RESEARCH PROPOSAL

**Reading in a Second Language and Using Technology**

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**Abstract**

The aim of this study is trying to find whether technology is helpful for developing second language when we read books or not. Today’s world provides us various opportunities for choosing what we want when we are reading. We can use technology for having much knowledge, saving time, and storing more books. When electronic books are compared to printed books, we can see how electronic books have advantages for readers. Readers can easily reach for much knowledge when they are already reading something else. At this point, for a lot of readers who want to read in a second language, electronic books can be a better choice.

**Keywords** .Reading .Second Language .Technology .Electronic book .Printed book

**Introduction**

As a tool and an undeniable bridge between generations, cultures, and every kind of written idea, reading ability is one of the most precious things in human life. Today, we –as readers- have different opportunities for reading texts like printed books and electronic books. Being in a changing world and digital age, using technology when we are reading is more effective in different aspects as time saving and storing many books or digital texts at the same time. According to Biancarosa and Griffiths (2012), technological advances are considerably taking place of the texts and tools available to students and teachers and since 2007, several devices available for presenting digital texts has been increasing exponentially. Hyman et al. point out that the growth and popularity of digital content in the form of e-books that are transported to electronic reading platforms has been significant (2014). So today, readers can read these digital texts with various applications via the Apple iOS, Google Android OS, Microsoft Windows Mobile, or Kindle. But can having technology be enough for our success or can we use technology successfully, when we want to learn a second language? Especially in learning a second language, we might take advantage of this digital age and its blessings. Segal-Drori et al. (2009) notes that highlighting text responsively with the narrator’s reading can help children track the text and may promote their reading ability; so that, this can also help their phonological awareness. At this point, reading in a second language and using technology may provide more advantages for readers.

**Literature Review**

In Electronic reading and digital library technologies study, by Hyman et al. (2014)**,** using electronic devices when reading and its effects are mentioned in detail. In this study it is also mentioned that there is a positive relationship between student motivation and academic achievement in educational research, despite the fact that more research still needed to draw a direct correlation between the use of electronic reading platforms and overall academic achievement (Hyman et al. 2014). Thanks to its expression about electronic reading in an academic aspect, this study is very useful for my subject.

In Reading electronic and printed books with and without adult instruction study written by Segal-Drori et al. (2009), there is comparison between electronic book and printed book and how their effects work among young generation. This study shows that word reading and phonological awareness is better achieved by electronic book readers than printed books readers (Segal-Drori et al. 2009). At this point, reading electronic books for developing our second language may be much more useful than reading a printed book.

By Biancarosa and Griffiths (2012), Technology tools to support reading in the digital age study agrees that digital technologies have some advantages in today’s world and these advantages can be used by students and teachers for both effective learning and teaching. In this study, it is believed that technology can be more than a tool for activating students on skills; it can be a tool for learning the vocabulary and background knowledge essential to becoming a skilled reader (Biancarosa & Griffiths 2012). So, this study shows that taking advantage of technology can help us read in a second language, with improving reading skills and learning new knowledge or a language.

The study named Using E-readers and Internet resources to support comprehension by Wright et al. (2013) states that digital texts make comprehension and unknown words easier for readers when it is compared to paper formats. There is more success for students when they use digital texts as reading resource (Wright et al. 2013). Analyzing this study, we can say that digital texts can be more useful for reading in a second language, since for the ones who read in a second language, reading progress become easier and more understandable.

**Methods**

In electronic reading and digital libraries’ study, there are 140 graduate students who qualified in this study either owned a smartphone, a tablet computer, or an electronic reader (Hyman et al. 2014). During the course, they used their technological devices and after two weeks they answered the Table1 (Hyman et al. 2014).

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In Segal-Drori et al.’s study (2009), children were questioned to read words on both electronic book and printed book and after that points were given for their correct or wrong reading. The Table2 below shows the results (Segal-Drori et al. 2009).



According to Biancarosa and Griffiths’ research (2012), taking advantage of technology depends on people’s education level. On the other hand, people give importance to use technology for different areas as well as education or knowledge.

Figure 1 (Biancarosa & Griffiths 2012).

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**Research Questions**

All of the studies investigate the question which form of the book better or useful for readers- printed book or electronic book and whether technology can be more suitable and helpful to read, learn, and teach or not.

**Results**

Biancarosa and Griffiths says that the point is examining how today’s changing technological landscape offers both promise and challenges to literacy instruction and the question is not how to be suitable to technology into education, but how literacy education can meet society’s increasing demand for technophile citizens who own higher levels of literacy skills and background knowledge (2012). Today we are trying to find new and simpler ways for our new goals. Technology, production of a human being, is one of the things making our lives easier. We cannot deny its benefits when we look at its fast help. Like any area, in reading technology is our friend, especially in learning second language. Thanks to this, we are just a hand away from knowledge. Hyman et al. (2014) say that an increasing number of studies are finding a difference in reading comprehension and learning experience when students read on a digital device presenting content in a linear fashion versus a printed text. This means both ways; a person can use digital device for improving language skills. The researcher noted that the readers’ reading time was consistently longer when reading on the iPad compared to the print-source, so this observation could either challenge the understanding that children born in the new generation are able to automatically adapt to electronic use, or arise multiple other explanations (Wright et al. 2013). It may also support that attempting to capture the detail available while screen reading slows down overall reading fluency (Wright et al. 2013).

To conclude, using technological devices when we are reading no matter in a second language or not, we develop our reading skills. Thanks to electronic books, we can read, listen, and search an unknown word at the same time. With chancing world and developing technology people can find a simpler way for having better second language.

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