

# 127, 17 27, 17 (20) 77, 17 (20









# جامعة عين شمس

التوثيق الالكتروني والميكروفيلم



نقسم بللله العظيم أن المادة التي تم توثيقها وتسجيلها علي هذه الأفلام قد اعدت دون آية تغيرات



## يجب أن

تحفظ هذه الأفلام بعيداً عن الغبار

في درجة حرارة من 15-20 مئوية ورطوبة نسبية من 20-40 %

To be kept away from dust in dry cool place of 15 – 25c and relative humidity 20-40 %



ثبكة المعلومات الجامعية





Information Netw. " Shams Children Sha شبكة المعلومات الجامعية @ ASUNET بالرسالة صفحات لم ترد بالأص

# AIN SHAMS UNIVERSITY FACULTY OF ARTS DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

# THE INFLUENCE OF COMPUTER-MEDIATED COMMUNICATION ON READING AND WRITING

A THESIS
SUBMITTED TO
THE DEPARTMENT OF ENGLISH LANGUGE AND LITERATURE,
FACULTY OF ARTS
IN FULFILLMENT OF THE REQUIREMNTS
FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

## BY MOHAMED MOHAMED TOHAMY MAHMOUD

#### Under the supervision of

Prof. Amal Ibrahim Elkary Department of English Faculty of Arts Ain Shams University

Ç

Prof. Shaker Rizk Takey El-Din Department of Foreign Languages Faculty of Education Suez Canal University

CAIRO 2002





### Ain Shams University Faculty of Arts English Department

Title of Thesis

: The influence of Computer-Mediated

Communication on Reading and

Writing

Student's name

: Mohamed Mohamed Tohamy Mahmoud

Degree

Doctor of PhilosophyEnglish Department

Department Faculty

: Faculty of Arts

University

: Ain Shams University

Year of Graduation: 1985 Year of Awarding: 2002



#### Acknowledgments

I would like to express my deepest gratitude and appreciation to my advisors, Professor Amal Kary, and Professor Shaker Rizk. My gratitude and appreciation go to Professor Kary who suggested the topic of this dissertation. I would like to thank her for her critical insights, enormous patience, sense of perspective, and encouragement. Professor Kary has been extremely helpful to me in all the academic, social, and personal aspects of life during the past years. Grateful acknowledgement is also made to Professor Shaker Rizk of the Suez Canal University. His friendship, the pleasure of studying with him and his insightful comments and discussion have been invaluable to me.

Special thanks go to Dr. Mark Warschauer of IELPII, Dr. Deborh Healey of Oregon State University, Dr. Mark Horney, and Leslie Opp-Buckman of the University of Oregon, for revising and validating the questionnaire used in this study. Their remarks and advice were very important to my work. I also owe gratitude to John Elkholy who helped me to collect the e-mail data I used in this study. Without his help, this study would have faced face a lot of difficulties.

I owe particular appreciation to my friend Shaban Mikkawy for his friendship, caring support, and unbridled encouragement. I also thank my friend Said Iraqui who has always been of great support to me. I also wish to thank my friend and colleague Sherine Dahi for her encouragement and support.

My gratitude and appreciation go to the staff of IELP II, who provided me with the opportunity to travel to the States, and collect the data for this study.

My gratitude to my family, Nagah, Nader and Amal, remains more than anything I can put to words.

#### **Table of Contents**

Chapter One: Introduction	
1.1 Purpose of the study	1
1.2. Computer-mediated communication (CMC)	
1.3. Background of the research problem	
1.4. Research questions	
1.5. Organization of the study	X
Chapter Two: Review of the literature	
2.1. Introduction	11
Part One: Literature on hypertext reading	
2.2. Reading as a psycholinguistic process	11
2.2.1. Reading and meaning construction	12
2.3. Schema theory-	15
2.4. Electronic literacy as background knowledge	10
2.4.1. The screen versus the book	20
2.4.2. Electronic text, author and reader	20 22
2.4.3. Electronic literacy and socioeconomic conditions	23
2.5. The Internet as a reading tool	24
2.5.1. What is the Internet?	25
2.5.2. The World Wide Web: a medium of hyperdocuments	27
2.3.2.1. Electronic text, hypertext, hypermedia and multimedia	27
2.3.2.2. Hypertext: definitions and main features	20
2.3.3. LINKS	21
2.5.3.1. Types of links	31
2.6. Research on reading hypertext	10
2.6.1. Text-based studies: the enhanced (supported) text	40
2.6.2. Reader-based studies	40
Part Two: Literature on online writing	
2.7. Electronic discourse	48
2.7.1. Empirical studies on electronic discourse	50
2.8. Online communication and students' writing quality	53
2.9. E-mail as an ideological shift in the history of writing	55
2.10. Linguistic characteristics of e-mail	58
2.11. Chapter Conclusion	59
Chapter Three: Research design and method	
3.1. Introduction	61

Part One: Data collection for hypertext reading	
3.2. Variables	- 61
3.2.1. Comparing readers' perception of printed text and hypertext -	61
3.2.2. Reader-based strategies	63
3.2.3. Text-based strategies	64
3.2.4. Electronic literacy strategies	- 64
3.3. Subjects	
3.4. Instruments	
3.4.1. Questionnaire	
3.4.2. Interviews	
3.4.3. Browsing the web for additional data	72
3.5. Procedures	73
Part Two: Data collection for e-mail writing	
3.6. Subjects	74
3.7. Corpus	
3.8. Models of analysis	
3.8.1. Error analysis	77
3.8.2. T-unit analysis	79
3.8.2.1. Working definitions	81
3.8.2.2. Guidelines for T-unit analysis	83
3.9. Procedures	
3.10. Chapter conclusion	87
Chapter Four: Data analysis and results	
4.1. Introduction	88
Part One: Analysis of the reading data	
4.2. Statistical analysis	
4.2.1. Variable number 1: Comparing printed and electronic texts	
4.2.2. Variable number 2: Reader-based strategies	
4.2.2.1. Critical perspective	
4.2.2.2. Remembering strategies	94
4.2.2.3. Speed of reading	· <b></b> 96
4.2.3. Variable number 3: Text based strategies (Focus on vocabulary	
and syntax)	99
4.2.4. Variable number 4: Electronic literacy	102
4.3. Discussion	-106
Part Two: Writing data analysis	
4.4. Error analysis	- 114
4.4.1. Results and discussion	
4.5. T-unit analysis	- 125

4.5.1. Length of T-unit	128
4.5.2. Syntactic accuracy of T-unit	130
4.5.3. Syntactic complexity of T-unit	<b></b> 132
Chapter Five: Conclusion	
5.1. Summary of the study	134
5.1.1. The influence of computer-mediated communication on	
reading	134
5.1.2. The influence of computer-mediated communication on writing	139
5.2. Overview: A researcher's reflections on Computer-	
mediated communication	143
5.3. Recommendations	146
5.4. Limitations of the study	148
5.5. Suggestions for further research	- <b></b> 148
References	151
Appendixes	166
Appendix A	167
Appendix B	172
Appendix C	175
Appendix D	1/3
·	180