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**Exploring the Role of Reading Electronic Books in
Vocabulary Learning**

**The Case of Master Two Students, Department of English, University
of 8 Mai 1945-Guelma**

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

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DEDICATION

In the Name of Allah the Most Gracious, the Most Merciful all praise is to Allah, the Lord of all the worlds; and peace and blessings are upon our Prophet and Messenger Muhammad and all His companions.

First and foremost, this work is dedicated to my MOTHER for her constant encouragement and unconditional help.

Without forgetting to tremendously thank my FATHER for his emotional support and financial assistance throughout my whole learning career. May Allah bless both of them.

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ABSTRACT

Nowadays, no one can deny the effective role of technology in all the fields. Based on this context, researchers have started to seek for innovative ways on how to enhance the students' vocabulary repertoire through reading electronic books (e-books). Therefore, the widespread use of e-books has attracted the researcher's attention to conduct this study which aims at investigating the role of reading electronic books in vocabulary learning. In this regard, (35) of Master Two EFL students at the department of English at the University of Guelma have been chosen randomly as a sample for this study. On this basis, we have hypothesized that if students frequently read electronic books, this may lead them to acquire more vocabularies. In order to test this hypothesis, a mixed methodology has been selected, including both qualitative and quantitative descriptive measurements. Particularly, using the questionnaire and the interview in order to gain more data about the sample's choice of e-books as a new media to read and learn more lexis, in addition to probe the teachers' attitudes towards the students' use of these new appliances. The results driven from both tools have confirmed that students admit that they learn new words when they read on screen and they are aware of its strategies and features. In the same regard, teachers have shown positive attitudes towards the use of electronic books. Therefore, this study suggests the implication of the integration of electronic books that can be used anytime and everywhere in the classrooms, especially in reading's courses to facilitate the process of reading which will automatically improve the linguistic repertoire of students, also to stand as a solution for the non-availability of some printed books and references.

Key words: Electronic books, strategies, e-books' features, vocabulary learning.

LIST OF ABBREVIATIONS

3G/4G: Third Generation/Fourth Generation

CD: Compact Disk

E-books/eBooks: Electronic Books

E-devices: Electronic Devices

E-dictionary: Electronic Dictionary

EFL: English as a Foreign Language

E-learning: Electronic Learning

E-reader: Electronic Reader

ESL: English as a Second Language

L1: First Language

L2: Second Language

LMD: License-Master-Doctorate

P-books: Paper Books

PC: Personal Computer

PDF: Portable Document Format

TL: Target Language

VLS: Vocabulary Learning Strategies

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FRENCH ABSTRACT

ARABIC ABSTRACT

GENERAL INTRODUCTION

As a response to the technological revolution all over the world, the 21st century has witnessed a radical transformation. It has shifted from the traditional to the modern digital one. Accordingly, the technology-based materials have substituted the old printed references. Particularly, the paper-based books have been replaced by digital ones being known as the Electronic books (e-book). The latter are widely considered as an efficient electronic source for reading comprehension and vocabulary learning.

1 Statement of the Problem

Vocabulary is considered as a crucial constituent of language knowledge. It indicates the competency of English as a Foreign Language (EFL) learners as it can help them to comprehend and interpret what is being said and what is being written. However, the problem that arises is that many EFL students still have poor vocabulary and face a difficulty in expressing themselves and their thoughts. Their inability to use appropriate words in a given situation can be obviously observed through their presentations or when they are asked to paraphrase an idea by using their own words, as well as in their deficiency in writing and spelling. Therefore, the focus of the current study is on investigating reading e-books and its role in improving learners' lexical account; since e-books can be considered as a supporting resource for vocabulary learning due to their accessibility and availability.

2 Aims of the Study

Vocabulary knowledge is a fundamental component in learning English as (ESL) or (EFL). It reflects students' mastery of language. Indeed, having a fully diverse repertoire was and is still learners' ultimate goal. Today with the age of electronic references such as e-books,

learners can easily get new words and lexical items with their multi- meanings. This research's aims and objectives can be interpreted as follows:

- To explore the students' and teachers' attitudes towards the role of reading e-books in vocabulary learning.
- To uncover the strategies involved while reading e-books.

3 Research Questions

This current study has mainly conducted to answer the following questions:

- Do EFL students consider reading e-books as a facilitating tool in terms of learning vocabulary?
- What are the teachers' attitudes towards students' use of e-books?

4 Research Hypotheses

The present study is based on the following hypotheses:

- It is hypothesized that Students who are reading e-books frequently may consider it as a source for vocabulary acquisition.
- It is also hypothesized that teachers have positive attitudes towards learners' use of e-books.

5 Research Method and Data Gathering Tool

This Research would be conducted through the use of the descriptive quantitative and qualitative methods in order to confirm or reject our hypotheses and to achieve objectivity. This carries through administering and analyzing the students' questionnaire and the teachers' interview which would answer our questions and fulfill the objectives behind this study.

6 Sample of the Study

The sample of the study comprised of Master two students of the department of English at Guelma University. Since they are composed of two groups (70) of students, only (35) of students has been chosen randomly as a sample to achieve reliability and objectivity. The teachers' sample includes (6) teachers from the department of English at Guelma University who are kindly invited to be a part of the interview.

7 Significance of the study

The present study is conducted to investigate the role of reading e-books in facilitating the process of vocabulary learning. It is significant as it describes the shift from reading printed materials to reading e-books from electronic devices as a new media among students at the Department of English. It also tries to display the e-books' main characteristics that may attract the attention of students. In addition, the results of the study would inspire other studies and help students to understand how electronic reading can effectively enhance their vocabulary repertoire. Therefore, this study encourages them to be updated through reading e-books.

8 Structure of the Dissertation

This research study includes three chapters. The first chapter is divided into two parts. The first part is devoted to the reading skill, where definitions, nature, types, models, strategies, and the relation of reading with other skills are provided. The second part is specified to electronic books. It deals with its history, definitions, and features. In addition to the differences between e- books and paper-based books. The second chapter focuses on vocabulary. Firstly, it introduces, the definitions, the importance of vocabulary knowledge, and discusses the problems behind vocabulary deficiency. Secondly, it presents the vocabulary learning strategies, and the vocabulary expansion through extensive reading. The

third chapter is about the investigation field which involves the description, and the analysis of the data gathered from both the students' questionnaire and the teachers' interview and the interpretation of the findings. It concludes with some pedagogical implications and recommendations about the usefulness of reading e-books in vocabulary acquisition.

CHAPTER ONE

READING ELECTRONIC BOOKS

Introduction

In the context of learning a foreign language, reading activity plays an effective role in learners' proficiency. Through time and with the emergence of new digital form of books being known as electronic books (e-books), the way of reading has shifted from print to digital. E-books have become more popular among EFL learners. Consequently, this chapter is divided into two parts. The first part seeks to shed light on the definition of the reading and its nature. Then, it highlights the different types of reading and the reading models as well. The second part is devoted to electronic books. It attempts to provide comprehensive account of 'e-books' in terms of its history and definitions. Moreover, it demonstrates the difference between e-books and paper-based books.

1.1 Reading

1.1.1 Definition of Reading

The concept of reading is still swinging between some researchers. Some has regarded it as a skill, but others have considered it as a process. According to Carrel (1988, p. 1), reading is a skill of a paramount importance in comparison with speaking and writing, particularly in the EFL/ L2 context. Besides, Rao (2009, p. 1) has inserted that reading is a receptive skill by which readers develop their linguistic repertoire and receive new information. He has further confirmed that the status of reading in the learning process to the extent that mastering each language skill either receptive or productive depends mainly on the act of reading. Again another researcher has clearly emphasized that "reading, whether in academic or non academic settings is one of the most important skills we need in this fast moving world,

together with an ability to access information quickly and intelligently” (Nur, 2014, p. 114). That is to say reading has become a means which we all constantly use in educational or non-educational settings to be aware of what is happening in the surrounding world.

However, by 1980’s and 1990’s the perception of reading has shifted from being a passive skill to an active intellectual process whereby the reader interacts with the text (Nur, 2014, p. 115). In addition, Delbridge (2009) has noted that “reading is not a technical skill acquired once and for all in the primary but rather a developmental process” (p. 85), he has simply introduced reading as an endless process through which the readers’ knowledge get enlarged each time they are exposed to different text types. Furthermore, Grabe (1991) has viewed reading as follows:

An active process of comprehending where students need to be taught strategies to read more efficiently, for example, guess from context, define expectations, make inferences about the text, skim ahead to fill in the context, etc. (p. 377)

That is to say, reading is not a passive but rather a revive process in which the reader needs to employ different strategies such as: guessing, making predictions, inferring, and skimming to end up with a comprehensible meaning of the text. To their side, Urquhart and Weir (2013) have asserted that “reading is the process of receiving and interpreting information encoded in language form via the medium of print” (P. 22). This means that reading is an activity of grasping meaning through decoding the author’s encoded message.

1.1.2 The Nature of Reading

It is a hard task to identify clearly and precisely the nature of reading, whether it is a process or a result of that process, since in real practice, readers cannot determine when each process starts and ends.

1.1.2.1 Reading as a Process

According to Goodman (1988, p. 16), the brain organ is the responsible one for processing information during the reading activity. In this respect, it determines which information to keep and which one to reject; it sends orders to activate prior knowledge, it decides what strategies to be used, and where to look for information. Also, the brain tends to process the already acquired information with less effort and capacity. In this sense, Goodman (1988, p. 16) has classified five processes which demonstrate how the brain operates while practicing reading. These processes are:

-Recognition-initiation: At this initiative step, the brain recognizes the graphic symbols exhibited in the written language through the eyes.

-Predictions: The brain expects and formulates assumptions as it seeks meaning in the sensory inputs.

-Confirmation: The brain checks its expectations in order to confirm or reject what is predicted.

-Correction: The brain reprocesses when it faces contradictions, or what is anticipated is rejected.

-Termination: When the reading activity is finished, the brain ends the reading. However, readers can apply the termination option whenever they face one of such problems: the difficulty of the task, when the material has no sense, or the reader has already realized the meaning of the story. Also, if the story does not fit the reader's purposes.

In short words, the reading process is simply a complicated interactional mental activity, under which the reader passes through different operations: looking at the print material, deciphering the symbols, recognizing the words, then relating them to construct meaning.

1.1.2.2 Reading as a Product

Hollander (1975) has regarded reading as a process and its final outcome is ‘comprehension of the input’ (p. 553). Thus, comprehension is the readers’ mental ability of interpreting and understanding the written letters to build up meaning. In order to do so, readers seek to relate what they are reading to what they already know, i.e., linking new knowledge to prior knowledge and past experiences to infer the invisible meaning (Booth, 1998, p. 10). Therefore, Gray (1960) has distinguished three levels that can contribute in reading comprehension (cited in Alderson, 2000, p. 8).

1. **Reading the lines:** Which refers to the literal understanding in order to identify the linguistic forms as well as to differentiate between the syntactic structures.
2. **Reading between the lines:** Which means understanding the invisible meaning by making inferences based on the context or on the knowledge of the world.
3. **Reading beyond the lines:** Which involves the readers’ interpretations and evaluations of the text, and it is the higher level of comprehension.

These three levels are ordered in a hierarchical manner. The literal comprehension is considered to be at the bottom of the hierarchy, easy to comprehend in comparison to the other two ones. In the central comes the inferential level which is supposed to be the next step after the reader recognizes the literal meaning, and less difficult than reading beyond the lines. Yet, the upper level is devoted to critical reading which seems to be the most difficult in terms of understanding when being compared with the aforementioned levels.

1.1.3 Types of Reading

There are two common kinds of reading which are described as follow:

1.1.3.1 Extensive Reading

Extensive reading is a skill of reading large quantities of books with extended periods of time (Grabe, 2009, p. 311). Here, learners are supported to read what they want in their free time outside the class for the sake of entertainment (Harmer, 2001, p. 212).

1.1.3.2 Intensive Reading

By contrast, intensive reading is the students' ability to read a limited amount of books that is chosen by their teachers in relation to their studies (Eskey, 2005, p. 574). In this kind, learners deliberately focus attention on the language in order to arrive at deep understanding of the text and to perceive some aspects such as grammatical structures and complex vocabulary; doing so, involves the teachers' interference or the use of dictionaries. Therefore, intensive reading is accuracy oriented (Nunan, 2015, p. 71).

1.1.4 Models of Reading

With the advent of cognitive psychology in 1970's, a significant focus has been given to the reading process that most of its invisible functions operate unconsciously in order to comprehend the visual input. From this point researchers arise the question of what happen inside the readers' head, i.e., how our brain works when our eyes meet the page till achieving comprehension. Hence, to answer the above quest, three explicit models of reading have emerged: the bottom-up model, the top-down model, and the interactive model (Samuels and Kamil, 1988, p. 22).

1.1.4.1 The Bottom-Up Model

Nunan (1991) has explained the bottom-up notion of reading as “a matter of decoding a series of written symbols into their aural equivalents” (p. 64). In this model the reader first decodes the smallest units within the text, i.e., letters. These encoded letters, in turn, coincide

with their parallel sounds that the reader is supposed to know. Then, s/he moves to the stage of combining letters into words and associating them together to generate meaningful sentences. Further, Dechant (2013, p.23) has seen this model as a text-driven in which the reader passes through a linear sequence of mechanisms which range from the low-level (text) of processing to the high complex one (comprehension). It is clear that the written piece is analyzed cognitively letter by letter, word by word, then phrase by phrase without the interference of the previous knowledge (Harrison, 2004, P. 36). However, Nunan (1991, p. 65) has criticized this model for many reasons: First, decoding every letter would hinder the process of reading to the point where it would be a challenge for the reader to derive meaning from the text. Moreover, this model would make a charge on the working memory because the reader receives more than 250 words per minute which is too heavy compared with the capacity of working memory that can only store seven items. Consequently, most initial words of sentences will be lost.

1.1.4.2 The Top-Down Model

According to Anderson (2000), the top-down approach is based on schema theory at one hand and on the Goodman's (1982) "psycholinguistic guessing game" on the other hand. The former urges the reader to think about his/her past knowledge when interacting with the book in order to perceive the new information, whereas, in the latter the reader is supposed to guess the incoming input. Thus, this model emphasizes the role of the reader in bringing meaning to the text (p. 17). The same perspective has been held by Grabe (2009) who has assumed that the readers' interests and expectations towards the content can all facilitate the work of comprehension. According to him, inference is an essential step in the top-down process as the reader predicts and anticipates what is written in the text, and then selects samples of the likely information from the text to confirm or reject these hypotheses. Nevertheless, this approach does not provide a clear explanation for the systems that are utilized to create

relevant inferences (p. 89). In contrast to the Bottom-up model which begins with identifying the written stimuli to gradually reaches the high-level stages, the top-down model starts with making expectations in order to test the lower-level stimulus (Samuels and Kamil, 1988, p. 34).

1.1.4.3 The Interactive Model

Since the bottom-up as well as the top-down models fail in providing an adequate explanation for the reading process, the interactive model has come to combine both models as an attempt to clarify what occurs inside the mind while meeting the text. As Manzo (1990) has claimed “An interactive model views reading as an active, strategic process of questioning, predicting, confirming, and self-correcting” (p. 23). That is to say, readers interact with the printed input through interrelated strategies. In this respect, Dechant (2013) has described the interactive model in terms of readers’ recognition of graphics and the prediction of the upcoming input simultaneously (p. 28).

Moreover, Stanovich (2000, p. 23) has proposed “the interactive compensatory hypothesis” as an extension to the model which assumes that the various processes of reading can compensate each other. Furthermore, this model is interested with readers’ differences that have not been mentioned in the other two previous models. So that, readers who have disabilities at lower level can be able to compensate them by higher level operations. For example, readers who are unable to recognize words (lower level), can use context (higher level) to facilitate word recognition.

In brief, the interactive model provides a logic explanation in which reading involves processing all levels together. That is to say, the reader decodes graphics and recognizes words by making inferences and interpretations based on what he/she has already experienced and learned.

2.2 E-books

Cavanaugh (2006) has noted that reading is still a stubborn skill in teaching and learning process and the way for acquiring it and the tools learners use evolve from reading traditional paper books to reading digitized ones namely electronic books (p. 3). Apparently, as Enderle (2012) stated that readers' accessibility to Wi-Fi and third and fourth generation (3G/4G) enables them to read electronically the book they want either reading online libraries or via downloading the book on their own e-devices such as Smart phones, Tablets, PC. . .etc (cited in Grant & Midows, 2012, p. 191). Thus, electronic reading today becomes highly related to e-books because of its possibility to engage readers of different ages regardless of the place and time.

1.2.1 History of E- books

Many people think that electronic book is a new phenomenon; however, it dates back to before the Second World War (Manely & Holley, 2012, p. 292). Bush (1945) visualized a supplemental device to human memory called "Memex", which is defined as a machine, whereby, users could stock and save their books, records, and information that would be mechanically retrieved when needed. Its content presented on screens as microfilms for reading from a desk (p. 121).

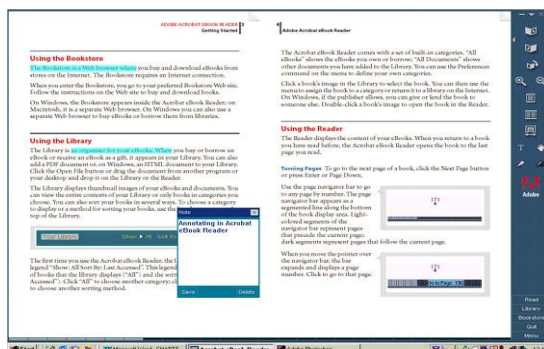
In 1971, the student Michael Hart executed relatively the concept of e-books by typing the "American Declaration of Independence" and "the Bill of Rights (1972)" into the computer of University of Illinois in which he studied. From this successful experience, Hart released the Project Gutenberg as the first online website that offers free books to computer users. At the beginning Hart's project was not popular due to its restricted number of books for limited public. Nevertheless, with the birth of the Web in 1990, the internet has simultaneously reinforced the Gutenberg to publish old literary works ((Lebert, 2009, p. 5).

The expansion of the internet has significantly contributed in the development of computing machines and the birth of new products such as the Compact Disk (CDs) with much capacity of storing books than disks (Marcovitz, 2013, p. 23). However, displaying CDs' content on desk computers' screen handicapped those who were willing to read anywhere. From this point, the technological growth led to the creation of multiple digital electronic reader (e-reader) devices that would offer mobility to readers like "soft-book" and "the rocket-book" (1998). Meanwhile, the high flow of the internet and the technology advancement pushed many American libraries and others to publish their books online (pp. 24-25).

Latter, the foundation of "Adobe Acrobat System Format" in 1993 being known as (PDF) was a turning point in the digitized era (Marcovitz, 2013, p. 26). which is defined by Henke (2001) as a system that reads electronically the printed book while keeping its original features like index, table of content, pages number, in addition to annotations, indentations, highlighting, thumbnail views, the right and left flips, and so on. He has further argued that PDF was a pre- installed software program which was initially destined to ease buying e-books from publishers, but in 2000 Adobe company adopts "Glass book reader production" and changes its name to Acrobat e-reader (p. 15).

In 2012, the Amazon kindle model of e-reader has become the best device that embraced both the hardware and the software. Then, "Google Company" has created a free universal website being known as "Google books" that consisted of variety of books. At the same time, the bookseller Amazon started selling its e-products and allowing authors to share their works publically via its website Amazon.Com (Miller, 2013, p. 16).

Figure 1.1: Acrobat eBook Reader



(Shiratuddin, Landoni, Gibb, & Hassan, 2003, para. 16).

Figure 1.2: Rocket E-books Reader



(Rao, 2001, p. 251).

1.2.2 Definition of E-books

There are various definitions conducted by multiple scholars and researchers to explain the concept of “e-books”. According to Lynch (2001), e-book is defined as:

The large structured collection of bits that can be transported on CD-ROM or other storage media or delivered over a network connection, and which is designed to be viewed on some combination of hardware and software ranging from dumb terminals to Web browsers on personal computers to the new book reading appliances. (cited in Suarez, 2013, p. 283)

From the e-books' definitions we can understand that an e-book can be described as a series of organized written pieces that can be published online over websites, or downloaded on computer devices in which hybrid platforms connected to reproduce the installed documents. Clearly, Grant and Meadows (2012) have introduced e-book as “the digitized version of the book meant to be read on a computer, e-reader, or a tablet” (p. 15). For them, e-book is the presentation of p-book on the screens of personal electronic tools that are designed for that purpose.

Vassiliou and Rowley (2008, pp. 360-364) through their analysis study of different definitions, they have ultimately agreed that the meaning of e-book incorporates both; the online format of inked-book, which can be uploaded via hardware and software assisted-programs, also the term e-book can be used to label the new invented e-reader book which is designed to read books electronically with approval features of printed book such as kindle. This definition is subject to change due to the evolution of e-book characteristics day after the other. overall, Rao (2001) has comprehensively introduced e-book as an original print version which is transformed into an electronic format to be submitted on a screen of a digital device, including mobile phone, laptop, and desktop computer, which can also be read over a notebook, or any specific e-reader appliance (p. 249).

From the previous definitions we deduce that an e-book is any created digital version of hardcopy that can be converted in multiple formats to be read through various media and tools with internet connectivity.

1.2.3 Features of E-books

E-books contain a variety of animated standards that make them the most preferred form of reading than p-books. Rao (2001, p. 247) has considered e-books as one of the best inventions in the literary world after the Gutenberg's Project. As they offered new facilities for readers to

get over the limitations of paper books in terms of their reactant formats that allow users to renew the content whenever they want (Landoni & Gibb, 2000, p. 192). Cavanaugh (2006, p. 5) has listed common features that any e-book may include; the first valuable feature of e-books is its availability in a virtual space at no cost, which offer people an opportunity to read free online books. Additionally, some sophisticated e-books have the advantage of allowing users to draw and locate extra information about the difficult words by clicking on web hyperlinks. Besides, the accessibility of dictionaries through which students can easily look up the meaning of unknown words is another benefit of using electronic books. More importantly, teachers who integrate e-books in their courses will directly promote their students' reading capacities.

Cavanaugh(2006) has further mentioned that, the prototype way of representing digital text is no longer as before since the new e-books' versions are associated with software and hardware intermediate programs which work together to represent the passage in one block without passing pages. As they were published on web, the pages can be read in a vertical or horizontal orientation with the potential of regulating the text size and highlighting the important parts in the text (p. 17). In addition, (Larson, 2009, p. 255).as mentioned that e-books permit users to type comments that are automatically preserved in one file through pressing on notes or annotations. Furthermore, some e-reader appliances and even laptops and computers offer an audio option which translates print passage into sound to provide users with a correct spelling.

So, e-books provide many features in favor to the students as they create an enthusiastic atmosphere conducive for their studies.

1.2.4 Types of Reading E-books

Marshall (2010) has claimed that “when we talk about electronic books-eBooks- what we are talking about is reading. Reading is the fundamental way that we engage with books” (p. 11), it means that reading is the only method to interact with books. He has also distinguished new types of engaging with electronic books. These types are classified in the table bellow:

Table 1.1: *Reading Types of E-books*

Types	Characteristics
Reading	Canonical careful reading. The readers cut the text horizontally in order to comprehend the content.
Skimming	Faster than canonical reading. It is a linear reading. Here the reader seeks to obtain the gist of the text without concern to comprehension.
Scanning	Quicker than skimming. Reading is fragmented; the reader goes forward and turns back in order to reach what he/she is looking for in short time.
Glancing	Turning pages very quickly with The aim of getting a look about the key page elements (as illustrations, headlines, photos).
Seeking	The reader scans rapidly for a particular page element in order to have an in-depth understanding to create a general idea about a specific issue in the text.
Rereading	This is a meta-type that is introduced in the table as a reminder that any type can be repeated more than ones.

(Marshall, 2010, p. 11)

1.2.5 Comparison between E-books and P-based books

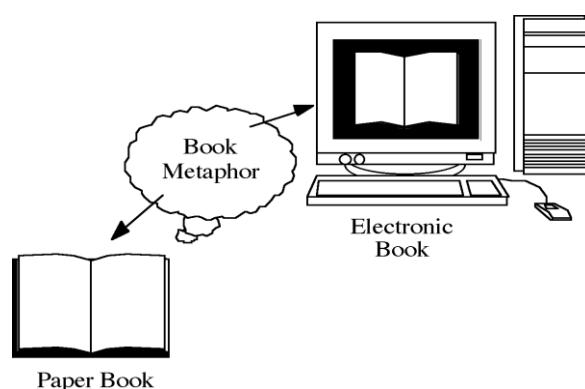
E-books differ from paper-based books (p-books) in many areas, in terms of its interactive features that have already been mentioned previously (annotations, highlighting, hypertext, and audio apps) which are not available in paper books. In relation to this point, Zambarbieri and Carniglia (2012, p. 391) have noted that e-books have many advantages over p-books. E-books are renewable since readers can correct mistakes and alter the content by adding or omitting information. They can rapidly get the page or idea within the book itself by entering the number or the first words of the sentence in the search box like in (PDF). More importantly, e-books make the reading task possible and easier for people with special needs such as deaf and visually impaired people as a text can be enlarged via clicking on Zoom or on the voice symbol to hear the text aloud.

Many studies have examined the differences between e-books and p-books. To name but few, Cumaoglu, Sacici, and Torun (2013) have employed a questionnaire to 222 of students. They have found out that most participants (81%) prefer reading e-books for research than p-books because of their accessibility in various formats and media. Inversely to previous studies that have privileged real books over e-books, One study has been conducted by Sackstein, Spark, and Jenkins (2015) based on comparing between screen reading and printed reading in terms of reading speed and comprehension. A quasi experiment has been applied on 68 students' reading performance on iPad then on printed book. Yet, the distinction between reading speed of students reveals that reading on iPad is quicker than p-book. Thus, for them, e-books are better devices for promoting effective learning. Moreover, (Kucirkova, 2018, p. 10) has listed a number of e-books' interactive features. E-books permit users to scroll pages on screen, whereas, in p-books users turn pages by touching the book itself. Recently, e-books are provided with more animated options like hotspots which are zones on the e-books' pages working via users' touch. For instance, a reader of a story can touch the

character and the latter can automatically move or change its color. Also, the hotspots can be found within the text in order to give explanations for the word or its spoken form. Thus, the incorporation of multimedia features within e-books has provided an interesting atmosphere of learning.

The figure bellow shows and signifies the shift from p-books to e-books.

Figure 1.3: From Paper Book to Electronic Book



(Landoni & Gibb, 2000, p. 192)

Conclusion

This chapter has tended to identify the key concepts relating to reading and electronic books. In the first part, it has demonstrated the nature of reading as a process and then, as a product. It has also discussed the two types of reading in terms of intensive and extensive reading. Furthermore, a special concern has been directed to the processes of reading because they present the basis to fully understand the abstract mechanisms that happen inside our brains. Concerning the second part, it has shed light on e-books in terms of their historical background, definitions of e-books, and then, it has presented a variety of features that form the electronic device. At the end, it has distinguished between reading digital books and p-books. In sum, this chapter has investigated reading e-books as a new form of literacy.

CHAPTER TWO

VOCABULARY LEARNING

Introduction

Vocabulary mastery is an important parameter in any target language because it is impossible to comprehend and interpret what is being said or written without having a lexical repertoire. In other words, the more vocabulary a learner has the most proficient he will be. Therefore, learning vocabulary is fundamental for understanding texts and communicating effectively in the TL. Consequently, this chapter attempts to provide definitions and conceptualizations of vocabulary learning. Also, it addresses the different issues that may complicate the process of learning lexicon. Then, a special consideration is given to different strategies to overcome the vocabulary learning difficulties. Finally, a short review on the relationship between e-books and vocabulary is given.

2.1 Definition of Vocabulary Learning

Basically, vocabulary is difficult to be defined accurately since words come into two forms: oral and print. Oral vocabulary is the amount of words that we catch their meanings while speaking or listening. Print vocabulary, on the other hand, involves the set of words that we understand and use in writing or reading (Hiebert & Kamil, 2005, p. 3). Therefore, the concept 'vocabulary' has a range of definitions. It is either knowing the multiple meanings of new items or realizing the words in written text (Beck, Mckeown, & Kucan, 2008, p. 1). Another definition is provided in Oxford dictionary (2018) as "all the words used in a particular language or known to an individual person". Linse and Nunan (2005) have also argued that vocabulary is the body of words that someone learns (p. 121). Moreover, it is

claimed that knowing the meanings of words is not enough, knowledge about their forms (spoken and written), their grammatical and lexical aspects is also needed (Cook, 2008, p. 50).

In addition, DeCarrico (2001) has argued that learning vocabulary can be done implicitly by inferring meaning from context while reading or listening which is called an incidental learning. Also, vocabulary learning can be occurred explicitly with a conscious focus on language and this does not include guessing from context (pp. 286-289). It is proved that learning incidentally from context has the advantage of getting wider vocabulary than learning intentionally. However this claim does not exclude the fact that each type completes the other (Nezhad, Moghali, & Soori, 2015, p. 23). According to Nation (2001), Heibert and Kamil (2005) vocabulary comes into two forms:

- **Receptive vocabulary:** is the collection of words that the learner conceives their forms, and apprehends their meanings while reading and listening. It is generally wider than productive vocabulary.
- **Productive vocabulary:** it is well-known words that are recognized and used frequently in speaking and writing.

Nation (2001) has explained nine different aspects of vocabulary knowledge that are required to know a word (p. 40). They are summarized in the table bellow:

Table 2.1: *What is Involved in Knowing a Word*

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
P		How is the word written and spelled?	
Word parts	R	What parts are recognizable in this word?	
	P	What word part is needed to express the meaning?	
Meaning	Form and meaning	R	What the meaning does this word form signal?
		P	What word form can be used to express this meaning?
	Concept and referents	R	What is included in the concept?
P		What items can the concept refer to?	
Associations	R	What other words does this make us think of?	
	P	What other words could we use instead of this one?	
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	Collocations	R	What words or types of words occur with this one?
P		What words or types of words must we use with this one?	
Constraints on use (register, frequency)	R	Where, when, and how often would we expect to meet this word?	
	P	Where, when, and how often can we use this word?	

In column 3, R = receptive knowledge, P = productive knowledge.

(Nation, 2001, p. 40)

The table shows that knowing a word does not only mean recognizing its meaning, but rather it involves having knowledge about the following components:

- Knowing how to spell and pronounce words.
- Knowing how to write words with its correct spelling.
- Knowing how to make right structures in appropriate forms.
- Knowing how to connect between the form and its meaning.
- Knowing how to relate a particular word to different lexis.
- Knowing the concepts of a word that may help us to get the meaning of the other contexts in which happens.
- Knowing the grammatical functions of words.
- Knowing how to correctly collocate words with each other.
- Knowing the frequency of the words that may use or meet.

2.2 The Importance of Vocabulary Learning

Vocabulary importance has been investigated by many researchers in language learning. They agree that vocabulary has a vital position in language learning and “it is the core of the heart of language” (Lewis, 1993, p. 89). In addition, Wilkins (1972) wrote that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). This means that vocabulary is a central component of language, even without grammar, with just few words the message can be transmitted successfully. This is also has been confirmed by McCarthy (1990) who has claimed that “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide

range of meanings, communication in an L2 just cannot happen in any meaningful way”. That is to say communication cannot occur without having enough vocabulary. Thus, according to their claims, mastering of vocabulary can be placed before learning grammar rules because it is the key of communication.

Moreover, Cameron (2001) has reported that “vocabulary is the central of learning a foreign language and primarily level” (p. 72), i.e., it has priority in the EFL context. Therefore, Silverman & Hartranfet (2014, pp. 1-2) have considered vocabulary as a vehicle to master other skills since learners’ proficiency in productive and receptive skills depends mainly on their vocabulary knowledge.

2.3 Difficulties in Learning a Word

Gower, Walters, and Phillipis (1995, p. 143) have discussed a number of factors that can probably make a word easy or difficult to be learnt. These factors are:

2.3.1 Similarity to L1

One factor that contributes in the difficulty of learning new words is the existing equivalence between L2 and L1 in the form and meaning of an item. It seems very helpful for those whose mother tongue and second language share the same word aspects. However, it is not always the case because sometimes similarity of words between L1 and L2 may be misleading rather than helping.

2.3.2 Similarity to English Words Already Known

The student can easily recognize words with negative prefixes if he/she is already familiar with their stems. For instance, if the student has already known the word ‘friendly’, he/she should be able to infer the meaning of ‘unfriendly’ (Gower, et al., 1995, p. 143).

2.3.3 Connotation

Another difficulty that learners should take into consideration is the connotation of words, i.e., sometimes one word in L1 may have multiple translations in L2, each meaning may carry positive or negative connotation like in the case of describing a *thin person* by using the word *skinny* or *slim*, both are used interchangeably without realizing that *skinny* has a negative connotation, whereas *slim* indicates a positive notion (Gower, et al., 1995, p. 143).

2.3.4 Spelling and Pronunciation

The irregular system of spelling in the L2 may cause obstacles for students whose first language spelling system is constant. Laufer (1990) has noted that “Words with phonemes non-existent in L1 may be difficult to perceive correctly; in production, they are often mispronounced or avoided altogether by learners who are over-conscious of their pronunciation errors” (p. 148). That is to say, words in L2 may contain letters that do not exist in the first language which can lead to the production of incorrect spoken or written forms as for these words: ‘through, though, thought, tough, thorough’.

2.3.5 Multi-Word Items

Gower et al. (199, p. 143) have argued that the lexical item may come in pairs or a group of words such as compound noun as ‘tennis shoes’, or phrasal verb such as ‘to put someone up’. This type of item may cause confusion for EFL as it combines a series of simple words. Since EFL learners are not aware about the meaning of all sequences, they usually translate each word alone in their first language attempting to understand the whole meaning of the words. This cannot be applied with all groups of words.

2.3.6 Collocation

Collocation is defined by McCarthy, O' keeffe, and Walsh (2010) as “two words will occur next to each other, or very near each another” (p. 28). The association of two or more words can also be a problem for EFL learners who are poor in placing appropriately two pairs together. For example, they say ‘light coffee’ and ‘weak wind’, but respectively it is ‘weak coffee’ and ‘light wind’ (Gower, et al., 1995, p. 143).

2.3.7 Appropriate Use

Synonymy of words can also result in a difficulty because students can learn one synonymy and use it with all contexts. However, the meanings of words can be changeable from one context to another. For example, using the word *pushing* to mean *almost*, *He's pushing fifty*. But *pushing* can only be used in this context for older people, it is not appropriate *to say he is pushing three years old*. Moreover, students should be aware of the style whether being formal or informal and the specific words that are used in a particular domain in order not to get confused (Gower, et al., 1995, p. 143).

Webb and Nation (2017, p. 37) have described these difficulties as a learning burden that the learner may face in learning new words. For them, what contributes in this difficulty is related to one or more of the following factors:

- It has irregular spelling
- It is difficult to pronounce
- It contains unfamiliar word parts
- There is no obvious connection between its form and its meaning
- Understanding its meaning requires specialist knowledge
- It has unpredictable grammatical patterns

- It requires specific collocations
- There are constraints on its use, such as being used in only a particular dialect of the language.

2.4 Vocabulary Learning Strategies

Learning vocabulary is a necessary task to master any foreign language; doing so implies challenging the burdens that any language learner may face in the way of processing words. As a solution to relieve the above noted difficulties, a variety of strategies can play an important role in facilitating the process of vocabulary learning (Schmitt, 2000, p. 143).

Generally, O'Malley and Chamot (1990) have referred to learning strategies as a set of mental actions that are applied in learning English as a L2/ FL in order to understand, learn, and retain information. Similarly, Oxford (1990) has stated that "learning strategies are steps taken by students to enhance their own learning" (p. 1). That is to say, learning strategies are specific tools that are used by independent learners to achieve their learning goal.

By 1970's, there was a special focus on one type of learning strategies namely vocabulary learning strategies (VLS). This period has witnessed a remarkable shift from teacher-centeredness to focus on learner's autonomy, in addition to how learners could use multiple conscious techniques to access vocabulary by their own selves (Eder, 2006, p. 4).

According to Cameron (2001) VLS are "actions that learners take to help themselves understand and remember vocabulary items" (p. 92). This means that VLS are behaviors that learners depend on to facilitate vocabulary learning and its retention. In addition, Takac (2008) has noted that vocabulary learning strategies are "specific strategies utilized in the isolated task of learning vocabulary in the target language" (p.52). That is to say, VLS are

methods designed especially to figure out the meaning of unknown words in the target language.

2.4.1 Taxonomy of Vocabulary Learning Strategies

Years ago, many scholars have tried to collect VLS under one umbrella. Schmitt (1997) as reported in (Klapper, 2008, p.166) has to certain extent succeeded in classifying VLS to correspond with the above-mentioned explicit and implicit types of vocabulary learning. Each type involves a specific category which the learner should follow to achieve the intended type of learning.

2.4.1.1 Strategies for Explicit Learning Vocabulary

These strategies are based on the conscious involvement of the learner in decoding the unknown words by his own self. This type includes:

2.4.1.1.1 Determination Strategies: Which are made up of two strategies

- *Analyzing word parts:* Since the word in English language has a complex combination in terms of prefixes/suffixes and roots. The English learner can develop a wide range of vocabulary through using his knowledge about the word parts of familiar words to recognize the unknown ones. For example, for learners with a vocabulary of 2,000 words, the high frequency known word *respect* shares the same root *-spect-* with the lower frequency words *aspect, inspect, prospect, suspect, spectacle, perspective spectrum, respect-tive, retrospect,* etc. These words are similar in form as they all have the word part *-spect-* in them. Moreover, they are closely related in meaning because the meaning constant *look* can be found in all of them (Wei, 2014, p. 4).

Respect: to *look* upon somebody with admiration.

Aspect: a particular way in which something may be *looked* at.

Inspect: to *look* at something closely.

Prospect: something *looked* forward to.

Suspect: to *look* at something with doubt.

Spectacle: a striking sight worth *looking* at.

Speculate: to *look* at something and form opinions.

Perspective: a particular way of *looking* at things.

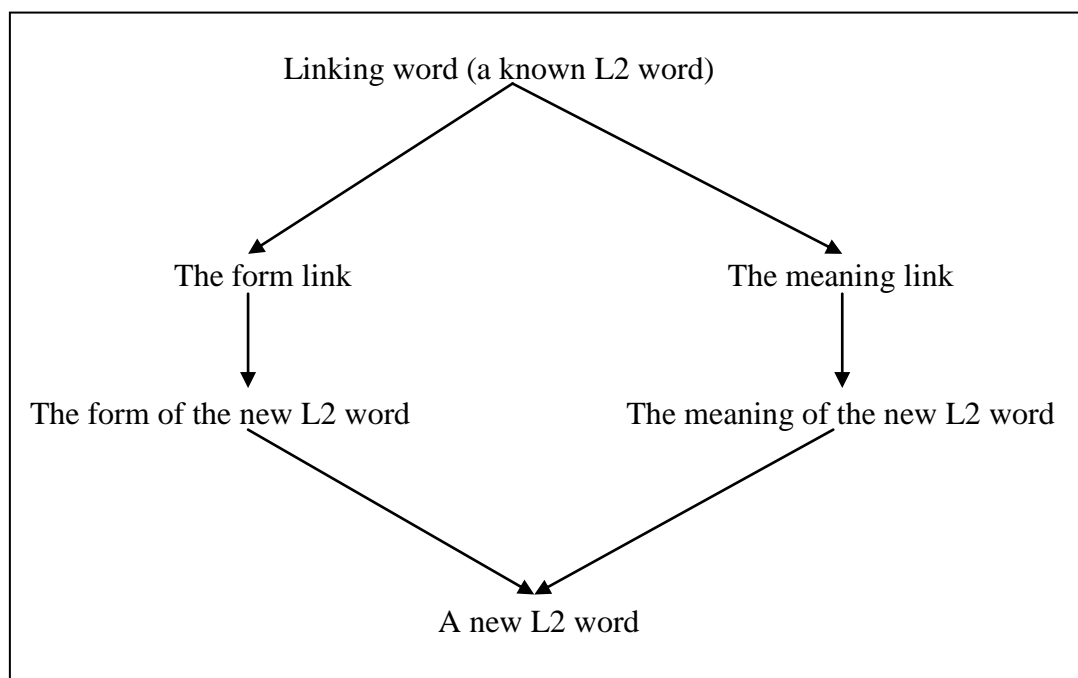
Spectrum: colors you see when you *look* at a rainbow.

Respective: *looking* at each as individuals.

Retrospect: to *look* back at past events.

So that, Wei (2014, p.4) has demonstrated that the shared stem *spect* relates the known words with to be learned words in terms of form and meaning, i.e., they shared the same verb *to look*. Moreover, this strategy contains two steps. The first one, demands from learners to determine the common forms between the new word and the known word to build a form-based association. The second step involves them to understand and realize the shared meaning between the known word and the word to be learned. Wei have explained and itemized the word part technique in the figure bellow:

Figure 2.1: *Analysis of the word part technique*



Wei (2014, p. 5).

The figure shows that there are two links in the word part technique; the form link and the meaning link of the high frequency L2 word, which are related together to link the new L2 word with the known linking L2 word.

- *Dictionary use:* According to Klapper (2008), dictionaries are useful sources for learning vocabulary. He mentioned many studies that support the advantage of the two types of dictionaries, monolingual and bilingual dictionaries. On one hand, a Monolingual dictionary can provide multiple meanings about the unfamiliar words. On the other hand, a Bilingual dictionary can translate words and phrases from one language to another. He has also named the new version ‘bilingualized’ dictionaries as hybrid tools that encompass features of monolingual and bilingual dictionary (pp. 167-168). Schmitt (2010) held that “learners carry around dictionaries and not grammar books” (p. 4) which means that learners are more interested in learning new words and not grammar rules. Therefore, dictionaries

assist students to quickly access the meaning of unfamiliar words that may be encountered in various contexts. Furthermore, they have the potential to foster the vocabulary repertoire of those who learn by their own outside the classroom (Thornbury, 2002, p. 151).). Moreover, Gu (2003) has stressed what being known as ‘E-dictionary’ which makes looking up for words more easier and efficient (p. 7). Thus, whatever the type of dictionary, it is agreed that they are effective and helpful tools for vocabulary learning.

2.4.1.1.2 Memory Strategies

Memory strategies are also called mnemonics. They are considered as excellent mental aids in terms of storing and remembering a large amount of vocabulary (Oxford, 1990, p. 132). Memory strategies encompass a variety of sub-techniques but the most popular ones in the field of research are semantic associations and the keyword technique (Klapper, 2008, p. 168).

- *Semantic associations*: Here the learner links the new words relatively with its previous representation in the mind in order to be retained like the word *fine* is connected with *law, arrest, police, accused...etc.* This technique generates a significant linkage between words. It is also a mind-map when it is used to relate new items to concrete materials like pictures. However, in some cases, the technique will be a source of confusion for learners who cannot differentiate between the meanings of words that they have been already learned together. For example the synonym *broad / wide* (Klapper, 2008, p. 168).

- *The keyword technique*: It is a well thorough area of learning vocabulary. It implies linking the form of the word to its meaning “a mother tongue is chosen that sounds like the L2 item to be learnt and allows the learner to make association between the two” (Klapper, 2008, p. 168). In this context, Oxford (1990) has mentioned two stages that contribute in the key word technique. Firstly, the learner recognizes the acoustic link between

L1 word and L2 word, i.e., they have a similar equivalent sound. In the second stage, he/she visualizes a logical association between L2 word and its familiar word in L1. For example, to learn the new French word *potage* (soup), the learner of English links it with a *pot* and then pictures a *pot* full of *potage* (p. 41-42). Unlike the word part technique which is a known L2 word, the keyword technique is a known L1 word.

2.4.1.1.3 Cognitive Strategies

These strategies are a little bit similar to memory strategies, but they are not based only on mental procedures; rather they also involve practical means that the learner uses to figure out the meaning of complex words (Schmitt, 2000, p. 136). According to Klapper (2008), the mechanical techniques that the independent learner overuses are: rote learning and rehearsal, making word cards, and the list learning strategies (p. 170).

- *The Words Cards*: This technique is more efficient than the keyword method because some EFL learners are deficient in imagining, but all can be trained to use word cards. It involves writing the L2 word on the front of the small card and the L1 word on its back side. In this technique, the learners move through a sequence of processes. First, they try to remember the meaning of the new words and if they cannot retrieve its meaning they turn the card to see its equivalent translation. Then, they use the translation to prove the form of new word. By the end, the words that are learned should be omitted, then, they create new word cards (Thornbury, 2002, p. 146).

- *Rote Learning and Rehearsal*: As Klapper (2008) has maintained, extensive repetition of L2 words is an effective method to retain wider vocabulary and the majority of students are supposed to do so unconsciously. To support that claim he has referred to a study conducted by Crothers and Suppes (1967) which approves that 100 Russian-English word pairs (L2-L1) reminded over seven repetitions. Therefore, the more words are repeated, the

better they are learned, as Nation (2001) has recommended that “repetition thus adds to the quality of knowledge and also to the quantity or strength of this knowledge” (p. 114).

- *List Learning*: It is suggested that learners break down the list into groups, each group consists of three or four words. Then, they test their learned- words on each group in turn with the rote learning; however, this strategy is not very helpful since the items in the list cannot be changed. (Klapper, 2008, p. 170).

2.4.1.1.4 Metacognitive Strategies

By contrast to what is noted above, Klapper (2008) believed that metacognitive strategies are indirect techniques used to boost vocabulary size, whereby using vocabulary books as an advantageous source for independent learning (p. 171). Moreover, Oxford (1990) has noted that metacognitive strategies are steps used consciously by learners to support the cognitive strategies, especially those who feel lost when learning the target language including paying attention either by directing it to learn the whole task or by focusing only on some aspects of language. Also, over-viewing the learning procedures and relating them in logical manner. This latter would be more effective if the following guidelines are followed: (1) setting the reason behind doing a particular task, (2) choosing the words to be learnt, (3) make the linkage. In addition to, other metacognitive strategies including: deciding a well-planned and organized way for language learning and then evaluating the method efficacy (pp. 136-137).

2.4.1.2. Strategies for Implicit Vocabulary Learning

Conversely to the explicit /direct vocabulary learning, implicit strategies refer to the incidental learning while reading or listening in which the message is the focus of the learner and not the language as in the intentional learning. Extensive and intensive reading and guessing from context are examples of implicit strategies that the learner can use by his own to optimize vocabulary learning (Klapper, 2008, p. 171).

2.4.1.2.1 Reading

It is agreed that learners who read frequently from texts that they are interested in, they gain intrinsic vocabulary as Klapper (2008) has displayed many studies to confirm that learning vocabulary incidentally through extensive or intensive reading has a significant contribution in the reinforcement of repeated words.

Extensive reading is considered as one of the best methods that assist learners' access to a variety of words since the same word may be encountered in different books which can lead to the memorization of this word (Jeffries & Mikulecky, 2007, p. 30). Similarly, Nation (2001) has recommended that the research on extensive reading uncovers many advantages not only in reading, but also upon the development of language learning (p. 251). Furthermore, Tiryaki and Tütüniş (2012) have conducted a study about the role of extensive reading in the improvement of vocabulary. The study has been carried out on 100 EFL students. The results show that extensive reading has a large effect on the EFL learners' vocabulary development. Also, it plays an essential role in learning the lexical items. In the EFL context, students' restricted input may limit their incidental learning output, and enlarge their lexical input (Webb & Nation, 2017, p. 61).

Intensive reading, on the other hand, is a form-focused learning activity in which learners depend on direct strategies like the above mentioned ones to be able to understand the words that they are not familiar with. In addition, gaining vocabulary through intensive reading requires more effort because some encountered words in one context will not be found again in other exposures. Thus, they will be disappeared through time (p. 122).

2.4.1.2.2 Guessing from Context

It is a strategy for facilitating vocabulary learning. It entails inferring the meaning of unknown words from the context. Students recognize the full meaning of a new word by meeting it in multiple contexts. The exposure should contain clues that assist students in

guessing the meaning; their prior knowledge can greatly elaborate in receiving the new one (DeCarrico, 2001, p. 290).

Thoronbury (2002) noted that:

Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom. What's more, it seems to be one that can be taught and implemented relatively easily. It is also one that we all already use - perhaps unconsciously- when reading and listening in our mother tongue. So it is probably less a case of learning a new skill than transferring an existing one. (p. 148)

Whether learners listen to storytelling, records or read books independently at home or with their teachers, they can easily identify the meaning of difficult words through making guesses from context cues. According to Chin (2004, pp. 28-32), guessing the meaning of complex words from context involves some cues/hints that assist readers to discover the meaning of new words:

- 1) **Definitions in context:** This technique contains two kinds of clues an appositive definition and predicate nominative definition.
 - a. *An appositive:* It is a word or phrase used to clarify a noun or pronoun before it.
 - b. *A predicate nominative:* It is a noun or pronoun that comes after the linking verb that introduces the subject of the sentence.
- 2) **Explanations through examples:** They are examples about the unknown word given to help readers guess its meaning. They may be highlighted by a colon, a dash, or using such words: for example, for instance . . . etc.
- 3) **Comparisons with familiar words:** It involves synonymy clue; a word that carries the same or closest meaning to the difficult word.

- 4) Contrasts with familiar words:** It means understanding the meaning of unfamiliar word through its opposite meaning.
- 5) Explanation through relationships:** Either locating meaning of the new word through the general context in which it happens or through connecting words such as coordinating conjunctions.

Grabe (2009) mentioned some tactics to enhance the inference strategy:

To help students develop guessing skills appropriately, students need to practice and analyze guessing from context in texts that they are reading, recognize clues that maybe useful (e.g., discourse-marking words, punctuation, word-part information, part of speech, examples, and descriptions), and to be encouraged by teachers to become more aware of new words while reading. (p. 276)

In order to get a readable text, the readers have to be skillful enough in making guesses from context which requires extensive training on decoding clues, in addition to the teachers' support. Yet, the implementation of such techniques will positively enhance their reading skills.

To sum, VLS seem to be a helpful techniques for learners who have a limited linguistic background. They are organized according to the type of vocabulary (implicit/explicit) and each type encompasses a set of sub-types. Therefore, using a particular strategy depends on the learners' needs and their preferences.

2.5. E-books and Vocabulary Learning

Reading e-books has a specific taste. This is the result of the animated features of this digital device that may provide a number of benefits to allow students learn more lexis. In this regard, Bickel (2017) has stressed that the obtainable features of e-books enable students to

acquire vocabulary by their own without the help of their teachers or friends (p. 9). Besides him, Webb and Nation (2017) have argued that readers can access more words through e-books since they allow them to consult difficult terms in dictionaries with fast touches during extensive reading which means that various strategies are applied together through one device (P. 92).

Moreover, Tecnam (2012) has carried out a study about the impact of reading e-books on 62 EFL Korean students' vocabulary growth and if there is any transformation in the affective factors of learning English through an e-book. After analyzing the collected data from survey, pre-post tests, and observation, it displays that reading e-books has increasingly improved the vocabulary knowledge. Also, e-books promote the motivation of learners. So that, ESL/EFL learners can immensely benefit from reading e-books.

Therefore, it can be said that the aforementioned researchers are only limited to the relation between e-books and vocabulary learning without integrating the reading as a method to deal with e-books. On this basis, the present study has attempted to focus on e-books along with reading and vocabulary in order to reveal the strategies and the features that are mainly employed while reading an e-book as a new way for improving vocabulary.

Conclusion

Vocabulary learning is an essential skill to be competent in other aspects of the target language. For EFL learners, it represents a challenge since they face many constraints during its process like similarity to their first language, spelling, and pronunciation . . . etc. Thus, they should first know the ways of learning vocabulary either incidentally or intentionally. Then, they learn and apply the strategies (VLS) that are needed for each type in order to make the learning task easier and efficient. Additionally, extensive and intensive readings are more likely

beneficial strategies for words' gain. Finally, this chapter has given a precious attention to the role of reading e-books as a new tool for improving vocabulary.

CHAPTER THREE

FIELD INVESTIGATION

Introduction

This chapter is devoted to the investigation part as a way to confirm or reject the hypotheses that are stated in the theoretical part. It also describes how data is collected for conducting this study and the tools that are used to check the role of reading electronic books in vocabulary learning. Therefore, this chapter is consisted of students' questionnaire and teachers' structured interview to fulfill the research questions behind this study, in addition to the interpretation and discussion of the obtained results. Finally, it offers some recommendations and pedagogical implications that are stated at the end of the investigation field.

1 Students' Questionnaire

3.1.1 Sample Choice

The sample of the study includes 35 students who have been chosen randomly from 70 master two population at the department of English at Guelma University. The reason behind its selection is Master two students' need for reading books in order to conduct their dissertations and research papers. Thus, they will look for books in the library, but unfortunately, not all the required documents will be reached and even if they are available, they will not be allowed to borrow them for a long period. For finding a remedial solution to this issue, they intend to download e-books which would facilitate their search for information. Moreover, they have more opportunities to prepare for their presentations that make them in everyday contact with their e-devices for obtaining immediate and credible knowledge and ideas.

3.1.2 Description of Students' Questionnaire

The questionnaire was mainly assigned on the basis of knowing the students' attitudes towards the role of reading e-books in learning vocabulary. It was composed of twenty questions which were presented in a systematic way ranging from multiple choice questions, open-ended questions to close-ended questions where students have to clarify the chosen answer. The questionnaire was divided into four sections; general information, reading skill, vocabulary learning, and the role of reading e-books in vocabulary learning. In turn, each of these sections encompasses other sub-sections.

The First Section (Q1-Q3): Is entitled personal information aims at identifying the respondents through gathering general information about their (age, gender, and their English level).

The Second Section (Q4-Q7): It sheds light on the reading skill which is mainly intended to get a clear idea about the students' attitudes towards the reading skill. The question (Q4) has detected the degree of students' appreciation to the reading task, in which the focus is on whether students are more interested in reading or have a little concern towards this skill. The question (Q5) has investigated the frequency of reading. The question (Q6) has been asked to know where students usually read whether in class, in library, or at home. This section has ended up with a question (Q7) about the most needed documents to be read in English.

The Third Section (Q8-Q10): It aims at showing the necessity of having a linguistic background to be competent in the other language skills. Hence, it has involved views about the importance of learning vocabulary in the EFL context (Q8), and the difficulties that may have in acquiring words (Q9). It has also tended to identify the effectiveness of vocabulary

learning strategies by quantifying the kinds of strategies that are mostly used to learn new terms (Q10).

The Fourth Section (Q11-Q20): This section is concerned with the role of reading e-books in vocabulary learning. In this regard, it aims at knowing which type of media is more preferable. For more specificity, students were asked about the most used format in reading whether p-books or electronic ones (Q11). Furthermore, they were asked to define briefly the concept “electronic books” (Q12), through which we see their awareness about the use of electronic devices in reading (Q13), this question has attempted to show which kind of hardware device is preferred to them. After that, question (Q14) seeks to examine the reasons behind choosing e-books over other media. Besides, question (Q15) has required more specification of the types of strategies that are followed to read an e-text which is accessed online or either obtained via downloading, borrowing, or buying the e-version of the book (Q16). Furthermore, this section also aims at identifying the main features that are applied to figure out the meaning of unfamiliar words; students were asked to select the appropriate method used when they encounter a complex word while reading e-books (Q17). Finally, the purpose of this section was to investigate the role of reading e-books in vocabulary learning which is considered as the aim of this questionnaire since students were asked about the usefulness of reading e-books in learning new words (Q18), in addition to display their views according to the role of e-books in processing words either it has a negative impact or a positive one (Q19). The last question (20) was asked to compare between printed sources and electronic ones that is more helpful to learn vocabulary.

3.1.3 Administration of the Students' Questionnaire

The questionnaire was sent to 35 students of master two via e-mail at the first week of May 2019, they were given an electronic version to facilitate the process of data collection, as well

as, to give them enough time in order to answer comfortably and take it seriously. All the answered questionnaires were received on the same week with no delay.

3.1. 4 Analysis of Results and Findings

Section One: Personal Information

Q1- Age.....years old.

Table 3.1

Students' Age

Responses	Participants	Percentage%
23-24	29	83%
More than 24	6	18%
Total	35	100%

Concerning students' age, it is noticed that most of master two students (83%) aged between 23-24 years old which shows that the majority of them have succeed in learning English without any failure. While, the rest (18%) who aged between 24 and more, this could be due to their failure or they have already studied the classic system.

Q2- Students' Gender

Table 3.2

Students' Gender

Gender	Participants	Percentage%
Male	4	11%
Female	31	89%
Total	35	100%

Among (100%) of participants, (11%) is male and (89%) are female. This indicates that the number of girls is higher compared with boys which lead us to the fact that girls are more interested in learning EFL. While, The majority of boys may be they go to work on the military.

Q3- How would you evaluate your level in English?

Table 3.3

Students' Evaluation of Their Level in English

Responses	Participants	Percentages%
Excellent	8	23%
Good	21	60%
Medium	6	17%
Poor	00	00%
Total	35	100%

The table 3.3 shows that the majority of students (60%) have a good level in English, which indicates that may have a sufficient knowledge in English language. (17%) of students have average level in English which signifies that may have a narrow background about English language. However, (23%) of them have argued that they have an excellent level which indicates that they master the basic English language skills. No one has selected the last choice which stands for “poor” since they have reached that level, i.e., Master level no one can have poor level.

Section Two: Reading

Q4- Do you like reading?

Table 3.4*Students' Appreciation of Reading Skill*

Responses	Participants	Percentages%
A lot	11	31%
A little bit	23	66%
Not at all	1	3%
Total	35	100%

It is indicated from the table 3.4, that the majority of students (66%) are not much interested in reading may be because they do not have much time to read or they are interested in other things. (31%) of them asserted that they are fond of reading which reveals that they are more interested in reading or they are specialized in literature in which reading is a must for them. Surprisingly, one student (3%) pointed out for the last choice which is “Not at all” which means that s/he is may not motivated enough to read.

Q5: How often do you read?

Table 3.5*The Frequency of Reading*

Responses	Participants	Percentages%
Always	4	11%
Usually	10	29%
Sometimes	21	60%
Never	00	00%
Total	35	100%

The table presents that, most students (60%) sometimes read, which is followed by (29%) of students who usually read which indicates that they read only when they are obliged to do so, i.e., they read whenever they have a purpose such as to answer a question or look for information. Whereas, four (11%) of them read extensively, which implies that they find reading very pleasurable.

Q6: Where do you prefer to read?

Table 3.6

The Preferred Places for Reading

Responses	Participants	Percentage%
In class	4	11%
In library	1	3%
At home	30	86%
Elsewhere	00	00%
Total	35	100%

From students' answers, it is revealed that the vast majority (86%) of students have preferred to read at their homes, against with only four (11%) students who have selected to read in class. While, only one (3%) of them have opted for reading in library. So, students read at homes because may have much free time than that in class and library.

Q7: What type of documents do you frequently read?

Table 3.7*The Type of Documents that Students Frequently Read*

Responses	Participants	Percentage%
Articles	14	40%
Research papers	12	34%
Books	15	43%
Novels	11	31%
Short stories	3	9%

Concerning the major kinds of documents that are read by the students, It is noticed that the majority of students (43%) have read books and (40%) of them have opted for the first choice “Articles”. The other 12 students have claimed that they read “research papers” which represent (34%) of the sample. While, (31%) of them have crossed novels and only (9%) students out of 35 have opted for “short stories”. This demonstrates that most of students read mainly for academic purposes as they work on their academic research being compared with the rest which represent only the minority of them who are concerned with reading novels and short stories. That is to say, students lack the inner desire for reading to enrich their knowledge and to cultivate themselves.

Section Three: Vocabulary Learning

Q8: Do you think that learning vocabulary is important in EFL context?

Table 3.8*The Importance of Learning Vocabulary*

Responses	Participants	Percentages%
Very important	31	89%
Important	4	11%
Not important	00	00%
Total	35	100%

In this question the researcher wants to know about the students' opinions about the status of vocabulary in EFL context. (89%) of students consider learning vocabulary as very important and (11%) think it is important. However, no one rates of "not important". It can be said that a great number of students have agreed on the importance of vocabulary in learning a foreign language. Since most students have considered vocabulary as a vital element to be acquired, they have justified their answers. The justifications are summarized below:

- Vocabulary is the first element to learn any language.
- It is important for understanding others and communicating with them, especially in English as a world' Lingua Franca.
- Having a vocabulary stock allow learners to express their ideas either verbally or in a written form.
- Learning vocabulary allows them to progress in their pursuit of knowledge and enhance the four basic language skills (is a key to good speaking and good writing style and successful reading).

- Vocabulary is a must for EFL learners which they need not only to express themselves, but also in the academic context; having innovative ideas and knowledge without having vocabulary to express them equals not having anything.
- Having vocabulary knowledge in any language, helps to learn it and master its principles.

Q9: According to you, the difficulty in learning a L2 or a foreign language word is Due to:

- | | |
|-------------------------|-----------------------------------|
| a) Its similarity to L1 | b) Its pronunciation and spelling |
| c) Its meaning | d) Synonymy to other words |
| e) Connotation | f) Collocation |

Table 3.9

The Areas of Difficulty in Learning L2/ FL

Responses	Participants	Percentage%
Similarity to L1	5	14%
Pronunciation and spelling	10	29%
Meaning	10	29%
Synonymy to other words	1	3%
Connotation	7	20%
Collocation	2	5%
Total	35	100%

The question seeks to determine the students' areas of difficulty that they may face when learning vocabulary in English as L2/FL. (20%) of students have opted for connotation. (14%) of students have chosen similarity to L1, (5%) of students have chosen collocation, and only (3%) of them have selected synonymy to L1. This difficulty can be related to the fact that

EFL learners do not give much time to learn and practice academic vocabulary, as well as, they still learn English through their mother tongue language. The rest of the sample (29%) have admitted that they have problems in pronunciation and spelling which refers to their inability to master the English sounds and its phonetic transcription; similarly, other students (29%) from the whole sample have considered the difficult meaning of words as the main cause to their weakness in vocabulary which can be justified by their inability to figure out the meaning of unfamiliar words that may encounter while reading.

Q10: Which strategies do you think are most effective for learning vocabulary?

Table 3.10

The Most Effective Strategies for Vocabulary Learning

Responses	Participants	Percentages%
Rehearsal	7	20%
List words for memorization	7	20%
Generate associations	8	23%
Make guesses from context	13	37%
Total	35	100%

According to the answers that are given by students, the majority of students (37%) have chosen inferring the meaning of new words from the context which is exposed to them. This indicates that the context cues are very helpful in the case of learning vocabulary. (23%) students have preferred to associate the unknown words with the words or things that they have already known. (20%) students have thought that listing the meaning of words in cards and memorizing them seems to be an effective strategy for learning vocabulary which is similar to rehearsal, i.e., other seven students (20%) have suggested to repeat the word until it

is retained. These results display the awareness of the participants about the effectiveness of using more practical strategies to learn new words.

Section Four: The role of reading e-books in vocabulary learning

Q11: Which format do you mostly use while reading?

Table 3.11

The Favorite Format of Reading

Responses	Participants	Percentages%
Printed books	00	00%
Electronic books	35	100%
Total	35	100%

The results have shown that all students 35 (100%) have appreciated e-books, which demonstrates that they can provide a great facility for learners. However, no one has selected “printed books”, which implies that printed books’ position has gradually decreased with the prevalence of electronic ones.

Since, the participants have chosen electronic books as the most preferable format to read, they are expected to give a clear definition to the term (e-books) as it is stated in the following question.

Q12: In your opinion, how could you define e-books?

Since, it is an open-ended question. Students were free to express the meaning of electronic books without being limited by options. Concerning the obtained answers, all students (100%) have attempted to provide definitions to the concept “e-books”. 15 (43%) of students have stated that “e-books are the electronic version of a hardcopy book”. 13 (37%) of them have assumed that “electronic books can be any digital text which is founded online and

can be easily accessed via the technological devices”, as it is defined by Roa (2001). While, 7 of them under the percentage (20%) have considered e-book as “a book that is converted in a specific designed handheld device which consist of photos, colors, sounds and so on”. Thus, it can be said that students have given multiple meanings to e-books that are relatively similar, as it has been analyzed in the previous table, in the sense that e-books is the first preferred media of reading for master two students. According to the students’ answers, e-books can be accessed via multiple electronic devices. Yet, the following question aims to determine precisely the most used digital appliances to read e-books.

Q13: Which hardware device do you prefer to use while reading e-books?

Table 3.13

The Device Mostly Used to Read E-books

Responses	Participants	Percentages%
A desktop computer	5	14%
A Smart phone	21	60%
A CD-ROM	00	00%
A tablet	9	26%
Total	35	100%

As it is indicated in table 3.13, most students (60%) have opted for smart phone, which means that students prefer to use their mobiles to read e-text because they are always carrying them. While, a desktop computer was chosen by only (14%) of students from the whole sample. The remaining students (26%) have assumed that they use “tablets” which demonstrates that they are familiar with the new technological devices and no one has chosen CD-ROM may be because it is an old fashioned instrument and no longer used as much as they were before.

Q14: What is the most important reason behind your choice of e-books for reading?

Table 3.14*The Reasons behind Reading E-books*

Responses	Participants	Percentages%
Availability	5	14%
Ease to access	13	37%
Interactive	2	6%
Save time and effort	9	26%
Does not cost	00	00%
Lack of printed version	6	17%
Total	35	100%

This question is an explicative for the (Q13), since it seeks to find the different factors that encourage students to read e-books from digital devices. According to the obtained findings, it can be realized that the majority of students (37%) are in favor of its accessibility since the new devices are equipped with internet connection which allows them to get any book without consuming time looking for it in the libraries. (26%) of students have inserted the advantages of electronic books in terms of saving time and effort as they read from their smart phones. (14%) of them have selected the first choice which is “availability” and (17%) of participants have reported that they read electronic books because of the lack of their printed version. However, only (6%) of students have opted for e-books as being “interactive” may be because of its lightness screen which facilitates on them typing and doing other tasks like using colors to highlight what they want, in addition to its audio feature. No student has chosen “does not cost” which implies that some online libraries or websites ask for payment in order to have permission to access the book.

Q15: When dealing with a digital text, which type of strategy do you use?

Table 3.15

The Types of Strategies Used for Reading Electronic Books

Responses	Participants	Percentages%
Skimming	11	31%
Scanning	4	11%
Glancing	9	26%
Seeking	7	20%
Rereading	4	11%
Total	35	100%

This question deals with the techniques that EFL learners use to get the general idea from the e-text. The highest percentage (31%) is represented by 11 students who have used skimming to get the gist of the text, as it is claimed by Marshal (2010). This means that students have been already disposed to it as the most adequate method of reading strategies and they have a positive attitude towards this strategy. Nine (26%) of students have opted for the third choice “glancing”, which designates that students think that when they read the headlines and look at the photos will comprehend the whole text and (20%) have chosen “seeking” since they are not interested in reading, they go directly to the needed information relaying on the table of content and the indexes. While, the rest of students who have selected the choices (two, and five) were relatively small. Which means that the lowest rate (11%) has been directed to the strategy of scanning and rereading. So, they scan and reread in order to do their research or presentation.

Q16: When you find a published book, do you read it:

Table 3.17*The Most Used Features of E-books*

Responses	Participants	Percentages%
Annotation	2	6%
Highlighting	9	26%
Checking the e-dictionary	22	64%
Taking it as a note	2	6%
Total	35	100%

As it is indicated in table 3.17, most students (22) who represent (64%) from the whole sample have considered “checking the e-dictionary” as the best choice for looking up the meaning of unfamiliar words, which signifies that e-dictionary is a helpful and beneficial tool for digital readers. (26%) of students have chosen the complex words with colors which can be a good option for those who have a visual memory. Both options “Annotation” and “taking it as note” have received the same low percentage (6%) may be because students find them more useful for typing comments than for learning words.

Q18: To what extent e-books are useful in learning new words?

Table 3.18*The Usability of E-books in Learning New Words*

Responses	Participants	Percentages%
Very useful	19	54%
Useful	16	46%
Not useful	00	00%
Total	35	100%

The table 3.18 depicts the e-books' degree of usability according to EFL learners in terms of learning new words. From the results above it can be noticed that the large proportion of students (54%) have consider electronic books as a very useful tool for acquiring vocabulary which is followed by 16 (46%) of students who have claimed that e-books are useful for vocabulary learning, this could be due to its animated features which allow them to learn words in an enjoyable and technical way at the same time. No one has said that it is "not useful" since all students prefer reading e-books over printed ones, as it was stated in the answers given for the previous question item 11.

Q19: In your opinion, is the role of reading e-books in vocabulary learning?

a) Positive

b) Negative

Table 3.19

The Students' Attitudes towards the Role of Reading E-books in Vocabulary Learning

Responses	Participants	Percentages%
Positive	32	91%
Negative	3	9%
Total	35	100%

According to the results, the overwhelming majority of informants (91%) think that reading e-books positively affect the vocabulary knowledge. They have provided justifications to defend their opinions. They are summarized in these points below:

- E-books offer a motivated atmosphere which encourages you to discover and learn new words.
- E-books consist of many apps which can be employed to facilitate the retention of the acquired words.
- The e-books' features allow learners to extract the meaning of words through the same device and return to it at any time.

- One student has said that whenever I read an e-book, I face a difficult word. Then I go directly to check the dictionary which provides me with multiple meanings to one word.
- It contains a lot of new words and expressions that can help to enrich vocabulary repertoire.

However, the minority of students (9%) believes that e-books have a negative role in learning vocabulary, and they have justified their choice as follows:

- “E-books are unhealthy and encourage laziness and lower the value of the read work.”
- “It can be lost if the device is damaged.”
- “Highlighting words in printed books guarantee its learning.”

Consequently, it can be deduced that e-books allow students to learn in an interactive and enjoyable space which may have the potential of engaging and motivating them for improving their linguistic background, as well as, considering it as new tool and method for facilitating learning and teaching.

Q20: Which type of reading do you consider more effective for learning vocabulary?

Table 3.20

The Students' Views about the Effective Kind of Reading for Learning Vocabulary

Responses	Participants	Percentages%
Reading on screen	15	43%
Reading on print	14	40%
Both	6	17%
Total	35	100%

The table clearly portrayed that most students (43%) have assumed that reading e-books are more effective than printed books, and they have provided justifications, which are summarized as follows:

- E-books allow users to highlight or easily check the online dictionary while reading. Unlike, reading in print which takes time to figure out the unknown words, especially if there is no dictionary besides them.
- It is helpful and useful in finding rapidly the needed information, as well as, it enriches the learners' linguistic background.
- The ability to search and interact with text easily. So, through these points students will effectively improve their vocabulary.
- The screen gives you the opportunity to comment upon an idea and to write the words that you do not understand in the footnotes or even to check its meaning online.

40% of students think that reading printed books is sufficient for learning new lexis, and they have justified their choice though providing the following evidences:

- Reading in print is very helpful because the reader can control its reading (go back to the hard copy whatever s/he need it). Unlike, reading on screen which can not be trusted.
- Some students think that when they read on screen, they get easily distract and lose concentration. Whereas, reading on print lead them to focus on what is being said, the vocabulary used, the style of writing, and so on.
- Reading in print can reinforce the words better.

Only six participants have opted for "both" and have agreed on the fact that reading on screen or reading in print have the same goal which is to read. So that, whatever the device

either digital or its real version, reading is always the best way to develop and learn vocabulary.

3.1.5 Summary of Results and Findings of the Student's Questionnaire

The gathered data from the analysis of the questionnaire reveals many things. First, the findings of the questionnaire indicate that the major number of participants is females, that is to say females are more interested in learning English if they are compared with the category of males. What is also noticed is that the majority of students (66%) do not really appreciate the reading skill, which can be said that they only read for academic purposes. However, when they have asked about the format through which they frequently read, all of them (100%) have showed preference to e-books, which can be interpreted by their accessibility at any time and place when being compared with printed books. In addition to, their access to different digital devices like desktop computer, tablets, and particularly their use of smart phones as the best and most frequently used digital tool to read an e-book because of its small shape and its great capacity of holding unlimited number of books.

Moreover, The vast majority of students (89%) are aware of the importance of learning vocabulary in the EFL context and how it could be improved through reading e-books, since the latter consist of multiple apps that may have the potential to enrich one's vocabulary bank, as well as, the students' awareness about the strategies that are involved in reading an e-text which in one way or another will positively affect the linguistic repertoire. So that, the majority of students have claimed that reading on screen is more efficient and easy in terms of vocabulary learning and its retention, this could be taken as a confirmation for the claim that EFL learners can effectively cope with new digital devices.

3.2 Teachers' Interview

The interviews are an oral more like conversations. They are widely used when we want to explore people's views, attitudes. The advantage of the interviews is their flexibility. In other words, if the interviewees face problems with the questions, the latter can be explained to them. Moreover, the structured interviews are interviews that have a rigid structure. Its questions are simple and preplanned.

The reason behind the choice of such instrument interview is to demonstrate the teachers' attitudes towards the role of integrating new technologies in the teaching and learning process and to explore their views towards reading e-books as a new type of technology for vocabulary learning in particular.

3.2.1 The Sample

Six (6) teachers at the department of English at Guelma University have been interviewed orally (face-to-face conversation). They teach different modules that have relation with reading and vocabulary learning such as Reading and Writing Skills, Grammar, and Oral Expression. The selection of such sample is based on the consideration that such teachers attempt to incorporate multiple devices in order to facilitate the process of teaching, as well as, they encourage their students to read from these tools to get knowledge and learn more lexis.

3.2.2 Description of the Interview

A structured teachers' interview was conducted as another method for collecting data. The teachers' interview has been conducted by the researcher herself. The aim behind this interview is to support the gathered data from the students' questionnaire. Thus, this would give more reliability and validity to the answers of our research questions. The purpose of the

interview was explained to the interviewees. It consists of nine arranged questions with a slight interference by the researcher whenever a question needs more explanation as a way to ensure the continuity of the interviews' process.

The first question has dealt with the importance of reading for EFL learners, which has directly led the interviewer to ask about the purpose that mainly push them to read (Q2). Then, the interviewees were given an opportunity to express their opinions concerning the role of integrating the new technologies in teaching EFL students (Q3) and to get a clear idea about the best media they think it is more helpful and effective for the teaching and learning process. They were asked about the type of sources whether printed or electronic they generally provide their students with (Q4, Q5). After that, the teachers were asked about the benefits which e-books would offer to students (Q6). Besides, (Q9) aims at presenting that the features provided in e-books (annotation, highlighting, note taking, hypertext) can be useful to acquire vocabulary (Q7). The significant of question eight (Q8) is to show the link between reading on screen and vocabulary development. The last question (Q9) was asked to give more space for teachers to express their ideas and suggestions upon the topic.

3.2.3 Analysis of Results

Question 1: What can you say about the place/importance of reading skill for EFL learners?

Teacher 1: *“For me, reading is quietly important to gather information, to improve the language, and to learn new concepts and words. So that, learning a language cannot be possible without learning authentic books, i.e., without being exposed to real English”.*

Teacher 2: *“Reading is very important in terms that it can develop all the other skills. If we want our learners to improve their level in English, we always advice them to read first because reading is the first step to acquire other skills (listening, speaking, and writing)”.*

Teacher 3: *“It is very important because it enhances learners’ vocabulary first and through reading your language skills will be improved plus the knowledge you get from books”.*

Teacher 4: *“Reading is of high importance for EFL learners because it helps them to develop their linguistic skills in general. In other words, when they read they can improve their pronunciation, their vocabulary, their writing and listening abilities”*

Teacher 5: *“Speaking about reading in EFL classes, nobody can deny the fact that it is vital for EFL learners. More importantly, it is considered as a receptive skill and reception comes first before language production so no production will take place, if no appropriate reception happens”.*

Teacher 6: *“I personally believe that reading is highly important for foreign students. It is important for vocabulary enrichment, for learning about culture, and for widening horizons and perspectives”.*

This question is asked for the sake of uncovering the degree of importance that is given to the reading skill for EFL learners. All the respondents have stressed the important role that reading can play for EFL learners. They all have agreed that students will improve their vocabulary repertoire and other language skills; for instance, writing, speaking, and listening. When only students get involved into reading, they start to perceive knowledge from books and other materials (perception) which enable them later to produce utterances (production), and to enrich their cultural background.

Question 2: In your opinion, do your students mostly read for:

- a) Academic purposes
- b) The sake of pleasure

Teacher 1: *“Actually, I think they are more interested in academic readings which are related to their lessons, their courses, and to their fields of research. While, for pleasure there are some students who read for entertainment, but when we try to compare I think high percentage of students are interested in reading for academic purposes”.*

Teacher 2: *“I think they read when they are obliged to or they have research works”.*

Teacher 3: *“This is if they read, in fact it depends on the learner himself that is to say some students just tend to read for academic purposes like reading handouts and books that are related to their studies, but others tend to read other things which are not related really to their studies”.*

Teacher 4: *“For academic purposes, they just read the handouts. However, for pleasure I can notice that the majority of my students read for pleasure and that is good”.*

Teacher 5: *“I have variety of students. Most of them read for academic purposes mainly when we oblige them to read, but I have also a good number of students who read for pleasure, for cultivating themselves, and for informative and knowledge reasons even they have personal blogs and websites just for reading”.*

Teacher 6: *“Normally, the majority of students they do not really read I personally believe so. They watch and listen a lot, but when it comes to reading, they read for academic achievements only. I mean when they are obliged to read they have to read, but for pleasure it is really rare”.*

The second question in the interview is designed to discover whether EFL students read mainly for academic purposes or for the sake of pleasure. The majority of the respondents have claimed that their students read mostly for academic purposes. It can be understood that they read only when they are pushed to prepare their lessons or search for information.

However, the participants did not move without mentioning that there is a significant number of students who read for pleasure. Besides, another teacher has thought that students are not interested in reading at all which can be said that students need self-relaxation, strong desire, and a great push to positively motivate them to read. These results lead us to the fact that reading depends on the learners' preferences and their needs.

Question 3: According to you, what is the role of new technologies for EFL learners?

a) Positive

b) Negative

Please justify each selected option.

Teacher 1: *“I think that technology may facilitate the learning process, especially using for example, the research tools instead of wasting so much time looking for particular information, a particular word or concept. Students go immediately to these research tools to find immediately the word they are looking for. In addition, students are always in permanent contact with their technological materials”*

Teacher 2: *“It is very important, because when they have a certain kind of books or articles which cannot reach in library, especially if we speak about the Algerian atmosphere because of the limited options of books and articles, students need to read online to get access to such kind of readings”.*

Teacher 3: *“Technology is everywhere now, especially in the educational settings. I mean here if we do not provide students with the concrete version of a book, we can just post it in the face book group or send it by e-mail. Indeed, I personally do this with my students and i find it very helpful because it facilitates the way they get the information. Thus, for me it is highly positive, but it still depends on the learners' preferences”.*

Teacher 4: *“It should be a positive role, because technologies facilitate many tasks for EFL learners. Hence, it is considered as having a positive impact because it gives access to lectures, videos, and other research papers”.*

Teacher 5: *“First, the role is very positive, now we cannot really integrate reading inside the classroom because reading is something that a learner should do autonomously at home for example, if we are working on a novel, we are not going to read a 500 pages of a novel in the classroom so the learner is supposed to read it at home, and technologies are facilitating things to students. Therefore, they cannot complain about not having the book or the source because they can download it freely as a PDF version. So that, Technologies are really important outside the classroom, but inside the classroom we do not really use it not because it is useless, but because the classroom is a place for another tasks”.*

Teacher 6: *“Well, of course it is highly positive. As we all know that technology is a kind of double edge science; it can be used for good or bad, but for learning I highly recommend students to use new technologies such as media, as well as, digital materials”.*

The aim of this question is to explore teachers’ perceptions towards whether technological devices have a positive or negative impact on EFL students. The previously stated comments indicate that all the interviewed teachers have agreed on the positive role of the new technologies for EFL learning. They have justified their points of view by providing a set of evidences like facilitating the learning process, allowing the free access to the required book in the absence of its concrete version, also facilitating the pedagogical relation between the teacher and his/her students since most of teachers can send lectures, share books, and even quizzes through a variety of media. However, one teacher has added that digital materials are not used for so much inside the classroom. To a given extent, this could be justified by the reason that they might be a source of interruption and distraction for the lesson. Thus,

technological devices are very useful outside the classroom in comparison to their use inside the classroom.

Briefly speaking, the majority of teachers have developed positive attitudes towards using the technological devices, particularly for reading. For them if e-books are used properly and purposefully, they will guarantee a successful learning.

Question 4: When your students are invited to prepare at home for your class, do you generally provide them with printed resources or electronic ones? Please justify the chosen answer.

Teacher 1: *“I always provide them with electronic ones, because of its availability which means that they can access the Internet at anytime from anywhere to reach a particular book or whatever. For printed, because of the means of university are so limited for example in the library you may have one or two copies of the book so it will be impossible for all students to get access to this book in order to avoid all this issues I always urge my students to go for electronic versions”.*

Teacher 2: *“Normally, I advise them to read printed books, but if they are not available I give them the names of books that can be reached electronically. Also, some new topics cannot be tackled through written books. So that, in this case e-books become the first alternative to go through”.*

Teacher 3: *“No, I do not use electronic books, because not all of them have access to the Internet and I prefer something that I guarantee everyone has the information and can give it back to me”.*

Teacher 4: *“It depends but let’s say that the last 3 years I am using the e-books, because first the use of electronic sources is easy to access. Second, I make sure that they will have these*

sources in the class through their mobile phones or tablets. However, when I give them the printed sources, they usually forget them at home”.

Teacher 5: *“For the last 5 years or more I have been using e-sources and even when I give them the hardcopy, I also split them with websites from where I take this chapter or book, because it is much easier and save papers”.*

Teacher 6: *“Since we are using somehow the learner-centered approach, they are expected to come and participate as if whenever they are downloading something, they have already information about what I am going to explain. I do really provide them with electronic sources”.*

This question was asked to know which kind of sources either printed or electronic that teachers mainly provide for their students to prepare their lessons. The majority of teachers have greatly support the use of electronic sources in education because of its accessibility and availability. Furthermore, teachers also intend to share e-books to ensure that all of the students have the required information. On the other hand, one teacher has privileged the use of printed sources over electronic ones. This is justified by the fact that some students do not have access to the Internet. As illustrated previously, most teachers have shown their consideration of the effectiveness of e-books as a tool to facilitate the teaching and learning process.

Question 5: Among p-books and e-books, which one do you consider as being more effective for the teaching and learning process?

Teacher 1: *“I think electronic books are more effective, because of the easy access and of the multiple searching tools”.*

Teacher 2: *“Electronic books, because printed books are not always available and they consume papers. While, electronic ones really facilitate for me a lot of things for instance instead of doing copy to all my students just through one press on my PC all students will reach the file”.*

Teacher 3: *“I guess both of them are effective, I cannot prefer one to the other”*

Teacher 4: *“Both of them, because the content is the same, but the way you use it is different and it depends on our needs and personal preferences”.*

Teacher 5: *“I think it is the electronic book, because we do not have students who do not carry a digital mobile or a laptop so why to waste papers on something available on screen”.*

Teacher 6: *“Well, I am personally a kind of a techno-file person, I adore technology, because it effectively facilitates learning things”.*

The purpose of this question is to know which format is deemed to be the most effective for the teaching and learning process, i.e., whether the printed book or its electronic version. According to the results above, most teachers (4) have opted for the preference of e-books over the paper-based format. Their clarifications are demonstrated by the fact that the traditional tools (p-books) are in their way to decrease in our era marked by the spread of new technologies such as e-books. In addition, electronic books facilitate many tasks for teachers and their learners. Hence, they have expressed their attitudes by saying that e-books are more efficient and helpful for learning new things. However, two teachers have estimated for both of them may be because they focus more on the content rather than the mean through which it is presented.

Question 6: According to you, what are the advantages of reading e-books?

Teacher 1: *“Well, i think that students and teachers and researchers in general do wisely benefit from its availability”.*

Teacher 2: *“It has advantages like being updated because most productions of authors published online so it would be a pleasure to be the first reader of the book without paying. Also, students can enhance their pronunciation and detect their phonetic mistakes through using the audio version of the book”.*

Teacher 3: *“You can get the book easily and quickly, because if for example you want to have the paper based version of the book may be you will look for it months and years”.*

Teacher 4: *“The major advantages of e-books is that are always accessible and portable which means that sometimes I have small bag that does not contain a book, but it contains a mobile phone on which there are many books”.*

Teacher 5: *“It is cheaper, faster, and more effective”.*

Teacher 6: *“They are more available in comparison to paper ones, i.e., instead of borrowing a book from a library, you can do it online in just few seconds”.*

The goal of this question is to present e-book’s benefits. All the interviewees have stressed e-books as being an advantageous tool; since it can be accessed quickly at anytime, used freely, and available everywhere. Therefore, all teachers have shared an agreement on the point that it is faster and easier to use. In addition, they encourage their students to use it, especially for reading and learning in general.

Question 7: In your opinion, are the features provided in e-books (annotation, highlighting, hypertext, and note taking) helpful for acquiring vocabulary? Please, clarify your response.

Teacher 1: *“I think it depends on the learners’ awareness; whether they are aware on how to use this language or motivated to acquire new words. If they are reading for the purpose of information seeking, I think they will not give much attention to learning new words in this case e-books or even paper based books will not help students to improve vocabulary, but in the case they are reading for the sake of learning vocabulary, these features are going to help them”.*

Teacher 2: *“Yes, because when students use these means in order to click for example at a particular side to annotate, to add at the margins, or to comment on what you have read. These give them another ability to discover new terms and to know new kinds of techniques, especially in using technology in well-detailed way”.*

Teacher 3: *“Yes, of course, because highlighting things for example when you go back to the book, things that are relevant to you and you need it they are already highlighted and you can access to them quickly, especially, for students who rely on their visual memory to remember things. Thus, it is super helpful to them”.*

Teacher 4: *“These features can highly facilitate learning vocabulary, because when I read a paper book some materials are needed such as the highlighter, the dictionary, the notebook and this is a bit requires some effort and consume time, but these digital features seem to be highly useful”.*

Teacher 5: *“Yes, of course to the fact that students can translate a word at the moment they read it, they can find its synonym at that moment, and you can save it or highlight. So, it makes vocabulary learning more effective”.*

Teacher 6: *“Yes, of course, because when you use the electronic version, you could press on that word and you might find its synonym with its indefinite usages. So, instead of being*

learning many words, you can learn one word and applies it to different contexts. I also do believe that it would be helpful in remembering the passive vocabulary”.

This question aims to detect to what extent the significant digital features of e-books (annotation, highlighting, hyperlinks, and taking notes) can be helpful for acquiring vocabulary. The interviewees have showed that using such features in the right way will efficiently improve vocabulary learning through discovering more alternatives of one word and its different usages. In addition, it gives students an opportunity to explore new ways for accomplishing better e-learning. However, one teacher has focused on the learners’ purposes behind reading, but in the case of learning new words she has advised them to use the e-books’ features.

According to their views, it can be said that the interactive features of e-books play an important role in facilitating and enhancing the learning of new terms that may lead to better results at the level of their linguistic skills.

Question 8: Do you believe that reading on screen enlarge vocabulary repertoire? Could you please explain, how?

Teacher 1: *“Yes, because reading on screen may help in looking for synonymous words, to explain, and to check dictionaries”.*

Teacher 2: *“Yes, because when you look at screen you are attracted for its colorfully design. You can look for the words’ pronunciation and its meaning. So here unconsciously you will find them serve in acquiring vocabulary”.*

Teacher 3: *“Reading on screen or in print is guaranteed in enhancing vocabulary”.*

Teacher 4: *“Yes, because of its animated features that you have already mentioned before which have the potential to motivate learners to learn more words in an enjoyable way”.*

Teacher 5: *“Yes, a lot, because first it encourages learners to learn by themselves through its new digitizing means which its use will ensure vocabulary development and good learning”.*

Teacher 6: *“Yes, I believe not the active vocabulary, but the passive one since it is more attractive, you could reset the lightening mode during day-light or night-light, and you could also zoom in the word”.*

According to the teachers’ answers to question eight, most of them have asserted that reading on screen can effectively develop the vocabulary repertoire since it helps to attract the students’ attention in general and motivates self-learning of new words in an interactive and enjoyable way. Hence, it offers more practical techniques that would facilitate the task of learning new lexis since it is something new for learning rather than the traditional strategies of learning vocabulary. However, one teacher from the interviewed teachers has preferred both types of media because for her what matter most is reading.

Question 9: you want to add further ideas or suggestions?

Finally, we end this analysis with some ideas that are suggested by the interviewed teachers. In what follows their suggestions have been presented:

- Since students lack the culture of reading, all the interviewed teachers have insisted on the importance of reading because of its positive impact on building personality and their critical thinking as one of the interviewed teachers have supported this claim by providing an example she said: *“reading is like eating for example when you eat an orange, your body is taking some vitamins perhaps the effect of this vitamin does not show at the moment, but later you can see that your body is benefited so the same story which is applicable to reading; the book instead of the orange and the mind instead of the body when you read and read as if you are taking many benefits to your mind”.*

- They have added that reading in general is vital, especially for EFL learners and it is highly beneficial if students schedule their reading because they read a lot randomly and academic students should do not let things happen to them, however, they should do things on purpose which means they should choose what and when to read. As it is claimed by one teacher *“students should have reading in their schedule. Nowadays, they are reading a lot, but they are reading randomly because they have social media providing them with fast data and information, but students leave the reading act to chance and this is not really appropriate to them as academic students, they should do things on purpose, not let things happen to them”*.

- Another teacher has recommended *“I always encourage my students to read as the best way to foster their vocabulary since without having a linguistic baggage, they can not grasp the language and how when it comes to communicate with foreigners. In other words, it is the first thing and the basic for students of English and because they are adductors to their mobiles why they not go to download and read e-books for enhancing their reading skills and acquiring more words, instead, of playing and wasting time”*. She has considered vocabulary as a must for EFL learners that every student should work to develop and vary his/her repertoire and e-books is a great facility for doing so. Everywhere you go your mobile, laptop, or tablet is with you, so any time you can use it to freely access to the required book.

The aforementioned ideas display that teachers have positive views as they have revealed previously. Technology has become a must for successful teaching and learning process. That is to say, learning cannot be achieved completely without integrating technology. Besides, Electronic books are something new that can be found anywhere at any time; they have emphasized the importance of encouraging students to use this device and to vary the way of learning instead of sticking to the old fashioned means. Similarly, they have added that it is of

paramount importance to highlight the benefits of e-books, as well as, to raise awareness about its features as a new way and strategy for learning vocabulary. Finally, they perceive e-books as being an easy, accessible, and portable with no cost to get access to knowledge and learning.

Conclusion

All over the present chapter, the researcher has dealt with the analysis and discussion of the results achieved from analyzing the students' questionnaire and the teachers' interview as an attempt to answer the different questions, to test the hypotheses of the study, and to accomplish the related objectives. Accordingly, the obtained results from the students' questionnaire have revealed that Master two LMD students do not really appreciate the culture of reading despite the fact that, they are aware of its importance for learning vocabulary. Moreover, they have showed a positive attitude towards the role of reading electronic books to gain more words as the majority of students are for the use of technological devices to download books; hence, they are very aware of its strategies and features that motivate them to get new terms in an interactive manner. Besides, their passive vocabulary can be retained easily. Then, the teachers' interview supports the students' questionnaire since it proves that reading e-books is a new strategy and an effective tool to foster vocabulary as well as learners' autonomy.

Both students and teachers help us to come to the conclusion that reading e-books has positively impacted the way to learn words. More importantly, the findings of this study have revealed the awareness of Master two students about the techniques and strategies that are used while dealing with an e-book as well as the positive attitudes that teachers have developed throughout the interview. Thus, the investigation chapter has answered to some extent our questions and confirmed our hypotheses.

General Conclusion

1 Concluding Remarks

This thesis has investigated the role of reading electronic books in learning vocabulary. It was expected that reading e-books from digital devices would improve Master two EFL students' vocabulary repertoire in the Department of English at Guelma University. Accordingly, a questionnaire has provided a quantitative descriptive data about the students' awareness and attitudes towards the role of reading e-books in enhancing vocabulary. In order to support the students' questionnaire, a structured interview has been conducted with 06 teachers as a qualitative method for obtaining more reliable information about their opinions mainly towards reading e-books to improve the process of learning words and its use as a new media to attract and motivate students to read and learn. Therefore, the analysis of the findings have answered our study questions and have confirmed our hypotheses. That is to say, the obtained results have emphasized the positive role of reading e-books on learning vocabulary. Both teachers and students have showed a great satisfaction towards the use of new e-devices in learning; especially, e-books which have the potential to enlarge their lexical stock and other learning tasks. Hence, they have raised positive perceptions towards reading on screen to get more vocabulary. Also, teachers have focused on the importance of reading as a required skill by EFL learners in one hand, and the vital role of using e-books as a new facility to learn words on the other hand.

2 Limitations of the Study

Despite to the fact that the study has positively answered our questions and confirmed our hypotheses, it comes across a number of limitations. The first limitation of the study is the limited time which prevents the researcher from discussing more related issues to the topic. Another constraint is that the sample was limited only to Master two students and to only 6

teachers who have participated in the interview. Further studies can include a larger sample. Moreover, the researcher and at the process of data collection has surprisingly lost the records of the interviewed teachers because of some technical problems upon the mobile phone. Hence, it has been a need to replicate the interview and this was somehow hard and took much time because not all the teachers were free for being re-recorded again.

3 Pedagogical Implications

The current section seeks to suggest some pedagogical instructions for both teachers and students which may contribute to foster their reading abilities and support in improving their linguistic bank through reading e-books. In addition to, the main recommendations that are directed; especially, for those who are interested in conducting research in the technological field or on similar topics.

3.1 Implications for Teachers

For improving students' vocabulary repertoire, it is important that teachers insist on their students to read and read by increasing their awareness about its vital role in ameliorating their linguistic skills in general and their lexical stock in particular. Therefore, teachers have to create specific criteria to evaluate and score their students' reading performance. Also, teachers have to change the way and the media of reading through advising them to download e-books or the needed information in their digital devices as a visual materials, which may increase their motivation towards learning as well as their creativity instead of fixing the attention only to the traditional printed books for which not all the students have access to. However, changing the media cannot be effective without first, teaching them the different strategies that can be involved when they deal with an e-text and second, showing them how the e-books' features can be employed to facilitate the operation of learning words and

retaining easily its synonymy whenever it is needed. These suggestions are applicable for both beginners and advanced learners as well.

3.2 Implications for Students

The positive results that have been obtained from the students' questionnaire aid us to suggest some piece of advice to Master students in general. It is suggested that students should read as much as possible since extensive reading is regarded as the most effective strategy to enrich vocabulary. Also, in order to be a good reader, you should plan and organize your readings before starting to read. As we are in a technological world, it is suggested to read e-book through using the handheld e-devices because of its advantages ranging from its free access, portability, and the usefulness in vocabulary learning as already has been approved by the findings that are achieved through our gathered-data tools. E-books may positively refresh minds with new terms and revive the already known vocabulary.

4 Recommendations for Future Research

For the sake of conducting research on similar topics in the future, it is recommended that the current study needs to be conducted on a large population to get more generalized results. Also, if the study will be done by another researcher, it is suggested to talk about other language aspects such as grammar or pronunciation not only focusing on learning new words and vocabulary. Additionally, further studies can be done on the effect of e-books in helping students with specific disabilities like deaf people since it might have a great deal in improving their listening abilities through using the audio version of the book, In addition, the topic can also involve children or pupils as a different category to show how these devices can really improve their skills and empower their educational level.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire is conducted to investigate the role of reading electronic books in vocabulary learning. The researcher will highly appreciate if you answer the following questions honestly. The information provided will be kept confidential and will be only used for the sake of this research. Please tick the correct box/boxes and justify it whenever it is possible.

Thank you in advance for your cooperation.

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2018-2019

Section One : Personnel information

Q1-Age:.....

Q2-Gender: a) Female b) Male

Q3-How would you evaluate your level in English?

a) Excellent b) Good c) Medium d) Poor

Section Two : Reading

Q4-Do you like reading?

a) A lot b) A little bit c) Not at all

Q5-How often do you read?

a) Always b) Usual d) Sometimes e) Never

Q6-Where do you prefer to read?

a) In class b) In library c) At home

Elsewhere please, specify:.....

Q7- What type of documents do you frequently read?(please, tick more than one answer)

a) Articles b) Research papers c) Books d) Novels

e) Short stories

Others, please specify:

.....
.....
Section Three: Vocabulary Learning

Q8-Do you think that learning vocabulary is important in EFL context?

- a) Very important
- b) Important
- c) Not important

Please justify your answer:

.....
.....

Q9- In your opinion, the difficulty in learning the L2 or a foreign word is due to:

- a) Its similarity to L1
- b) Its pronunciation and spelling
- c) Its meaning
- d) Synonymy to another words
- e) Connotation
- f) Collocation

Q10-Which strategies do you think are most effective for learning vocabulary?

- a) Rehearsal
- b) List words for memorizing
- c) generate associations
- d) Make guesses from context

Section Four : The Role of Reading Electronic Books in Vocabulary Learning

Q11-Which format do you mostly use while reading?

a) Printed books

b) Electronic books

Q12- In your opinion, How could you define an e-book in few words?

.....
.....

Q13-Which hardware device do you prefer to use while reading?

a) A desktop computer

b) A smart phone

c) A CD-ROM

d) A tablet

Q14- What is the most important reason behind your choice of e-books for reading?

a) Availability

b) Ease to Access

c) Interactive

d) Save time and effort

e) Does not cost

f) Lack of printed version

Q15- When dealing with a digital text, which type of strategy do you use?

a) Skimming

b) Scanning

c) Glancing (turning pages very quickly to get a look about the titles /photos/illustrations...)

d) Seeking(scanning rapidly a specific page element to get in-depth understanding)

e) Rereading

Q16- When you find a published book, do you read it

a) Online from libraries

b) Borrow it

c) Buy it

d) Download it

Q17- What do you often do when you encounter a complex word while reading an e-book?

a) Annotate it

b) Highlight it

c) Check the dictionary

d) Take it as note

Q18-To what extent e-books are useful in learning new words?

a) Very useful

b) Useful

c) Not useful

Q19- In your opinion, is the role of reading e-books in learning vocabulary?

a) Positive

b) Negative

Justify your answer, please

.....
.....

Q20- Which material do you think is more effective in terms of vocabulary learning?

a) electronic books

b) printed books

C) Both

please explain why?

.....
.....

Thank you for your collaboration

Appendix B

Teachers' Interview

Dear teachers,

This interview is conducted for the sake of a research entitled: "The Role of Reading E-books in Vocabulary Learning". The aim of this research is to find out the role of reading electronic books in vocabulary knowledge. Hence, You are kindly requested to take part in this interview. Your answers will be most appreciated and will be kept anonymous.

Thank you in advance.

Hanane BELMICI

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2018-2019

1. What can you say about the place/importance of reading skill for EFL learners?

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

2. In your opinion, do your students mostly read for:

Academic purposes

The sake of pleasure

3. According to you, what is the role of new technologies for EFL learners?

Positive

Negative

Please justify each option?

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

4. When your students are invited to prepare at home for your class, do you generally provide them with printed resources or electronic ones? Please justify the chosen answer.

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

5. Among paper based books and electronic books, which one do you consider as being more effective for the teaching and learning process?

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

6. According to you, what are the advantages of reading e-books?

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

7. In your opinion, are the features provided in e-books (annotation, highlighting, hypertext, and note taking) helpful for acquiring vocabulary? Please, clarify your response.

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

8. Do you believe that reading on screen enlarge vocabulary repertoire? Could you please explain, how?

.....
.....

.....
.....

9. Do you want to add further ideas or suggestions?

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

Thank you for your precious cooperation

ملخص

في الوقت الحاضر، لا يمكن لأحد أن ينكر الدور الفعال للتكنولوجيا في جميع المجالات. بناء على هذا السياق، بدأ الباحثون في البحث عن طرق مبتكرة حول كيفية تعزيز مرجع المفردات لدى الطلاب من خلال قراءة الكتب الإلكترونية (الكتب الإلكترونية). لذلك، فإن استخدام الكتب الإلكترونية على نطاق واسع قد جذب انتباه الباحث لإجراء هذه الدراسة التي تهدف إلى الكشف عن دور قراءة الكتب الإلكترونية في تعلم المفردات. في هذا الصدد، تم اختيار (35) طالب من مجموع طلاب السنة الثانية ماستر من قسم اللغة الإنجليزية بجامعة قالمة بشكل عشوائي كعينة لهذه الدراسة. على هذا الأساس، افترضنا أنه إذا كان الطلاب يقرؤون الكتب الإلكترونية بشكل متكرر، فإن هذا قد يدفعهم إلى اكتساب المزيد من المفردات. لاختبار هذه الفرضية، تم اختيار منهجية مختلطة، بما في ذلك القياسات الوصفية النوعية والكمية. بشكل خاص، استخدام الاستبيان والمقابلة من أجل الحصول على مزيد من البيانات حول اختيار العينة للكتب الإلكترونية كوسيلة جديدة للقراءة، بالإضافة إلى الكشف عن مواقف المعلمين من استخدام الطلاب لهذه الأجهزة الجديدة. أكدت النتائج المستمدة من كلتا الأدوات أن الطلاب يعترفون بأنهم يتعلمون كلمات جديدة عندما يقرؤون على الشاشة ويدركون استراتيجياتها وميزاتها. في نفس السياق، أظهر المعلمون مواقف إيجابية تجاه استخدام الكتب الإلكترونية. لذلك، تقترح هذه الدراسة الآثار المترتبة على دمج الكتب الإلكترونية التي يمكن استخدامها في أي وقت وفي كل مكان في الصفوف الدراسية، وخاصة في حصص القراءة لتسهيل عملية القراءة التي ستعمل تلقائيًا على تعزيز الرصيد اللغوي للطلاب، وأيضًا للوقوف كحل لعدم توفر بعض الكتب والمراجع المطبوعة.

الكلمات المفتاحية: الكتب الإلكترونية، الاستراتيجيات، ميزات الكتب الإلكترونية، تعلم المفردات.

Résumé

Aujourd'hui, personne ne peut nier le rôle effectif de la technologie dans tous les domaines. Partant de ce contexte, les chercheurs ont commencé à rechercher des moyens novateurs d'améliorer le répertoire de vocabulaire des élèves en lisant des livres électroniques (livres électroniques). Donc, L'utilisation généralisée des livres électroniques a attiré l'attention du chercheur, pour la réalisation de cette étude qui vise à étudier le rôle de la lecture de livres électroniques dans l'apprentissage du vocabulaire. À cet égard, (35) étudiants en Master de deuxième de département d'anglais à l'Université de Guelma ont été choisis au hasard comme échantillon pour cette étude. Sur cette base, nous avons émis l'hypothèse que si les étudiants lisent fréquemment des livres électroniques, cela pourrait les amener à acquérir plus de vocabulaires. Afin de tester cette hypothèse, une méthodologie mixte a été sélectionnée, comprenant des mesures descriptives qualitatives et quantitatives. En particulier, utiliser le questionnaire et l'interview pour obtenir plus de données sur le choix de l'échantillon de l'e-book en tant que nouveau média pour lire et apprendre plus de lexique, en plus de sonder l'attitude des enseignants vis-à-vis de l'utilisation de ces nouveaux appareils par les étudiants . Les résultats obtenus à l'aide des deux outils ont confirmé que les élèves admettent qu'ils apprennent de nouveaux mots lorsqu'ils lisent à l'écran et qu'ils connaissent ses stratégies et ses fonctionnalités. Dans le même ordre d'idées, les enseignants ont montré une attitude positive à l'égard de l'utilisation des livres électroniques. Par conséquent, cette étude suggère l'implication de l'intégration de livres électroniques pouvant être utilisés à tout moment et en tout lieu dans les salles de classe, en particulier dans les cours de lecture afin de faciliter le processus de lecture, ce qui améliorera automatiquement le répertoire linguistique des étudiants et constituera également une solution. pour la non-disponibilité de certains livres imprimés et références.

Mots clés: livres électroniques, stratégies, fonctionnalités des livres électroniques, apprentissage du vocabulaire.