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## **E-reading in Smartphones Among Students of the Faculty of Human Sciences and Islamic Sciences, University of Oran 1 (Algeria): Comparative Study**

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### **Abstract**

The purpose of this research is to examine the basic concepts of electronic reading, the stages of its appearance, the reasons for the shift toward this new type of reading, how it differs from reading text and listening to audio books, and then the difficulties students encounter during the reading process. This study aims at investigating the

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concepts of smartphones as a modern technology used by students as a reading exercise device, its most important services and features to solve the problem of translation and reading control, we followed the comparative approach by distributing the questionnaire to first-year students in library sciences and students in media and communication sciences. The study is a great conclusion : The need for e-reading among students in both disciplines is easy for both to obtain sources downloaded from the Internet.

**Keywords:** E- Reading, smart phones, electronic publishing, reading devices

## **1.0 INTRODUCTION**

Reading is highly influential in building an individual's personality, scientifically and culturally, with the mind growing, the thought moving so that individual's horizon would expand, It is a way of learning, gaining knowledge, and for long time ago it was related to civilization, the message of revelation begins with “recite” meaning to read and ends with the verse in holy Qur’an tells us about “victory” with meaning that victory is only by reading in its deep sense, thereby setting a new era for the achievement of science is through reading.

The technological revolution, its various forms, types and sizes continues to grow in quantity and quality, in order keep pace with this development in order to cope with global and scientific competition and to optimize the use of these technologies for the information society industry. Some societies have deployed modern learning techniques through so-called electronic, digital as well as hypertext. The new approach was taken by e-reading, which may have been strongly imposed as all knowledge producers are moving to transmit their knowledge in the electronic

world from e-books, magazines and e-periodicals for easy publication, low costs, quick access and sharing of information.

The advent of electronic book readers that evolved from computer to the Smartphone for the aim of improving and promoting the future technologies, with paper reading and beyond.

The work of societies in this age has become the latest in modern technology, including Smartphone technology, which has become an indispensable necessity for all groups of society, and therefore for its many services and uses at both micro and macro level which becomes part of our day today communication and interaction, especially in the academic field. Since the interactive Smartphone is easy to use, the student may use it to communicate more than in learning, so most students are unaware of its advantages if it is used in reading electronic formats.

## **2.0 STUDY PROBLEM**

The smart phone revolution has brought some welfare to society, because it has facilitated many more time-consuming and demanding work, through the distinctive services it provides, particularly in academia, and university students who should have kept pace with this development to meet their scientific and cultural needs. With several terms appearing against the printed text, including the electronic text, the digital text, the hypertext, and the reading practices of the university student had to change with the so-called E-reading, which becomes common among students, this medium that prefers the speed and accuracy to get the right information. This is done by using electronic reading, whether by reading on the

smartphone screen or by involving the listening skills, because it is important in the scientific career for both students and teachers.

The problem of the study of the use of electronic reading by students in smartphones, which was on a sample of students from the department of the Library science and documentation sciences and the department of information and communication sciences.

**Does the motivation to e- reading depends on the field of study that is to say Does the difference in specialization relate to different reasons in reading electronically for both students of library science and students of information and communication sciences respectively?**

**The following questions are asked:** How much do students go to E-reading on smartphones? While students use electronic reading in smart devices? Do the smart phone and its new interactive apps affect electronic reading? Does electronic reading reduce the effectiveness of paper reading and the role of the university library?

### **3.0 STUDY HYPOTHESES**

1- There is a significant difference toward electronic reading in smartphones between students of library science and the information and communication sciences.

2- The student-oriented smart phone's-reading rate, especially with applications that enable them to control the material read.

3- Students use electronic reading on the smartphone to perform presentations, academic research, and keep up with the latest news, especially on social media sites.

## **4.0 IMPORTANCE OF STUDY**

The subject of electronic reading is particularly important, as it is the focus of cognitive science today, in which the product of knowledge increases every minute so that we do not know what comes next as the result of the enormous flow of information and tomorrow is something new. The Smartphone has therefore reduced this dimension including the use of smartphone by students in process of E-reading.

- 1- The importance of reading in general and E-reading in particular in developing the cognitive aspect of a university student.
- 2- Development of students' awareness of the advantages of electronic reading.
- 3- Highlight the importance of e-reading by teaching staff and how it is significant in students' career

## **5.0 STUDY OBJECTIVES**

Each academic study is part in this ocean of science and has a different impact from its predecessors or a new value added if it goes along, in addition to the discipline of research and university studies, which is the purpose of this study as we tend to explain the following:-

- 1- We seek better behavior in e-reading practice.
- 2- Access and use optimal smartphone use in electronic reading in scientific research.
- 3- the motives for practicing e-reading among students in both departments, library science, and information and communication sciences, type, methods of use, and how important it is for them.

## **6.0 LIMITATION OF THE STYDY**

### **6.1 Objective**

The aim of our study is to shed light the university students' interest in E-reading in smart phones in both departments and this is by understanding students' use of E-reading and the difference in behaviors of using this new type of smartphone reading.

### **6.2 Place of study**

Our present study is limited around the University of Oran 1, Faculty of humanities and Islamic sciences, department of library science and documentation sciences, department of information and communication sciences.

### **6.3 Time limitations**

Right from the start if selecting sample of our study and the tool used to data collection, we gave it to our students, retrieve it, release it, and analyze its results and this is during the 2019-2020 academic year.

### **6.4 Human limitations**

It is represented by students of the first year master of library science and documentation sciences and students of the department of information and communication sciences, they are interested in reading in the framework of preparing themselves in writing their research paper or proposal for graduation, as well as being very close to some subjects as well as to cope with new communication technology, especially the smartphone.

## **6.5 Study methodology**

In order to strengthen the validity of our the finding, we used comparative descriptive approach, which involves two or more phenomena to compare them, and is appropriate for our study because we are about to see the difference in behavior for both students in both departments, i.e. department of library science and department of information and communication sciences.

## **7.0 LITERATURE REVIEW: ELECTRONIC READING IN SMART DEVICES**

E-reading is reading books and newspapers on a mobile device such as an e-book reader, tablet, or smartphone (Encyclopedia.PCMag, 1981- 2020 ) , Providing digital supports for the purpose of decoding , the device converts data after it is processed into language and displays it as a small window that enables the reader to use it after its storage on hard disks, floppy disks, or digital networks (AL DAHI, 2010), with the advances of technology the concept of e-reading evolves enormously in this changing world of information and communication technology however e-reading in not limited only in reading e-books but it goes beyond that in addition to that it becomes part of people’s lives in this electronic environment where people are joining together via internet , they read books and periodicals as well as to log in to Facebook, twitter, checking e-mail and this is obviously considered as part of reading process without being aware of that (BOUTTERDINE, 2005, pp. 162-171)

Smartphone, as a new invention of humanity, becomes an integral part of human life. The smartphone combines different advanced features, allowing users to keep photos, memories, personal information, messaging, health and financial data

in one place, It combines alarm, calculator, timer, radio, television, video, compass, player, library, money purse, news agency, even a medical clinic and many other uses that humans cannot afford (ABDURRAHMAN, p. 03), the smartphone also includes a special graphics processor that allows 3D gaming, enough RAM, and convenient storage space, It allows you to browse the Internet access by itself, i.e. by operating the Internet access service through the phone, teaching tasks are accomplished, useful in teaching that helps teachers enormously to interact with students in virtual way , and also tools for students to learn, smart devices allows students to store messages and e-books, and are lighter, smaller, and easier to carry than packed bags, books or laptops too, making them more efficient and flexible (El DAHSHAN, April 2009)

Most smartphones today have a variety of applications as well as system applications, as well as an e-book reading program that are installed automatically, we are talking about the applications that are available such as Google Play Store for Android, iTunes for Apple Systems, these applications offer better features in e-reading, as well as provides e-book platform in many areas, in different forms audio and textual the reading applications of text and audio books and below we will mention some examples:

## **7.1 E-TEXT BOOK APPLICATIONS**

### **7.1.1 RUFOOF- YAKUT before**

A digital library of Arabic books, which enables the user to download thousands of books, store them on his phone, and then start reading them free. The Yakut Library includes a wide range of books, from stories, novels and poetry to intellect books and science, and the application has many features that develop



reading pleasure; some related issues; it focuses on authentic Arabic calligraphy rules; To enhance users' desire to read, which is easy and quicker than printed books, showing progress in reading book and time to end book, plus control of font size, background color, and varying page flipping to make reading more fun and smooth (RUFOOF, 2020)

### **7.1.2 HERE'S MY BOOK**

This application is presented by the "HERE'S MY BOOK " network, which was established by a self-effort, and by a volunteer of some Arab youth who have cooperated for many years for one common aim, to spread culture and reading throughout the Arab world, to target the largest possible groups of Arabic speakers, to help them reach the greatest possible Arab content, and to the world's translated content of Arabic, the application contains large numbers of books in most branches and fields, as well as a huge collection of Arabic literature, Arabic novels, history and civilization books, religious books and children's books, with huge numbers of books that are translated into Arabic, and allows users to search for their favorite books. Moreover, check out the latest and most read books on the web (HERE'S MY BOOK, 2020)

### **7.1.3 KINDLEOASIS**

Is one of the most important reading and loading applications for books, magazines, and e-newspapers. Millions of e-books are available; thousands of books are available completely free of charge, which users can download and read at their own time. The application also contains a built-in dictionary that provides users with a search for different meanings and translations as they read. It also provides synchronization of various books through it, enabling users to read their favorite

books across different devices. In addition, users can enhance their reading process by choosing the preferred font size, and selecting the background color and brightness of the screen (Aljazeera, 2019)

## **7.2 AUDIOBOOKS APPLICATIONS**

### **7.2.1 The audio book**

A voice recording of readings of various books, one can listen to them in the car, during sport time, or anywhere if he wants. But the experience of the audio books in their beginnings in the Arab world, while it has come a long way in the West, and proved a great success, whether on the level of those who want to benefit from the times when they cannot read but listen, or on the level of those who want to see something slowly from the world of books and reading. They start listening until their task is high, and then they start reading the actual one (AL-ABDALI, 2007, p. 31) We will mention examples of them:-

#### **7.2.1.1 READ TO ME APP ([iqraaly](#))**

One of the best online Arab content applications for listening to books, articles and news, the app allows users to listen to the latest books, political, religious and historical narratives, bestseller books and children's stories, and also lets you listen directly to books and audio articles. Upload and listen to them later by searching the application library (AITNEWS, 2018)

The app has a simple user interface that gives you easy control and use, gives you a high quality sound player, allows you to adjust the narration speed, move quickly forward or backward, supports background playback, while saving your previous listening and saving your book stop within your profile (AITNEWS, 2018).

The app is available freely to Android users on Google Play Store, iPhone, and iPod users via the etiz Store, but you can subscribe within the app for more features, a monthly subscription of \$1.99 or an annual subscription of 17.99 (AITNEWS, 2018)

#### **7.2.1.2 DHAD APP FOR ANDROID**

An electronic audio platform for Arab books allows you to listen to hundreds of Arabic books of greatest authors in different fields. The app is different from previous ones because it requires a platform registration first to allow you to purchase books, and then automatically synchronizes on your phone to listen to books without an Internet connection (ABU NAWAF Network, 2019)

The application also gives you additional features such as the ability to view the time of listening if it is hour, minute and second per day or during the month, in addition to the features of the well-known audiobook applications. The application is available free to Apple and Android users on trusted stores for both systems (ABU NAWAF Network, 2019).

#### **7.2.1.3 YKITAB SAWTI APP**

One of the newly launched audio book applications, allowing you to choose between hundreds of high quality Arabic audio books, all on-app books have intellectual property rights, and rights agreements have been signed with publishers, independent authors and other authorized distributors as stated on the official website of the application (KITABI SAWTI, 2020)

With many features, most notably new versions of books, the operator delivers uninterruptedly high audio quality, allows you to adjust the narration speed, move quickly forward or backward, and supports background playback. You can also

browse by your book list from my library tab, search for ratings of 15 book sections, or discover a new book through the Explore tab (KITABI SAWTI, 2020)

The app is available and for free to Android users on Google Play Store and iPhone and iPod users via iPhones Store, but to enjoy all the benefits offered by the app you can subscribe to the (Kitab Sawti Gold) version which will provide with the following features: (KITABI SAWTI, 2020) Exclusive library of best-selling Arabic books, unlimited listening time, and offline books listening, new monthly editions

## **8.0 FIELD STUDY PROCEDURES**

### **8.1 Defining study location: FACULTY OF HUMAN SCIENCES AND ISLAMIC SCIENCES, UNIVERSITY OF ORAN 1**

The Faculty of Humanities and Islamic Sciences was established by Executive Decree N°. 14-262, dated 22/09/2014 amending Decree N°. 84-211 of 18 August 1984 concerning the organization and conduct of the University of Oran, and includes the formation at the college level in the field of human and social sciences, which is divided into two branches, a branch of human sciences. The University of Mohammed Boudiaf (U.S.T.O - Al Sabah district), opened during the 2006-2007 academic year on Tuesday 16th of Rajab 1428, corresponding to 31th of July 2007, the branch of Islamic science, located in the new headquarters of the college located in the university pole of Balkaid, was officially inaugurated by the minister on Monday Safar, 15, 1441, corresponding to October, 14, 2019.

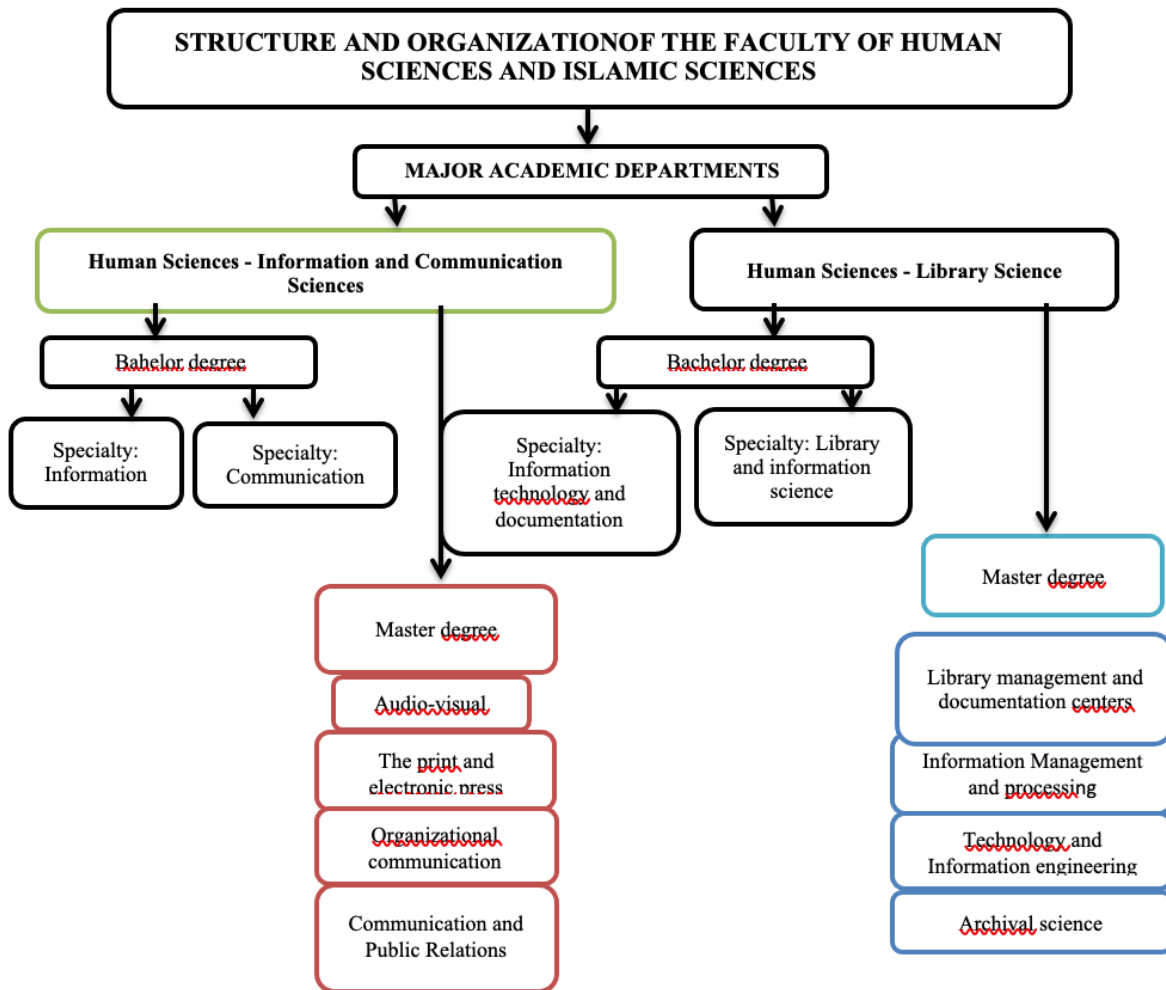
### **8.2 DEPARTMENTS OF THE FACULTY**

- 1- Department of History and Archeology.
- 2- Department of Islamic Civilization.

3- Department Library Science.

4- Department of Islamic Science.

5- Department of Information and Communication Sciences.



## 9.0 DATA COLLECTION TOOLS

### 9.1 Interview

data collection in this field study was based on interviewing the head of the pedagogical service for statistics on the study community.

## 9.2 Questionnaire

The questionnaire is designed to collect data in this survey since it is large, diverse and widely scattered; it consists of 24 questions distributed across three parts. First e-reading; Second: Students' interest in e-reading; Third: e-reading and smart phones.

## 9.3 Study Sample

The study community consists of 120 students of first Master in the faculty of humanities and Islamic sciences for the 2019-2020 academic year, 60 students in Library Science and 60 students in information and communication sciences, 57 questionnaires was retrieved in the department of library science, while 52 questionnaires in the department of information and communication sciences ([see table 1-2below](#)).

However, the selection of master students was intended in the first place, meaning postgraduate students are more interested and eager to find the right information in the right place as well as dealing with this environment of modern technology in the framework of scientific and academic research.

**Table 01 represents the number of Master 1 student by specialization**

Student of Master 1 Library Science Department					
Information management and processing	Library management and documentation centers	technology and Information engineering	Archival science	<b>Total</b>	339
40	40	40	40	<b>160</b>	

<b>Students of Master 1 Information and Communication Sciences</b>				
<b>Department</b>				
The printed and electronic press	Audio-visual	Organization l communicatio n	Communication and Public Relations	<b>Total</b>
37	50	42	50	<b>179</b>

<b>Table 02 the sample is shown by specialization</b>		
<b>Specialty</b>	<b>repetition</b>	<b>percentage</b>
Master1 in library science and documentation science	57	52
Master1 in information and communication sciences	52	48
<b>Total</b>	<b>109</b>	<b>100%</b>

## **10.0 DISCUSSION**

It's worth stating that 92% of the students of information and communication sciences are more likely to believe that electronic reading is necessary for them, in order to cope with technological developments which is characterized by physical constraint, i.e. it can be available everywhere either from home or work, and easy to use and fast, as well as for public culture and the development of thought. This is also what the students of the library science expressed with over 93%, because it is easy to access and its materials are available, including the e-book. While another group with very low rate suggests that E-reading is not necessary in both information and communication students by 08% and 07% for library science students and they show lack of interest in E-reading as great way to enhance their creative thinking.

Students have access to free e-resources and a very large proportion of the Internet, which is close to both specialties, which is represented by 95% of students in library science and over 94% of students in the information and communication sciences, due to the great use of the Internet that provides students with updated and an easy to use e-sources for downloading. The university library shows low rate of E-reading, and was represented by 06% of the students in the information sciences, and 05% by the students of the library science for number of reason such as the lack of e-sources in the university library. While the public library is bit more in terms of availability of source which it lacks the most, this is the reason why students simply download it from the Internet rather than costing themselves the hassle of going to any public library.

Students rely on several forms of electronic information sources, as e-books were first in each of the two departments by an estimated of over 51% for students of librarian science and documentation sciences and perhaps because they have a close relationship with their field of study, namely, indexing and processing of electronic materials. Then, the students of the information and communication sciences are represented with 43%, because this new form is more likely to imposed, especially in the scientific field as result to electronic publishing. However, e-academic studies and research is estimated with over 31% and e-journals by 13% for students in the library science and this is what students are aiming at, especially if it comes to research or even preparing their dissertations. The magazine also includes the latest themes and topics in several fields and the same for the information students, over 22% were for the e-academic studies and research, then e-journals by 20%. Thirdly, electronic newspapers shows low rate that is estimated with 12% of the students of information science, although it is one of the most important forms



of information in the field of electronic press and then the library science with over 05%. Moreover, other sources, such as data bases, information banks, forums and dictionaries, with almost 20%, and this clear cut indicates that some students know other forms of electronic information sources.

The majority of students use the smartphone for electronic reading in both specialties, as 51% of the students in the information and communication prefer the smartphone and for them it may be more than an information and communication tool and the reason is that it has something to do with their field of study. While 41% of the students in library science and documentation sciences prefer the smartphone, because it is the most common, in addition to its services it is an effective way of learning. Laptop comes next with over 28% in both disciplines and may be owned by most students for easy carrying and transport and offers better features than other computers, the latter comes third with 14% for students of library science and 08% for students in the information science. Because students use these kind of personal computers less because students find it bit hard to carry them and the only place to use either home or internet café it, as well as the tablets with over 12% for students of library science, and number drops slightly concerning information science students with over 06% and the reason is that the vast majority of them do not have this kinds of gadgets, and it seems bit costly as well. finally at the bottom for library science students are less likely to use e-books which is represented with 08% and 05% for students of information science, and if we turn our attention to that, we find out that one of the reason of this shift in the use of-books among students in both departments is the scarcity of this new electronic format which is available only in the internet with high price which most students cannot afford as well as the absence of culture in this community.

The main reason for the choice of e-reading is to obtain the electronic resources in the right and in short period of time which is as well less expensive , it is represented with over 55% of the information science students and 54% of library science students, where these sources were available freely and do not take time to see them especially if students download it from the Internet, and the second reason is the difficulty of getting paper that is source which is printed and this is by 26% of the students of library science, and the reason is that it is not available in printed format or students have to move somewhere else or maybe it is available only in electronic format taking an example such as the Udlis Glossary, which specializes in information science. This was expressed by the information science students with 25%, and perhaps because the source is not available or the timing of the library's work is not suitable, or, for example, it prevents them from getting the source. Some see that the library system does not provide some resources in specialization, representing 22% for information science students, and 19% for library science students, because either the library cannot afford to provide it because of its high cost or it can be used only electronically, i.e. students use it online or through me medium of the internet

The motivation of using e-reading is estimated with 19% of students in information and communication sciences because it is divers and there is tremendous flow of information with over 15% to speed of access through free download from the Internet, and 13% more recent information, such as research and periodicals compared to the students of the library science which is represented by 12% because of the wide-variety of information which is as well updated with 11% since there is wide variety of information and access to it in different ways through the internet, 07% of students are more likely to reach to the information through the application

of the research techniques provided by the programs. The vast majority of them believes that all of the above mentioned diversity, modernity and speed of access to information with 70% of library science students, and estimated by 52% of information science students, and perhaps more so, the electronic information has vital role to play that individual uses for different purposes.

A large proportion of Master 1 students do not have a specific time period for e-reading, as expressed by information science students by the rate of about 58%, followed by library science students with 51%, probably due to students' circumstances or not organizing a specific time for reading. While we find those who spend more than an hour to two hours on e-reading, an average of 28% of the students of library science , and students of information and communication sciences with 21%, this means that there are some students who have a specific time for e-reading, While we find less than 17% of students in library science and 16% for students in the information science , this may be due to the lack of time as well as the length of time students have within their curriculum, in terms of length of time students at both departments spend reading is estimated with over 05% of library science students are and 40% of information science students and they are more likely to read more than two hours due to social conditions or students' background for example, or perhaps the reality of reading weakness or habit among students.

The places where students prefer to practice e-reading is their own homes which is represented with high rate of about 60% of the information science students, and nearly the same by students of library science with over 59%, and one of the reason they find themselves at ease, they are bit more relaxed and students find calm and psychological away from the hustle and bustle of life, especially because they

get it from the Internet as mentioned before. While 27% of the students of the library science practice them in the university, meaning that the students use their leisure time in the university, especially when one of the professors is absent, while the students in the information science prefer to read in bus and estimated with same percentage represent the practice of e-reading in the bus and may spend more time in the means of transport coming and going. On the contrary, students of library science may not take longer on the bus or prefer E-reading while they use other means of transportation, it is representing only by 13%, and the university represents 11% for information science students and may be due to the time spent at university in other things. Moreover, the lowest rate is estimated by 20%, by the public gardens and university districts.

The type of e-reading that most students prefer is reading on their screen and this is of course through their smart phone which is represented with over 88% for the students of information science and estimated by 86% for library science students, and this means that it is available through electronic readers, including the smartphone, and students may prefer to write text or copy it if it comes to, for example, doing a search, and also tracking words may give a more understanding of the text. Unlike listening to audio books, which represents small number of students, 14% of library science students, and 12% for the students of information and communication sciences, perhaps this kind of reading requires a reader to be a ease, calm and well-focused while practicing it or maybe they have not grown up with listening audio books or they prefer reading on the screen.

Students read books of different genre and students of information science are 37% more likely to read electronically and this is done through social media by

information students, because these sites may be considered as one of the other alternative media for television and the traditional newspaper even these last two have a page. On these sites, they have already demonstrated that they have previously published information but may not be very credible, while others have expressed 24%, on average, that they are reading books in specialization in order to more effectively meet their field of study, and other genre of books by 21% in order to expand their knowledge culture. Finally, the news is 16%, and this means the students are looking for the websites of the electronic channels on the Internet. Only 01% of the students are interested in reading literary novel in their leisure time.

Furthermore the students of the library science read to a great extent their field of study of specialization and this is estimated by 34%, which indicates how enthusiastic and interested students are to read books that have something to do with their specialty. The social media followed by 32%, and this is because this platform is used to some extent for learning and studying for instance Facebook is space where students meet, to discuss their lectures and to comment other student want to follow the latest news and this is by 20%. Finally, 16% are more likely to read for pleasure and not for use.

Most students use Internet-connected smartphones and this may somehow affect their E-reading practice, that is to say, it can either catch their attention to reading or it can divert them from reading, i.e. it is virtual environment of interaction or distraction. The students of the information and communication sciences expressed 56% that this new technology does not divert them from doing their work as lifelong readers, which means that students use their time online for study or research, while the rest which is represented by 44% find that their reading habit

changes when it comes to using the internet. The students of the library science through 53% say they read through the Internet and may be due to students' awareness of the importance of the reading to intensify their learning skills apart from the aspect of leisure and 47% of students are more likely to express the contrary.

The results show that the most important factors of students' interest in E-reading on the smartphone, as the students of information and communication sciences confirm is the ease of use of the smartphone, which is greatly important in this respect, which confirms the above, that most of them prefer reading on the smartphone. While 27% believe that the search advantage provided by the electronic source requires lot of time to search by keywords, and 19% expressed for easy acquisition of a smartphone, and here we point to the speed in which the use of smartphone spread enormously in the Algerian society, especially youth and more importantly especially university students. The screen quality and resolution are as low as 04%, although high-resolution devices are available but capabilities differ from one student to another.

Both students of library science and students of information science are 46% more likely to express that smartphones are lighter to carry which are characterized by their size as small gadget which is easy to use, which is perhaps the advantage that all users of the smart phones prefer especially in terms of its size and other feature that provides multi services. While a class of 28% returns to the availability of automated search in electronic source, this feature may be electronic alone, but smartphone applications have supported this feature more, and 16% of them find it easy to have smartphone because it is available to everyone to buy. While others

have the lowest rate of 09% of screen quality and accuracy as mentioned above, the latest smartphones have been released more accurately and protect the eye.

We note that one of the most important difficulties facing students during the practice of reading through smart phones, as we find the greatest health difficulties, as expressed by information science students at 41% and because of the LED light may harm the eye or it has long term effect on the eye sight., which is followed by 37%the difficulty of finding information and may be due to educational factors, because students do not know the research techniques, because of the huge amount of information and the high number of connections, and some suffer from lack of time that stands for a 20%, and this may be due to social factors such as family responsibility. At a minimum, 02% is inadequate efficiency in dealing with the digital environment, because this generation was born with the Internet and seems almost evident and thus has no difficulty.

The students of the Library and Documentation Sciences see difficulties encountered during e-reading, as health difficulties are also 31%, and generally the same causes of eye sight problems and electromagnetic waves of the smartphone, as a survey suggest that exposure to them one hour per day for ten years This leads to cancer, followed by the difficulty of finding information with 29%, and though library students received a research-based approach, the high number of links in the digital environment leads to cognitive loss, 23% for lack of time, and perhaps a problem that suffers from the state of society due this digital age. Finally, 18% of the efficiency is inadequate to deal with the digital environment and may be a language that students do not understand about modern technology.

Students' opinion on whether e-reading substitutes the role of paper book, students of the information and communication sciences expressed 31%, which is less than 44% of the students of the library science, who may see that electronic publishing and its sources has crucial role to play in libraries. However most of the students in both departments take for the granted that printed books remains very important in shaping readers awareness which at the heart of what makes lifelong reader and this is represented by 69% for the student information science and 56% for students of library science While most students see each of the information students with 69% and 56% of the library science students and both electronic and printed format go hand in hand in order to intensify students' skill and to expand their knowledge.

## **11.0 RESULTS**

What we could put our hands on as result which is obtained through this study and results of the analysis of the answers of master 1 students specialized information and communication sciences, and library science and information science about the practice of e-reading on the smartphone were as follows:-

- 1- The reader now reads, sees, hears, and interacts with text, he is Digital Reader.
- 2- A more interactive reading appears among readers called social reading, which is an intensive and continuous electronic exchange of views on text, and exchange of comments and quotations.
- 3- Reading listening allows students to learn about books above their reading level.
- 4- The ability of readers to understand books and articles with complex ideas may be impaired when using electronic devices.



5- Every technological achievement has many advantages and drawbacks in using a smartphone that only appears to be long-term, even if it is used for learning and studying.

6- Reading is a student's daily interest, as it varies in the areas in which it is read and this shows the diversity of their reading.

7- Most Master 1 students recognized the need for e-reading and their justifications as they keep up with the age and look at everything new, easy to access and inexpensive.

8- Most students read Arabic whereas only few of them read in other languages.

9- Students get e-books online because they have provided all kinds of e-information sources.

10- Students are interested not only in free sources but also in getting them for a fee, most of which were from Amazon for their reputation.

11- Students rely on various forms of electronic information, most of which are e-books because they are available and easy to download and to deliberate among students.

12- Most students use the smartphone to practice E-reading, because it is widely shared among students and has advantages to help reading, learning, and research, and the e-book reader remains very weak because of the lack of culture of its use in the student environment.

13- The main reason students are getting online resources that it requires less time and it is less costly.

14- One of the reasons for students' practice of E-reading i.e. is the diversity of their information, which is updated because this technology speeds up the time to access information.

15- There are no specific time or that is to say now time barriers for students to read electronically or online, but depending on their time of work or leisure.

16- Most students consider the home the best place to read online and means to use leisure time at home.

17- Most students prefer reading on the screen rather than reading audio books.

18- Most of the students read books of their area of study and through social media.

19- The vast majority of students agreed upon the advantage of smartphone applications that encourage electronic reading because of the features they allow to control text.

20- Most students sometimes use a smartphone to prepare research because it is easy to gather information they rarely refer to the use of a university library.

21- Smartphone features like size and weight is one of the reason that drives students to read on the screen which as well easy to use.

22- Health difficulties and problems are among the most severe obstacles students receive in practicing E-reading.

23- Electronic reading as a new technology has vital role among university with its devices hardware and software, however it does not substitutes the role of printed books, and both are important in students reading skills.

### **11.1 RESULTS IN LIGHT OF HYPOTHESES**

What we tried in this present study to cast the light on how far the students of the master 1 in both departments their choice of reading differs and this through answering some previously identified hypotheses and the following results were obtained:-

### **11.1.1 The First hypothesis**

There is a difference of value in the reasons for the trend toward electronic reading in smartphones between students of library science and students of information and communication sciences.

The survey results have proved that this hypothesis is denied, as there is no difference between the students of library science and the students of information and communication sciences who are directed to electronic reading. We see this through question 12, in the reasons why students chose e-reading, as 55% of students in library science and 54% of students in the information and communication sciences because today technology speeds up the time to access to e-sources which is less costly, as well as through question 13, about the motives of e-reading, the students' total increased by 61% of students suggest that there is tremendous flow of information, it tends to be updated and accessible quickly.

### **11.1.2 The Second hypothesis**

E-reading rate within smartphone is welcomed among students especially with features it provides and applications that enable them to control the reading materials.

This hypothesis was largely achieved, as the majority of students use the smartphone to practice e-reading with over 46%, because it is lightweight and easy to use, and this is what the students expressed by 48%. By question 17 and represented by 83% of students and they replied that smartphone applications encouraged them to practice E-reading.

### **11.1.3 The Third hypothesis**

Students use electronic reading on a smartphone to perform academic research and presentations and keep up with various news, especially on social media sites.

Moreover, to large extent, this hypothesis comes to prove that students sometimes used the smartphone to perform academic research by 47% and 45% they use in day-to-day basis, although students go to university library from time to time and this estimated by 37%, most students read through social media sites with over 34%. 29% of students are more presumably to read books of their area of study, which we prove as evidence of this finding.

## **12.0 SUGGESTIONS**

- 1- Take class to emphasize the need to practice E-reading as a new technology that is keeping pace with various developments, and that reflects their fast cognitive needs and knowledge.
- 2- The teacher should recognize the importance of e-reading in the student's course of study by making summaries from their own party on e-books, in order to avoid the old, repetitive and conservative research method without understanding and thus lead to cheating or plagiarism.
- 3- Employ smartphone technology in scientific research to train students in research and information retrieval in the digital environment.
- 4- Students should be advised that a smartphone as a modern communication tool has many services other than communication and chat, such as by helping academic work as an e-book reader.
- 5- It is necessary to provide reading tools and to train students to use them in a practical way, because only the theoretical aspect is inadequate.

6- Call upon the University Library to take into account the changing and modern requirements of students, by providing e-books, supporting the flow of the Internet, and by working on reading activities such as "reading in a book", so that the Library is a factor encouraging students to read.

### **13.0 CONCLUSION**

Our aim in this survey is to learn how the master 1 students in the Faculty of Humanities and Islamic Sciences are interested in practicing e-reading in smartphones, and we tend to seek to control and guide this practice to a useful purpose, which is at the very best employed in scientific and academic research, and this is what this study is aiming to prove from the outset. The students report on the importance of e-reading and its necessity and the first reason is keeping up with the latest developments, and their purpose is to get the electronic resources with the least time and minimum effort, which was the biggest factor that students are most concerned with. In addition, 4G smartphones have provided relatively high-speed Internet streaming capability, the students were able to download the electronic materials, including the e-book, free of charge, and the practice of them anywhere, and the house was the best place for them, although this reading is not limited to a particular place or time, and for easy carrying .

The value added that electronic reading applications have provided for the text, all of which have helped students to practice E-reading, although most of their reading was on social media platforms, due to the background and culture of this generation from the Internet to the generation of social networks. Even the latter may have a role in gaining some reading habits for what we see some initiatives to spread

literacy among young people, such as “This is my book” Arab Federation for Libraries and Information (AIFI) initiative through its Facebook page.

If electronic reading has all the advantages of easy access with updated information in just click of the finger tip, however this did not prevent students from borrowing books for university library, although most prefer e-reading for research, whereas there are many who express concerns especially reading for long hours and this may harm the eyesight or cause some other health problems which are more likely to put in serious danger of sedentary lifestyle.

However much of what we have considered in this study but it remains always matter of person’s desire and choice, because when reader finds what he wants, he may gradually become a competent reader who knows full how self-regulated learner especially when it comes to choose his subject.

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