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**Option: Linguistics**

**EFL Students' Attitudes toward the Impact of On-site and Online Learning on students'  
Reading Comprehension: The Case of Third Year Students at Guelma University.**

**A Dissertation Submitted to the Department of Letters and English Language in Partial  
Fulfillment of the Requirement for the Degree of Master in Language and Culture.**

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## DEDICATION

*"Le stelle brillano più luminose nell'oscurità della disperazione."*

*My heartfelt appreciation extends to my beloved parents, who have been my pillars of strength and unwavering sources of support. Dad and Mom, your love, encouragement, and sacrifices have been the driving force behind my accomplishments. I am eternally grateful for everything you have done for me. To my cherished siblings Aya, Hanine, Rahil, Ciline, and my soulmate, your support has been a constant source of inspiration and motivation. I am incredibly fortunate to have you by my side. To my amazing cousins khaoula ,Doussa, Safa, Marwa, Lina, Nour and dear friends, Chems, Lina, Nour El Yakine, Amani, Amina, Riheb, Rania, and countless others who have offered their encouragement and support, thank you from the bottom of my heart. Your presence in my life fills it with joy and warmth.*

## DEDICATION

*“Do not let your difficulties fill you with anxiety, after all it is only in the darkest night that stars shine more brightly”*

*I would like to express my sincere appreciation to my lovely parents who have always believed in me and pushed me forward to achieve my dream. When I said I wanted to touch the moon they took my hand, held me close, and taught me how to fly. They were my first teachers, they educated me, influenced and led me to become what I am today. To my lovely sisters Houda and Hind. And my one and only brother Didine who supported me with their prayer, and kindness. To the most two precious people in my heart Mizou and Doumi. To my best friend Riheb, and my friends Rayane, Rania, and Amina. To the ones who fight their way forward, keep going.*

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### **ABSTRACT**

Learning is the starting point of individuals' development and building future careers. Simply said, individuals use their abilities to learn new information, taking them to many different places. The most interesting part of learning is the many options and types that suit the various needs and styles of learners. The present research aims to identify the importance of investigating the impact of on-site learning (face-to-face) and online learning in EFL classrooms. Also, to explore students' attitudes about reading comprehension skills in traditional and online learning settings. The present study adopts a quantitative method, including a structured questionnaire to collect data. Precisely, the questionnaire is directed to third-year students (N = 118) at the Department of English, University of 8 Mai 1945, Guelma. The final data confirms the main hypothesis, which implies that EFL students have a positive attitude toward online classroom settings for improving their reading comprehension skills. Hence, the research advocates integrating on-site and online learning through a blended learning approach to overcome students' comprehension difficulties.

**Keywords:** EFL classroom, on-site learning, online learning, reading comprehension, attitudes

## **LIST OF ABBREVIATIONS**

**EFL:** English Of Foreign Language

**OCL:** Online Collaboration Learning

**COI:** Community of Inquiry

**GD:** Group discussion

**Q:** Question

**N:** Numbers

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## **GENERAL INTRODUCTION**

The field of EFL education is currently experiencing a rapid shift as traditional classroom settings face significant challenges from the rise of distance learning platforms. This paradigm change creates not just possibilities but also severe hurdles for educators seeking to improve their students' reading comprehension abilities, which are the foundation of language learning.

On-site classroom settings have long been regarded as the foundation of EFL training. Students engage in a collaborative learning experience under the direct supervision of their lecturers. Group discussions, presentations, and role-playing are all activities that encourage active engagement while also reinforcing learning through practical application. Furthermore, the organized format provided by physical textbooks and printed materials promotes concentrated reading and in-depth study. Constraints such as class size restrictions and limited access to supplemental resources may undermine the efficacy of classical education. In contrast, the emergence of online learning platforms brings a new era to EFL instruction. These platforms provide students with exceptional flexibility in terms of learning pace and scheduling. Furthermore, the digital domain opens doors to a wide range of online resources, possibly extending the spectrum of reading materials available to learners. Understanding this environment necessitates a balanced strategy that makes use of both traditional and online learning approaches. A blended learning paradigm emerges as an appealing alternative, combining customized supervision and organized learning in on-site classrooms with the flexibility and multimedia resources available on online platforms. Teachers can create a dynamic learning setting that meets the diverse needs of EFL learners while optimizing their reading comprehension abilities and development.

### **1. Statement of the Problem**

Learning is a crucial and dynamic process that guides and contributes to students' development on a personal and social level over time. Regularly exposes them to new

knowledge and skills. It consists of two major modes: on-site and online learning, which makes it subject to different challenges and factors that may determine each type. These two types have a significant impact on the teaching-learning process as well as on the students' outcomes. However, foreign language acquisition consists of a profound focus on students' reading comprehension. At the Department of English, University of 08 Mai 1945, Guelma, students' come across different struggles, when students being exposed to reading materials both onsite and online. As a result, establishing effective strategies for reading comprehension in the two learning types may enhance students' reading abilities. Teachers should consider how to structure the learning schedule according to each module's implementation to optimize its impact on students' achievement in English as a Foreign Language (EFL).

## **2. Aims of Study**

The primary focus of this research is to investigate EFL students' attitudes toward the Impact of on-site and online learning on reading comprehension. Thus, this study emphasizes on using effective strategies in both settings regarding their differences, its use, and the effect they have in an EFL classroom. Hence, this research is threefold:

- To explore the difference between On-site and Online learning
- To investigate the Impact of on-site and online learning on EFL students' reading comprehension
- To identify the relationship between the type of learning and its impact on students reading comprehension

## **3. Research Questions**

The presented research addresses the following questions:

1. What are On-site and online learning and their theories and components?

2. Are EFL Students aware of the types of processes and strategies of reading comprehension?
3. Do EFL students' attitudes impact reading comprehension on online and on-site learning ?

#### **4. Research Hypotheses**

In the following research, it is hypothesized that On-site and online learning have a great impact on students' reading comprehension. Hence, we hypothesize

- $H_1$ : EFL students may have positive attitudes towards the impact of on-site and online learning on reading comprehension.
- $H_0$ : EFL students may have positive attitudes towards the impact of on-site and online learning on reading comprehension.

#### **5. Research Methodology and Design**

##### **5.1. Research Method**

In order to check the hypothesis previously mentioned, this study used the quantitative method. This method includes, data gathering tool, which is a student questionnaire about On-site and Online learning and their impact on students reading comprehension abilities, with third year students at the University of 08 Mai, 1945, Guelma.

##### **5.2. Population and Sample of the Study**

A sample of one hundred and twenty-seven (127) EFL students chose randomly from a total of 192 EFL students. The target group chose because this level is more appropriate for this research, in the sense that third year students selected due to their engagement with diverse modules delivered through both On-site and Online modalities. Additionally, their proficiency in using online presentation tools highlights their adaptability to various learning environment. Students' prior experiences in traditional learning were not disregarded,

marking their capability to discern the most suitable mode of learning for each module. As a result, enhanced reading comprehension abilities among students provided valuable insights for teachers.

## **6. Structure of the Dissertation**

The study is comprised of three primary chapters, a general introduction and a conclusion. The first and second chapters give the theoretical basis of the investigation; however, the third part is entirely analytic. The first chapter is separated into two sections: On-site and Online learning. It covers the historical backgrounds and definitions of modalities, as well as the significance and the components. It also discusses the types of pedagogical theories supporting on-site and online learning. Also, the benefits and challenges for each learning setting. Chapter two covers reading comprehension. It deals with the definition of reading and comprehension separately, and major scholarly definitions. It addresses the different types of reading and the levels of comprehension. Also underscores the importance and the various processes of reading comprehension. At the end, it deals with the factors and the strategies in online and onsite setting.

The third chapter deals with the topic of investigation and offers a full examination of the two research techniques utilized to perform the study, as well as the final results, analysis, and interpretation of what was found. It concludes with a list of educational implications, recommendations, and research issues to consider.

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## **Introduction:**

In today's dynamic educational landscape, the integration of technology has revolutionized the way learning is perceived, particularly in the domain of English as a Foreign Language (EFL) instruction. With the advent of online platforms and virtual classrooms, teachers are presented with an array of opportunities to enhance pedagogical practices and cater to the diverse needs of students. However, amidst this paradigm shift, the debate persists regarding the efficacy of online learning compared to traditional or face-to-face instruction.

The present chapter explores the historical context of these terms and presented diverse definitions proposed by scholars for the types of learning. It then highlights the fundamental components and classifications of both modes of learning. Finally, the chapter emphasized the theoretical framework of two modalities—On-site and Online —and their influence on different classroom settings, along with implementations and types of tasks in the two models.

## **Section one:**

### **1. Onsite Learning:**

#### **1.1. Overview of On-site Learning**

In the realm of education, the mode of instruction plays a pivotal role in shaping students' learning experiences and outcomes. One such mode, onsite learning, often referred to as face-to-face or traditional classroom instruction, remains a cornerstone of educational pedagogy despite the emergence of various alternative delivery methods, such as online and blended

learning. The origins of onsite learning can be traced back to ancient civilizations, where scholars imparted knowledge to disciples in physical spaces conducive to learning (Smith, 2015). Over time, formal educational institutions emerged, providing a structured system for face-to-face learning. With the development of mass education in the industrial era, onsite learning became synonymous with traditional schooling, characterized by classroom-based instruction led by trained educators (Jones & Brown, 2018).

Onsite learning is underpinned by educational theories, each shaping pedagogical approaches and instructional practices. Behaviorism, championed by theorists such as Skinner and Watson, emphasizes the role of stimuli and reinforcement in shaping learning outcomes (Jones, 2019). In the onsite classroom, behaviorist principles manifest through structured lessons, clear objectives, and rewards for desired behaviors (Smith & Johnson, 2020). On the other hand, cognitivism posits that learning is an internal mental process involving memory, problem-solving, and comprehension (Brown, 2017). Inside conventional setting, cognitivist principles inform instructional strategies aimed at stimulating critical thinking, meta-cognition, and information processing (Davis & White, 2016). Constructivism, as espoused by Dewey and Vygotsky, emphasizes the active construction of knowledge through social interaction and the experiential learning process (Thompson, 2018). During traditional classrooms, constructivist practices promote collaborative activities, inquiry-based learning, and the integration of real-world contexts (Miller et al., 2021). Moreover classic teaching methods, pedagogical practices encompass various instructional strategies, classroom management techniques, and assessment methods tailored to meet diverse learner needs (Clark & Evans, 2019). Classical lectures, discussions, demonstrations, and hands-on activities are staples of onsite instruction, facilitating the acquisition of knowledge, skills, and attitudes (Garcia & Martinez, 2020). Additionally, formative and summative assessments are employed to boost students' progress by providing feedback and informing instructional

decisions (Taylor, 2017). For EFL students, onsite learning offers unique benefits and challenges. On one hand, face-to-face interaction with instructors and peers facilitates language acquisition, cultural immersion, and communicative competence (Lee & Park, 2019). On the other hand, linguistic and cultural barriers, limited exposure to authentic language use, and peer pressure may hinder EFL students' participation and engagement in onsite classrooms (Wang & Chang, 2018).

## **1.2. Historical Background Of Traditional Learning:**

Throughout human history, traditional learning methods have been the foundation of education, allowing civilizations to transmit information, skills, and cultural values between generations. Traditional learning dates back to the earliest human civilizations, when oral traditions and informal apprenticeships served as the foundation for education (Smith, 2008). In ancient civilizations like Mesopotamia, Egypt, and China, information was predominantly passed down orally, with elders imparting wisdom, historical accounts, and practical skills to younger members of the community (Boyd & Richerson, 1985). These oral traditions served not just to educate but also to preserve cultural history and collective memory. The development of written language was a watershed moment in the progress of conventional education. The advent of cuneiform writing in ancient Mesopotamia made it possible to record laws, literature, and scientific knowledge on clay tablets, enabling the collection and distribution of information beyond oral transmission (Smith, 2008). Similarly, the creation of hieroglyphic writing in ancient Egypt helped to preserve religious texts, administrative records, and literary masterpieces on papyrus scrolls. The concept of formal education first emerged in ancient Greece with the foundation of city-states such as Athens. Philosophers such as Socrates, Plato, and Aristotle established Western education by emphasizing critical thinking, inquiry, and the quest for knowledge through discourse and argument (Vygotsky, 1978). This approach has a long history, with notable figures like

Socrates (470–399 BCE) setting the framework for the Socratic Method, which emphasizes active student engagement through questioning and dialogue. Similarly, John Dewey (1859–1952) advocated for a student-centered approach in his 1961 book "The Transformation of the School," which emphasized active inquiry and social learning experiences in the classroom (Cremin, 1961). These principles continue to have an impact on face-to-face learning today. Additionally, Sophists were nomadic teachers who traveled, offering rhetoric and public speaking lessons throughout Greece, which also helped to shape educational methods during this period. The advent of the Roman Empire saw the spread of education beyond the upper classes, with the establishment of *Ludus litterarius* schools for children from all social backgrounds (Marx & Engels, 1845–1970). However, education in ancient Rome was largely concerned with training young men for professions in politics, law, and public administration.

During the middle ages, the church and monastic organizations exerted significant control over education in Europe. Cathedral schools, and subsequently medieval universities, were founded to educate clergy and academics in theology, philosophy, and liberal arts (Smith, 2008). Latin was the primary language of instruction, and the curriculum was significantly impacted by ancient thinkers such as Aristotle, Cicero, and Augustine, who contributed to this field. Moreover, the Renaissance period saw renewed interests in classical learning and humanism, with intellectuals such as Petrarch and Erasmus calling for the study of classical literature, history, and languages (Boyd & Richerson, 1985). Johannes Gutenberg invented the printing press in the 15th century, which revolutionized information distribution by making books more affordable and accessible to a larger audience. After that, the Enlightenment advanced conventional learning by emphasizing reason, empirical observation, and scientific inquiry as the pillars of knowledge (Vygotsky, 1978). Philosopher-scientists such as Isaac Newton, René Descartes, and Francis Bacon promoted the use of the scientific method to comprehend the natural world, resulting in improvements in subjects such as mathematics,

astronomy, and medicine. The Industrial Revolution brought enormous changes to schooling as civilizations shifted from rural to industrial economies. Mass public education systems were formed in response to the increased demand for skilled workers in factories and industries (Marx & Engels, 1845–1970). The curriculum concentrated on the fundamental literacy, numeracy, and vocational abilities required for employment in growing industrial areas. In the twentieth century, the emergence of mass media, telecommunications, and digital technologies changed traditional learning methods once more. Radio, television, and the internet permitted the dissemination of instructional content to remote regions and varied people, broadening access to learning possibilities beyond traditional classroom settings.

Today, traditional learning continues to survive alongside modern educational techniques, with an increasing emphasis on student-centered approaches, interdisciplinary learning, and the curriculum's incorporation of technology. The basic objective of conventional learning has not altered, despite changes in the instruments and techniques of instruction: to equip people with the knowledge, skills, and critical thinking abilities needed to navigate a world that is always changing.

### **1.3. Definition of On-site Learning:**

On-site or face-to-face learning often referred to as in-person learning, represents the traditional and predominant mode of educational instruction wherein students physically convene in a designated classroom environment alongside their teachers and classmates. This mode of pedagogy emphasizes direct, real-time interaction between educators and learners, fostering dynamic exchanges of knowledge and promoting collaborative learning experiences. In face-to-face learning, the classroom serves as a locus for live engagement, facilitating not only the transmission of information from teacher to student but also peer-to-peer knowledge acquisition, thereby leveraging collective insights and experiences to deepen understanding of course materials. Onsite learning is physical learning space fosters an environment conducive

to motivation and active engagement, wherein students inspire not only from the instructor's guidance but also from the interactions and contributions with their classmates. Within the context of traditional lecture-style classes, the delivery of information often occurs through didactic presentations by the instructor, supplemented by written administered assessments. This instructional approach adheres to structured schedules, with classes convened at predetermined times and dates, thereby instilling a sense of accountability and time management among students. Moreover, the fixed schedule inherent in on-site learning shows students' responsibility for their academic progress, as they are expected to actively participate with the material presented during classroom sessions. This structured format facilitates deeper comprehension and retention of lessons imparted within the classroom setting. One of the distinctive advantages of face-to-face learning is the provision of immediate feedback, which is integral to the learning process. Students benefit from personalized feedback from instructors, which enable them to promptly address misconceptions, clarify doubts, and refine their understanding of subject matter.

Additionally, the delivery of examinations, quizzes, and critiques typically occurs within the physical learning space during regular class time with the presence of teachers, allowing for the close monitoring of students' progress and academic performance. Onsite learning remains widely regarded as the most popular and conventional method of imparting knowledge due to its established efficacy and familiarity within educational contexts. The long-standing of traditional learning highlights the principal function in enabling direct interactions and engagement with educators and classmates. This aims at enhancing collaborative learning, and crucial delivery of information for students' academic growth and advancement.

Dewey (1897) argued that "education is not preparation for life; education is life itself." This underlines the intrinsic nature of education as a continuous and integrated part of human life.

According to Dewey, education is more than just a means to an end; it is a constant process of growth and development that covers every area of life. According to Vygotsky (1978), "the interaction between learning and development... occurs first on the social plane and is then internalized as it occurs on the individual plane" (p. 57). This notion clarifies the relationship between social interactions and individual cognitive growth, implying that learning occurs first through social interactions before being integrated into the person's cognitive processes. Bandura (1986) contended that "learning would be exceedingly laborious," It would be difficult, if not dangerous, for people to rely only on the consequences of their own acts to determine what to do (p. 2). This statement emphasizes the importance of observational learning, stating that people benefit from observing and mimicking the behaviors of others in order to shape their own actions. Gardner (1993) argued that "understanding is the process of construction rather than simple reproduction" (p. 10). This viewpoint emphasizes the active and constructive nature of understanding, implying that people use cognitive processes to build meaning and knowledge rather than passively replicating information. According to Papert (1993), "the role of the teacher is to create conditions for invention rather than provide ready-made knowledge" (p. 29). This perspective redefines the function of a teacher as a facilitator of learning, emphasizing the need of encouraging students' creativity and invention by establishing favorable learning settings rather than simply teaching knowledge.

#### **1.4. Types of Traditional Learning**

There are a variety of traditional types of learning that are designed to encourage direct interaction between teachers and students within the classroom. Some of the most popular types used are lecture-based learning, group discussion, role-playing exercises, and workshops. These approaches serve as essential principles in educational settings, helping students as well as teachers facilitate knowledge diffusion, active engagement, and collaborative learning opportunities. Using these numerous educational strategies enables

teachers to effectively engage students, enhance critical thinking capacities, and aid knowledge acquisition in a dynamic and engaging classroom environment.

#### **1.4.1. Lecture-Based Learning**

A lecture-based instructional strategy is a classic classroom teaching technique in which the instructor gives lectures verbally while using a projector, visual display surface, and writing surface such as whiteboard. This is widely regarded as a teacher-centered, content-oriented approach. In other words lecture-based Instruction is classical type of traditional learning, aimed at foster learning through practice questions and drills, which often result in less classroom interaction between the teacher and students, as well as students and their classmates. According to Brown (1987), the term lecture is derived from the Medieval Latin "Lecture" to read aloud. Lecture was an oral reading of a text followed by a discussion. The interactive exchange between the teacher and the students creates a dynamic learning setting in which information is co-constructed through discourse and discussion. By adopting Brown's concept of lectures as oral readings supplemented by commentary, educators and students alike can capitalize on the inherent depth of this pedagogical method to enable meaningful learning experiences within classroom. Lecture-based learning takes several forms, including formal lecturing sessions where teachers Instruction is aimed to enhance learning through practice questions and drills, which often result in less classroom interaction between the teacher and students. According to Kauchak and Eggen (1988), lectures continue to be popular for a variety of reasons. Effective planning emphasizes contextual structure and aimed at reducing the need for complex instructional methodologies and proving adaptable across diverse disciplines. Another main cause is lecturing represents a viable classroom option, facilitating teachers in verbal explaining subject matter. Also as significant reason



lectures continues to be teaching paradigm to maintaining popularity across various fields. Brown (1987) identified four fundamental elements of lecturing: expressing aims comprehensively, encouraging student engagement, and preparing students through informed prior knowledge. Lecturers convey information through verbal, extra-verbal, and non-verbal cues, including definitions, vocal inflections, gestures, and facial expressions. Student reception varies with engagement strategies, such as brief activities or discourse changes. The impact of lecturing on students involves immediate reactions and long-term cognitive changes, influenced by prior knowledge, attitudes, and the lecturer's preparation and style (Gropper, 1976). Despite criticisms and technological advancements, the lecture paradigm remains prevalent, particularly for delivering organized knowledge essential to curriculum across all educational levels (Cuban, 1984; Goodlad, 1984). Dececco and Crawford (1977) describe the lecture model as a traditional pedagogical style still extensively employed in numerous schools and colleges, particularly in sciences, engineering, and medicine, underscoring its enduring significance in education worldwide.

#### **1.4.2. Group Discussion**

Group discussions are a crucial element of group learning, define as a gathering for verbal communication to make decisions or share knowledge (Morgan et al., 2000). It is often abbreviated as GD, is famous evaluation technique used in traditional based methods. Teachers are the center of the approach where they introduce concepts or topics for discussion, building groups to analyze issues or complete assigned tasks. Thus the primary goal of a group discussion is to assess a student's ability to communicate, collaborate, analyze and effective presentation of ideas and perspectives within a group setting. This significance type of onsite learning has numerous advantages for the learners' progress, such as enhances critical thinking, problem-solving and decision-making, and convincing and persuasive skills. Group discussions simulate real-world scenarios by enabling teachers to evaluate students'

collaborative processes and contributions within a team environment. GDs are vital in education because they boost students' confidence and engagement with classroom topics while providing practice in communication skills (Smith, 1998). This perspective focuses on the importance of group discussion participation and encourages students to articulate their thoughts clearly and consider different perspectives, enhancing a deeper understanding of the subject matter. Moreover, GDs help in the development of interpersonal skills, as students learn active listening and establish consensus. Also, it has various formats, such as large group discussions, small group discussions, or one-on-one partner discussions, which aimed at allowing participants to share experiences and defend viewpoints. These diverse formats cater to different learning styles and group dynamics which ensure to all students' opportunity to meaningful contribution. In onsite learning generally is large group discussions, which might be more structured and teacher-led where participants may take turns speaking, and the discussion follows a set of questions and debates focusing on broad themes.

Additionally, the collaborative nature of group discussions also plays a significant role in improving comprehension and long-term retention of topics. By active engaging in the learning process, students are more likely to internalize and remember information. Also, it keeps participants focused and attentive, as they must be prepared to contribute and respond to others' ideas. This active engagement contrasts with passive learning methods, such as lectures, where students might become disengaged. Moreover, this type of traditional learning provides a valuable means for instructors to assess students' understanding and progress. Through observation and participation in discussions, teachers can gauge how well students grasp the material and identify areas where they may need further clarification or support. The immediate feedback generated during these discussions is instrumental in helping students correct misconceptions and improve their performance. This technique is not only an effective tool for assessing students' capacity to work in groups but also for fostering a collaborative

learning environment. Group discussions are an integral part of the educational process, offering numerous benefits that help in the development and intellectual growth of students.

### **1.4.3 Role-Play Activities**

Role-play activities allow students to take the part of another person or act out a situation. These roles can be played by individual students, pairs, or groups that can act out a more sophisticated situation. Role-plays place students in real-life settings or scenarios that might be "stressful, unfamiliar, complex, or controversial, forcing them to explore their personal sentiments toward people and their surroundings (Bonwell & Eison, 1991, p.47). Role-play activities enable students to participate in activities that are similar to job circumstances. Role-playing sessions should be content-focused, aligned with learning objectives, and relevant to real-world circumstances to assist students understand how to apply them. Role-playing exercises help learners think critically about difficult and challenging topics, as well as seeing circumstances from an entirely new perspective. Teachers may utilize role-playing to assist students understand real-world events or topics. For example, in an EFL class, a teacher may introduce a situation (e.g., ordering food from a restaurant), assign students to play specific roles (e.g., customers, hosts waiting for staff), and then ask their students to converse while considering the situation and their assigned roles.

Unlike simulations and games, which are frequently planned, organized activities that might run for an extended amount of time, role play exercises "are usually short, spontaneous presentations" but can also be scheduled research tasks (Bonwell & Eison, 1991, p.47). Role-plays vary from simulations in that they are often random and brief presentations. According to Jones (1995), role play motivates participants to engage into specific roles and scenarios to investigate complex interpersonal dynamics, thereby enhancing empathy and developing communication skills. In contrast simulations are structured activities designed to replicate real-life processes or systems aimed at giving opportunity for participants to experiment with

various strategies and observe the outcomes within a controlled setting (Gredler, 1996). Teachers might assign the roles days or weeks before the event, allowing students to research the character, or they can assign roles on the spot, allowing for spontaneous results. Role-playing is useful in requiring students to analyze their attitudes toward other students and contentious topics; for example, during a role-play discussion, students may offer opposing points of view on a given topic, enabling a broader understanding of the concerns. Another distinction between simulations and role-plays is that role-plays do not usually need costumes or props to depict the action. Participants just replicate the usage of this type of representation to help them maintain role-playing spontaneously without preparation. EFL teachers can successfully employ role-playing in on-site classrooms to motivate learners and involve them deeply in the educational process for effective teaching and learning processes. Also, role playing is a necessary type of learning to enhance and expand current teaching practices which can provide students with practical examples from everyday life. Additionally, integrating real-life skills such as negotiation, raising debates, teamwork, collaboration, and persuasion into the curriculum is a significant way to create opportunities for students' critical observation of their classmates which improves a more comprehensive learning setting.

### **Key Competencies Developed through Role-Playing Exercises for EFL Learners**

\_Communication skills encompass being able to express oneself effectively, listen actively, and comprehend the points of view of others.

\_Problem-solving: having the ability to recognize and evaluate issues, find solutions, and make judgments.

\_Adaptability refers to the ability to adapt to new surroundings, as well as critical thinking and flexibility.

\_Leadership and assertiveness: the aptitude confidently and successfully influence and

encourage individuals, resolve disagreements, and make difficult decisions. Also, convey your thoughts, needs, and wishes confidently and efficiently while keeping others' needs in consideration.

\_Interpersonal skills include the ability to form connections, collaborate, and handle direct contacts with people.

\_Resilience is the ability to handle pressure, deal with setbacks, and retain a positive influence.

\_Achievement of objectives is the capacity to define and achieve goals, track progress, and take action to overcome challenges.

Role-playing exercises are an effective pedagogical tool for teaching English as a Foreign Language, providing a comprehensive approach to language learning and competency development. Educators provide a dynamic learning environment that not only improves students' language competency but also develops the whole skill set required for success in academic, professional, and social contexts.

#### **1.4.4. Workshops**

John Dewey, a philosopher, pioneered the foundation for workshops with his concern on "learning by doing." He emphasizes active and experimental learning through hands-on activities. Workshops provide a unique learning environment, which is different from lecture-based learning. They are intended to be entertaining and interactive, which makes workshops an excellent and preferred resource for adult learners and anyone searching for the development of practical skills. Workshops have emerged as a separate learning environment that supplemented regular lectures. Their emphasis on active participation, cooperation, and practical skill development makes them an excellent resource for adult learners and anybody looking to receive practical information in an engaging atmosphere. EFL workshops may therefore take many variations, ranging from a group of instructors testing out a new set of

materials to a session in a college where a trainer takes the teachers through the paces of a new approach in order to enhance their understanding of what kids would encounter in a similar exercise in language acquisition. "Interactive instructional sessions designed to engage learners in active learning tasks and promote language acquisition" (Richard & Schmidt, 2019, np). The interaction between teachers and students is learner-centered, with the purpose of encouraging language learning.

Workshops in EFL classrooms are extremely important in language instruction for both teachers and students. According to Smith (2019), workshops provide a venue for educators to engage in professional development improve, cooperate with colleagues, and investigate novel teaching methods. These training sessions provide educators with chances to expand their pedagogical knowledge and abilities, thereby boosting the quality of instruction in EFL classrooms. For example, following the role-playing session, students evaluate their performance and identify areas for improvement. The instructor leads a class discussion in which students share their experiences, problems, and effective communication skills. The teacher emphasizes important linguistic topics and offers additional practice chances to enhance learning. Furthermore, workshops play an important role in creating a supportive learning atmosphere for EFL students. As Johnson (2020) points out, workshops provide learners with opportunity for meaningful language practice, exposure to actual language usage, and participation in a variety of learning activities. Workshops can help learners strengthen their language abilities in a dynamic and participatory environment, which increases motivation, confidence, and English ability. For example, in an on-site session concentrating on pronunciation skills, EFL learners participate in activities such as phonetic drills, tongue twisters, and pronunciation practice utilizing real audio recordings. Hands-on practice and teacher comments help learners improve their pronunciation correctness and confidence in spoken English (Richards, 2021).

There are a number of workshop features targeted at developing EFL lessons:

- **Interactive Learning Environment:** Workshops in EFL classrooms promote interactive learning settings in which both instructors and learners actively participate in activities and conversations, hence increasing engagement and cooperation.
- **Task-Based Approach:** Workshops frequently use a task-based approach in which learners participate in genuine tasks and activities that imitate real-world language use, encouraging meaningful language practice and skill improvement.
- **Multimodal Instruction:** Onsite workshops use multimodal teaching tools and resources to accommodate different learning styles and preferences by including visual aids, gestures, and physical manipulatives.
- **Formative Assessment:** Workshops use formative assessment approaches such as observations, checklists, and peer feedback to track learner progress, offer timely feedback, and guide instructional decisions.
- **Collaborative Learning opportunities:** Workshops offer chances for collaborative learning, in which students collaborate in pairs or groups to solve issues, discuss ideas, and negotiate meaning, promoting peer contact and support.
- **Professional Development:** Workshops provide educators with opportunities to explore innovative teaching methodologies, exchange pedagogical strategies, and gain new knowledge and skills in language education through face-to-face interactions and hands-on activities.
- **Reflective Practice:** Workshops promote critical thinking, self-awareness, and continuous development in teaching and learning processes through in-person conversations, self-reflection exercises, and group reflections.

Workshop activities are important in English as a Foreign Language education because they improve the learning environment for both students and teachers. Workshops help students

develop meaningful language skills by using interactive and task-based tactics, as well as experience learning and reflective practice. Also are instrumental in assisting students to enhance their language competency and communication skills.

### **1.5. The importance of On-site Learning and Relevance to EFL Education:**

Despite the growth of online learning, conventional face-to-face classrooms remain an important part of education. Traditional education establishes a solid basis of information and skills on which to build a well-rounded education. It includes key disciplines including mathematics, language, history, and science, giving students a comprehensive grasp of the world. Students obtain a complete grasp of numerous areas by following prescribed curriculum, which prepares them for subsequent study or employment opportunities. Traditional classrooms provide an active learning method for students who must be present in class and actively participate in the learning process. Under the guidance of teachers, learners are encouraged to tackle academic difficulties in the classroom. A learner may experience problems in solving the Problem; however, this procedure helps to improve problem-solving talents. Astin (1993) emphasizes the importance of social connection and collaboration made possible by physical presence. Students participate in debates, group projects, and learn from many views (Chickering & Gamson, 1987). This social connection encourages critical thinking, communication, and cooperation. One significant advantage of this strategy is that traditional, classroom-based education has the potential to improve students' social and emotional wellbeing. The social and emotional benefits of children engaging in genuine, face-to-face interactions with their teachers and peers in an actual, real-life learning community may be extremely beneficial to the students. Learners begin to live in a community where they help and learn to sympathize with others via class discussions and group activities



Projects and extracurricular activities. Students learn communication, conflict resolution, and teamwork via their interactions with teachers and classmates. As a result, these talents cannot be accurately duplicated in a virtual world. Furthermore, face-to-face venues enable teachers to establish connections with students through nonverbal signals and fast feedback, hence increasing motivation and engagement (Astin, 1993; Conrad & Astin, 1993). Engaging in real-time with the teacher and other students improves students' verbal and nonverbal language and communication abilities for their future careers as well as their personal lives. Face-to-face learning teaches pupils how to collaborate in a team setting with others from all backgrounds and walks of life. Learners develop the ability to negotiate social interactions, handle conflict, and form connections with classmates and instructors, all of which are vital for success in academic and professional environments (Astin, 1993). Finally, the value of conventional face-to-face learning stems from its capacity to encourage social contact, relationships, active learning, and the improvement of critical social and emotional skills.

Despite the development of online and mixed learning modalities, on-site learning remains very significant in the field of English as a Foreign Language instruction (Richards & Rodgers 2014). Face-to-face engagement offers certain advantages that internet platforms frequently struggle to imitate. One significant advantage is the immediate feedback and correction that occurs during real-time interactions between instructors and learners (Brown, 2014). In a face-to-face context, teachers may monitor students' body language, facial expressions, and vocal clues to provide individualized feedback and explanations of language ideas. As an example, A teacher can immediately correct pronunciation issues, provide detailed clarifications of grammatical rules, and engage students in meaningful debates to encourage language acquisition.

Furthermore, face-to-face learning promotes a sense of community and belonging among learners, which is critical for EFL students who may feel separated or lack confidence owing

to language limitations (Richards & Rodgers, 2014). On-site courses allow for classmate contact, cooperation, and cultural exchange, all of which contribute to a more complete language learning experience. For example, role-playing, debates, and workshop exercises can help students improve their language output and fluency while also enabling them to learn from each other's linguistic strengths and deficiencies.

Furthermore, the interpersonal dynamics of face-to-face learning supports the development of soft skills such as communication and teamwork and cultural competency (Richards & Rodgers, 2014). In conclusion, traditional learning is still necessary in EFL education because of its unique capacity to offer rapid feedback, construct a feeling of community, accommodate varied learning styles, and develop significant soft skills. Therefore, educators should continue to rely on the benefits of traditional classrooms while simultaneously using technology and creative pedagogical techniques that will enhance the entire learning experience for EFL students.

## **1.6. Theoretical Framework: Pedagogical Theories Supporting On-Site Learning**

Learning theories, which serve as core frameworks for understanding learning processes, have changed over time in response to the contributions of many scholars and researchers.

### **1.6.1. Behaviorism**

Behaviorism has its roots in the early twentieth century, with influences from significant philosophers like as Ivan Pavlov, John W. Watson, and B.F. Skinner. Ivan Petrovich Pavlov, a Russian biologist and psychologist, is most known for his pioneering experiment in which he trained a hungry dog to salivate at the ringing of a bell, developing the ideas of "conditioned stimulus" and "conditioned response" (Standridge, 2002). In 1913, John B. Watson published his fundamental work, "Psychology as the Behaviorist Views It," which marked the formal birth of behaviorism. Notably, Watson's "Little Albert experiment" in 1920 revealed the power of individual learning events to shape behavior. He and his partner watched newborn

Albert's reactions to a variety of stimuli, offering insights regarding behavioral responses (Watson & Rayner, 1920). B.F. Skinner expanded behaviorism with his notion of operant conditioning, which he demonstrated most notably in his Skinner box studies. Skinner found that operant conditioning rewards partial desirable actions or random approximations to them, with an operant response eliciting a reinforcer, such as touching a bar to obtain a food pellet, and a punisher suppressing responses (Skinner, 1938). He proposed that pleasurable stimuli have an energizing influence on conduct (Skinner, 1972, p. 74).

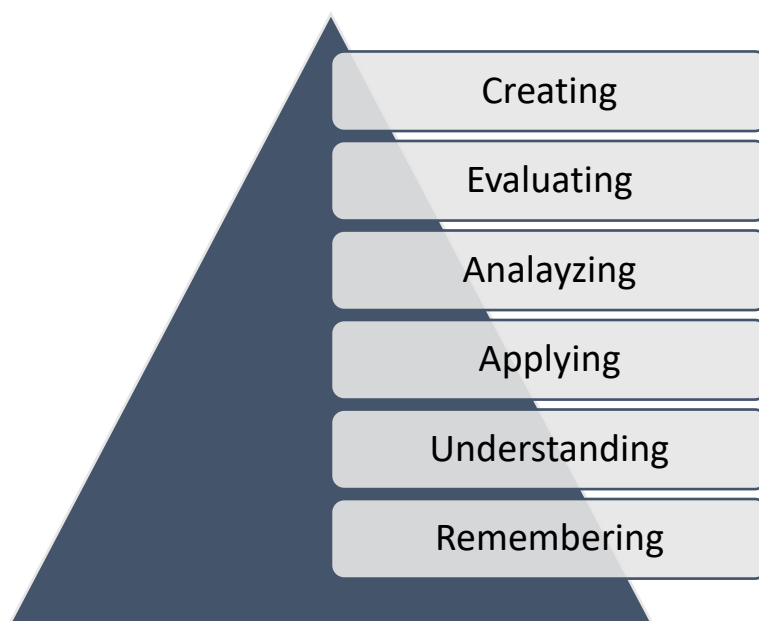
Behaviorism is a learning theory based on the concept that all behaviors are learned through conditioning, with contact with the environment playing a major part. Behaviorists argue that external stimuli shape behaviors, and they advocate for the methodical study of observable behaviors while ignoring internal mental processes. According to the concept, reasoning, emotions, and mood are subjective thus being beyond the purview of empirical study. In its most extreme version, behaviorism believes that humans, regardless of genetic predispositions, personality qualities, or internal cognition, may be trained to do activities within the limits of their physical abilities through suitable conditioning processes.

Behaviorism's relevance in English as a Foreign Language instruction is demonstrated by its emphasis on observable behaviors and contextual factors. Behaviorist ideas guide educational strategies that use repetition, reinforcement, and positive/negative reinforcement techniques to aid in language learning (Richards & Rodgers, 2014). This strategy promotes an ideal atmosphere for learning for EFL students by specifying clear objectives, planned practice activities, and quick feedback systems, enhancing skill development and fluency acquisition (Ellis 2003). Furthermore, behaviorism prioritizes a teacher-centered approach in which educators serve as facilitators, designing individualized learning experiences and providing scaffolding to help students improve (Brown, 2007). Thus, behaviorist ideas present useful

insights and practical solutions for improving EFL education and promoting effective language growth outcomes.

Taxonomies of learning emerged from behaviorism, which focused on analyzing and evaluating numerous processes in the learning process. Behaviorists studied learning activities extensively to define its components. Early psychologists established a learning taxonomy based on intellectual skill development and emphasized problem-solving as a higher-order abilities.

Bloom's (1956) Taxonomy of Educational Objectives Handbook: The educational sector still relies on cognitive domains as a core text. Bloom's taxonomy consists of six basic parts, as seen in Figure 1.



**Figure1: Blooms' Taxonomy.**

### **1.6.2. Cognitivism**

Cognitivist thought emerged as a response to behaviorism and gained traction in the 1950s.

Cognitivists objected to behaviorists because they believed that learning was merely a

reaction to a stimuli, neglecting the importance of thinking. Although several scholars contributed to the development of learning theory (such as Bruner, Vygotsky, Bloom, and Ausubel), Piaget's ideas had a significant effect. Piaget (1970) defines cognitivism as "the study of mental processes involved in perceiving, remembering, thinking, and understanding" (p. 23). Following his work (Constructivism), knowledge is understood as symbolic mental structures, or schemata. When learners' schemata are altered, learning occurs. As neuroscientists continue to understand more about how the brain functions, cognitive educational professionals and psychologists are concerned with How to apply such information in the classroom. Cognitivism is a learning theory that focuses on the mind's ability to accept, organize, store, and recall comprehension. It employs the mind as a processor of knowledge, much like a computer. As a result, cognitivism goes beyond visible behavior to see learning as an interior mental process. Anderson (1983) defined cognitivism as "the exploration of how learners process, store, and retrieve linguistic information, with a focus on the role of cognitive strategies in language acquisition" (p. 78). This viewpoint promotes a learner-centered approach in which learners actively participate in their learning and information processing. Knowledge, retention, logic, and problem-solving skills are avenues for improvement.

There are a number of fundamental principles and classroom applications that support cognitive theory:

- Organize, sequence, and deliver instructions in an intelligible and meaningful way for learners.
- Retention and recall are crucial for developing schemas in the brain.
- Organizing learning information enhances memory.
- Teachers should give tools to assist students absorb knowledge.

- Learning involves arranging information into conceptual models.

Cognitive learning theories propose that information is acquired when learners actively participate in problem-solving activities. CLT implies that students learn best when they utilize their own reasoning abilities rather than being taught facts and processes. Suzanne and Peterson (2006) stated that behavioral theorists helped pave the way for cognitive theory, which entailed reintegrating the mind into the equation of learning. According to this view, The focus was on a learner's internal cognitive processes rather than merely observable behaviors. This theory may be broken down into two learning theories: social cognitive theory and cognitive behavioral theory. As a result, cognitive learning theory is based on the same concepts as behavioral learning theory. According to Zhou and Brown (2014), Bandura, the theory's advocate, first created social cognitive theory with a focus on learner learning of social behavior.

### **1.6.3. Constructivism**

Jean Piaget, regarded as the founder of the constructivist theory of learning, dealt with education from a biological standpoint, investigating how organisms adapt to their surroundings and how past mental knowledge influences behavior (Smith, 2001). He proposed that knowledge is not a static representation of reality, but rather a dynamic process that comes from active interaction with the environment. Piaget claimed that genuine comprehension of an item requires contact with it, emphasizing learners' active participation in creating their own knowledge (Piaget, 1970). Constructivism, as a learning theory, emphasizes learners' proactive engagement in building their understanding of the world. Rather than being merely recipients of information, learners engage in reflective processes, forming mental representations and integrating new knowledge into their current cognitive frameworks, or schemas (Phillips 1995). This active participation encourages deeper learning and comprehension. In the classroom, the constructivist approach is reflected in a

variety of teaching strategies aimed at encouraging active learning experiences. Educators that use such an approach inspire students to use active tactics like experiments and real-world problem-solving to produce new information and reflect on their learning processes (Jonassen, 1993). Furthermore, teachers attempt to understand students' prior knowledge and direct activities that build on them, resulting in meaningful learning experiences (Duffy & Cunningham, 1996).

Constructivist education promotes a culture of inquiry and encourages students to constantly assess their understanding and learning practices. By strengthening self-questioning and meta-cognitive abilities, students are enabled to become "expert learners," with the resources to manage their learning path autonomously (Dewey, 1938). Contrary to common perception, constructivism does not encourage students to "reinvent the wheel"; rather, it delves into their intrinsic curiosity and encourages them to use existing information to hypothesis, explore, and make conclusions. To summarize, constructivism holds that knowledge acquisition is a dynamic process defined by action, reflection, and construction. Piaget's emphasis on the interplay of experiences and ideas emphasizes the active aspect of learning, whereas Vygotsky's discoveries stress the importance of social interaction and cultural environment in knowledge acquisition (Vygotsky, 1978). Dewey's support for incorporating real-world experiences into the curriculum emphasizes the practical application of constructivist concepts in education (Dewey, 1938). Educators may embrace the transformational potential of constructivism by yielding control to learners and taking the position of facilitator. Teachers may utilize constructivism's transformational potential, allowing students to progress to greater levels of knowledge attainment (Smith 2001).

### **1.7. Components of Traditional Learning**

Traditional learning in educational environments includes a variety of components that

serve as the foundation for formalized academic instruction. They establish an integrated structure for providing instruction in traditional classroom settings.

### **1.7.1. Structured Curriculum**

Traditional-based learning, with its organized curriculum, is a long-standing educational paradigm. This strategy focuses on guided by teachers learning in basic areas such as mathematics, science, history, and literature. Students often interact with the material via lessons, manuals, assignments, and exams. The traditional curriculum is represented by the standard classroom setting used in most educational institutions, where spoken instruction, reading, and reciting of information are the principal modalities of education. It creates a passive learning environment, in which students acquire knowledge by listening, reading, taking notes, and participating in individually, or group study sessions. For example, take a history class that follows an organized curriculum that specifies the subjects to be addressed each week. The teacher gives lectures about historical events, which are reinforced with textbook readings. Students take notes during lectures, study prescribed materials, and participate in discussions to have a better knowledge of the content. Tests, essays, and assessments can be utilized to evaluate students' understanding and memory of historical subjects.

### **1.7.2. Teacher-centered Approach**

In a traditional classroom, teachers are responsible for guiding and directing the teaching and learning process by presenting lectures, primarily with passive engagement from their students. Instructors are the central core of the content delivery and explanation of all concepts. Students are supposed to be passive listeners because they have limited opportunities to choose the topics covered in the classroom setting. This method works best, but students may get bored, and they may miss key information. Additionally, students working alone miss the opportunity to share the process of discovery with their classmates.



The teacher-centered approach discourages collaborative and cooperative learning, an essential and valuable skill for the student's academic growth. Thus, students may face challenges in developing their communication, critical thinking, and persuasive skills.

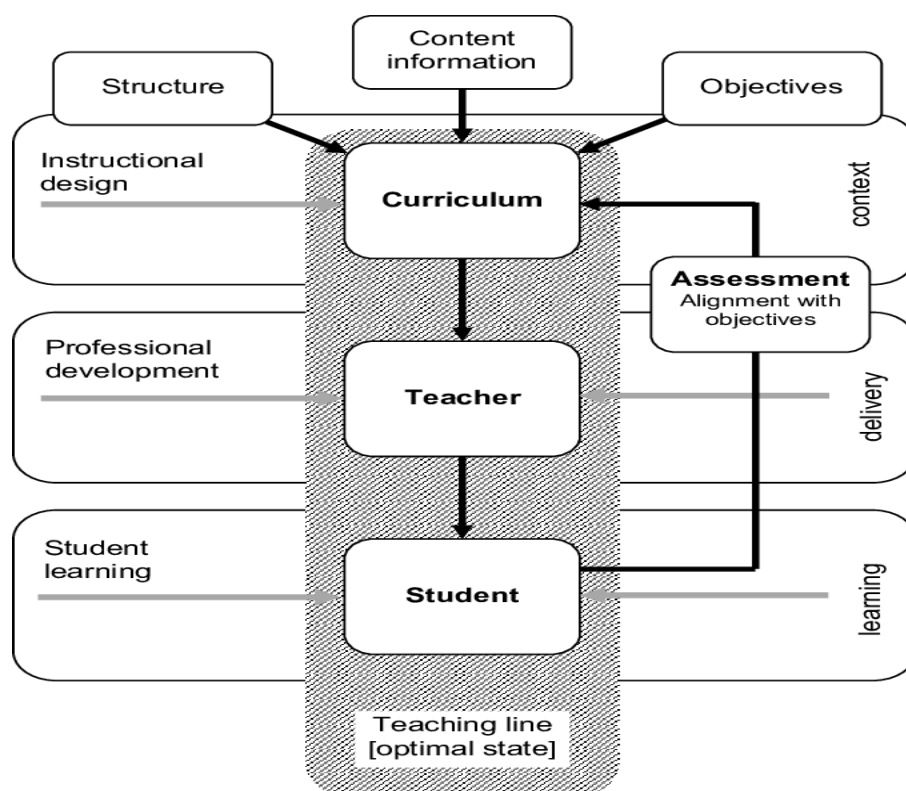
### **1.7.3. Setting Objectives**

Setting objectives is a fundamental step in curriculum design and instructional planning of conventional learning. Objectives serve as specific and measurable goals that outline students' expected achievements by the end of a course or lesson. These objectives are typically linked with educational standards and learning goals, ensuring a well-structure set of instructions and assessments. Furthermore, well-defined objectives help students understand deeply the expectations for their learning, which creates opportunities for them to monitor how they progress and take responsibility for their academic advancement. Overall, setting objectives in traditional learning settings is significant component for promoting clarity, coherence, and effectiveness in teaching and learning processes.

### **1.7.4. Assessing Through Grades**

Grades serve as a primary method of assessing students' performance and achievement in on-site learning environments. Through grades, teachers have the ability to evaluate students' mastery of course content and their capacity to apply knowledge and skills during academic progress. Grades are assigned based on different assessment methods, including exams, quizzes, homework, assignments, presentations, and class-participation. These assessments provide valuable feedback to both students and teachers, aimed at strengthening teaching methods for teachers, and students by helping them indentify areas of achievements for enhanced learning. Moreover, grades represent a means of communication between educators and students and between students and classmates.

**Figure: 2**  
**The components of traditional learning**



**Note:** adapted from Hierarchical component-based model of the traditional higher education environment.

### 1.8. Benefits of On-Site Learning

Traditional teacher-centered instruction has long been an essential component of educational pedagogy, providing several benefits for academic On-site learning.

Structured environment: Cooper (2011) emphasizes the critical function of a structured environment in educational settings, highlighting the need for clear and planned lesson plans presented by qualified teachers. The organized approach guarantees that students encounter key material in a logical order, creating an atmosphere favorable to learning. For children who value consistency and clear expectations, conventional instruction's regulated nature creates an ideal learning environment.

#### **1.8.1. Direct Instruction Technique:**

According to Rosenshine (2012), direct instruction technique, which is a characteristic of traditional education, is extremely successful at explaining new and complicated topics.

Teachers help students understand difficult topics by explicitly explaining and demonstrating problem-solving skills. Direct instruction enables teachers to clarify misunderstandings easily, improving students' comprehension of complex ideas.

Active Participation through Questioning and conversation: The importance of taking an active role in traditional classrooms, with a focus on questioning and conversation. Teacher-led inquiry is a pedagogical strategy for assessing student knowledge, recognizing areas that require explanation, and encouraging deeper engagement with the content. Students acquire critical thinking abilities and an increased awareness of academic topics through meaningful debate and collaborative research (Astin, 1993).

#### **1.8.2. Observation and in-person Engagement:** used in On-site classes to promote learning.

Students get significant insights into problem-solving tactics and successful communication approaches by seeing the teacher explain and demonstrate them. Direct engagement with the instructor allows students to seek clarification and receive immediate feedback, which

improves their learning experience.

**1.8.3. Real-time interactions:** The ultimate benefit of face-to-face learning is that it allows professors to monitor the growth of every learner. It allows students to raise questions or clear up misconceptions right away, and they may obtain one-on-one time with their teacher if necessary.

**1.8.4. Practical Applications:** In some subjects and courses, such as science and STEM, students must actively participate. To learn about specific ideas, students will need to do experiments in a lab together. Face-to-face learning makes this much easier since students can access a lab, equipment, and instruments required for STEM and science-related lab work, which may be difficult when the teacher can only advise them through a screen.

**Sense of Accountability:** On-site learning fosters responsibility and accountability among the learners. They must attend class work and see a pre-planned lesson. They have to get to school every day and attend their lessons on schedule, following the regulations established by their teachers. In-person learning allows the instructor to hold students accountable for their behavior and prepare them for adult responsibilities.

## **1.9. Challenges and solutions in On-site learning**

On-site learning, while historically important in educational environments, faces major challenges in adapting to modern educational innovations. Traditional, teacher-centered teaching methods have been criticized for their inherent limitations in accommodating varied learning styles and developing critical thinking abilities. This argument is supported by scientific literature that outlines fundamental issues experienced in conventional educational paradigms.

The main challenge is the maintenance of a "**one-size-fits-all**" approach in traditional classrooms (Fullan and Means, 1991). With its rigorous structure and uniform delivery of knowledge, this strategy frequently fails to meet students' particular learning requirements

(Smith & MacGregor, 1993).

As a result, students whose learning styles or paces differ from the norm may encounter gaps in understanding and retention, limiting their academic progress. Furthermore, traditional teaching methods tend to encourage **Passivity and dependence on rote memory** hinders the development of critical thinking and problem-solving capacities (Dewey, 1938; Cuban, 1989). The widespread use of lectures and passive learning approaches might lead to learners just remembering material without understanding its underlying principles, limiting their capacity to apply knowledge in new circumstances. Face-to-face learning requires students to follow **specific physical locations** on a well-planned schedule, which makes it a less accommodating and unfavorable type of learning for a significant number of learners. Thus, students enrolled in traditional programs often encounter **limited flexibility** compared to online programs. For instance, a student who is supposed to have other needs may feel unchallenged and disengaged in his learning process, while a student who prefers on-site setting generally needs more time to understand complex material, which may struggle to keep up with the flexible curriculum. Additionally, traditional classroom settings provide **limited learning materials** typically textbooks and physical materials available within universities or libraries. This constrained access may hinder students' ability to discover new deep topics at their own pace. For instance, a student interested in advanced topics beyond the standard curriculum might find it difficult or boring to obtain relevant resources without extensive library visits. Furthermore, students who get an advantage from diverse learning mediums, such as interactive software or online databases, may find the reliance on direct interactions restrictive. The optimal solution for the several obstacles presented by conventional learning is the use of blended learning model. The integration of interactive tasks and discussions to keep going students' engagement and strengthen comprehension of the content, by incorporating technology-enhanced resources teachers offer more dynamic and interactive

learning experiences for students. Utilizing this comprehensive approach gives the opportunity for students to improve their critical thinking, practical application of knowledge, and developing the overall effectiveness of the academic growth.

### **1.10. The Implementations of On-site Learning**

Traditional methods of learning have been the foundation of education for years which come up with an organized and well-planned approach to teaching and learning processes, where teachers and their students have direct interaction in physical environment (face-to-face).

Onsite learning is teacher-centered approach where teachers explain and make concepts, procedures, and information clear, through lecture-based learning, a systematic delivery with verbal presentations by the instructor. Which focus students' engagement and enhancement of active listening and not-taking skills. Conventional learning emphasizes only the physical materials including textbooks, handouts, and other printed resources for the learning progress. Moreover, in-person learning supported scheduled classes at specific times and locations classroom. Discussions often involve raising debates about different themes followed by question and answers to keep students more interactive during sessions. At the end of this process student will have a formative assessment through written exams, quizzes, and assignments to evaluate their understanding and learning growth. On-site learning focus on cognitive learning, by emphasizing memorization, and theoretical application with limited technological Integration.

## **2. Online learning**

### **2.1. Overview of Online learning**

In recent years, the internet has transformed the way we study, learn and work, it is now set to impact education as it is adopted and developed as a form of communication.

Researchers have recognized its great potential as a learning tool, and some universities have grown increasingly pleased about the necessity of online learning to deliver accessible and up-to-date education to students of all ages and social backgrounds, regardless of time or location. According to Elango (2008), education can only be achieved through the internet if it is to truly break down barriers to bias, give young people the chance to become 21st century evolved learners, and provide them with the opportunity to learn in different ways that suit their particular needs and learning preferences. Teachers have a critical role in implementing technology to give students with the flexibility to learn at their convenience. In this data age, where students are expected to acquire new knowledge; the internet is viewed as the key to providing access to more material and allowing them to use their own initiative to find it.

## **2.2. Historical background of Online Learning**

E-learning, also known as online learning, has significantly transformed the landscape of education, providing unprecedented levels of flexibility, accessibility, and diverse learning experiences. The history of e-learning consists from its nascent stages to its current expansive and dynamic state, incorporating a wealth of scholarly insights and analyses.

### **Early Seeds: Correspondence Courses and Technological Advancements (1800s-1960s)**

The genesis of e-learning can be discerned in the 19th century with the advent of correspondence courses, pioneered notably by institutions like the University of London (Bates, 1995). These foundational distance education models relied on printed materials dispatched via mail to facilitate learning at a distance. The subsequent evolution of technology in the 20th century, including the development of radio and television, further catalyzed the expansion of distance learning initiatives (Moore & Kearsley, 1996). Pioneering educational television programs like "Sesame Street," debuting in 1969, served as exemplars showcasing the potential of technology for disseminating educational content to a broader audience.

### **The Dawn of Digital Learning: Computers and the Internet (1970s-1990s)**

The pivotal emergence of computers in the 1970s marked a transformative point in the history of e-learning. The inception of Computer-Assisted Instruction (CAI) heralded the introduction of interactive learning experiences (Clark, 1982). Though nascent, these early CAI programs offered glimpses into the manifold possibilities of technology-driven pedagogy. The revolutionary invention of the internet in the late 1980s further accelerated the proliferation of e-learning. The advent of email and online forums facilitated communication and collaboration among learners and their teachers (Harasim, 1990).

### **The Boom of E-learning: Web-Based Learning and Learning Management Systems (1990s-2000s)**

The universal use of the World Wide Web in the 1990s opened a new transformation in the advancement of digital learning. The emergence of web-based learning platforms led to enhanced multimedia resources. Simultaneously, the growth of Learning Management Systems (LMS) in the late 1990s organized the delivery and administration of online courses (Koper, 2005). This era witnessed an exponential increase in the usage of distance learning by educational institutions and collaborate entities for the professional and academic purposes of training and advancement.

### **The Rise of Mobile Learning and the Expanding E-learning Landscape (2000s-Present)**

21st century viewed an evolution of online learning paradigms. The regularity of mobile devices has led to the development of mobile device learning, which offers learners universal access to educational content anywhere and everywhere (Traxler, 2010). Similarly, the emergence of social media platforms and online communities empowered collaborative learning settings. The growth of Open Educational Resources (OERs) extended access to high-quality learning materials, fostering inclusive education (Wiley, 2009). Furthermore,



strides in Artificial Intelligence (AI) and gamification made a shift in e-learning aimed at personalized and immersive education experiences.

### **2.3. Definition of online learning**

E-learning has emerged as a crucial solution for addressing the challenges associated with providing resources to facilitate lifelong learning (European Commission, 2010). According to the OECD (2005), e-learning encompasses the utilization of information and communications technology (ICT) to enhance or support learning within tertiary education. It is believed that online learning aids in improving students' computer literacy and equipping them with skills essential for their transition into the workforce (Addah, 2012). This form of education encompasses various systems, ranging from email communication to accessing course materials online. Additionally, distance education, as defined by Roffe (2004), involves a teaching method where physical separation exists between the student and teacher, employing a combination of technologies such as correspondence, audio, video, computer, and the Internet.

Internet-based learning capitalizes on technology to enhance students' learning experiences through diverse multimedia resources. This could include interactive multimedia presentations or audiovisual instructions, fostering self-paced learning and promoting student interaction (European Commission, 2010). This flexibility allows students to engage with course materials at their own pace and convenience, irrespective of time or location, catering to individualized learning preferences.

### **E-Learning definitions: a chronological analysis through Scholarly perspectives**

\_"Electronic learning ... refers to the use of electronic technologies to access educational curriculum outside of a traditional classroom setting" (p. 15), highlighting the core elements of e-learning, emphasizing accessibility, and flexibility (Knowles, 1996). He focused on the

integration of electronic technologies to facilitate educational experiences outside the traditional classroom setting.

\_ "the use of electronic media ... to deliver instruction to individuals at a distance" (p. 2), acknowledging various electronic media used in distance education (Moore, 1998). He broadened the scope of "electronic learning" to encompass various forms of electronic media beyond computers, including audiotapes, videotapes, and satellite broadcasts.

\_ "Learning delivered over the Internet ... synchronous and asynchronous instruction, and ... multimedia components" (p. 12), reflecting the growing importance of the internet and multimedia in e-learning (Schank, 2000). He highlighted the growing significance of the internet in e-learning, emphasizing its role in delivering both synchronous and asynchronous instruction.

\_ "The use of electronic technologies to access educational curriculum outside of a traditional classroom in a formalized learning environment" (p. 14), emphasizing the structured nature of e-learning within formalized settings (Koper, 2005). He emphasized the structured nature of e-learning within formalized learning environments. Koper's definition underscored the access to educational curriculum outside traditional classrooms, particularly within structured educational settings.

\_ "The use of various electronic technologies to create learning environments ... formal and informal, and synchronous and asynchronous" (p. 7), acknowledging both formal and informal learning settings facilitated by technology (Siemens, 2010). He provided a broader perspective on e-learning, acknowledging both formal and informal learning environments facilitated by electronic technologies.

#### **2.4. Significance and Growth of Online Learning in EFL Education**

English as a Foreign Language (EFL) education is undergoing a paradigm shift, owing to the fast development and growing importance of online learning. The influence of e-learning in EFL classrooms highlights its revolutionary ability to foster a dynamic, learner-centered, and accessible educational landscape.

Online learning platforms serve as collections of resources for enriching and expanding pedagogical techniques in EFL education (Liu & Li, 2014). Unlike On-site approaches, these platforms feature interactive multimedia exercises, enhanced components, and real internet-sourced content, resulting in immersive and interesting learning experiences (Sail, 2010; Warschauer & Healey, 1998).

Online platforms provide adaptive learning elements that tailor learning paths to individual student achievement and needs (Chen, 2018). Through using data-driven analytics, teachers detect and correct particular skill gaps, providing customized exercises and activities to maximize the learners' experiences.

Technology-based learning overcomes geographical and temporal barriers, increasing accessibility for learners regardless of location or schedule (Benson, 2001). Students benefit from the flexibility of being able to access courses whenever they choose, encouraging a self-directed approach to language learning.

Discussion boards, group projects, and video conferencing technologies are all used by online platforms to create collaborative learning environments. Learners interact and communicate with one another, reflecting real-world communication settings and instilling a feeling of community in the group. E-learning platforms act as catalysts for pedagogical innovation, allowing for experimenting with new technology and instructional methods (Zhao et al., 2005). Instructors are always exploring fresh techniques to enhance educational experiences by bringing EFL teaching and learning to the leading edge of technology creativity. Online learning transforms EFL education, providing individualized, engaging, and easily available

learning experiences. As technology advances, online learning is expected to play a more significant part in determining the future of EFL training.

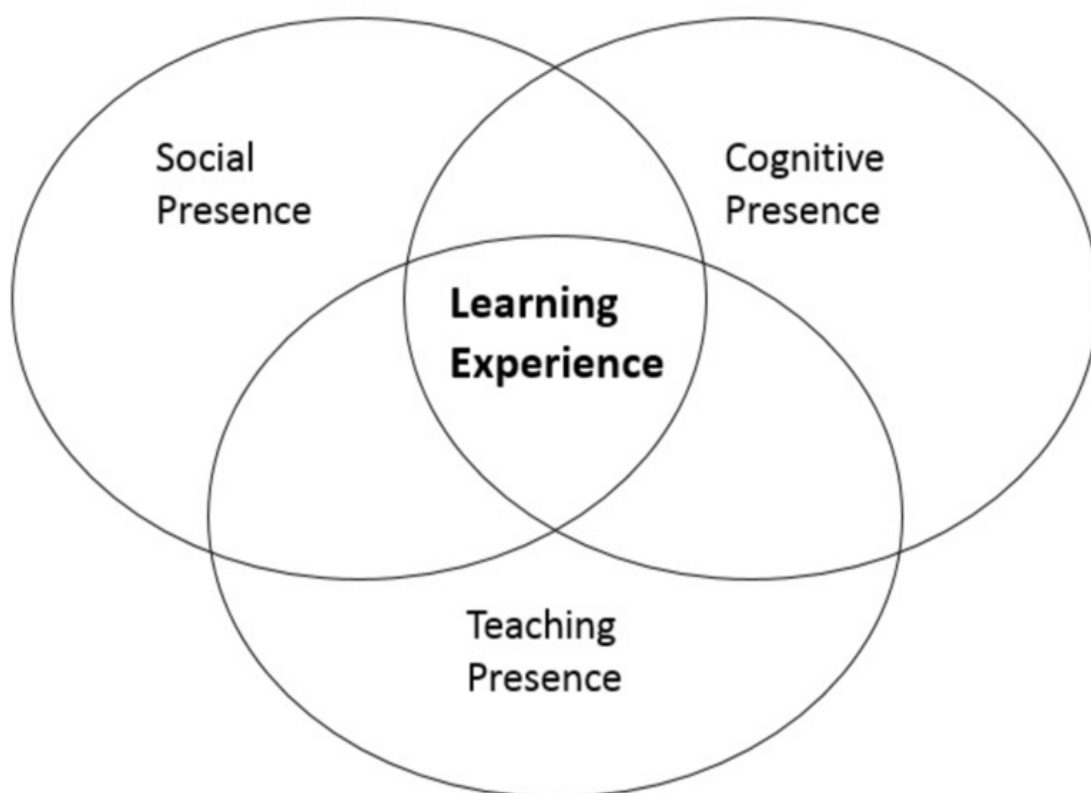
## **2.5. Theoretical Framework: Pedagogical Theories Online Learning**

In comparison to face-to-face learning, online learning often lacks the direct application of well-established pedagogical theories, while On-site education has long been guided by theories such as behaviorism, cognitivism, and constructivism. Online learning environments frequently prioritize technological functionalities over pedagogical principles. Also online platforms often give precedence to technical functionality and content delivery over pedagogical principles, resulting in a lack of cohesive theoretical underpinning. Unlike traditional classrooms where educators can dynamically apply pedagogical theories through real-time interactions and activities, e-learning settings may struggle to facilitate the same level of active engagement and personalized instruction.

### **2.5.1. Community of Inquiry (COI)**

Garrison, Anderson, and Archer (2000) proposed the "community of inquiry" (COI) framework as a model for creating meaningful online learning experiences. The design of a building is constructed on three unique components known as "presence." Anderson, Rourke, Garrison, and Archer (2001) call for more study into each component to better understand their distinct contributions. The COI method argues for the design of hybrid and internet-based classes as active learning communities in which instructors and students collaborate to share ideas, information, and viewpoints. In this context, "presence" is defined as a social phenomenon displayed through interactions between learners and their educators. The incorporation of the community of inquiry idea into online and hybrid courses intends to increase student-faculty engagement through different mechanisms such as discussion boards, blogs, wikis, and videoconferencing systems. This educational method emphasizes the

significance of establishing an atmosphere of community and genuine involvement in e-learning settings, which promotes deep learning and knowledge output among learners.



**Figure 3:** Community of Inquiry (Garrison, Anderson, Garrison and Archer, 2000)

#### **2.5.2. Connectivism:**

Siemens (2004), a well-known figure in online education and a founder of Massive Open Online Courses (MOOCs), has been instrumental in advocating for connectivism, a learning theory that recognizes the profound effect of digital communication networks on the flow, growth, and evolution of data and knowledge. Siemens claims that the introduction of internet technology has altered learning from lonely, internal procedures to collaborative undertakings

within organizations, communities, and even masses. Siemens' theory of connectivism linked to Alberto Barabasi's network theory and Karen Stephensen's (1998) article "What Knowledge Tears Apart, Networks Make Whole". Siemens describes learning, or actionable knowledge, as including both internal cognitive processes and external resources such as organizational structures or databases. Furthermore, connectivism emphasizes the necessity of connecting specialized information sets, indicating that the capacity to establish significant connections and access varied information sources is of greater value than the static gathering of knowledge. Siemens observed that connectivism, as a theory, is motivated by the dynamic of information flow.

Students require guidance in accessing and identifying ever-changing information sources.

Siemens offered eight principles:

1. Diverse perspectives are essential for learning and understanding.
2. Learning involves linking specialized nodes or knowledge sources.
3. Learning may occur in non-human devices.
4. The ability to know more is of greater significance than what is already understood.
5. Continuous learning requires the cultivation and maintenance of connections.
6. The ability to see connections across domains, ideas, and concepts is an essential skill.
7. Connectivist learning activities aim to provide correct and up-to-date knowledge.
8. Making decisions is inherently a learning process. Learning and interpreting knowledge are influenced by a constantly changing world. The correct answer may not be accurate in the future owing to changes in the information environment affecting the decision.

### **2.5.3. Online Collaboration Learning (OCL)**

Linda Harasim created the notion of online collaborative learning (OCL), which leverages the Internet to create collaborative learning environments. Developing knowledge OCL is a new learning theory emphasizing cooperative learning, knowledge, and Internet use to transform

formal and informal education (Harasim, 2012, p. 81). Like Siemens, she recognizes the benefits of replacing teaching methods with Internet-based education. Harasim draws on Alberto Barabasi's perspective about online collaboration learning, which includes three phases of knowledge production through group discourse:

1. Idea generation involves gathering diverse ideas through brainstorming.
2. Idea organization is the process of comparing, analyzing, and categorizing ideas via debate and argument.
3. Intellectual convergence refers to the process of synthesis and consensus, including resolving to disagree, in collaborative work such as assignments or essays (Harasim 2012, p. 82).

OCL is influenced by social constructivism since it promotes collaborative problem-solving through discourse, with the teacher serving as both a facilitator and a member of the learning community. OCL and kindred constructivist theories emphasize the teacher's role as a facilitator of knowledge building rather than a distinct entity growing up OCL is challenging due to the critical role of teachers. OCL works best in smaller learning situations, unlike connectivism, which is better suited for large-scale education. This is especially essential when comparing online education theories.

## **2.6. Components of Online Learning**

The educational environment has changed substantially in recent years, with distance learning technologies becoming as a dominant readily available replacement of conventional classroom settings (Bates, 2019). This transition needs to be centered on the main components that contribute to well-organized virtual courses, resulting in a successful and stimulating learning environment for students. Here are some essential components of e-Learning classes:

**2.6.1. Compelling learning management system (LMS):** The LMS serves as the virtual classroom, providing a centralized platform for accessing course materials, interacting with instructors and classmates, and submitting assignments (Dziuban & Moskal, 2004). This system increased students' skills and better outcomes delivered across the workforce through reduced costs and emerged efficiency.

**2.6.2. Engaging and interactive content:** Online type material aims primarily for active participation and engagement of students. Because electronic learning is a self-help method, it is critical to produce interesting material that allows students to connect with the knowledge in the course of study. The incorporation of collaborative activities, such as online discussions, group projects, and peer reviews, further fosters a sense of community and facilitates critical thinking and knowledge exchange among students (Rovai, 2007).

**2.6.3. Effective communication:** is another crucial component of a well-organized virtual learning environment. Regular instructor presence through announcements, discussion board participation, and timely feedback on assignments ensures students feel supported and guided throughout the course (Garrison & Anderson, 2000). Additionally, clear and concise communication regarding expectations, deadlines, and grading criteria minimizes confusion and fosters a sense of trust between teachers and their students (Moore, 1997).

**2.6.4. Consistent instructor presence:** the importance of feedback and teacher's role are critical in the process of online education because it is in their hands to motivate, excite, and ensure that learners do not feel alone on their academic journey, as well as to ensure that students are observed and given appropriate feedback, which is critical through the educational procedure. To foster this type of interaction, Learning Management Systems include choices such as peer-to-peer instant chat, email, and other technologies that keep learners and professors in close contact.



**2.6.5. Opportunities for self-assessment and reflection:** The use of online quizzes and self-reflection exercises enables students to gauge their understanding of the material and identify areas requiring further study (Nicol & MacIntyre, 2009). Furthermore, instructors can utilize online surveys and reflection prompts to gather student feedback on the course content, activities, and overall learning experience. This feedback serves as valuable data for educators to continually improve their online teaching practices (Angelo & Cross, 1993).

## **2.7. Benefits of Online Learning**

Distance learning has altered education by eliminating geographical constraints and giving students unparalleled freedom and access to learning materials. There are plenty of benefits and advantages of E-learning such as:

**2.7.1. Improved Flexibility and Accessibility:** Internet-based tools provide asynchronous educational options, letting students gain entry to materials for the course, finish assignments, and take part in conversations at their own pace and availability (Graham, 2013). This is especially useful for learners with a busy life, working professionals looking to improve their education, or those living in rural places with a lack of access when compared to conventional colleges and universities (Conrad & Oppenheimer, 2015).

**2.7.2. Anonymity:** The use of online distribution provides an additional benefit—increased anonymity—which might encourage higher participation from all students, even those who are more reticent. The absence of visual clues reduces prejudices, allowing teachers to treat all students equally. Anonymity has emerged as a critical variable in online learning settings, allowing for deliberate learning tactics such as role-playing games or discussion forums containing pseudonymous entries. Furthermore, students may alter their learner identity, as demonstrated by Freeman and Bamford's (2004) case study in a professional higher education environment, in which online asynchronous discussion forums permitted shifts in learning identity. Notably, anonymity has been popular for clarifying expectations, particularly in

unfamiliar courses, and has been related with higher student participation, as demonstrated by cross-sectional and longitudinal analysis of anonymous contributions.

**2.7.3. Interactive Learning Environment:** According to Roblyer and Ekhaml (2001), a dynamic learning setting is crucial for improving course quality and student satisfaction. They believe that online courses provide flexibility and responsiveness, allowing students to do better academically. Furthermore, straightforward and dependable technology, when combined with learner-centered instructional methodologies, improves students' learning experiences. An instructor's function as a facilitator and guide creates a supportive learning environment that promotes student achievement.

**2.7.4. Personalized learning experiences:** Many online mediums use adaptive learning technology to personalize the curriculum to each student's unique requirements and learning styles (Morris, 2013). This tailored approach allows students to focus on areas for development and grow at their speed, resulting in a more in-depth comprehension of the subject (Stockwell, 2008). Furthermore, online learning can allow students to take control of their learning path and investigate topics that interest them (Garrison & Anderson, 2000).

**2.7.5. Effective evaluation and feedback:** Many online platforms use automated assessment technologies to give students with fast feedback on quizzes, assignments, and online activities (Morris, 2013). Furthermore, online settings permit instructor-student connection via discussion boards, email, and video conferencing, allowing for more regular and focused feedback that can speed learning and increase student performance (Stockwell, 2008).

**Access to Resources:** Online tools like journals and WebPages have improved the learning experience for online learners (Thurmond, 2003). These resources augment course content, providing students with an infinite number of information and allowing for individual study. Furthermore, technology enables distant learners to communicate and collaborate, promoting

a feeling of community despite physical separation (An & Kim, 2006).

**2.7.6. Expert Lecturers and Collaboration Tools:** Learning through the internet systems provide access to qualified teachers without time and travel limitations (Bartley & Golek, 2004). Furthermore, collaboration software such as Centra Symposium allows for real-time participation, presentations, and hands-on training, increasing the efficacy of online education (Yerk-Zwickl, 2003). These solutions enable highly engaging team collaboration and virtual classrooms, which improves students' learning experiences.

**2.7.7. Enhanced Communication:** Online communication facilitates the interchange of information between instructors and students, resulting in a dynamic learning environment (Bartley & Golek, 2004). Faculty may effortlessly exchange extra resources, assignments, and comments, increasing student comprehension and participation. Furthermore, the asynchronous nature of online communication allows students to participate in activities for learning when it is most convenient for them.

**2.7.8. Faculty Engagement and Global Learning:**

Faculty involvement in web design improves the efficiency of online courses by including multimedia and interactive features (Yerk-Zwickl, 2003). This cooperative method stimulates creativity and innovation, which enriches students' educational processes. Furthermore, foreign student groups contribute various viewpoints and cultural insights, enriching online debates and collaborative projects.

**2.8. Challenges of Online Learning**

Online learning has developed as a powerful force in education, providing adaptability, convenience, and innovative educational techniques. However, this move demands addressing the fundamental drawbacks of learning in virtual settings:

One of the biggest and most significant obstacles of online learning is the possibility of lack self-discipline and time management skills (Xu and Jaggars, 2013). Because of the

asynchronous nature of distance education, learners must be highly motivated and organized. Students must take an effort to keep on top of deadlines, do assignments independently, and avoid distractions in their home learning environment (Moore, 1997). Without these abilities, students may fall behind in their academics and struggled to meet learning objectives. Furthermore, online learning settings might cause feelings of isolation and a lack of social contact (Rovai, 2007). The virtual aspect of online learning may restrict possibilities for face-to-face engagement with instructors and peers. This can be especially problematic for kids who prefer in social learning situations and may feel lonely or disconnected (Vaughan, 2012). Technical difficulties can potentially greatly impede the online learning experience (Russell, 2001). Unreliable internet connections, limited access to technology, and software problems can all impede student involvement and dissatisfaction (Garrison & Anderson, 2000). These difficulties can worsen existing educational disparities if students lack the tools required for successful learning through the internet. Moreover, Lack of motivation key challenge for effective online education progress. Virtual learning may perceive less motivation due to the limited interaction inherent in group or collaborative learning settings, decreasing students' attention and interest in continuing their online courses.

## **2.9. Conclusion**

In summary, traditional learning, also known as conventional education was established a long time ago. Teachers are responsible for determining what students should learn and how they will learn it following a curriculum, fixed location, and scheduled time. Onsite learning emphasizes memorization with limited active engagement of students as it is a teacher-centered approach that places the teacher at the core of the education process. Modern learning through various online resources becomes an alternative to traditional (face-to-face learning). Since COVID-19, distance education has been a huge success, making it a favorable learning model for most learners. E-learning has many advantages compared to in-

person learning. It emphasizes a learner-centered approach where students are active and directly engaged in their learning process, and the teacher represents just a facilitator or guide for the development of students' academic performance. It has become widely used by most universities, high schools, and other institutions in the world because some modules require less time and effort and can be developed effectively through digital platforms, which makes it an easy and rapid process for students as well as for teacher assessment and evaluation. E-learning is a successful type of teaching and learning without specific methods and strategie

## **CHAPTER TWO: Investigating EFL Learners' Reading Comprehension in Onsite and Online Learning.**

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## **Introduction**

The acquisition of a foreign language necessitates a degree of linguistic fluency to facilitate the learning process. Reading, listening, writing, speaking are essential skills that contribute to mastering it effectively, a good command of the receptive skills serves for acquiring the productive skills, and the absence of any of these competencies prevents the language acquisition. Therefore, EFL learners should dedicate enough time and effort to developing their reading skills in both academic and personal life. Consequently, the level of reading comprehension in foreign language study is fundamental to not only acquiring knowledge but also to language proficiency. Accordingly, both teachers and learners must realize the complex nature of reading comprehension, and understand the process which is influenced by many factors that can impact the learning process in a positive or a negative way. Early research focused mostly on reading comprehension in typical school settings. With the fast rise of online learning, it is becoming increasingly important to investigate how learners perceive, interact, and engage with reading materials in online learning, as well as the strategies and skills necessary.

On this basis, the primary purpose of this chapter is to provide an overview of how reading comprehension is accomplished in the two learning environments, online and onsite (classroom). It will deal with some definitions of reading, comprehension and reading comprehension that are given by different researchers. Also, it explores the types of reading, levels of comprehension, and reading comprehension modals. Then, it highlights the importance of reading comprehension in addition to factors influencing the reading comprehension process. Finally, the chapter gives insight into the strategies that are used to enhance the reading comprehension process. Both cases have been outlined so that the results may be compared.

## **2.1. Basic Definitions**

Before defining reading comprehension, it is necessary to establish clear, separate definitions for reading and comprehension. By doing so, the reader can understand and cover the relationship and the interplay between these two integral aspects of the reading comprehension process.

### **2.1.1. The Definition of Reading**

The definition of reading is difficult to convey. It is the focus of much investigation and analysis. Researchers have sought to define and explain the meaning of reading using a variety of definitions. Reading is described as "the meaningful interpretation of written or printed verbal symbols as a result of interaction between the perception of visual symbols that represent language and the reader's linguistic abilities, cognitive ability, and knowledge of the world (Albert. J. et al as cited in Thao Le Thanh, 2010). When readers encounter written or printed text, they engage in visual processing to decode and recognize individual letters, words, and sentences, readers decode and comprehend the text according to their linguistic competencies and cognitive processes encompassing their background knowledge. Rumptz (2003) defined it as "(...) a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words". In another similar definition, Goodman (1988) defined Reading as the process that requires readers to make the interpretation of graphic signs, delineating reading in a variety of ways, i.e. matching sounds to letters" (P, 11-12). In this sense, reading is a cognitive process that could help readers to create meaning from text.

Davies (1995, p. 01) stresses that: "Reading is private. It is a mental or cognitive process that involves a reader trying to follow and respond to a message from a writer who is distant in space and time. Because of this seclusion, the act of reading and responding to the writer

cannot be immediately observed." According to Davies, reading is a personal and private activity that takes place in a person's head as they read. Reading necessitates a certain type of relationship between the reader and the distant writer, who may be separated by distance, time, or both. Readers, in turn, respond to the writer's message by interpreting, analyzing, and evaluating the text, which happens discreetly and inwardly in the reader's mind, making it fundamentally private.

### **2.1.2. Types of Reading**

It is critical to understand the many forms of reading since each serves a distinct function and amount of information. Readers adapt to extract relevant information from the text. Reading comprehension is divided into two types: intensive and extensive reading.

#### **2.1.2.1. Intensive Reading.**

Intensive reading is defined as profound understanding and long-term retention of knowledge. It entails reading a text thoroughly and completely comprehending its substance. This procedure comprises assessing the text's structure, utilizing a dictionary to look up unknown terms, drawing comparisons, and, if required, translating. To ensure that every expression in the text is retained and understood. According to Brown (1988), intensive reading "calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like" (P, 400-450). Moreover, Brown (2000) refers to intensive reading as "narrow reading" due to its emphasis on analyzing various texts on similar subjects. The primary objective of intensive reading is to concentrate on both the content and grammatical structures of texts.

According to Palmer's (1964) perspective on the intensive reading, the student concentrates on using the dictionary, which he must use to compare, evaluate, and translate texts as he reads. As a result, using a dictionary allows the student to go forward in his language-learning process. However, this may disrupt the learner's reading pace. In the same vein, Harmer

defines the Reading comprehension task as not stopping for every word or analyzing everything (Hermer 2001), implying that the reader should not stop at every single point or analyze each idea alone, but rather make a general comprehension of the text and extract the meaning by taking the content into account. Hermer (2004) claimed that reading is a kind of “springboard”. He highlights the significance of reading in developing and enhancing other skills in language acquisition for students.

Nuttal (1982, p.23) argues that: “the main objective of an intensive reading lesson is to train students in reading strategies”. This form of reading entails a thorough investigation of a text, with an emphasis on comprehending and analyzing the language employed. Unlike extensive reading, which focuses on enjoyment and fluency, intensive reading tries to improve comprehension by examining vocabulary, syntax, grammar, and text structure.

Kuhn and Stahl (2003) have demonstrated the relationship between intensive reading and language proficiency. Engaging students in intensive reading practices promotes more effective language acquisition and development. In areas such as grammar, vocabulary, writing, listening, and speaking. Yet reading is not an isolated process, rather it is interconnected with other skills.

Mart (2015) emphasizes in his work that intensive reading enables a reader to develop a profound analysis inside the classroom, under the teacher's guidance, where new vocabulary and grammar are explored within a brief passage. In their study, Evans, Hartshorn, and Anderson (2010) assert the significance of reading, by prioritizing reading as the primary component of learning. The authors further argue that vocabulary and grammar are developed through reading, thereby enabling learners to acquire the language's main skills.

### **2.1.2.2. Extensive Reading**

There have been conflicting definitions of the term “extensive reading.” (Hedge, 2003, p. 202). The meaning may vary depending on the specific context in which it is used. Day and Bamford (1998) as well as Horst (2005) have argued that extensive reading can enhance learners' proficiency in their second language, particularly when it comes to reading skills. Bamford et al (2004) defined it as “Extensive reading is a language teaching procedure where learners are supposed to read large quantities of materials or long texts for global understanding, the principal goal being obtaining pleasure from the text” (P, 1-4). Another perspective presented in Liana's Extensive Reading Journals (2011), “reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go”.

According to Hafiz and Tudor (1989: 5) “The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners “command of the L2”. Extensive readers read for the sake of enjoyment. Day (1998) categorized this particular type of reading as "joyful reading". Day and Bamford (1998) claimed that extensive reading is a part of a second language curriculum i.e. It can be incorporated in different ways, as a separate course as a part of an existing reading course as a non-credit addition to an existing course, and as an extra-curricular activity. Thus, students are encouraged to rely on themselves and acquire knowledge through their independent reading outside the classroom.

### **2.1.2. Definition of Comprehension**

Comprehension, or “understanding”, by its very nature, is a phenomenon that can only be observed indirectly (Pearson & Johnson, 1978; Johnston, 1984). Comprehension has been

approached and defined from various perspectives. Etymologically, Comprehension in English is taken from the verb "to comprehend". According to the dictionary, "to comprehend" is to understand fully. The Latin origin is "comprehendere", which means to seize, to take, to catch hold of. It is also similar to the Indonesian word for comprehension, which is "pemahaman" taken from the verb "memahami", meaning to understand. From an etymological perspective, it can be concluded that the basic sense of comprehension is an activity of understanding something in a thorough way.

Bilbow (1989) defined comprehension as its lower level, comprehension involves recognition or decoding, and at its higher level, interpretation. The former requires the perception of language forms, e.g. phoneme discrimination, recognition of clause structure, tenses, etc. The latter involves the interpretation of meanings, concepts, and reasoning. These two levels of comprehension ... [depend] on data-driven bottom-up processing and conceptually driven top-down mechanisms respectively. (p. 90).

### **2.1.3. Definition of Reading Comprehension**

Over the past twenty years, scholars have attempted to uncover the strategies effective readers use, and they explained those strategies to help inexperienced readers. Reading comprehension is a "process" rather than a product which poses challenges to quantifying it, because it is not observable, and fosters other cognitive activities that contribute to the overall understanding of a subject matter, it is less clear how these strategies work together to contribute to comprehension, and which skills are necessary for comprehension. "The process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p. 11). According to Snow, comprehension is not a passive reception of information but rather an active process characterized by the interaction and involvement of the reader with the text.

Readers read and try to make sense of the information presented in the text through the interaction of three main elements. the reader, who reads and engages with the text. The text is the material to be interpreted by the reader, and comprehension is where the reader tries to decode the material, synthesize information, and make inferences to derive what the author wants to transmit. When examining the act of reading, it is important to consider the reader's comprehensive set of capacities, abilities, knowledge, and experiences. which are the factors that influence reading comprehension.

## **2.2. Levels of Reading Comprehension**

According to Sari (2015), the resources provided to students should be appropriate for the level that they will master. each level has different learning objectives, and it is preferable for students to master the lower levels before moving on to the higher ones.

### **2.2.1. Literal Reading Level**

Literal comprehension is considered the initial level of understanding. It is an understanding of the text's fundamental meaning, including facts, language, dates, times, and locations. Questions concerning literal comprehension can be addressed directly and freely in the text.

### **2.2.2. The Interpretive Level**

Students at the interpretive level must examine texts, find relationships, compare data, draw conclusions, and generalize knowledge. It incorporates information reasoning, such as identifying the author's tone.

### **2.2.3. Analytical Reading Comprehension**

This level improves literal and interpretive understanding by broadening thoughts and ideas beyond the text. Students exhibit greater comprehension and critical thinking abilities by researching, assessing, and analyzing the information in accordance with the facts supplied.

#### **2.2.4. Syntopical Reading Comprehension**

This level goes beyond conventional reads; according to (Adler & Van Doren, 2014), it encourages readers to look into additional books that are comparable to what they are reading and revolve around the same issue in order to broaden their knowledge and obtain a more thorough comprehension of the subject.

### **2.3. Reading Comprehension Models / Processes**

Reading models help to explain how the reading comprehension process occurs in different stages, and how readers decode printed words and transform them into meaningful information. By examining the progression from visual perception to cognitive analysis, these models shed light on the mechanisms through which readers derive meaning from text. Extensive research conducted by cognitive and behavioral scientists has resulted in the identification of three prominent theoretical models of the reading process: Bottom-up, top-down, and interactive models (Marto Redondo, 1997. P, 140).

#### **2.3.1. Bottom-up process**

The first theoretical model, known as the bottom-up model, in which readers perceive individual linguistic letters (morphemes, syllables, words, phrases, sentences, grammatical cues, discourse markers). Then they start gradually organizing and sticking them together to form larger units of meaning, by the use of their linguistic data processing mechanism. That is known as the word recognition and decoding processes. As readers progress through the text, they continuously integrate new information with their existing knowledge, constructing a coherent understanding of the material. The bottom-up or data-driven model views decoding and linguistic comprehension as central processes in reading. This reading comprehension model entails that readers who follow the bottom-up reading process rapidly become expert readers whose proficiency plays a significant role in improving their ability to decode



(Pressley, 2000). Struggling readers spend more time and effort trying to figure out the meaning of each vocabulary word in the text, which results in losing a lot of the processing capacity in the brain that is needed for understanding the text (Ahmadi & Gilakjani, 2012; Pressley, 2000).

### **2.3.2. Top-down process**

In contrast, the top-down model emphasizes the role of prior knowledge and context in the reading process. This model posits that readers draw upon their existing knowledge and expectations to guide their text interpretation. Using their background knowledge, readers can make predictions, fill in gaps, and make sense of unfamiliar words, phrases, and sentences. The top-down model also emphasizes the active role of the reader in constructing meaning. Goodman (1987) posits that reading involves a complex interplay between guessing, prediction, and the retrieval of individual linguistic units. He illustrates this point through an example where a reader substituted the word "ride" with the more familiar word "run," highlighting how prior lexical knowledge can influence word perception. This phenomenon suggests the existence of a top-down cognitive process, where higher-level knowledge and expectations shape lower-level processing during reading comprehension. The top-down comprehension model looks at the text itself as meaningless, with the reader gaining meaning by integrating the text into their prior knowledge (Aebersold & Field, 1997; Ahmadi, Hairul, & Pourhossein, 2012)

### **2.3.3. Interactive reading process**

It is clear that neither the bottom-up nor top-down models can adequately describe how the reading process works to obtain understanding: both are essential and operate interactively in order to assure comprehensive comprehension on the side of the reader. However, the interactive model is the most widely conclusive model for explaining the process of reading

comprehension and confirms the importance of the interaction between a reader and the text (Ahmadi & Gilakjani, 2012).

The interactive model combines elements of both the bottom-up and top-down approaches.

This model recognizes the relationship between the reader and the text, suggesting that comprehension is a dynamic and interactive process. Readers continuously interact with the text, using both of their decoding skills and prior knowledge to construct meaning. This model acknowledges the importance of both word-level processing and higher-level cognitive processes in the reading process.

## **2.4. The Importance of Reading**

Reading comprehension is essential for students who learn English as a foreign language. According to Sofia (2006) and Smart (2005) teaching reading serves numerous purposes, this includes helping individuals stay current with writing styles and new vocabulary, helping in mental development, and enlightening one's mind; Also, stimulates the muscles of the eyes. Reading also improves focus and conversational abilities, contributes to gained information, and assists readers in understanding new words and phrases in daily encounters. As a result, individuals can improve their language comprehension abilities, navigate discussions more successfully, and increase their linguistic variety. Providing assistance in grasping new language allows them to keep engaged with contemporary writers and global challenges. Furthermore, by reading a variety of literary works, people can improve their capacity to envision and conceive concepts. This technique not only improves cognitive capabilities, but also develops critical thinking abilities through analysis and interpretation. According to Mikuleckey and Jefferies (1996, p.1), reading is an important technique for improving learners' ability in a variety of ways. They highlight the importance of reading in helping students acquire key skills in the target language through:

- Think in English.

- Enrich their linguistic repertoire including; vocabulary, register...etc.
- Enhance their writing skills (writing styles)
- Practice the English language in case they live in a non-English-speaking countries.
- Enlarge their knowledge about worldviews, different cultures, new facts and experiences, and to be open minded (Mikuleckey & Jefferies, 1996, p.1).

Mikuleckey and Jefferies (1996) illustrated how reading helps EFL learners in the language learning process and development. It improves and expand their thinking to new worldviews and cultures, vocabulary and their writing skills.

## **2.5. Importance of Reading Comprehension for EFL learners**

Reading Comprehension is essential across all life aspects, including education, professional success, personal growth, and social engagement. Individuals who can recognize what they are reading, can safely live their lives, and continue to gain socially and intellectually (Hoeh et al., 2015; Marshall, n.d.). Reading comprehension helps students to understand and perform their academic assignments. However, without having reading comprehension skills, students cannot accomplish all of that work (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011). Reading comprehension improves students' ability to understand and perform academic assignments, expand their vocabulary, develop their grammar, syntax, and critical thinking abilities, and enhance their overall understanding of the language. Academic success also requires students to be able to understand, analyze, and apply the information they gathered through their reading (Clarke, Truelove, Hulme, & Snowling, 2013) Reading Comprehension helps in improving other productive skills, speaking and writing. Learners can incorporate discourse patterns they encounter while engaging with texts into their oral and written communication.

Reading provides students with examples of how to use language and write in different styles, serving as a guide for their own expression. The critical thinking skills acquired through reading, such as inference and analysis, enable students to articulate their thoughts effectively in speech and writing by helping them organize ideas coherently. Moreover, reading expands students' knowledge and enhances their communication skills by providing them with more topics to write about and discuss. Ultimately, the interconnected nature of speaking, writing, and reading promotes the development of all language skills, being able to comprehend written material allows individuals to express themselves more clearly and persuasively, whether through writing, speaking, or engaging in discussions. It provides them with the opportunity to expand their linguistic abilities and develop their comprehension skills.

EFL learners can improve their overall language proficiency and enhance their ability to communicate effectively in both academic and professional settings through reading comprehension. Through exposure to written texts, learners encounter diverse vocabulary, grammatical structures, and discourse patterns inherent to the English language, thereby expanding their linguistic repertoire and fluency. Beyond language acquisition, reading comprehension cultivates critical thinking skills, and learners develop their analytical skills through analyzing ideas, and arguments through activities such as skimming, scanning, and inferencing. By engaging with authentic texts, learners not only enhance their receptive language skills but also improve their ability to express themselves coherently and persuasively in both spoken and written communication. Reading is not just a passive activity; it requires active engagement and cognitive effort. Effective readers use a range of strategies, including previewing, predicting, questioning, and summarizing, to help them comprehend and retain the information they read. In addition, they use their background knowledge, linguistic skills, and critical thinking abilities to make sense of the text and to draw inferences from it.

Reading comprehension is also an essential skill that individuals need in order to be successful in their personal lives (Blair, Rupley, & Nichols, 2007). Individuals with the ability to access and assimilate information from texts, newspapers, and magazines to books and online articles, enables them to stay informed about current events and up-to-date with societal issues, and cultural trends, broadening their perspectives. Offering them unlimited access to a wealth of knowledge, insights, and experiences through literature, memoirs, and self-help books on human nature, and personal development.

Reading comprehension is a valuable skill for learning in school, but in order to successfully interact in everyday life, individuals need reading skills to read and understand labels, directions, job application forms, and newspapers (Chatman, 2015). As asserted by Chatman, reading comprehension extends far beyond the classroom. For example, understanding informational texts such as labels, and directions. Whether reading product labels for allergen information, following directions on medication packaging, or navigating street signs and public transportation schedules, individuals rely on reading skills to access essential information and make informed decisions. Furthermore, reading skills help individuals in their careers. For instance, interpret job application materials accurately, and communicate their qualifications and experiences to potential employers. Individuals need reading comprehension skills in order to be able to have and maintain a job and successfully engage in different daily activities (Hoeh, 2015; Mahdavi, & Tensfeldt, 2013).

According to Eric. H. Glendenning (2004:32) reading is significant:

- It is important in helping students to understand the context which supports them to perceive the background, the environment, and the circumstances in which the author wrote the text.

- Reading develops students by making them better writers; since they may face different rules of grammar which will help them later in developing a sense for structures of the language and grammar and increase their vocabulary.
- Reading enables students to interact and to form their own thoughts to have critical thinking skills.
- Reading can enhance empathy and lead to a greater understanding of people who are different from ourselves. It increases our emotional intelligence and helps us to appreciate other points of view.
- Reading is a trigger for imagination, the foundation for future learning

In the previous four points, Glendenning summarized the significance of reading comprehension across cognitive, emotional, and social dimensions. Supported by a well-structured framework in which he stated the developmental aspects of reading, such as language proficiency, critical thinking skills, and empathy.

## **2.6. Factors Influencing Reading Comprehension**

According to Dennis (2008), there are some factors that may influence reading comprehension, including the complexity of the reading material, environmental factors, anxiety levels during the reading process, individual interest and motivation, the speed of decoding or word recognition, as well as medical conditions. According to Hoeh (2015) and Mason (2004) failure to completely comprehend concepts can prevent students from learning information, recalling material studied, and finishing their education, resulting in negative implications in numerous aspects of their future (as cited in Rashdan, 2018). Reading challenges harm students in a variety of ways, including impeding academic advancement, affecting self-confidence, shaping their perceptions of reading and education, influencing their desire to read, determining career paths, impacting their socioeconomic standing, and

shaping their expectations for future reading success (Sloat, Beswick, and Willms, 2007; Woolley, 2011, as cited in Rashdan, 2018).

### **2.6.1. Limited Vocabulary Knowledge**

Over the last two decades, research in foreign language studies has revealed an increasing interest in the value of vocabulary knowledge for reading comprehension. Vocabulary knowledge is essential in the language learning process and should not be disregarded in studies on second or foreign language acquisition (Nouri & Zerhouni, 2016). The link between vocabulary knowledge and reading comprehension is crucial because a good vocabulary may help students understand written materials. Furthermore, reading can help learners expand their vocabulary (National, 2001). According to Laufer (1997, p.20), comprehension of a work, whether in one's home language or a foreign language, is impossible without a thorough understanding of the vocabulary employed in it. He also emphasizes that difficulties reading a text are frequently associated with the presence of foreign or complicated language.

Reading is the major way of obtaining knowledge across academic subjects. Students in higher education are required to read extensively in English, which is commonly recognized as the language of teaching in the majority of subjects of study. However, students frequently have difficulties when reading in English (Nouri & Zerhouni, 2016). One of the causes for these issues is students' lack of awareness of appropriate procedures for understanding the material. Manihuruk (2020) investigated the association between student vocabulary proficiency and reading comprehension performance. The study includes providing vocabulary and reading comprehension assessments to English Education Department students at Kristen University in Indonesia. The outcomes of this study highlight the need of acquiring both general and domain-specific vocabulary to improve reading comprehension in educational contexts (p. 86).

### **2.6.2. Lack of Fluency**

Reading began as a kind of amusement, but it was eventually integrated into the educational system to improve learning. Several definitions have been offered to define reading ability, with the current one including the number of words read per minute, prosody, and precise pronunciation. Reading fluency is well recognized as being directly related to decoding and reading comprehension. Reading comprehension has various stages, including summarizing, recounting, reasoning, and inferencing (Kang & Shin, 2019). As a result, reading fluency influences comprehension in several ways. To successfully express the meaning of a tale, you must first be able to summarize it. Summarizing is telling the tale in one's own terms. To repeat a tale, you must first read it. If an individual's fluency is inadequate, it might have a negative impact on the other elements stated. Thus, establishing reading fluency is critical because it acts as a bridge to reading comprehension. Children's total reading comprehension can be considerably enhanced by introducing fluency tactics into the balanced literacy framework. In this context, fluency is defined as the ability to read quickly, accurately, and with appropriate expression (Rasinski, 2006).

### **2.6.3. Unfamiliarity with the Topic**

It is difficult for readers to understand the text without being familiar with the topic. Research suggests that the lack of familiarity with the subject matter is a key factor in poor comprehension. Studies show that being knowledgeable about the material and having a prior understanding of the topic greatly impact students' comprehension at various academic levels (Al-Shumaimeri, 2006, p. 19; Abdelaal & Sase, 2014, p. 125). When readers are involved in the act of reading, it is widely assumed that they engage in a dynamic and reciprocal process (Anderson, 1999; Grabe & Stoller, 2002). This approach presupposes that readers have or should have some prior understanding of the text's subject matter. Anderson, for example, explained reading as follows:



Reading is an active, fluent process that involves the reader and the reading material in building meaning. Meaning does not reside on the printed page. ... Synergy occurs in reading, which combines the words on the printed page with the reader's background knowledge and experiences. (p.1). Anderson emphasized the significance of having some prior background knowledge and experiences to help readers understand and interact with the text. Every reader understands the text differently according to their personal experiences and their prior knowledge.

The familiarity with the topic has an impact not only on the reading experience, but also on text comprehension. The readers' background knowledge helps readers to draw expectations about the content only by reading the title. Schema theory describes how a reader's knowledge influences their comprehension. According to schema theory, the text does not have intrinsic meaning. According to Brown (2001, p. 299), "the reader brings information, knowledge, emotion, experience, culture—that is, schemata (plural)—to the printed word." The material only has significance when the reader applies their understanding based on prior knowledge.

#### **2.6.4. The Difficulty of the Text (Readability)**

One of the factors that influence student's reading comprehension is the text readability. According to Richards and Schmidt (2002, p. 442), readability is the ease with which written content may be understood by readers. Dubay (2004, p. 3) defines readability as the differentiating feature that adds to the ease of reading specific texts in comparison to others. Selecting suitable materials that meet the learners' level, capacity, and interest will determine their reading comprehension. A text's readability also determines how effectively and easily it transmits the intended message to the reader. Barbara Woods stated that a readability of the text study was undertaken to establish the amount of writing complexity and the reading or educational level required to grasp the text (p.51).

Ehlers-Zavala (2008, p. 80) argues that the teacher should select appropriate reading materials

that reach student's level and promote their academic progress. As a result, instructors' careful selection of reading materials can considerably increase students' motivation to interact with the text, especially for foreign-language readers who may struggle with aspects such as grammar, vocabulary, and lexical use which impact their reading comprehension. Individuals' reading abilities are strongly impacted by a text's readability level. When a text exceeds the reader's level of comprehension, it causes irritation and discouragement, reducing their motivation to interact with the text. Richards and Schmidt (2002, p. 442) stated also that there are some elements that can influence the text's readability, including the average sentence length, the prevalence of new vocabulary, and the grammatical complexity of the language used.

#### **2.6.5. Attention and Focus**

Attention and focus are important cognitive processes in learning in general and in reading comprehension. Learners are able to learn, read and grasp new information only when they pay attention and are focused. Attention is the cognitive process of concentrating on specific elements while ignoring others. This entails giving higher importance and expressing more interest in certain stimuli over others (James, 1890, para.2). Attention allows people to improve their memory recall by focusing more efficiently on their surroundings. This increased attention also contributes to the effective execution of numerous activities. Students who lose their attention due to some distraction are unable to acquire, grasp, or retain knowledge. Individuals find it easy to focus on topics that pique or arouse their attention. However, most people can only focus on a limited number of stimuli at once, forcing them to ignore other detectable sensations and information (Mancas M., 2015).

A prominent issue about the influence of digitalization on information processing is a decrease in task attention (Baron, 2015; Wolf, 2018). In this aspect, the screen is inherently distracting because common reading experiences include skimming and multitasking. Daniel

and Woody (2013) revealed that those who read electronic textbooks were more likely to engage in competitive activities at home than those who read print books. This shows that the medium via which people obtain instructional content may affect their capacity to concentrate completely on the job of reading—distractions when reading might influence comprehension and recall of content.

#### **2.6.6. Environmental Factors**

No one can deny that the educational setting plays a fundamental role in the learning for both students and teachers. It refers to "the environment of participants of educational process in the educational space" that includes "pedagogical conditions, situations, the system of relations between people, united by common teaching and learning activities" (Garric 2007). Since, it influences the student's academic performance and achievement, either positively or negatively. The environment either works for or against us in our daily lives (Hitchcock & Hughes, 2013). That is why it is necessary to provide them with a suitable environment that promotes learning effectiveness and success. Students at schools with enough facilities, excellent instructors, and a positive environment outperform those in schools with fewer facilities, unqualified teachers, and an unfavorable environment (Mudassir and Norsuhaily, 2015).

Environmental elements significantly influence learners' reading experiences. Reading comprehension suffers in chaotic conditions as compared to calm and well-organized environments. Unpleasant settings might make it difficult for kids to focus on their reading. However, having an appropriate academic atmosphere can help kids improve their reading comprehension. It is worth mentioning that extraneous distractions, such as TVs or radios, might divert readers' attention away from completely comprehending a book. According to Partin (1995), the classroom environment has a considerable impact on both students' and teachers' educational experiences and performance. In contrast, Jensen (1995) claims that a

good and supportive setting can increase teaching effectiveness by up to 25%, but a badly constructed learning environment can greatly impede the learning process (p. 99).

On the other hand, as a result, we should be aware of how to provide a suitable atmosphere and manage aspects to facilitate a pleasant learning experience. Frender (1994) defines a learning environment as "how you choose to arrange the physical aspects of your classroom, which sets the tone for your room's learning" (p. 116). According to Wilson (1995), a classroom is a space where students can investigate and establish objectives and educational tasks while also having access to a variety of informational resources such as books, printed materials, videos, and tools such as word-processing programs, email, and search tools (p. 27). The learning process is facilitated by the teacher's classroom management and student engagement with the learning content, as well as the appropriate learning environment. The external factors that impact the reading comprehension process include, seating arrangements, class composition, class size, classroom design, noise, etc.

Students in the process of socialization require a healthy atmosphere to improve their performance. As a result, learning spaces must be clean, quiet, and pleasant (Gilavand, 2016). Furthermore, every concerned educator should prioritize providing an ideal learning environment since comfort should be a mix of numerous aspects such as temperature, lighting, and noise management (Murugan & Rajoo, 2013). According to Balog (2018), the learning environment is a combination of human actions and material systems, similar to how an ecology is made up of living creatures and their surroundings. Modern learners require learning environments that fulfill both their individual and communal requirements. To address this difficulty, educational leaders should create powerful and engaging settings (Orlu, 2013). The teacher's personality is a significant component of the learning environment. They are important components in creating a positive teaching-learning environment that makes the educational process simple, joyfully adjustable, and beneficial

(Usman, 2016). The way his personality interacts with the personalities of the students influences the type of behavior that emerges from the learning environment (Brown, 2015). Classrooms, textbooks, equipment, school supplies, and other instructional resources are examples of physical learning environments (Mondal, 2012).

### **2.6.7. Learner-Related Factors**

#### **2.6.7.1. Age and Gender**

Each person is distinct and different from the others; therefore, learners are not driven in the same way or to the same extent. Students of distinct ages have distinct abilities, needs, competencies, and cognitive capabilities, as well as varying degrees of instructor attention. Learners' age significantly affects their learning pace success and reading comprehension. While in some circumstances, it enables people to learn effectively, in others, it stops them from doing so and leads to failure. According to Harmer (2001, p. 37), "It has something to do with the plasticity of the brain". Children learn languages faster than adults.

Historically, education was reserved for males to prepare them for vocational and political responsibilities in society, based on cultural expectations. (Good and Brophy, 1990, p.600). Males are said to have a stronger aptitude for science and visual special abilities, while females excel in verbal skills, particularly in reading comprehension. Male students tend to be more energetic and engaging in class but may need more supervision from teachers to avoid misbehaving. The instructor spends more time with them, instructing and comparing their actions. Females are reserved and passive in pre-reading discussions. Males tend to speak more and engage with women, whereas women tend to listen to males. Men are also more active in discussion, while women listen faster. Gender disparities should be fought; yet, it is occasionally important to treat both sexes differently in order to compensate for

shortcomings; also, the instructor must inspire both genders equitably in order to make an attempt.

#### **2.6.7.2. Learner's Level**

Learner's levels strongly influence their reading comprehension and their overall academic achievement. Students with strong reading comprehension skills tend to excel academically, while those with poor skills may struggle to keep up. levels are determined by tests and examination grades. In general, three levels are commonly identified, namely the beginner, intermediate, and advanced levels. Beginners are those who do not know how to read, Intermediate suggests a basic competence in reading and an ability to comprehend the reading material, and advanced are those who read, understand, and interact with the text. Teachers should take into account student's levels in lesson planning, selecting appropriate materials, and effective teaching techniques. Some techniques and activity types can be suitable for one level but not for another. According to Smith (2007), educators who take into consideration students' learning levels and use different levels of instruction improve student learning results.

#### **2.6.7.3. Aptitude, Motivation and Interest**

The effect of aptitude on reading comprehension has been widely investigated in the field of language learning. According to Carroll (1981, p. 84), language aptitude refers to the capacity to learn a task based on the learner's persistent traits. Aptitude assessments, such as the Modern Language Aptitude Test (MLAT), have been designed to assess many aspects of aptitude that are critical to language learning success. According to McDonough (1981, P.17), aptitude refers to a natural ability to perform effectively. Individuals have innate abilities that allow them to excel at tasks such as mastering a foreign language. Young and Brozo (2001)

claim that people who are passionate about a certain subject might increase their reading skills.

According to Guthrie and Wigfield (2000), reading motivation refers to an individual's level of motivation regarding their views toward reading, whether positive or negative. Motivated readers are often those who are into reading not only at school but also become part of their everyday life, it can be impacted by personal objectives, views, and interests. Schutte and Malouff (2007) stressed the importance of motivating students to read by allowing them to choose their own reading materials according to their interests. Allowing students to choose their own reading materials has been demonstrated to enhance the quantity of reading they undertake. As a result, it may be concluded that highly motivated learners are more likely to read than those with lower motivation levels (Pachtman and Wilson, 2006).

## **2.7. Strategies to Enhance Reading Comprehension**

### **2.7.1. Graphic Organizers**

Graphic organizers are visual paradigms that have been used to organize, classify, and reorganize textual material in a simple manner that makes it easier to recall and understand (Dye, 2000; Kim et al., 2004; Liliana, 2009; Muniz, 2015). Graphic organizers are essential because, as Sam and Rajan indicate, "a picture is worth a thousand words" (2013). The organization of information can be achieved by using lines, arrows, and a spatial arrangement that describes text content, structure, and key conceptual relationship". that supports students in comprehending and retaining information more effectively (Darch & Eaves, 1986, p. 31). These visual representations, commonly known as graphic organizers, come in different formats including semantic maps, concept maps, flowcharts, Venn diagrams, webs, framed outlines, and story mapping (Bromley, Irwin-DeVitis, & Modlo, 1995; Dexter & Hughes, 2011; Kim, Vaughn, Wanzek, & Wei, 2004). Graphic organizers can help students organize

information in a more structured and coherent manner. By visually representing concepts and relationships, educators can support students in developing their reading skills and strategies, as it provides them with a clear framework for processing and understanding content (Sam & Rajan, 2013).

Graphic Organizers simplify and explain to students the link between ideas and concepts since they offer visual depiction (Anders, Bos, & Filip, 1984; Bos, Anders, Flip, & Jaffe, 1985, 1989; Darch & Eaves, 1986; Darch & Gersten, 1986; Sam & Rajan, 2013). They students with a clear framework which helps in organizing their thoughts and prevents potential perceptual errors that may arise during the learning process. (Boon, Burke, & Fore, 2006; Boon, Burke, Fore, & Hagan-Burke, 2006; DiCecco & Gleason, 2002; Sam & Rajan, 2013).

Various studies have highlighted the versatility of graphic organizers in the reading process. According to Chang et al. (2002), graphic organizers can be effectively utilized at different stages of reading, including before, during, and after the reading process. This indicates that graphic organizers are a valuable tool that can support readers in comprehending and organizing information across various phases of reading. (p.5)

DiCecco and Gleason (2002) found that employing graphic organizers in an after-reading task helped middle school students with learning impairments. Students in the intervention group demonstrated better levels of relationship topic understanding than those in the regular education group. The findings suggested that graphic organizers are a useful and effective tool, stressing its function in aiding understanding and information acquisition among students, particularly those with learning challenges.

### **2.7.2. Peer-assisted Learning Strategy**

Students' reading comprehension may be improved by implementing the peer-assisted learning technique, which includes three unique reading exercises. These exercises include



companion reading, brief recounting, paragraph downsizing, and prediction. The first exercise, partner reading, requires each student in a pair to take turns reading aloud for around five minutes before exchanging positions. During this stage, a proficient reader in the pair reads to the less skilled reader. After the experienced reader finishes the text, the less proficient reader must reread the identical piece. While one student reads, the other actively listens and tries to spot any faults. If any problems are discovered, the listener offers helpful input to help rectify them. Allowing the good reader to read the book first gives the less experienced reader exposure to the subject and a sense of ease before they begin their own reading. The skilled reader serves as an instructor, providing remedial input. The major goal of the retelling phase is to provide students the chance to participate in conversations and validate their understanding of the reading materials. In the second phase, the paragraph shrinking activity, the skilled reader asks him/ her to summarize and identify of main ideas of the paragraph in 10 words or less.

The final phase in the peer-assisted learning technique is the prediction delay, which requires students to engage in a reading task. During this phase, the experienced reader makes a prediction based on the information supplied in the text. Then they read the material aloud, verifying or disproving their initial guess before summarizing its key elements. Meanwhile, the less competent reader attentively follows the reading process, actively monitoring for potential mistakes, determining the rationality of the reader's prediction, and assuring an accurate summary of the text. (Fuchs et al., 2001 ; Fuchs, Fuchs, Mathes, & Simmons,1997 ; Simmons et al., 1994). Peer-assisted learning strategy improves student learning by allowing students with disabilities to have access to the general curriculum, pairing students with different ability levels, allowing students to engage in several reading activities through peer tutoring, allowing teachers to satisfy the individual educational needs of all students (Fuchs, Fuchs, & Thomas et al., 2001; The Access Center, 2008). The U.S. Department of Education's

Program Effectiveness Panel performed research to support the effectiveness of peer-assisted learning strategies in improving students' reading comprehension. This teaching style encourages students to actively participate in a variety of cognitive methods, such as prediction, confirmation of prediction, questioning, summarizing, and identifying important concepts. McMaster, Fuchs, Thomas, Hughes, Frederick, and Palinscar, as well as Brown, have all contributed to the body of research showing the benefits of peer-assisted learning in educational contexts.

### **2.7.3. Story-mapping**

Story-mapping is an effective reading approach for improving students' reading comprehension skills. This cognitive intervention requires students to complete a structured template with story grammar components functioning as headers. By doing so, students may visually arrange and comprehend textual information offered in a tale. The template serves as a guide, guiding students' attention to recognizing and writing down story grammar features while they read the text. (Boulineau, Fore, Hagan-Burke, & Burke, 2004; Mathes, Fuchs, & Fuchs, 1997; Onachukwu, Boon, Fore, & Bender, 2007; Swanson & De La Paz, 1998; Stetter & Hughes, 2010; Stagliano & Boon, 2009; Zahoor & Janjua, 2013). It can be presented in different forms while ensuring that key story grammar elements are present. These elements, consist of the title, characters, time, setting, conflict, major events, solution, conclusion, and moral of the story (Grünke, Wilbert, Jürgen, & Kim, 2013; Daqi, 2007; Mathes, Fuchs, & Fuchs, 1997; Stein & Glenn, 1979; Stagliano & Boon, 2009; Wade et al., 2010). Improving students' ability to successfully recognize diverse story components is critical in building a relationship between major events in the narrative, eventually leading to a better understanding of the text. Story mapping emerges as a powerful reading tool that may be used before, during, and after the reading activity to achieve various educational goals targeted at improving students' comprehension of the material. Prior to reading, this technique

encourages students to use their previous understanding of the issue, plan their conversations, and note down essential textual aspects (Boulineau, Fore, Hagan-Burke, & Burke, 2004; Kyrlo & Millet, 2000).

While story mapping may be a useful reading intervention technique at any stage of the reading process, educators must give good instruction and modeling to children in order to get the best results. When teaching students how to use narrative mapping successfully to improve their reading comprehension abilities, teachers must consider a variety of elements. Before presenting story mapping to children, educators should analyze their students' reading levels and identify areas of difficulty to select the most appropriate story-grammar features to emphasize during instruction. Furthermore, instructors must carefully choose the terminology and phrases to include in the story map to improve comprehension and engagement. Educators are responsible for determining whether to provide students with a pre-structured story map or to allow them to design their own. Teachers should move on to the teaching phase after completing the first preparation phase. This phase teaches students how to identify the important aspects of a tale and input them into a story map while verbalizing their thought process. (Grünke, Wilbert, Jürgen, & Kim, 2013; Mathes, Fuchs, & Fuchs, 1997; Swanson & De La Paz, 1998). story-mapping improves the reading comprehension of students with learning disabilities skills in analyzing story-grammar elements, such as setting, conflict, and characters disabilities when reading a narrative text (Boulineau, Fore, HaganBurke, & Burke, 2004; Dimino, Taylor, Gersten, 1995; Davis, 1994; DiCecco & Gleason, 2002; Idol & Croll, 1987).

#### **2.7.4. Self-questioning**

self-questioning is a metacognitive reading strategy that promotes a deeper level of engagement with the text. This tool aims at enhancing reading comprehension among students, regardless of their learning abilities or grade levels, since it enables them to

construct meaning actively and establish relationships between subjects. (Mahdavi & Tensfeldt, 2013; National Reading Panel, 2000; Rosenshine, Meister, & Chapman, 1996; Rouse, Alber-Morgan, Cullen, & Sawyer, 2014; Taylor, Alber, & Walker, 2002;).

Teachers can provide students with a series of questions that will guide and improve their comprehension of the material both during and after reading. Student-generated questions are frequently utilized with kids who do not have impairments, but teacher-generated questions are more commonly used with children who do. It is critical for educators to carefully select the proper style of self-questioning based on their student's particular learning requirements and to offer explicit guidance on how to effectively use this method. disabilities (Rouse, Alber-Morgan, Cullen, & Sawyer, 2014; Swanson & De La Paz, 1998; Taylor, Alber, & Walker, 2002). Students must be explicitly taught how to use self-questioning tactics for a variety of goals connected to improving reading comprehension. These goals include developing questions about the text's core concepts and particular details, combining self-questioning with story-grammar aspects, summarizing and recounting textual information, and checking their comprehension of the subject. Hagaman, Casey, and Reid (2010), Wong and Jones (1982), Johnson, Graham, and Harris (1997), Singer and Donlan (1982), Mansett-Williamson, Dunn, Hinshaw, and Nelson (2008), and Mason, Snyder, Sukhram, and Kedeem (2006) all emphasize the importance of teaching students how to use self-questioning strategies effectively.

## **2.8. Reading Comprehension in Online Learning**

Scholars agree that the abilities necessary for online reading are more complicated than typical paper reading skills. However, several scholars have proposed alternative definitions for online reading. Some researchers, particularly those who are specialized in the digital environment, define online reading abilities as including information and communication technology (ICT) skills, digital literacy, or information literacy (Eisenberg, 2010; Karchmer,

2001). Hira and Nasreen suggest that online reading improves scholarly article comprehension by providing access to hyperlinks, translation services, and online dictionaries. Online reading refers to reading electronic materials on computers or mobile devices.

Language learners are increasingly drawn to online reading over offline reading because of the higher degree of interest and potential to promote curiosity and creative thinking. Online literacy can improve student preferences, because of the availability of internet resources that provide students with faster and more convenient access to necessary information than print materials. Also, the non-limited content provides a multitude of useful and different sources of knowledge, much beyond what is available in offline resources. When it comes to reading online materials students notice significant differences from reading printed texts. They are exposed to material in a variety of formats, such as hyperlinks, bright texts, appealing photos, interesting videos, and unique animations. The capacity to traverse non-linear hypertext, engage with multimedia reading material, and interact with texts all fall under the umbrella of online reading competency. These features not only help students improve their reading comprehension but also help them solve any problems they may experience while reading.

Online reading comprehension may necessitate the development of new abilities and techniques for effectively using the Internet's resources to read, absorb, and acquire new material. According to the RAND Reading Study Group's (2002) report, accessing the Internet places significant demands on individuals' literacy skills. In some cases, this new technology necessitates novel literacy skills, which are difficult to analyze and teach (p. 4).

To successfully access information and grasp search engine results, people must use extra methods and inferential reasoning abilities that are not often highlighted in standard textbooks (Henry, in press). However, there is a paucity of empirical data to support the importance of these newly created abilities and methods in the context of online reading. Only a few

research has looked at this topic, and one of them found that online reading comprehension entails subtle intricacies that go beyond the abilities required to understand traditional text (Coiro & Schmar-Dobler, 2005).

The study of online learning in content area classrooms is critical in determining the most effective methods of incorporating the Internet and the newly essential reading comprehension skills, while also imparting the critical conceptual knowledge of each discipline. The extent to which these characteristics should be taught within topic areas raises legitimate considerations, specifically in topic-based schools, Content instructors frequently see their primary responsibility as transmitting subject-specific information rather than focusing on reading instruction (O'Brien, Stewart, & Moje, 1995). As a result, many topic area educators are hesitant to include new components that go beyond their primary responsibility of spreading content knowledge (IRA, 2002).

Various authors use different terminologies to define a common theoretical framework that aids in understanding the changes occurring in online reading comprehension. For example, Educational Testing Services (ETS) use a similar notion called ICT literacy. According to ETS (2003), ICT literacy is the use of digital technology, communication tools, and networks to access, manage, integrate, analyze, and produce information to operate successfully in a knowledge-based society. Similarly, other theories highlight the development of new abilities required for seeking, critically assessing, synthesizing, and conveying information in an online setting. The Partnership for 21st Century Skills (2003) presented 21st Century Skills, and Eisenberg and Berkowitz (2002) created the Big 6 framework. Each of these frameworks emphasizes the significance of these common skill areas in terms of online reading and learning.

## **2.8. Reading Strategies in Online Learning**

Students usually employ some reading strategies to enhance their understanding of the content. These strategies include identifying and considering the main topic of the reading material, setting specific reading goals, engaging completely with the book, thinking back on what they have learned, and making an effort to improve their comprehension. To improve efficient reading, a variety of reading techniques have been created. These strategies include being aware of the reading goal, picking out the most important information from the passage, making connections between seemingly unrelated bits of information, thinking back on comprehension-enhancing activities, assessing one's comprehension, modifying comprehension tactics as necessary, and eventually coming to a thorough understanding of the text.

## **2.9. The Importance of Reading Strategies**

Most EFL learners struggle to understand the reading materials (whether offline or online texts). Because most of these students lack the reading strategies that enhance their reading comprehension. There is a large body of research demonstrating the importance of reading strategies and their beneficial contribution to the growth and progression of reading comprehension. According to Mc Namara et al. (2009), reading techniques are especially beneficial and advantageous for those who lack reading expertise and have poor reading skills. These learners gain considerably from using these techniques to improve their reading comprehension (P, 218). the goal of reading strategies is to comprehend the meaning conveyed in the text (Thompson, 1988). Mehrdad, Ahghar, and Ahghar (2012) emphasized the importance of teaching reading strategies to enhance learners' confidence and reading comprehension skills in a second language, which is a language other than the individual's primary or native language (Duke & Pearson, 2012).

Reading Comprehension strategies involve explicit techniques that enhance students' comprehension in reading. These techniques enable them to understand the material they are reading, using graphic or semantic organizers; develop questioning strategies; and monitor their own comprehension, and then identify and resolve difficulties for themselves. Some learners adopt these strategies without teacher guidance through their reading experiences and errors. As a result, the continuous use of reading strategies will improve their reading skills and they will be able to utilize them unconsciously. The instruction of reading comprehension strategies guides readers to get a new perspective on reading. It goes beyond simply analyzing words in order to understand the underlying meaning that the authors intend to express. It is critical to recognize that meaningful reading happens when students get the heart of the content being presented rather than merely skimming the material (Singhal, 2001). Alderson (2000) emphasizes the need for teaching and learning reading comprehension strategies for various reasons. These strategies not only improve reading ability but also have a big influence on other language skills like writing and speaking. Suwantharathip (2015) underlines the significance of these strategies in increasing overall language competency, particularly in the context of second and/or foreign-language acquisition.

## **Conclusion**

Finally, this chapter has been concerned with reading comprehension in both traditional face-to-face and online learning, including their different types, levels, processes, and skills. Also, it sheds light on the strategies employed by readers, and the factors influencing this task inside and outside the classroom, using printed or computer-based materials. It emphasizes the significance of considering reading comprehension as a primary element in language acquisition because it has a remarkable impact on the learning process. and on the individual personal and social life.



## **CHAPTER THREE: Field of Investigation**

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## **Introduction**

This chapter is devoted to the practical part of this research. It seeks to explore students' perceptions toward the impact of On-site and Online Learning on their reading comprehension. One data gathering tool has been implemented a student questionnaire. Furthermore, to answer the research questions and validate or invalidate the research hypothesis. The following chapter analyzes and interprets the data acquired, as well as identifies areas for further research into the influence of onsite and online learning on students' reading comprehension following quantitative method .

### **3. Student's Questionnaire**

**Questionnaire:** is set of different questions designed to gather specific information or feedback related to academic research or any particular academic topic. This analysis demonstrate structured questionnaire to elicit valuable responses from third year students at the department of English at Guelma University.

#### **3.1. Population and Sample of the Study**

The sample was chosen as the basis for the research from Third-year students at the Department of Letters and English Language, University of 8 Mai 1945, Guelma, registered in the academic year 2023/2024. Third-year students were chosen because they experienced a combination of onsite and online learning during the whole two semesters. This includes three weeks of face-to-face learning followed by one week of online learning. Furthermore, third-year students have two years of experience with both types of learning, giving them considerable knowledge of their distinctions, advantages, and disadvantages. This knowledge is reflected in the questionnaire responses, as these students are mature enough to offer objective arguments that support their answers about the appropriateness of the schedule of three weeks of onsite learning and one week of online learning for each module, as well as the

basis for its implementation. Several aspects relating to the reading comprehension processes have been tackled inside and outside the classroom. A random sample composed of 136 students out of 195 students has been chosen, and only 118 out of 136 students answered. Therefore, it can be argued that this particular sample would enable the researcher to generalize the results to the whole population.

### **Description of Student's Questionnaire**

The structure of the questionnaire is designed to elicit comprehensive and detailed responses from the participants. By including a variety of question types, ranging from closed to open-ended questions. It consists of 30 questions distributed across four sections. Consequently, the latter permits to elicit different perspectives that provide us with a wide range of insights, and allows participants to respond freely in their own words.

#### **Section One: General Background (Q1 to Q4)**

This particular section serves the purpose of collecting data about background information of the students. It encompasses a set of three closed questions and one open-ended question. The closed questions relate to the student's age, gender (male or female), and their current level of English proficiency. On the other hand, the open-ended question inquires about the duration for which they have been studying English as a Foreign Language (EFL).

#### **Section Two: Onsite and online learning (Q5 to Q12)**

This section is composed of two sections which are:

##### **A- Onsite Learning (face-to-face learning) (Q5 to Q8)**

The primary objective of this sub-section is to show students' different perspectives on the concept of On-site learning (face-to-face learning), and to explore their experience as a learner while engaging in an onsite learning environment, and the benefits of onsite learning,

which emphasizes the significance of the physical presence and interaction within a classroom environment.

### **B- Online Learning (Q9 to Q12)**

The purpose of this sub-section is to gain insight into students' point of views on the concept of Online learning and to understand the advantages of online learning, considering learner's experiences using this mode of learning to assess the efficacy of on-site and online learning in enhancing proficiency in English as a foreign language.

### **Section Three: Reading Comprehension (Q13 to Q27)**

This section equips students for the subsequent phase, involving the identification of the optimal type of instructional approach and learning environment, thereby influencing their preferences towards either on-site or online learning modalities. This section includes both open and closed ended questions look extensively into students' perspectives on reading comprehension in both online and onsite learning environments. As well as, on the factors and processes affecting reading comprehension in both settings. It focuses on strategies for enhancing reading comprehension, and difficulties in reading comprehension which may stem from individual differences and cognitive abilities. Consequently, it assists the causes and reasons behind the challenges encountered, while also investigating students' confidence levels in their reading comprehension abilities within both onsite and online learning contexts.

### **Section Four: Students Attitudes toward the effect of onsite and online learning on EFL students' reading comprehension (Q28 to Q30)**

The concluding section of the questionnaire directs its focus on students' attitudes toward the effect of on-site and online learning on reading comprehension. This section comprises both open and closed ended questions that seek to see students' perspectives towards combining onsite and online learning methods to enhance their overall reading comprehension of English

as a Foreign Language. Significantly, it endeavors to explore the appropriate scheduling and structure of onsite and online learning. Moreover, it provides an opportunity for critiques, feedback, or recommendations concerning the subject matter.

### **3.1.3. Administration of Students Questionnaire**

The questionnaire is administered at the Department of Letters and English Language, 8 Mai 1945 University, Guelma, to third year students for two days from the 29<sup>th</sup> and 30<sup>th</sup> of April 2024. The questionnaire dissemination took place under the supervision of teachers, spanning duration of thirty (30) minutes, and collected within the same session. Undoubtedly, participants were assured of the anonymity of their responses and their utilization exclusively for research objectives. The design of the questionnaire primarily consists of straightforward queries, aiming to facilitate participants' comprehension and elicit the most efficacious responses.

### **3.1.4. Data Analysis and Interpretation**

#### **3.1.4.1. Analysis of Results and Findings from the Students' Questionnaire**

#### **Section 1: General Background**

**Question 1:** What is your age?

**Table 1:** *Students' Age*

<b>Responses</b>	<b>Participants</b>	<b>Percentage(%)</b>
21 years.	72	61.01%

More than 21 years.	46	38.98%
<b>Total</b>	118	100%

As it is displaced in the following table, the majority (61.01%) of students age, who study English as a foreign Language in the third year LMD, is 21 years and only (38,98%) that represent students who are more than 21 years. This shows that the surveyed student population is predominantly of the age around 21 years, with a notable presence of older students. This probably signifies that the majority of students who are at the same age share similar perceptions and attitudes toward reading comprehension in on-site and online learning settings.

**Question 2:** What is your gender?

**Table 2:** *Students' Gender*

<b>Responses</b>	<b>Participants</b>	<b>Percentage(%)</b>
Male	34	28,81
Female	84	71,18%
<b>Total</b>	118	100%

The displayed results in the table above show that the majority of students are girls (71,18%) who study English as a foreign Language in the third year LMD, and only (28,81%) that represent boys from the rest. This represents that majority of English students are females which implies that females are more interested in English learning at both settings.

**Question 3:** How long have you been studying English as a Foreign Language (EFL)?

**Table 3:** *Years of Studying*

<b>Responses</b>	<b>Participants</b>	<b>Percentage(%)</b>
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12 years	23	19,49%
10 years	46	38,98%
3 years	28	23,72%
11 years	21	17,79%
<b>Total</b>	<b>118</b>	<b>100%</b>

Table 3.3 demonstrates that students who studied for 12 years' experience are (19, 49%). Others who studied for 10 years' experience have the highest percentage of students (38,98%). Some of them claimed that they studied English as a Foreign Language only for 3 years which makes their studying years' experiences (23,72%). The least percentage (17,79%) shows 11 years' students experiences with studying English as second language. This means that every student understands the question differently, highest number of student counted only years of studying English at university. The rest counted years of experience from the first time they were exposed to studying English

## **Section Two: Online and Onsite Learning.**

### **A- Onsite learning (face-to-face learning)**

**Question 4:** According to you, what is onsite (face-to-face) learning?

**Table 4:** *Definition of On-site Learning*

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
No answer	27	22.88%
Learning in an academic setting 5university, school, etc.)	20	16.94%
The traditional face-to-face learning inside the classroom.	24	20.33%



The physical interaction between students and teacher. 18 15.25%

It is the direct interaction and immediate feedback 29 24.57%

<b>Total</b>	<b>118</b>	<b>100%</b>
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The table above indicates that 27 of respondents (22,88%) did not answer. Twenty of respondents (16,94%) defined onsite learning as learning in an academic setting such as university or school. According to other (24) respondents (20,33%), the traditional face-to-face learning is done inside the classroom. On the other hand, 18 of respondents (15,25%) defined the physical learning and interaction between students and the teacher. 29 of respondents (24,57%) stated that it was the direct interaction and immediate feedback. These different definitions demonstrate that each student answered according to their own perspectives and prior knowledge about face-to-face learning inside the classroom setting.

**Question 5:** Briefly, describe your experience as a learner in an onsite learning environments.

**Table 5:** *Students' Experiences*

<b>Responses</b>	<b>Participants</b>	<b>Percentage(%)</b>
Did not answer	36	30,50%
Onsite learning is beneficial for the active engagement of students because of direct social interaction between teacher and student.	40	33,89%
Onsite learning is comfortable type of learning gives opportunity to student's development of communication skills inside and outside classroom.	12	10,16%
Onsite learning is boring and time-consuming process that requires a lot of efforts and determination which make online learning environment much easier.	30	25,42%

**Total** 118 100%

This question aims to look into students' experiences in an onsite learning environment. As demonstrated in table 3.6, (30,50%) they answered with "it is normal". (33,89%) of students believed that Onsite learning is beneficial for the active engagement of students because of the direct social interaction between teacher and learner. (10,16%) of student Onsite learning is a comfortable type of learning that gives students the opportunity to develop their communication skills inside and outside the classroom. The least percentage (25,42%) of students state that Onsite learning is a boring and a time-consuming process that requires a lot of effort and determination which makes the online learning environment much easier. This indicates that the type of learning depends on the learners' perceptions of whether to study in an onsite learning environment or in a distance learning setting.

**Question 6:** What are the benefits of onsite learning?

Table: *The benefits of Onsite Learning*

Responses	Participants	Percentage (%)
Direct interaction with teachers and classmates, aids in comprehension and fluency.	81	68,64%
Immediate feedback from teachers facilitates improvement in language skills.	31	26,27%
Accessing physical learning resources (e.g., data show, whiteboards), contributes to better understanding.	53	44,91%
Increased motivation through in-person communication and collaboration within the classroom.	27	22,88%
All the above.	76	64,40%

<b>Total</b>	118	100%
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This table displays students' different views of the benefits of onsite learning. According to students' answers, direct interaction with teachers and classmates, aids in comprehension and fluency (68, 64%), indicating that they prefer direct social interaction with their instructors as well as with peers. (26, 27%) of students believe that onsite learning is beneficial because it provides them with immediate feedback from teachers that facilitates improvement in language skills. This shows that students prefer formative assessment which helps to monitor and enhance learning in real-time. (44, 91%) of respondents claim that onsite learning is beneficial due to the fact that accessing physical learning resources (e.g., data show, whiteboards), contributes to better understanding. This indicates that these respondents prefer an audiovisual learning style that can achieve successful academic progress through different materials. (22, 88%) of students believe that onsite learning increases motivation through in-person communication and collaboration within the classroom, indicating that they favor cooperative learning with pairs or groups rather than individual learning. The rest (64,40%) of students opt for all of the above, showing that they combined all the benefits of onsite learning with their academic progress.

**Question 7:** To what extent is onsite learning effective for English learning?

**Table:** *The Effectiveness of Onsite Learning for English Learning*

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
Ineffective	11	9,32%
Neither effective nor ineffective	27	22,88%
Effective	47	39,83%
Very effective	34	28,81%
<b>Total</b>	118	100%

The data which is presented in table 3.7 demonstrates different viewpoints concerning the effectiveness of onsite learning in English learning. (39.83%) of respondents replied with effective, (28, 81%) answered with very effective and (22,88%) answered with neither effective nor ineffective. The rest that represent (9.32%) answered with ineffectiveness. This means that a majority of respondents perceive onsite learning as effective or very effective, while a smaller portion are neutral or view it as ineffective. These respondents may prefer collaborative direct interactions with their teachers and classmates.

**Question8:** According to you, what is online learning?

**Table 8:** *The Definition of Online Learning*

Responses	Participants	percentage (%)
Distance education refers to type of learning through websites and platforms like Zoom, Google meet and Google classroom.	58	49.15%
Online learning is digital learning anywhere anytime via internet.	28	23.72%
Computer-based learning is learning from home or at workplace through computer without physical interaction.	19	16.10%
Online classes are modern type of learning represents an alternative way to traditional education.	13	11.01%
<b>Total</b>	<b>118</b>	<b>100%</b>

According to table 3.8, (49.15%) of respondents almost half agree with the common definition of online learning which is distance education refers to learning through websites

and platforms like Zoom, Google meet and Google Classroom. This suggests that the majority of students are very aware of the type of learning and know how to use it effectively through variety of materials. (23.72%) of learners believe that Online learning is digital learning anywhere anytime via the internet, indicating that students link online learning with a flexible, changeable setting. (16.10%) of individuals define online learning as computer-based learning, which is learning from home or at workplace through computer without physical interaction. This suggest that some students believe that online learning is bound only to the workplace setting and not concerned with the academic environment. The rest (11.01%) define it as online classes, a modern type of learning that represents an alternative way to traditional education. This shows that these respondents find that online classes are more effective and successful than traditional classes which makes online learning an alternative way.

**Question 9:** Briefly, describe your experience as in online learning environments?

**Table 9:** *Students' Experiences in Online Learning Environments.*

Responses	Participants	Percentage (%)
Online learning can be both good and bad, depending on the quality of the teacher and the module being studied.	30	25.42%
Online learning is the best type of studying. It has positive impact on education and offers incredible flexibility.	64	54.23%
online learning is less favorable because it may have certain drawbacks that can make it appear time-consuming.	24	20.33%
<b>Total</b>	<b>118</b>	<b>100%</b>

This question aims to see the student's experience in online learning setting. As demonstrated in table 3.9, more than half of the informants (54.23%) opted for claiming that online learning

is the best type of studying. It has positive impact on education and offers incredible flexibility. This means that the majority of learners prefer online learning rather than traditional type of learning. Some of the students (25.42%) state that online learning can be both good and bad, depending on the quality of the teacher and the module being studied. (20.33%) of students agree on the fact that online learning is less favorable because it may have certain drawbacks that can make it appear time-consuming. This indicates that student perceptions of online learning are influenced by various factors, primarily the efficiency and time management aspects as well as the quality of instruction and module structure.

**Question 10:** what are the advantages of an online learning for you as EFL students?

**Table 10:** *The advantages of Online Learning*

Advantages	Numbers (N)	Percentage (%)
flexibility of schedule	16	13.55%
Access to a variety of resources	20	16.94%
opportunity for self-paced learning	33	27.96%
ability to learn from anywhere within internet.	36	30.50%
all of the above	40	33.89%
<b>Total</b>	<b>118</b>	<b>100%</b>

The present findings suggest learners' perspectives on the advantages of online learning. (13.55%) of students choose flexibility in their schedule this indicates that a significant portion of students value the ability to manage their own time. Additionally, (16.94%) of respondents appreciated the access to a variety of resources as an advantage of online learning. This suggests that students recognize the value of having diverse and abundant educational materials available. (27.96%) of learners agree with the third option, opportunity for self-paced learning. This shows that over a quarter of students value the ability to control the speed at which they progress through their coursework. (30.50%) of students choose the

ability to learn from anywhere within the internet. This suggests that a significant portion of students appreciate the geographical flexibility that online learning offers. (33.89%) of respondents picked the last option all of the above, indicating that many students choose the combined advantages of online learning.

**Question 11:** How would you rate the effectiveness online learning compared to on-site learning for the learning of English as foreign language?

**Table 11:** *The effectiveness of Online Learning Vs. On-site Learning*

Responses	Participants	percentage (%)
Much less effective	7	5.93%
Less effective	24	20.33%
Equally effective	36	30.50%
More effective	25	21.18%
Much more effective	26	22.03%
<b>Total</b>	118	100%

Table 3.11 demonstrates students' ratings of the effectiveness of online learning compared to onsite learning. The smallest percentage (5.93%) of students who choose the first options are much less effective, indicating that a minority of students may prefer traditional types of learning to online type. Similarly, for students (20.33%) who choose less effective learning, this means that onsite learning is the most favorable type of learning for these respondents. Others (30.50%) of students choose the third option equally effectively, representing the highest percentage. This suggests that a significant portion of students perceive there is no clear choice between the options and consider the two types of learning balanced in terms of effectiveness. Some of students (21.18%) selected online learning as more effective, suggesting that online learning may be more beneficial than classical learning. The last percentage (22.03%) of respondents who choose much more effective, this shows that a number of students believe that online learning is superior in effectiveness to some extent.

**Question12:** briefly, define reading comprehension

**Table 12:** *Reading Comprehension Definition.*

Responses	Participants	Percentage (%)
Reading comprehension refers to extracting information from texts through extensive reading and deep understanding.	47	39.83%
Reading comprehension refers to the ability to comprehend the text effectively via using mental capacities.	27	22.88%
Reading comprehension is the interpretation of different pieces of writing regarding each student's ability.	24	20.33%
Reading comprehension linked to acquiring knowledge through various written materials.	18	15.25%
<b>Total</b>	<b>118</b>	<b>100%</b>

This question aims to show students' different perspectives on the definition of reading comprehension. (39, 83%) of respondents define reading comprehension as extracting



information from texts through extensive reading and deep understanding. This indicated that students believe that comprehension is related to extensive reading and understanding. Some of the students (22.88%) believe that reading comprehension refers to the ability to comprehend the text effectively via mental capacities, indicating that reading comprehension has a strong connection with human mind capacities. Additionally, (20.33%) of students agree with the idea that reading comprehension is the interpretation of different pieces of writing regarding each student's ability. This suggests students believe that reading comprehension focuses more on the correct interpretation of the various types of writing which differs from one to another. The last percentage (15.25%) demonstrates that reading comprehension is linked to acquiring knowledge through various written materials, which means that they relate reading comprehension to the acquisition of different new information from various types of texts.

**Question13:** are you familiar with these two types of reading comprehension: extensive and intensive reading?

**Table 13:** *Extensive and Intensive Reading.*

Options	Number (N)	Percentage (%)
Yes	73	61,86%
No	45	38.13%
<b>Total</b>	118	100%

Table 3.13 represents the choices of students as to whether they are familiar with extensive and intensive reading. The majority of respondents over half (61, 86%) are aware of the types of reading. While (38.13%) of the students did not know the two types of reading. This means that students are extensively aware of what reading is and its two different types: extensive and intensive reading.

**Question 14:** If yes, which one do you use the most?

**Table 14:** *The Use of Types Reading*

Responses	Participants	Percentage (%)
Extensive reading.	23	19.49%
Intensive reading.	31	26.27%
I use both of them interchangeably.	64	54.23%
<b>Total</b>	<b>118</b>	<b>100%</b>

This question aims to demonstrate the preferred type of reading employed by respondents. (19.49%) of students choose extensive reading. This means students prioritize reading a wide range of material over delving deeply into individual texts. In contrast, (26.27%) of respondents select intensive reading, suggesting a significant portion focuses on a deep understanding of texts. Over half, (54.23%) of students choose to use both of them interchangeably. This highlights the use of a flexible approach that adapts to different reading needs and contexts.

**Question 15:** Which models (processes) of reading comprehension do you use?

**Table 15:** *The Use of Reading Comprehension Models*

Responses	Participants	Percentage (%)
Bottom-up.	56	47.45%
Bottom-down.	43	36.44%
Interactive.	19	16.10%
<b>Total</b>	<b>118</b>	<b>100%</b>

Table 3.15, shows the students opinions towards reading comprehension processes. Almost half of the population (47.45%) agrees with bottom-up, showing that these students emphasize starting with the details and gradually building up to understanding the overall

meaning. In contrast, significant numbers of students (36.44%) believe in bottom-down. This suggests that they focus on using prior knowledge and context to understand the overall meaning before delving into specific details. The last percentage (16.10%) agrees with the interactive model, demonstrating that these respondents may prefer extensive and intensive reading processes to have a dynamic and flexible approach for deep comprehension and understanding that suits various learning styles and preferences of students.

**Question 16:** In your opinion, is reading comprehension important in learning English as a foreign language?

**Table 16:** *The importance of Reading Comprehension*

Responses	Participants	Percentage (%)	Justification
Yes.	115	97.45%	Because it enriches your vocabulary and knowledge. It helps students improve their language proficiency. It improves speaking and writing skills.
No.	3	2.54%	Because reading is boring and we can depend on other ways like listening to podcasts, educational videos, etc.
<b>Total</b>	<b>118</b>	<b>100%</b>	

Table 3.16 highlights students' opinions towards the importance of reading comprehension in learning English as a Foreign Language and their justifications. Almost all the students (97.45%) agree on its significance. The justifications provided include the enrichment of vocabulary and knowledge, enhancement of language proficiency, and improvement of speaking and writing skills. A minority expresses that is reading as boring and suggests alternative methods such as listening to podcasts and educational videos. This indicates the different learning styles of students regarding reading comprehension in language acquisition.

Whereas only 2.54% of respondents disagree with the idea, indicating that they may prefer other methods of language acquisition, such as auditory or visual learning approaches, as opposed to traditional reading-based methods.

**Question 17:** How well do you comprehend English texts during onsite classes?

**Table 17:** *levels of Comprehension on On-site Classes*

<b>Responses</b>	<b>Participants</b>	<b>Percentage (%)</b>
Very Well.	22	18.64%
Well.	46	38.98%
Average.	26	22.03%
Poor.	13	11.01%
Very poor.	11	9.32%
<b>Total</b>	<b>118</b>	<b>100%</b>

The table 3.17, emphasizes on levels of comprehension of English texts during onsite sessions. (18.64%) of respondents answered very well, which demonstrates they are likely to excel academically and may benefit from more advanced challenges. A significant number of students (38.98%) choose well, indicating students' high academic competence but they may need some help with more complex ideas. Some students (22.03%) feel just average, which shows that they may need extra materials to improve their comprehension skills in English. A small group of respondents (11.01%) find it poor, meaning they may need special help to catch up with their classmates, or this proportion may find online sessions more helpful. The

minority (9.32%) select very poor, showing they need a lot of extra help to improve their comprehension capacities. This signifies that in order to achieve high academic level of competence, students should develop more their reading abilities for deeper understanding and full comprehension.

**Question 18:** How confident are you in your comprehension skills during onsite learning sessions?

**Table18:** *Students Confidence about their Comprehension skills on On-site learning.*

Responses	Participants	Percentage (%)
Very confident.	31	26.27%
Confident.	46	38.13%
Somewhat confident.	18	15.25%
Not very confident.	16	13.55%
Not confident at all.	7	5.93%
<b>Total</b>	<b>118</b>	<b>100%</b>

These findings signify students' confidence in their utilization of reading comprehension skills during onsite learning sessions. (26.27%) of respondents are very confident. This shows that a large number of students feel capable and skilled in effectively utilizing comprehension capacities during onsite learning. (38.13%) are confident, suggesting a sense of competence among students in the usage of comprehension skills during onsite learning. Conversely, (15.25%) of students are somewhat confident, highlighting that there's a small group of students who have some doubts or uncertainties. (13.55%) respondents chose not very

confident. They need extra help or areas for improvement, or they may prefer online-based methods. The rest (5.93%) of students are not confident at all. This indicates a requirement for focused interventions to effectively address their concerns.

**Question 19:** What strategies do you use to improve your comprehension skills during onsite learning sessions?

**Table 19:** *Strategies of Reading Comprehension Skills during On-site Learning Sessions*

Responses	Participants	Percentage (%)
Active participation in class discussions and activities.	27	22.88%
Asking questions for clarification during lessons.	36	30.51%
Taking detailed notes during lectures or presentations.	40	33.89%
Engaging in group study sessions with classmates.	20	16.94%
Others, ...	0	0%
<b>Total</b>	<b>118</b>	<b>100%</b>

This question aims to show the strategies for developing reading comprehension skills during onsite classes. (22.88%) of students choose active participation in class discussions and activities. This level indicates that they value interactive direct learning, which enhances their understanding of the material. (30.51%) of respondents prefer questions for clarification

during lessons, demonstrating that students prefer seeking clarity and ensuring a thorough, deeper understanding of the content being taught. (33.89%) of students choose detailed note-taking during lectures or presentations, highlighting that these respondents value capturing key points and organizing information to improve their comprehension abilities. The minimal percentage (16.94%) of respondents agree with engagement in group study sessions with classmates. This suggests a preference for cooperative learning environments where students can exchange ideas, discuss concepts, and reinforce their understanding through peer interaction.

**Question 20:** What are the difficulties that you encounter in reading comprehension tasks?

**Table 20:** *The Difficulties Encountered by Students in Reading Comprehension Tasks*

Responses	Participants	Percentage (%)
Difficulties related to vocabulary.	47	39.83%
Difficulties related to background knowledge.	28	23.73%
Difficulties related to grammar.	36	30.51%
Difficulties related to reading strategies.	21	17.80%
Total	118	100%

The results of the table 3.20 show students' difficulties with reading comprehension tasks. (39.83%) of respondents choose difficulties related to vocabulary. This suggests that encountering unfamiliar or unclear vocabulary words may occur because students lack exposure to certain words or struggle to grasp their meanings within the context of the text (23.73%) of students agree with Difficulties related to background knowledge. This indicates that a significant portion of students face obstacles in comprehending texts that rely on prior knowledge of specific contexts or cultural references that they may not have seen before. A

significant number of students (30.51%) chose difficulties related to grammar. This demonstrates students' challenges with sentence structures and grammatical concepts, or the difficulties in understanding complex sentences and identifying grammatical relationships within the text that can hinder comprehension. Least percentage (17.80%) of respondents select difficulties related to reading strategies, indicating that some students may struggle with techniques such as summarization, or questioning, which are essential for extracting meaning from texts.

**Question 21:** What are the possible causes of these difficulties?

**Table 21:** *The Causes of the Difficulties.*

Responses	Participants	Percentage (%)
Because some students are not aware of reading comprehension strategies.	42	35.59%
Inappropriate reading materials (exceeds learner's level, some students are not interested with the topic, low motivation, etc.)	28	23.73
The low exposure to reading materials, the more they read the more they will manage and adapt to the difficulties they face.	31	26.27%
Lack of practice and guidance.	17	14.41%
<b>Total</b>	<b>118</b>	<b>100%</b>

The table 3.21, demonstrates the possible causes of the difficulties with reading comprehension tasks. The highest percentage (35.59%) of respondents agree with not being aware of reading comprehension strategies. This indicates that students struggle because they



don't know effective methods to understand texts, and they need to be familiar with comprehension techniques. Some of students (23.73%) opt for the cause of having inappropriate reading materials (exceeds learner's level, some students are not interested with the topic, low motivation, etc.). This suggests that students find the materials too difficult, uninteresting, or irrelevant, which may lead to disengagement and comprehension challenges. A considerable group of students (26.27%) select the cause of low exposure to reading materials, the more they read the more they will manage and adapt to the difficulties they face. This emphasizes on increasing familiarity and practice with different texts until achieving proficiency. Others (14.41%) of respondents see it as lack of practice and guidance, showing that students feel their struggles are due to not having enough opportunities and chances to practice reading and may not receive adequate support from teachers.

**Question 22:** How confident are you in your reading comprehension skills during online learning sessions?

**Table 22:** *Students' Confidence in their Reading Comprehension Skills in Online Learning.*

Responses	Participants	Percentage (%)
Very confident.	41	34.74%
Confident.	32	27.11%
Somewhat confident.	28	23.72%
Not very confident.	17	14.40%
<b>Total</b>	<b>118</b>	<b>100%</b>

Table 3.22 displays students' standpoints on to what extent they are confident about their reading skills during online learning sessions. A considerable number (34.74%) of students select option one very confident, which means that online classes significantly benefit these respondents' capacity to effectively utilizing reading comprehension skills. (27.11%) of respondents choose confident, suggesting the surveyed population feels very sure of their

reading comprehension skills in online classes. Others (23.72%) picked the third option somewhat confident. This indicates that while these individuals feel fairly sure about their abilities, they may still have some uncertainties or areas where they feel they could improve. The rest (14.40%) of students select not very confident. This highlights a need for additional support or resources to help these individuals improve their abilities and increase their confidence or they may prefer traditional type of learning.

**Question 23:** What strategies do you use to improve your comprehension skills during online learning sessions?

**Table 23:** *Online Learning Strategies*

Responses	Participants	Percentage (%)
Active participation in class discussions and activities	35	29.66%
Asking questions for clarification during lessons	42	35.59%
Taking detailed notes during lectures or presentations.	45	38.13%
Engaging in group study sessions with classmates.	20	16.94%
<b>Total</b>	<b>118</b>	<b>100</b>

This question aims to show the strategies for developing reading comprehension skills during online classes. (29.66%) of students choose active participation in class discussions and activities. This level indicates students who are likely to be more deeply involved in the course material and who may benefit from retention to enhance the comprehension skills. (35.59%) of respondents prefer questions for clarification during lessons, demonstrating that students adopt a proactive approach to deeper understanding and effective comprehension of

the material used. The high proportion (38.13%) of students opting for detailed note-taking during lectures or presentations emphasizes their prioritization of capturing comprehensive information and ensuring a thorough understanding of academic content. The minimal percentage (16.94%) of respondents favoring engagement in group study sessions with classmates illustrates a comparatively lower inclination towards collaborative learning approaches among the surveyed students.

**Question 24:** Do you find it easier to understand English spoken by native speakers during online learning compared to onsite settings?

**Table 24:** *Understanding spoken English during On-site Vs. Online Settings.*

Options	Number (N)	Percentage (%)
Yes, much easier.	19	16.10%
Yes, somewhat easier.	21	17.79%
No difference.	28	23.72%
No, somewhat more difficult.	40	33.89%
No, much more difficult.	10	8.47%
<b>Total</b>	<b>118</b>	<b>100%</b>

The results displayed in table 3.24 show that (16.10%) of students find it much easier to understand English spoken by native speakers during online learning compared to onsite settings. This highlights the significant advantages of online platforms which facilitate better comprehension of the English language by native speakers. (17.79%) of respondents found it somewhat easier, demonstrating that while online learning provides some benefits for understanding English, it may lack accessibility for different resources. Others (23.72%) see it

as making no difference. This shows that the consistency in learning outcomes across online and onsite learning perceived equivalence. The highest percentage (33.89%) suggests that although, somewhat more difficult, highlighting online learning poses moderate challenges for understanding English which sheds light on the importance of addressing equitable access to educational resources. Few of students (8.47%) select much more difficult. This suggests the urgent need for targeted interventions and support mechanisms to address the specific challenges faced by students in comprehending English spoken by native speakers online.

**Question 25:** How do you rate the role of in-person interaction with teachers and classmates in enhancing your comprehension skills during onsite face-to-face learning?

**Table 25:** *The Role of in-person Interaction in Enhancing Comprehension skills*

Responses	Participants	Percentage (%)
Very important	58	49.15%
Important	40	33.89%
Somewhat important	17	14.40%
Not very important	3	2.54%
Not important at all	0	0%
<b>Total</b>	<b>118</b>	<b>100%</b>

The findings demonstrate the role of in-person interaction with teachers and classmates in enhancing your comprehension skills during onsite face-to-face learning. The majority of students (49.15%) agree that it is very important and a significant portion selected it as important (33.89%). This highlights the importance of direct engagement with teachers and peers in the learning process. Some of the respondents (14.40%) chose somewhat important. This means that they may prioritize other factors over direct interaction with teachers and

classmates for improving comprehension skills. A very small minority (2.54%) opted for not very important, and no one selected not important at all. This shows that suggesting it holds significance but may not be their top priority for improving comprehension skills.

**Question 26:** How do you perceive your overall progress in English comprehension during online learning compared to previous years?

**Table 26:** *Reading Comprehension Progress during Online Learning*

Responses	Participants	Percentage (%)
Significantly improved	48	40.67%
Improved	39	33.05%
Remained the same	31	26.27%
Declined	0	0%
Significantly declined	0	0%
<b>Total</b>	<b>118</b>	<b>100%</b>

Table 3.26 shows the students' perspectives towards overall progress in English comprehension during online learning compared to previous years. The highest number of students (40.67%) assessed their levels as significantly improved. Similarly, a considerable group of respondents (33.05%) chose to improve, indicating the effectiveness of online learning methods for their academic growth. Other (26.27%) choices remained the same. This means that a minority of students did not provide a specific assessment of their progress in English comprehension during online learning. No one agrees with declining or significantly

declining (0%), showing a general positive perception of online learning's impact on English comprehension. This signifies that students may prefer more online learning environment to improve their English comprehension.

***Section 4: Students Attitudes toward the effect of onsite and online learning on EFL students' reading comprehension***

**Question 27:** Do you think that the integration of online learning components (e.g., multimedia resources, interactive exercises) within onsite learning environments contributes to enhancing reading comprehension in EFL?

**Table 27:** *The Integration of Online Learning Components to enhance Students' Reading Comprehension.*

Responses	Justification	Participants	Percentage (%)
Yes	Multimedia resources and interactive exercises provide diverse, engaging content and personalized practice, to different learning styles and help reinforce language skills.	97	82%
No	because the effectiveness of these tools heavily depends on proper implementation and student engagement. Without adequate guidance and motivation, students may become distracted or overwhelmed, leading to minimal	20	16.94%

improvement in their  
reading  
comprehension  
skills.

<b>Total</b>	118	100%
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The results of this question show students' viewpoints towards the integration of online learning components (e.g., multimedia resources, interactive exercises) within onsite learning environments and their contribution to enhancing reading comprehension in EFL. The majority of respondents (82%) agree, emphasizing that the effectiveness of these tools heavily depends on proper implementation and student engagement, as well as adequate guidance and motivation. Without these factors, students may become distracted or overwhelmed, leading to minimal improvement in their reading comprehension skills. This means that most students recognize the potential benefits of integrating online learning components but stress the importance of careful implementation and support to maximize their success. The minority (16.94%) disagrees with the idea, indicating potential doubt about the effectiveness of online tools or a preference for traditional instructional methods.

**Question 28:** Do you believe that combining onsite and online learning methods enhances your overall reading comprehension of English as a Foreign Language (EFL)?

**Table 28:** *The Combination of On-site and Online Learning methods*

<b>Option</b>	<b>Number (N)</b>	<b>Percentage(%)</b>
Yes, definitely	15	12.71%
Yes, to some extent	20	16.94%

Not sure	35	29.66%
Not really	26	22.03%
No, not at all	22	18.64%
<hr/>		
<b>Total</b>	118	100%

This question aims at demonstrating students' beliefs towards the combination of onsite and online learning methods that enhance overall reading comprehension of English as a Foreign Language. (12.71%) of respondents definitely agree with the idea, some students (16.94%) confirm it some extent. This shows a clear perception of the benefits of combining onsite and online learning methods. A significant group of students (29.66%) are not sure, reflecting uncertainty or a lack of conclusive experiences with blended learning. Similarly, a considerable number (22.03%) of students are not really sure, indicating disengagement or perceived ineffectiveness. And the same percentage of respondents are not sure at all (18.64%), demonstrating a strong disagreement with the efficacy of blended learning methods.

**Question 29:** How do you think the scheduling and structure of onsite and online learning should be?

**Table 29:** *The Scheduling and Structure of On-site and Online Learning.*

Responses	Participants	Percentage (%)
One week for online, another week for onsite learning.	15	12.71%



One week for online, and two weeks for onsite learning.	20	16.94%
Two weeks for online, and two weeks for onsite learning.	35	29.66%
One week for online, and three weeks for onsite learning.	26	22.03%
One week for onsite, and three weeks for online learning.	22	18.64%
<b>Total</b>	<b>118</b>	<b>100%</b>

The findings in table3.29, represent students' opinions about the scheduling and structure of onsite and online sessions. (12.71%) of student choose one week for online, another week for onsite learning, indicating a desire for a balanced approach to studies. Some of respondents (16.94%) select the second option one week for online, and two weeks for onsite learning. This focuses on students' preference for more face-to-face interaction and continuity in traditional classroom settings. A significant proportion (29.66%) opted for two weeks of online, and two weeks for onsite learning. This an extended period in each mode, which may facilitate deeper learning and better adjustment to the on-site and online learning processes. Additionally, (22.03%) of students choose one week for online, and three weeks for onsite learning. This means that students prefer traditional learning, possibly due to the perceived effectiveness of in-person instruction. The rest select (18.64%) one week for onsite, and three weeks for online learning, showing that these students may value the flexibility and convenience of an online learning setting while still recognizing the importance of occasional face-to-face sessions.

**Question 30:** In your opinion, what improvements could be made to enhance reading comprehension in onsite and online classes?

**Table 30:** *The Improvements to enhance of Reading Comprehension in On-site and Online classes.*

Responses	Participants	Percentage (%)
Onsite Improvements	31	26.27%
Online Improvements	24	20.34%
No improvements	63	53.39%
<b>Total</b>	<b>118</b>	<b>100%</b>

This question aims to demonstrate students' opinions towards the improvements that could be made to enhance reading comprehension in onsite and online classes. Over half of students (53.39%) do not make improvements. A significant number of students (26.27%) suggested some improvements in onsite learning.

*"I find that making peer discussion a necessary part of teaching different reading materials fosters reading comprehension among all students, especially in literature and civilization."*

*"In my opinion, we lack book clubs that could motivate and assist visual and collaborative learners in enhancing not only reading comprehension but also communication, critical, analytical, and persuasive skills."*

*"Personally, I prefer to integrate technological aids with traditional printed materials during classroom sessions to develop reading materials and enhance comprehension in both learning models simultaneously."*

"In contrast other group of respondents (20, 34%) who favor to add improvements in online learning environment by highlighting these points of views

*"As far as online learning is concerned, I hope to focus more on interactive learning platforms that are easy and effective for reading comprehension. Using tools such as Google Groups and Docs, Moodle, Microsoft Teams, and other helpful aids save time and energy, allowing learners to concentrate on their successful academic progress."*

*"Online learning is highly effective, which focuses cooperative and collaborative learning through online apps such as Discord, Reddit, Zoom, and many other educational platforms. These tools emphasize student active engagement and participation, facilitating knowledge acquisition and a deeper understanding and comprehension of different subjects."*

*"In my opinion, we need to provide specific e-books in various pedagogical fields. This approach helps us more to develop our reading comprehension rather than relying only on others' writing. It also raises interest and motivation to participate more and increases a desire to search and learn further."*

These improvements of respondents for reading comprehension in on-site and online learning show their concern towards this topic and dedication to the learning process. It also reflects their commitment to enhance the educational experience for themselves and their classmates during reading sessions.

### **Summary of Results and Findings from Students' Questionnaire**

The first section of the questionnaire is about the students' general background information. It includes questions that investigate respondents' age, gender, the duration of studying English, and their current level. The first and second questions aim to show that the informants share the same experiences, attitudes and perspectives, this helps to minimize age

and gender-related differences in the data gathered. The findings of questions three and four show that they have achieved a significant academic level (see table 3.3) and (table 3.4).

The second section deals with onsite and online learning. The findings indicate that the majority of students are aware of the meaning of the two terms (see table 3.5) and (table 3.9), their effectiveness (table 3.8) and (table 3.12) and their advantages (table 3.7) and (table 3.11). Analyzing the mentioned tables provide insights about whether students find one type of learning more effective and the reasons behind it. This demonstrates that students' awareness of onsite and online learning emphasizes their strengths and weaknesses.

The results of the third section focus on reading comprehension in onsite and online learning, including what reading comprehension, identifying its types, strategies, difficulties and importance. The results of Table 3.13 are demonstrating that the majority of the students are familiar with the term, which will influence the validity of the subsequent questions. The data shown in (table 3.14) reveals that over half of the respondents are aware of the types of reading. While some of the students do not know them, this may be one of the causes of the difficulties they face in the reading comprehension process, which will inform them about the instructional strategies that are required. Investigating strategies to improve students' comprehension skills helps to determine which strategies are required. The difficulties faced by the students, according to (table 3.21) are related to vocabulary due to unfamiliar or unclear vocabulary words that they struggle to grasp their meanings. Others agree with difficulties related to background knowledge because of the lack exposure to reading materials. A number of informants identified difficulties with grammar. This demonstrates students' challenges with sentence structures and grammatical concepts. The remaining minority encountered difficulties related to reading strategies. Understanding the causes of those difficulties help teachers develop effective reading strategies according to their needs.

The aim of the fourth section is to investigate students' attitudes toward the effect of onsite and online learning on EFL students' reading comprehension. Accordingly, the majority of students think that the integration of online learning components (e.g., multimedia resources, interactive exercises) within onsite learning environments contributes to enhancing reading comprehension in EFL (see in table 3.28). The minority thought that the integration of online learning components (e.g., multimedia resources, interactive exercises) within onsite learning environments would not contribute to enhancing reading comprehension in EFL. This shows a strong consensus about the advantages of integrating online learning components, and a clear preference. The goal of (Table 3.29) is to show to what extent students believe that combining onsite and online learning methods enhances their overall reading comprehension of English as a Foreign Language (EFL). As a result, a prominent number of students believe that it enhances their reading comprehension; few others do not share this belief. This demonstrates that regardless of the overall positive feedback, it is important to provide adaptable learning that works best for the minority opinion. In the same vein, high number of students think that the scheduling and structure of onsite and online learning should be equally balanced (two weeks online and two weeks on-site) which indicates that it may give them stability and adequate engagement in both settings. While there is significant support for predominantly online learning (one week onsite, three weeks online), other students seem to value onsite learning more heavily (see table 3.30). Others prefer one week online, three weeks onsite. Due to the direct-interaction and engagement. Accommodating students' preferences could address their different needs and learning styles. As a result, a significant number of students suggested some improvements in onsite learning (see table 3.31). In contrast, a group of respondents suggested some improvements in online learning. This demonstrates students' awareness of the two learning styles.

### **Limitations of the Study**

Despite successfully completing the research, several challenges and obstacles were encountered. One major issue was the system of waves implemented at Guelma University, which was not conducive to the study's objectives. This wave system, which divides on-site and online learning, made the study's completion late. Moreover, not all students were present during the survey periods, making it difficult to collect questionnaire responses. In addition, there was a notable lack of primary resources. Only a limited number of relevant books and articles were available for free, particularly those concerning comprehension and online pedagogical implementations. Furthermore, a significant number of students did not perceive the topic as a serious issue worthy of developing their studies. Only a few students provided sufficient and meaningful answers, reflecting this attitude in their responses, with only a few students providing sufficient and meaningful answers. As a result, these limitations hindered the development and data collection of the study to some extent, affecting the overall comprehensiveness and depth of the research.

## **General Conclusion**

The purpose of this research is to investigate students' attitudes toward the importance of the two types of learning in enhancing students' reading comprehension skills as on-site (face-to-face) and online learning progresses. Essentially, the study is divided into two sections. The first section has two theoretical chapters that cover the literature facing on-site and online learning and reading comprehension, separately, while the second section includes the practical part of the study. The first chapter divides into two sections that theoretically aim to provide a comprehensive overview of. It covers the historical background and definition of the types of education, as well as the significance, components, types, benefits and challenges, implementations, and theoretical framework of onsite and online learning. The subject of the second chapter is reading comprehension. It separately covers the concepts of reading and comprehension, each one alone, including major definitions and the types. Than providing

reading comprehension definitions, levels, processes, environmental factors, and finally strategies. The quantitative method used to attain the above the mentioned results is a questionnaire. At the Department of English, 8 Mai 1945 University, the questionnaire is administered to 118 third year LMD students. The third chapter contains an analysis and interpretation of this tool. Moreover, students demonstrate the importance of both types of learning on-site (face-to-face) and online learning regarding reading comprehension in enhancing their skills and social competencies, as well as the learning process in the two types of education. As a result, the research hypothesis H0 and H1 posited at the outset of this dissertation was confirmed by the findings.

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## **Appendix**

### **STUDENTS' QUESTIONNAIRE**

Dear students,

We kindly invite you to answer the present questionnaire that deals with EFL students' attitudes toward the effect of online and onsite learning on students' reading comprehension. Your contribution and collaboration are necessary for the validity of our research. Your participation in this study is voluntary, and all the responses will remain confidential. Please answer the following questions thoughtfully and honestly.

Thank you!

Ms. Amani Chirouf

Ms. Rayane Segouali

Department of English

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University of 8 Mai 1945, Guelma.

### ***Section 1: General Background***

1. What is your age?

- 21 years
- More than 21 years

2. What is your gender?

- Male
- Female

3. How long have you been studied English as a Foreign Language (EFL)?

.....

4. How is your current level of English proficiency?

- Intermediate
- Upper-intermediate
- Advanced

### ***Section 2: Onsite and online learning***

#### **A- Onsite learning (face-to-face learning)**

5. According to you, what is onsite (face-to-face) learning?

.....

.....

.....

6. Briefly, describe your experience as a learner in an onsite learning environments.

.....

.....

.....

7. What are the benefits of onsite learning?

- Direct interaction with teachers and classmates, aids in comprehension and fluency.
- Immediate feedback from teachers facilitates improvement in language skills.
- Accessing physical learning resources (e.g., data show, whiteboards), contribute to better understanding.
- Increased motivation through in-person communication and collaboration within the classroom.
- All of the above.

8. To what extent is onsite learning effective for English learning?

- Ineffective
- Neither effective nor ineffective
- Effective
- Very effective

**B- Online Learning**

9. According to you, what is online learning?

.....

.....

10. Briefly, describe your experience in online learning.

.....

.....

11. What are the advantages of online learning for you as an EFL student?

- Flexibility of schedule
- Access to a variety of resources
- Opportunity for self-paced learning
- Ability to learn from anywhere with internet access
- All of the above.

12. How would you rate the effectiveness of online learning compared to onsite learning for the learning of English as a foreign language?

- Much less effective
- Less effective
- Equally effective
- More effective

- Much more effective

### ***Section 3: Reading Comprehension***

13. Briefly, define reading comprehension

.....

.....

14. Are you familiar with these two types of reading: extensive reading and intensive reading?

- Yes
- No

If yes, which one do you use the most?

- Extensive reading.
- Intensive reading.
- I use both of them interchangeably

15. Which models (processes) of reading comprehension do you use?

.....

.....

16. In your opinion, is reading comprehension important in learning English as a foreign language?

- Yes
- No

Whatever your answer is, please justify.

.....

.....

- ***Onsite Learning:***

17. How well do you comprehend English texts during onsite classes?

- a) Very well
- b) Well
- c) Average
- d) Poor
- e) Very poor

18. How confident are you in your comprehension skills during onsite learning sessions?

- Very confident
- Confident
- Somewhat confident
- Not very confident
- Not confident at all

19. What strategies do you use to improve your comprehension skills during onsite learning sessions?

- Active participation in class discussions and activities
- Asking questions for clarification during lessons
- Taking detailed notes during lectures or presentations
- Engaging in group study sessions with classmates
- Others, .....

20. What are the difficulties that you encounter in reading comprehension tasks?

- Difficulties related to vocabulary
- Difficulties related to background knowledge
- Difficulties related to grammar
- Difficulties related to reading strategies

21. What are the possible causes of these difficulties?

.....  
 .....

- **Online Learning**

22. How confident are you in your reading comprehension skills during online learning sessions?

- Very confident

- Confident
- Somewhat confident
- Not very confident
- Not confident at all

23. What strategies do you use to improve your comprehension skills during online learning sessions?

- Active participation in class discussions and activities
- Asking questions for clarification during lessons
- Taking detailed notes during lectures or presentations
- Engaging in group study sessions with classmates
- Others, .....

24. Do you find it easier to understand English spoken by native speakers during online learning compared to onsite settings?

- Yes, much easier
- Yes, somewhat easier
- No difference
- No, somewhat more difficult
- No, much more difficult



25. How do you rate the role of in-person interaction with teachers and classmates in enhancing your comprehension skills during online face-to-face learning?

- Very important
- Important
- Somewhat important
- Not very important
- Not important at all

26. How do you perceive your overall progress in English comprehension during online learning compared to previous years?

- Significantly improved
- Improved
- Remained the same
- Declined
- Significantly declined

***Section 4: Students Attitudes toward the effect of onsite and online learning on EFL students' reading comprehension***

27. Do you think that the integration of online learning components (e.g., multimedia resources, interactive exercises) within onsite learning environments contributes to enhancing reading comprehension in EFL?

- Yes
- No

Explain in a few words,

.....

.....

28. Do you believe that combining onsite and online learning methods enhances your overall reading comprehension of English as a Foreign Language (EFL)?

- f) Yes, definitely
- g) Yes, to some extent
- h) Not sure
- i) No, not really
- j) No, not at all

29. How do you think the scheduling and structure of onsite and online learning should be?

- One week for online, another week for onsite learning.
- One week for online, and two weeks for onsite learning.
- Two weeks for online, and two weeks for onsite learning.
- One week for online, and three weeks for onsite learning.
- One week for onsite, and three weeks for online learning.

30. In your opinion, what improvements could be made to enhance reading comprehension in onsite and online classes?

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

Thank you for your cooperation!

## Résumé

L'apprentissage est le point de départ du développement des individus et de la construction de leurs futures carrières. En termes simples, les individus utilisent leurs capacités pour apprendre de nouvelles informations, les emmenant dans de nombreux endroits différents. La partie la plus intéressante de l'apprentissage réside dans les nombreuses options et types qui conviennent aux différents besoins et styles des apprenants. La présente recherche vise à identifier l'importance d'étudier l'impact de l'apprentissage sur place (face à face) et de l'apprentissage en ligne dans les classes d'EFL. Il s'agit également d'explorer les attitudes des élèves à l'égard des compétences en compréhension écrite dans les contextes d'apprentissage traditionnel et en ligne. La présente étude adopte une méthode quantitative, comprenant un questionnaire structuré pour collecter des données. Précisément, le questionnaire s'adressait aux étudiants de troisième année (N = 118) du Département d'Anglais, Université du 8 Mai 1945, Guelma. Les données finales confirment l'hypothèse principale, qui implique que les étudiants EFL ont une attitude positive envers les cours en ligne pour améliorer leurs compétences en compréhension écrite. Par conséquent, la recherche préconise l'intégration de l'apprentissage sur place et en ligne à travers une approche d'apprentissage mixte pour surmonter les difficultés de compréhension des étudiants.

**Mots-clés :** classe EFL, apprentissage sur place, apprentissage en ligne, compréhension écrite, attitudes.

## الملخص

التعلم هو نقطة البداية لتطوير الأفراد وبناء حياتهم المهنية المستقبلية. ببساطة، يستخدم الأفراد قدراتهم لتعلم معلومات جديدة، تأخذوهم إلى العديد من الأماكن المختلفة. الجزء الأكثر إثارة للاهتمام في التعلم هو الخيارات والأنواع العديدة التي تناسب مختلف احتياجات وأنماط المتعلمين. يهدف البحث الحالي إلى التعرف على أهمية دراسة تأثير التعلم في الموقع (وجهاً لوجه) والتعلم عبر الإنترنت في فصول اللغة الإنجليزية كلغة أجنبية. وكذلك لاستكشاف اتجاهات الطلاب حول مهارات القراءة والفهم في إعدادات التعلم التقليدية وعبر الإنترنت. تعتمد الدراسة الحالية المنهج الكمي، بما في ذلك الاستبيان المنظم لجمع البيانات. وبالضبط، وجهت الاستبيان إلى تلاميذ السنة الثالثة (العدد = 118) بقسم اللغة الإنجليزية، جامعة 8 ماي 1945، قالمة. تؤكد البيانات النهائية الفرضية الرئيسية، والتي تعني أن طلاب اللغة الإنجليزية كلغة أجنبية لديهم موقف إيجابي تجاه إعدادات الفصول الدراسية عبر الإنترنت لتحسين مهارات فهم القراءة لديهم. ومن ثم، يدعو البحث إلى دمج التعلم في الموقع والتعلم عبر الإنترنت من خلال نهج التعلم المدمج للتغلب على صعوبات الفهم لدى الطلاب.

الفصول الدراسية للغة الإنجليزية كلغة أجنبية، التعلم الحضوري، التعلم عبر الإنترنت، فهم القراءة، :الكلمات المفتاحية

المواقف