did not have a specific preference for any format.

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**Item 10.** Do you find online reading easy and enjoyable?

**Pie Chart 3.10**: students' perspective about the ease and enjoyment of online reading.
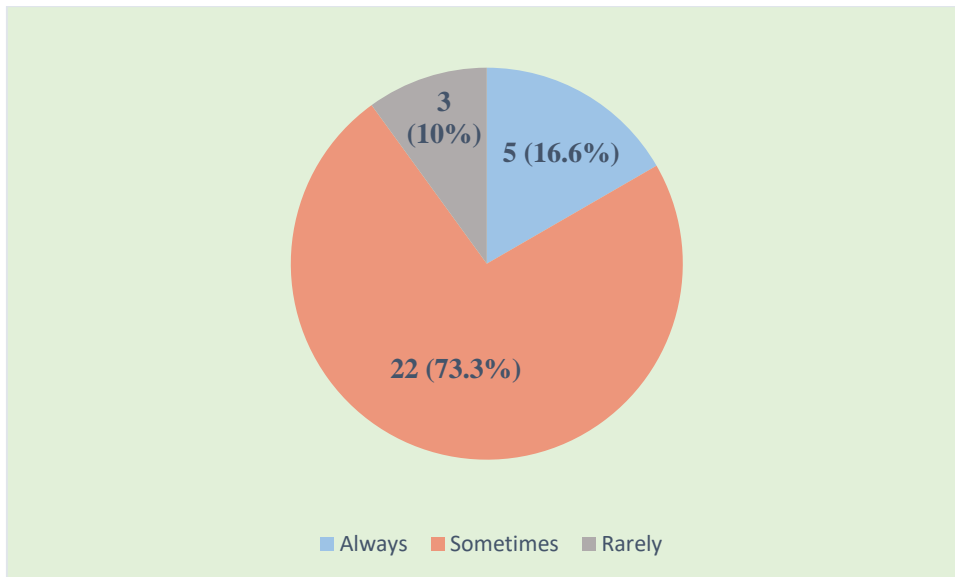


This question aims to investigate whether second-year LMD students perceive online reading as easy and enjoyable. The majority of respondents (73.3%) indicated that they sometimes find online reading easier compared to traditional reading methods. Additionally, (16.6%) of the participants consistently find online reading to be easy, while a small portion (10%) mentioned that they rarely find it an effortless activity. This highlights the varying perspectives among the students regarding the ease of engaging in online reading.

## Chapter Three: Data Analysis

**Item 11.**Do you think that online reading influences your reading abilities?

**Table 3.11:**students' perspective about the impact of online reading on their reading abilities.

| Options | Patricians | Percentages |
|---------|------------|-------------|
| Yes | 26 | 86.6% |
| No | 4 | 13.3% |
| Total | 30 | 100% |

This question aims to explore students' perspectives on the impact of digital reading on their reading abilities. The overwhelming majority of respondents (86.6%) expressed the belief that online reading significantly influences their reading skills. In contrast, a small percentage (13.3%) acknowledged that they do not perceive online reading as having a substantial impact on their reading abilities.

## Chapter Three: Data Analysis

**Item 12.**Does online reading motivate you to develop better reading processes?

**Pie Chart 3.12:** Exploring the motivational impact of online reading on the development of

reading process
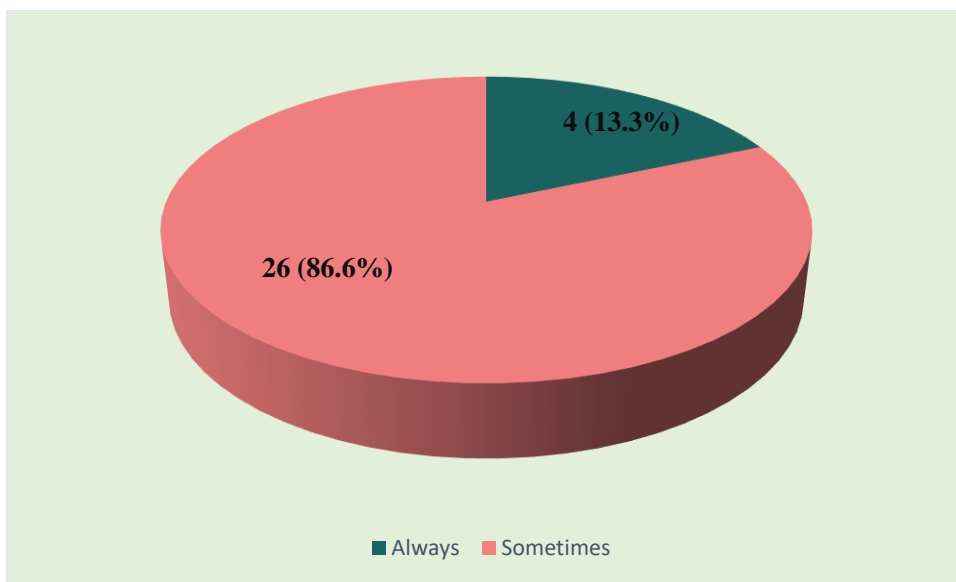


> The objective of this inquiry is to explore the motivational influences of online reading on

the reading process of second-year LMD students. The findings indicate that a significant

majority of respondents (86.6%) perceive online reading as a motivating factor that enhances

their reading habits. However, (13.3%) of the participants mentioned that they do not perceive

digital reading as having a significant impact on their reading process.

## Chapter Three: Data Analysis

**Item 13.** Do you think that online reading is efficient in enhancing reading proficiency?

**Histogram 3.13:** students' perspective of the impact of digital reading in enhancing reading proficiency.
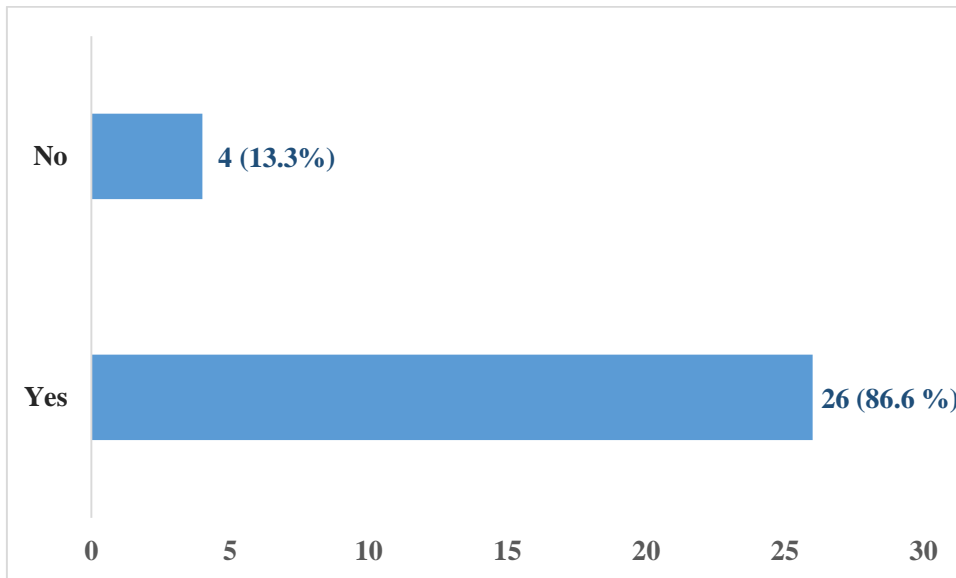


The item above reflects the perspective of students on the impact of digital reading on improving reading proficiency. Most participants (86.6%) in the study believed that online reading contributes to the development of their reading skills. However, a small number of respondents (13.3%) disagreed, stating that online reading does not play a significant role in enhancing their reading abilities.

## Chapter Three: Data Analysis

**Item 14.**How often do you get distracted while reading online?

**Histogram 3.14:** students' frequency of getting distracted while reading online
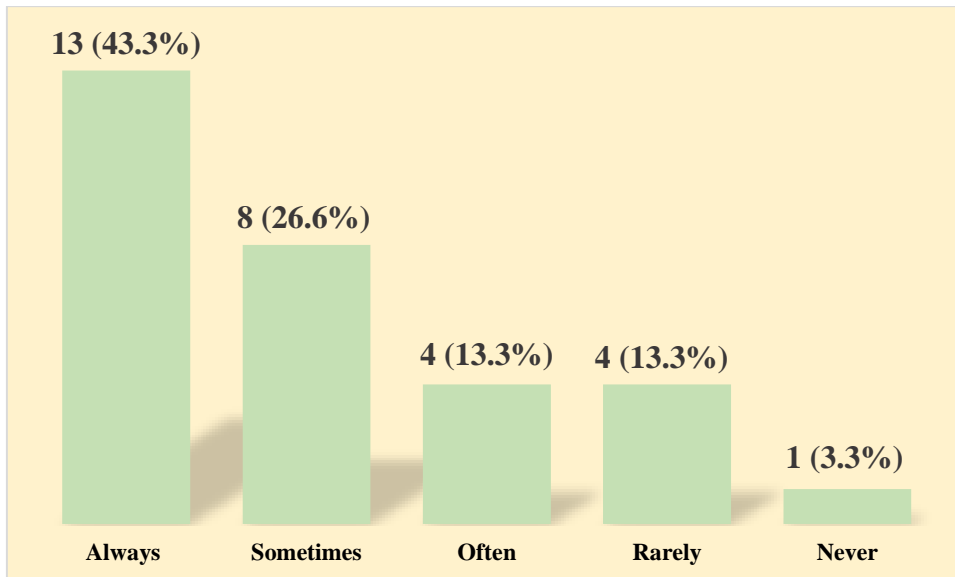


This question it tries to investigatesecond year LMD student's frequency of reading the vast majority (43%) answers that they always get distracted while reading online.(26.6%) of informants chose sometimes a an option to answer .moreover, (13.3%) of respondents stated that they often get distracter and other (13.3%) where students chose rarely in response of getting distracted while reading. In addition (3.3%) of student declared that, they never get distracter.

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**Section Three: Additional Comments.**

**Item 15.** Please share any additional comment or thoughts on digital reading and its influence on your reading frequency or habits.

This question represents the various thoughts that second year students LMD might have about the impact of digital age on reading tendency. (0%) None of the informants gave answers to this question.

### 3.2.1Discussion of the Findings of Students' Questionnaire

Students' questionnaire has played a significant role in gathering data to obtain diverse responses to theresearch questions. Initially, the students' responses in the first section reveal a lack of emphasis on reading skills. Furthermore, it appears that students primarily engage in reading to acquire cultural knowledge, indicating a lack of concern for the language itself. Only a few students chose the second option, which focuses on reading to enhance vocabulary. It is disconcerting to consider that as a society, we may be producing readers who struggle because some teenagers have rejected the concept of school reading, as stated by Alvermann (2001, p. 680). The students' responses also indicate that reading is not a habitual practice for them, as they do not read frequently, although they occasionally complete reading tasks. Moreover, second-year LMD students read for less than 2 hours, and they predominantly rely on the Arabic language rather than English to enhance their vocabulary. This highlights the poor level of English language proficiency and vocabulary among these students, which may pose challenges for their future grades due to their infrequent reliance on English while reading. Nell (1988) asserts that leisure reading is a form of play that allows us to immerse ourselves in other worlds and characters within our minds. Furthermore, in the subsequent section concerning digital reading, the majority of students indicated that they prefer reading online. This finding demonstrates the strong psychological connection students have with technology, as opposed to traditional reading methods. Additionally, when asked about their reading preferences, it became apparent that students tend to prioritize scrolling through social media posts over engaging in reading activities. They perceive reading as a tedious and time-consuming task. Interestingly,

second-year students, despite being technologically inclined, still exhibit a preference for printed materials over digital ones. This inclination could be attributed to their belief that screens strain their eyes or simply their familiarity with print formats. On the other hand, students find online reading easily accessible due to their familiarity with digital devices. They also acknowledge the positive influence of online reading on their reading abilities and view it as a motivating factor in their reading process. They perceive online learning and reading as highly accessible and user-friendly. However, second-year students admit to frequently getting distracted while reading online, as they tend to prioritize social media engagement over online reading, as mentioned earlier. Moving on to the third section of the questionnaire, the question regarding the influence of technology on reading habits was optional, and no feedback was provided by the respondent.

## 3.3Teachers' interview

The present part is devoted to the analysis of the data obtained from the teacher's interview.

### 3.3.1 Analyses of teachers' interview

The following section examines the teachers' interview and analyses teachers responses.

**Question one: How long have you been teaching written expression?**

Responding to this question, (T1) stated that she has been teaching written expression for 13 years .As for (T2), (T3) and (T4) their experiences vary from 5to 6 years.

**Question two: What techniques do you use in teaching written expression?**

Answering this question (T1) said that s/he is traditional teacher using assignment by assigning practice as a reading text than writing what they have understood, while (T2) stated that s/he encouragesstudentsto write through free-writing tasks. As for (T3) said that s/he teachesthem to follow the steps of writing process. Then(T4) admitted that s/he uses different strategies:

## Chapter Three: Data Analysis

reading to teaching writing, using the process approach, cognitive strategies, and socio-affective strategies

**Question three:is it easy or difficult for you to teach written expression?**

Answering this question (T1) admitted that she faced difficulties in her/him first year but it is not at all a difficult task. The three remainingrespondents seem to have to some extent the same answer which they declared that they all considered teaching written expression asdifficult because it is the most difficult skill and is a process that goes in the mind.

**Question four: How has the rise of digital technology affected the reading habits of your students?**

According to (T1) s/he finds the use of technology quite interesting because students were more interested in following the lesson since they use it to read in classroom and s/he finds that when students use their phones are more motivated to read. However, for (T2), (T3) and (T4), theyreported thatthe impact was negative. Students use technology negatively. Since they find that the Algerian context is not aware completely with the reading culture, which is rare among people, then with the emergence of digital technology, the majority of students became dependent on their phones to do everything and stopped reading books or checking dictionaries, except for some students who are fond of reading books.

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**Question five: In your opinion, are students reading more or less given the frequent use of digital devices?**

According to (T1), technology has no impact on their reading since reading does not depend on technology but on the reader himself. While the three other teachersreckoned that students are reading less because of the frequent use of digital devices.

**Question six:  Do you think that digital technology can enhance or detract from reading process? How so?**

(T1) stated that sometimes, yes technology could detract from reading. Asfor(T2), s/hereported that In Algeria, it detracts the students. Students are uninterested in reading. While (T3) and (T4) argued that   Students can be good readers through reading eBooks, whenever learners are motivated to read, since they see that motivation can play a crucial role in their reading process.

**Question seven: How can teachers use digital technology to encourage reading and literacy?**

For (T1) s/he admitted that in our Algerian context using data show is something very helpless and time consuming so s/he only gives the permission to her students to use cellphones adding that written expression module does not needtoomuch technology in classroom. In the other hand (T2) stated that s/he use Moodle and encourage the Learners to download Books (pdf) from the Internet .while (T3) and (T4) agreed on using cellphones.

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## Question eight: What can you say about your students' reading tendency?

(T1) stated that students' reading tendency is very weak. (T2) reported that s/he imposes reading on his/her students, while (T3) and (T4) declared that only motivated students to read.

## Question nine:Do you think that digital technology has had a positive or negative impact on student's reading skills?

All the respondents reckoned that technology has a negative impact on students reading skills.

## Question ten: How do you balance the use of technology in the classroom with promoting traditional reading habits?

(T1) stated that s/he gives the chance to her/his students to use cellphones; for (T2) it depends on using Moodle, while (T3) uses variety of tools and (T4) reported that our departmentuses traditional ways so s/he relies on traditional teaching.

## Question eleven: Do you think that students are more likely to read digital books or printed ones?

All the respondents agreed that students are more likely to use digital books to focus on their reading process.

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## 3.3.2 Discussion of the Findings of teachers' interview

The analysis of teachers' perspectives provides valuable insights into the impact of the digital age on reading habits and the role of technology in influencing students' reading tendencies. Initially, teachers assessed their students' proficiency in written expression skills as a means to understand how technology has affected their reading habits. They acknowledged the complexity of teaching this particular skill, employing a range of strategies to engage learners, indicating the challenges associated with the module.

According to the data, teachers agree that the rise of digital technology has had a negative impact on students' reading habits. Due to technology distractions, teachers voiced worries about diminished focus, restricted vocabulary, and inadequate completion of given reading activities. Furthermore, teachers claimed that the use of technology in the classroom was limited by a scarcity of materials, particularly cellphones, and a lack of motivation among students to actively participate in lectures.

Additionally, teachers noted a considerable detrimental impact of technology on students' reading skills, with the majority of pupils displaying impatience and continual distraction from social media sites. However, other pupils used technology to help them enhance their reading skills.

Teachers reported limited success with mobile-assisted learning implementation because students tended to redirect their focus to social media and games rather than engaged with academic content. As a result, teachers relied heavily on conventional reading materials and discovered that most pupils preferred printed books to digital alternatives.

In conclusion,the data gathered from teachers indicate a perceived decrease in pupils' reading habits as a result of the pervasiveness of digital technology. While there are potential for

### Chapter Three: Data Analysis

intellectual progress, there are also negatives such as decreased focus, reduced motivation, and increased distractions. Teachers recognized the need to address these issues while striking a balance between creating a proper reading environment that encourages active involvement with printed materials and utilizing technology efficiently.

## 3.4 Recommendations:

By following these suggestions, teachers may proactively address the issues presented by technology and promote a positive reading culture in the classroom, while students can successfully negotiate the effects of technology on their reading habits.

### 3.4.1 For students:

- Establish a Reading Routine: Set aside time each day for reading without distractions from electronics. Make it a habit to read frequently to improve your focus and build your desire to read.
- Use Digital Reading Tools: Use e-readers or reading applications that include features like highlighting, note taking, and vocabulary help to embrace technology in a good way. These resources can improve reading enjoyment and assist in comprehension.

- Set personal reading goals:such as reading a certain number of books per month or reading across genres. Students may be encouraged to read more regularly if their progress is tracked and their achievements are recognized.

- Join Online Book Clubs or Reading Groups: Join online book clubs or reading groups to meet people with similar interests as they swap recommendations. Talking about books with others might help to foster a sense of community and encourage reading.

## 3.4.2 For Teachers:

- Incorporate digital literacy into the curriculum and show students how to use internet resources properly, evaluate the reliability of information, and use technology for learning. Encourage your students to become knowledgeable digital media consumers.

- Equalize the Educational Environment: Create a balance between new and older reading resources. Offer a variety of reading options, including both traditional books and digital resources, to meet diverse learning preferences and efficiently engage pupils.

- Provide Guidance on Selecting High-Quality Digital Content: Assist students in finding reputable websites, online databases, and e-books that meet their reading tastes and scholastic requirements.

## Conclusion:

This chapter has provided substantial insights into the process of obtaining useful information from datasets, as well as the pedagogical implications for researching the impact of the digital age on the reading habits of second-year LMD students. Two research tools were used to validate or disprove the provided hypotheses and address the research objectives posed at the start of this study: a semi-structured questionnaire administered to 30 second-year LMD students and interviews with teachers.

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According to the data, pupils have occasional reading habits and do not emphasize the improvement of their reading skills. Teachers also raised concerns about kids' lack of focus and the harmful impact of technology on their reading habits.

In conclusion, this chapter has shed light on the significance of data analysis in investigating the impact of the digital age on students' reading tendencies. The results emphasize the need for promoting reading skills among students and addressing the challenges posed by technology.

# General Conclusion

## General Conclusion:

The frequent use of technology plays a vital role in changing students' reading habits, serving as the primary tool that contributes to a decline in English as a Foreign Language (EFL) learners' inclination towards reading. Instead of rectifying these habits, technology influences and alters the reading behaviors of learners, thereby failing to enhance students' autonomy and sense of responsibility in developing their reading skills. Furthermore, technology engenders unfavorable habits, exhaustion, and diminished focus during classroom lectures, depriving studentsfromvaluable learning opportunities and impeding their progress.

This study aims to demonstrate the impact of the technology age on students' reading tendency, as well asit shedslight on the diminishing attention of learners towards their teachers during lectures. The research consists of three chapters, with the first chapter focusing on a literature review, highlighting crucial elements related to reading skills, learners reading habits, and the influence of the digital age on readinghabits. The second chapter focuses on the theoretical background of the research methodology, including the research design, employed tools, and the target population. Finally, the last chapter encompasses the analysis and discussion of the results, in addition to presenting pedagogical recommendations and suggestions.

To address the research questions and test the research hypotheses, a mixed-method approach was adopted in this study. Data were collected using two tools: a semi-structured questionnaire administered to 30 second-year LMD students at the Department of English Language, aimed at knowing their reading habits, perspectives on online reading, and assessing the impact of technology on their reading frequency.

## General Conclusion:

Moreover, a semi-structured interview conducted with four teachers of the written expression module at Dr. MoulayTahar University of Saida, Department of English Language. The interview aimed to explore teachers' attitudes towards the impact of technology on their students ,and how they can effectively integrate modern technology within the classroom.

The study was guided by two primary research hypotheses: 1) EFL students read less frequently during the digital era compared to traditional reading practices, and 2) the increasing use of technology has a negative influence on reading habits, leading to a decline in reading frequency and comprehension skills among EFL students in the digital era. The findings from the students'questionnaire indicate that students lack a reading habit in general and hold a negative attitude towards online reading, thus confirming the first research hypothesis. Similarly, insights from the teachers' interviews demonstrate that teachers perceive technology to have a negative impact on their students, as the latter lack awareness regarding its appropriate use. Consequently, the second hypothesis is also affirmed.

Based on the findings of this study, several pedagogical recommendations are proposed for future research on the appropriate use of technology and its impact on students' reading tendencies. It is recommended that students develop good reading habits and establish a consistent routine to increase their reading frequency in the future. Likewise, university teachers are encouraged to strike the right balance in using technology within the EFL context and effectively motivate their students.

Finally, we faced difficulties in our investigation due to the unavailability of university libraries, which prevented us from effectively searching for relevant information on our topic.

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# Appendices

## Appendices

## Appendix 1

**Dearstudent:**

Weareconductinganacademicinvestigationforfurtherunderstandhowlearners'readingcomprehensionskillscanbeenhancedduringthe digital age. As part of this study, we have developed a questionnaire thatserves as a research tool to collect valuable insights. We sincerely appreciateyourwillingnesstotakethetimetocompletethisquestionnaireandprovideuswithyourvaluableinput.

Section One: General Information about Reading.

1. **Doyou like reading?**

    ◯    Yes

    ◯    No

2. **Whydo you read?**

    ◯    For pleasure

    ◯    EnhancingvocabularyEnhancing
    ◯

    Cultural knowledge

    ◯    Improvingother skills

3. **Howoften do you read?**

    ◯    Frequently
    ◯    Sometimes
    ◯    Rarely
    ◯

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Never

**4.  Howmuch time do you spend in reading per day?**

- ◯ Lessthan2hours
- ◯ 2-4hours
- ◯ 4-6hours
- ◯ Morethan6hours

**5.  Inwhich language do you prefer to read?**

- ◯ Arabic
- ◯ English
- ◯ French

## SectionTwo:ReadingOnlineanditsImpactonReading.

**6.  Doyou read online?**

- ☐ Yes
- ☐ No

**7.  Howoften do you read online?**

- ◯ Daily
- ◯ Severaltimesaweek
- ◯ Onceaweek
- ◯ Severaltimesamonth
- ◯ Rarely
- ◯ Never

**8.  Whatkind of online content do you read?**

- ◯ E-booksEducational

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◯      Articles

◯      News

◯      Articles

◯      Social media posts

other:………………

**9. Doyou prefer reading in print or digital format?**

◯      PrintDigital

◯      NoPreference

**10. Doyou find online reading easy and enjoyable?**

◯      AlwaysSo

◯      metimes

◯      Rarely

**11. Doyou think that online reading influences your reading abilities?**

☐      Yes

☐      No

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**12.** **Does online reading motivate you to develop better reading processes?**

☐ Yes
☐ No

**13.** **Do you think that online reading is efficient in enhancing reading proficiency?**

☐ Yes
☐ No

**14.** **How often do you get distracted while reading online?**

◯ Always

◯ Sometimes

◯ Often

◯ Rarely

◯ Never

## Section Three: Additional comments.

**15.** **Please share any additional comment or thoughts on digital reading and its influence your reading frequency or habits.**

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**Appendices**

**Appendix 2**

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**Teachers'Interview**

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We would be so grateful, if you could answer the following questions and give your point ofview concerning the impact of online reading on students' academic achievement. Youranswers will be very helpful for the research project we are undertaking.

1. How long have you been teaching written expression?

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2. What techniques do you use in teaching written expression?

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3. Is it easy or difficult for you to teach written expression?

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**4.** How has the rise of digital technology affected the reading habits of your students?

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**5.** In your opinion, are students reading more or less given the frequent use of digital devices?

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**6.** Do you think that digital technology can enhance or detrace from reading process? How so?

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**7.** How can teachers use digital technology to encourage reading and literacy?

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**8.** What can you say about your students' reading tendency?

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**9.** Do you think that digital technology has had a positive or negative impact on student's reading skills?

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**10.** How do you balance the use of technology in the classroom with promoting traditional reading habits?

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**11.** Do you think that students are more likely to read digital books or printed ones?

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