The development of adolescents' comprehension-based Internet reading activities

# Details

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## Sample

A sample of 558 high school students, 258 of them girls, belonging to six different schools located in a big Spanish city and its surrounding suburban area participated in the study. ll students were enrolled in grades 7 to 10 (ages 12-16). Students came from both public and private schools, located in both city and rural areas. Data from 23 students who didn't navigate in any of the questions were excluded from the analyses, yielding a final sample of 535 students.

## Implications For Parents About

## Other Parent Implication

The role of parents with guiding an informational oriented use on the Internet in roder to imporove their reading skills

## Implications For Educators About

## Implications For Policy Makers About

## Other PolicyMaker Implication

The need to implement mixed methodologies in schools such as Internet reading strategies to improve students critical reading and comprehension skills

# Abstract

Internet-based reading involves integration and evaluation of information from different sources and different formats, but also requires fluent navigation skills for adequate comprehension. The effects of linguistic (word decoding and comprehension-based print reading) and non-cognitive factors (reading frequency and self-efficacy) have extensively been studied for print reading; we know very little about their role in Internet reading, which is our focus in this study. 558 students from grades 7 to 10 performed a set of comprehension-based Internet reading tasks on a computer, while their navigation and comprehension scores were recorded. They were also assessed on print reading literacy, word decoding, Internet reading frequency and self-efficacy. Multiple regression analyses suggest that navigation skills increase proportionally with grade level and that print reading literacy and comprehension-based Internet reading share common processes. Moreover, the positive effect of navigation efficiency on Internet comprehension increases in higher grade levels. Finally, reading frequency of the Internet for informational purposes predicts Internet comprehension scores, and self-efficacy predicts more persistent and quicker navigation.

# Outcome

The results of this study reveal important and new insights on how linguistic and non-cognitive factors predict navigation and comprehension in Internet tasks, and on how navigation and Internet reading skills develop across high-school years. Results show that the processes that take place on print reading comprehension are transferable from paper to the Internet.
Among other results, it is highlighted that Internet reading skills gradually improve across high-school years and print reading comprehension abilities predict navigation and Internet reading skills. Regarding ICT self-efficacy, the study shows that it is related to more persistent and quicker navigation and Internet use for informational purposes predicts higher Internet reading skills.
Based on results that show that comprehension-based skills from print reading can be transferred to master Internet reading tasks Salmerón et al. (2018: 39) remark some educational implications stating that "schools should continue investing efforts on building strong comprehension skills by working with print media". In parallel, and based on the results that show that navigation indexes such as decisions to search, reading time, and navigation efficiency, have a positive effect on Internet reading that goes beyond the effect of print reading comprehension skills, Salmerón et al. (2018: 39) advice that: "navigation should be learned and practiced in Internet instructional settings specifically, as students may not get the necessary proficiency just by practicing comprehension with print media". Regarding the implications for teachers and parents Salmerón et al. (2018) remark that they must be aware of the importance of recommending frequent Internet reading at home for informational purposes, as a way to improve competences on the comprehension-based internet reading. The authors remark that: "supporting other uses, such as social interactions, won't have a positive impact on the students' skills" (Salmerón et al., 2019: 39).
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