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EXTENSIVE READING INSTRUCTION VIA E-BOOKS IMPACT ON EFL STUDENTS' READING ATTITUDE AND MOTIVATION, AND READING SKILLS

Abstract

Extensive reading instruction that emphasizes quantity of books read gives priority to the student to choose the reading material. Opting for the one that fits their level of proficiency and interest makes EFL readers confront the phenomenon of e-books accessibility against paper books shortage. This research seeks to explore EFL students' motivation and attitude towards e-books reading, and identify if this latter have the same impact on their reading skills as paper books. In particular, the study aims at checking EFL students' perceptions towards their experience in reading e-books and finding out if this kind of reading materials motivate them to read more as these latter improve their reading skills mainly comprehension and vocabulary acquisition. This work is led through the analysis of questionnaires administered to second year students of English at the École Normale Supérieure de Constantine as being subjects to extensive reading instruction training in their Reading Techniques sessions. Discussion of the results revealed that despite students' definite preference for paper book; however, the numerous advantages offered by e-books as enlarging students' culture and knowledge, vocabulary acquisition do stimulate EFL learners to cope with this new type of reading materials: e-books.

Keywords: E-Books, EFL readers, Extensive Reading, Reading attitude, Reading Motivation, Reading skills

1. Introduction

Teaching reading techniques at the École Normal Supérieure de Constantine (ENS-C) is provided to first and second year students. During the first year, they are introduced to the different reading skills used at the three levels of the reading process: before reading, while reading, and after reading. In their second year, students put into practice the acquired skills within two reading courses: intensive reading approach and extensive reading approach. Through an intensive reading instruction, they read full texts where the teacher embeds within the arranged instruction some reading strategies such as asking for the main idea, guessing word meaning from context, studying text organization, summarizing...etc for the sake of developing students' text understanding. In an extensive course, however, students are requested to talk about the books they read at home in organized classroom tasks such as making brief oral reports to the class, organizing classroom discussions around the book major and minor characters, main events, themes, cultural aspects, ...etc.

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This reading course has always been at the center of EFL educators' attention as it enables the students to develop some reading skills and improve their literacy education (Day and Bamford 1988; Conley, 1996; Davies, 1995; Harris, 2001). As the main objective is encouraging reading in a quantity, central is the role of the chosen book in an Extensive Reading classroom. Opting for the one that fits their level of proficiency and interest, EFL readers confront the phenomenon of e-books accessibility against paper books shortage. Because second year students at the ENS of Constantine are experiencing reading e-books as part in the extensive reading course, we aim to investigate their motivation and attitude towards reading this digital formats, and identify if this latter have the same impact on their reading skills mainly comprehension and vocabulary acquisition as paper books.

2. Review of Literature

2.1. Theoretical Framework of the Extensive Reading Approach

Though extensive and intensive are complementary programs, postulates Nutall (1982: 23), they differ in many aspects. Distinct from intensive reading instruction where priority is to help students construct detailed meaning from the text, develop reading skills, and enhance vocabulary and grammar knowledge; extensive reading main concern is the reading of large quantities of long texts for global understanding. The learning objectives in this kind of instruction is encouraging students to engage fully in more and more readings with the intention of obtaining pleasure from the texts far from teacher's guidance and help (Robb & Susser, 1989). The provided instruction focus more on fluency over reading accuracy and on the general comprehension of the material read rather than detailed understanding of every word (Miller, 2013). Extensive reading, then, calls for boosting students to read independently in the target language increasing amount of materials for information and pleasure manifesting an enjoyment towards their readings.

The main assumption is that when students' exposure to large quantities of written discourse is combined with the efforts furnished while reading help in improving students' reading ability (Smith, 1982; Robb and Susser, 1989). Since then, extensive reading has been recognized as the most beneficial approach in second /foreign language education (Day & Bamford, 1998; Shen, 2008). Researches show that when reading extensively materials of their own choice, EFL student's ability to read consequently improves and a sense of responsibility is simultaneously shaped in him, assert Abersold and Field (1997). This reading autonomy that is manifested via taking a full responsibility in choosing the material to be read, reading it at any time in the day, and stopping to read when needed gives freedom to the reader from any external pressure exercised on him. Because of the opportunity in selecting the material to be read is placed at the forefront in extensive reading instruction, what should be considered during the process of material choice?

2.2. Criteria of the Reading Material

The concept of choice is referred to by Seitz (2010) as to provide students with the opportunity to select tasks and texts which they find an interest in, or they recognize as something that is personally relevant. As extensive reading instruction motivates students to select their reading texts by themselves, it is important to raise students' awareness towards the main characteristics of the reading material; hence, facilitating the selection task. It is recommended that L2/EFL teachers have to encourage students read large amount of printed materials with varying topics and of multiple genres (Day & Bamford, 1998). In other words, the reading texts should cover various topics and should be of distinct genres. Besides varying the sources of reading materials, the most significant factors in matching the suitable material for this kind of reading instruction are mainly related to the students' level of understanding, interests, and needs.

To begin with selected material should fit students' interest. To motivate students to fully engage in this task and thus read more, the reading materials are to be interesting for them (Day, 1994). According to this expert, "when the topic of a passage is not of interest to students, their motivation to read is substantially lessened. Without this motivation, it is exceedingly difficult to meet one of the generally accepted aims of a reading program: to help get the learners to read in English on their own, outside the reading classroom" (ibid: 20). Therefore, in the absence of appealing texts, very little is expected. That is why while reading extensively, learners are free, indeed encouraged, to stop reading anything they find to be too difficult, or turns out not to be of interest. The teacher's role is to boost students to read more and more interesting topics and books because students' motivation increases more and more when they do task out of curiosity and interest (Ryan & Deci, 2000). The teacher' role may expand via encouraging his/her students to simply stop reading if they lack interest in the reading materials because learners may become de-motivated if they choose an unsuitable text (Harris, 2001:115).

Choosing an interesting reading material is as important as orienting students towards materials that suit their level of comprehension. Bamford and Day (1998:103) focus more on the principle of simplification as a basis in material selection. The material, to be read, should not be beyond the readers' grammatical and linguistic competence and vocabulary. Because when the reading materials exceed students' level of understanding, they may experience the feeling of being unable to read in the target language (Jiménez, 2007). This results in developing a negative attitude towards reading which, in its turn, leads the learner to stop extensive reading (Bamford & Day, 1998). To avoid this kind of problems, teachers are advised to "simplify the texts in order to make them accessible for the students" (Jiménez, 2007: 133).

In short, students may benefit a lot from their readings when they use understandable, interesting and enjoyable materials; instead of being forced to decode and translate texts hopelessly beyond their abilities.

2.3.E-Books Definition

As explained previously, students may gain a lot when reading large amount of self-selected materials that they are expected to understand, to enjoy and to learn from. To choose the reading book, students are between two formats of books: paper book and electronic book (e-book). No one could dismiss from the importance of the former, however, digitalization transforms the reading habit from just turning the pages of a printed book to pressing the button on a computer or just touching the screen of an electronic device. Since the shift from paper to screen is evolutionary and nearly inevitable (Jeong, 2012) let us dig deep into this digital world.

Even though the dictionary definitions are generalizations rather than specifications, it is almost important when studying something to move from general to specific. The concept of e-book is referred to by The Concise Oxford English Dictionary (2002) as “an electronic version of a printed book which can be read on a personal computer or handheld device designed specifically for this purpose” (p, 451). Similar to the previous description, Merriam Webster-dictionary (<http://merriam-webster.com>) considers that this new shape is a book composed in or converted to digital format for the unique purpose to be displayed on an electronic device. By a matter of fact, readers need access to devices such as e-reader, iPod, tablets, cellphones...etc that are created primarily for reading electronic versions as e-books, periodicals, and newspapers.

In listing down the main characteristics of e-books, Grimshaw et al., (2007) focus on the electronic features included in this digitized format. For these scholars, “electronic books may come with some form of digitized speech that provides word pronunciation, dictionary entries and definitions to aid comprehension. Others have a fully digitized narration accompanied by highlighting of the relevant text” (p, 584). Moreover, Page turning that is a basic option in a digitized formats, is carried out through “the use of forward and backward arrows” explains Grimshaw et al., (ibid). The electronic devices make it easy for students to choose the reading material with the touch of a button, to enlarge the text fonts when necessary, to watch the pictures that are animated and so on.

2.4.E-Books vs. Paper Books

E-books have some benefits over paper books. The two prominent factors for using e-books, explains Jeong (2012:391), are “searchability” and “availability”. These features enable the reader to get access easily within a short of time twenty four (24) hours a day to an unlimited number of e-books. Beside the affordability of e-books and the rapidity while searching for this latter, flexibility is another characteristic that favors this digital format. According to Chou (2014), “the commonly recognized advantages of e-books are the greater flexibility and accessibility over hardcopy texts and the potential of adding supportive materials, such as visual aids or audio clips, to websites” (p,64).

One focal point favoring the e-book over the paper book is related to the text flexibility. The computer or any other electronic device can be used to modify

the way the digital text is read through changing the font face, size, and color of digital text. Besides the modifications that readers can brought on the lay out of the electronic text, they can benefit from other advantages such as “text can be read out loud; concepts can be defined and explained; multiple illustrations can appear simultaneously; links can lead to supportive information...” argue (Horney & Anderson-Inman, 2007: 153). These electronic features that the reader utilizes while reading the e-book facilitate for him the reading process by providing assistance such as word pronunciation, word definition...etc, something that can never be done while reading from a paper book.

The fact that the physical act of reading deviates from turning the pages of a bound print book to pressing the buttons or touching the screen of an electronic device to make text materialize onscreen, the reader has to consider all the aspects highlighted above when dealing with an e-format of books.

2.5.Extensive Reading via E-books

According to Moody (2010:38), studies suggest that digital supports available in e-books can assist reading engagement, vocabulary development, comprehension, and phonological awareness skills. For this scholar, the use of digital scaffolding supports enables the reader to develop his reading skills. Chen and his associates (2013) assert that e-book Extensive Reading Program training enables students to experience improvement in their reading skills mainly reading comprehension.

Besides the crucial effect of these online reading materials on students’ reading skills, the reading attitude towards this kind of books is proved to be positive. In a study undergone at the University of Taiwan by Sun (2003), EFL learners were invited to participate in an Extensive Reading Online program (ERO) where they experienced e-reading in quantity. Results purport that students held a positive attitude toward this reading system.

3. Methodology

To investigate whether the transition from print to digital formats that is taking place in the ENS of Constantine educational setting effects positively or negatively students’ reading attitude, motivation, and their reading skills; we are guided by the following research questions:

1. Do 2nd year EFL students at the ENS-C read e-books for the same reasons as paper books?
2. What kind of attitude do 2nd year EFL students hold towards reading e-books?
3. What specific reasons currently encourage or discourage students from reading e-books?
4. Do e-books contribute in developing 2nd year EFL students’ reading skills mainly comprehension and vocabulary acquisition?
5. Can e-books substitute paper book in the future?

3.1.Participants

To explore the above questions, a survey study was undergone with 2nd year university students. Thirty (30) students majoring in English at the department of English in the ENS of Constantine participated in this study. The rationale

behind selecting this sampling was that all the participants have experienced during their Reading Techniques sessions reading both print books and e-books. As Extensive Reading requires from the students reading in quantity, learners are faced to the problem of print books shortage against e-books availability.

3.2. Research Procedure

The questionnaire as a data collection tool in this study was utilized to investigate through it about this new reading experience that invades the readers' environment. Selecting the questionnaire as a tool for data collection from this sample has its advantages and disadvantages. It is a widely used tool in different researches. It is a time- saving tool that can be used both with a large, or a small number of subjects providing a great deal of information. The chief aim of the administered questionnaire is to check EFL student's beliefs towards their experience in reading e-books. The four (04) sections of the questionnaire enable us to investigate, not only, students' attitude and motivation towards e-books reading; but, mainly, to find out if this kind of reading materials improve their reading skills mainly comprehension and vocabulary acquisition.

3.2.1. Description of the Students' Questionnaire

In section one, the first three (03) questions pertain to the act of reading in English; how often students practice reading, where they read, and whether they like to read in class. We intended, then, to have a wider knowledge about the reading habits and environment of our participants in this study. The last four (04) questions of the same section relate to their attitude towards reading books, how do they prefer to choose their reading materials, and whether or not they are guided by their teacher during the reading activity. The reason behind is to know if students are aware about the most significant factors in choosing the reading materials.

The second section of the questionnaire deals with students' experience in reading e-books. Whereas, the first item inquires about the informants' preferred reading material either print book or e-book; the other six items in the same section focus on getting information about the respondents' familiarity with this new kind of medium. The aim is know how much they are involved in reading e-books, when did they start this new experience, where is it practiced either in-class or at-home, what kind of hardware facilitates for them reading e-versions. More importantly, we investigated through this section the reading purposes and the literary genres for which an e-book is selected.

Similarly, section three digs deep in the same area of concern as the previous one where the focal point is to investigate about the informants' attitude and perception towards e-books. The first question spots light on how easy or difficult an e-book reading is for students. In the second question, the respondents are asked to react via "yes" or "no" to six statements highlighting the advantages of e-books over print books. The last query in this part examines to what extent an e-book is as enjoyable as a paper book in a reading activity.

The nine (09) questions of the fourth section attempt to explore about students' attitude towards the benefits they could gain when reading e-books.

Whereas the first seven (07) items in this part are 3- point Likert-like scale ranging from 1="agree" to 3="disagree", the two last questions are open ended ones. To avoid getting artificial results, we do not only measure the respondents' degree of agreements or disagreement towards the issue raised; however, they were asked to comment on their ratings. From question one to five (1-5), informants were asked to specify the different areas of improvement that e-books allows. As to whether or not e-books develop their reading comprehension, improve their way of thinking, facilitate for them information access, provide assistance in vocabulary and cultural growth. Q6 revealed the respondents' feeling when reading this kind of books. In Q7, they were interrogated about the importance of e-books in their studies. Via Q8, the informants were asked about their perception about the future of this new type of reading materials in the ENS of Constantine. The last question in this section (Q9) provides a space for the participants to supply any additional feedback about their experience in reading e-books.

4. Results and Discussion

The results of the study are categorized into five major headings turning around students' experience in dealing with the digital format and the gains they developed when reading this kind of material during the ER program they went through at the ENS of Constantine. Hence before digging deep in this area of concern, inquiring about the students' reading habits and environment, their awareness towards the ER factors is vital.

4.1. Students' Reading Habits and Environment

Relevant to the reading habits and environment of the participants, the study findings revealed that 97% of second year English students at the Teachers School of Constantine practice reading in English with varying degrees. Despite their awareness towards this skill, most of them do not read daily. Either they read at least weekly (42%), or they exercise this skill less often (45%), or do not read at all (3%).

When enquiring about their level of enjoyment towards reading books, the rates diverge between those who appreciate reading books very much (49%); and others who enjoy reading books a bit (48%). For the former books create an imaginary world. Adding to gaining knowledge, asserts one of them "*reading a book is similar to becoming immersed in another world of imagination.*" For this portion, books enable students to know others 'thoughts and way of life "*books taught me how to respect others' culture and way of thinking,*" revealed one of them. For the latter portion, however, their degree of enjoyment towards books is a bit low because not all books satisfy their needs as readers. Accordingly, when the reading interest is low the level of enjoyment decreases and vice versa. From this sample, one participant 3% revealed his dislike to reading. For this latter, "*reading is tiring*".

4.2. Students' Awareness towards the ER Factors

On whether or not students are aware about the needed factors in an ER session such as reading large amount of materials independently both for

information and pleasure while manifesting an enjoyment towards their readings experiences, findings demonstrate the following:

In regard to the choice of the reading book, all respondents (100%) prefer selecting their books by themselves. They assumed that since reading is a personal experience, they need to be the only ones involved in this choice because they are more knowledgeable about the topics, genre, and themes they want to read.

When asking them about the factor(s) that are mostly regarded during the process of reading material, their responses vary. They all agreed that the topic, genre, author, language simplicity are taken into account while selecting a book; yet, these latter are influencing their choices with varying degrees. 13% of them prefer reading books of simple language. Since a book is read to be understood; yet, the selected books should fit their level of understanding. Another portion of the sample (13%) perceived reading for the genre and the author are primordial during book selection; yet, 12% regarded the topic as major factor. 52% of the students take the four factors together into account before opting for a book to read. For them when giving these factors equal importance, they will never confront a problem of understanding that results in making them get bored during the reading process. As argued by one of the respondent when saying: “ *I care for all the characteristics while choosing a book, starting from the topic which is the hook for me; the genre encourages me more to finish reading and the language simplicity stimulates me to learn more, and the writer whose books are written with creativity is the best choice*”.

And when asked whether or not the teacher explains the goals and clarifies the ER procedures, 58% of the participants affirm that they are supervised by the teachers during the reading course; however, 42% of them maintain that they are not.

4.3. Students' Experience in Reading e-books

Before examining students' attitude and motivation towards e-books, important is to generate information about their experience with this digital format. As far as, the type of books they preferred to read, 52% of the informants favored reading paper book; yet, 48% of them opted for the digital format. As far as, the purpose(s) stimulating them to approach this type of reading materials, students' responses were the following. For 45%, e-books were read for leisure and spare time; however, for the remaining portion (55%), besides leisure, e-books were approached both for knowledge and general understanding too.

When interrogated about the beginning of their experience with e-books, the majority of the informants encountered this category of books once at the ENS of Constantine (58%). For them, it is the school environments including students' sharing books and the requirements of some subjects such as Reading Technique that stimulated them to begin reading digital books. “*I didn't use to read a lot before coming to ENS; however, studying in this school stimulated me to read e-books simply because I couldn't have access to paper books*”, speculated one of

the participants. Nevertheless for the other respondents (42%), their story with e-books started before they enrolled in the Teacher Training School.

Due to technological advancements, some technological devices (computers, lap tops, I-pods...etc) facilitate the reading of e-books. The hardware that is found to be mostly used by the informants was the mobile phone 55%. For the other devices, 13% of them utilized their lap tops, and 16% relied on their tablets. Yet, for the rest the task of reading digital books was achieved via a mixture of devices.

When asked about the reading setting where e-books are read, it has been recognized from their responses that a large part of the respondents (61%) preferred reading this kind of books at home. The other participants favored other settings such as in class (13%), both at home or in class (10%) or other places (16%) such as in the bus.

With regard to the different reasons stimulating students to read e-books, informants' responses were turning around the facilities e-books provide. While 19% of them read e-books because they are not expensive when compared to paper book, another portion (7%) sought this kind of books simply because the paper book are not enough in the libraries and "*most of the time not all book titles are available in the school library*", affirmed one of the students. The remaining informants (74%) admitted that their access to the digital format was due to all of the previous listed reasons.

4.4. Students' Attitude and Perception towards E-books and their Benefits

Despite the fact that a large portion of students admitted that e-books affordability, availability, lightness, and easy access factors oriented them to select this kind of books; however, when asked if the reading the latter was enjoyable for them; their responses altered. In fact, 77% of the students were not enjoying this kind; still, 23% of them were appreciating this e-format.

Having to do with their perception towards the benefits they gained from reading e-books, the following table sums up these results. Noticeable is the over dominance of the positive attitude in the informants' feedback towards the different gains and benefits they experienced when reading e-books. For a large portion of the sample population, e-books enlarged their foreign culture (77%), helped them getting access to various information (61%), developed their comprehension (45%) and way of thinking (32%), and enhanced their vocabulary acquisition (51%). Some students were neutral in their stand towards the e-books benefits (**See Figure1**). Negligible percentages, however, displayed students' negative attitude towards e-books advantages (**See Figure1**). Notwithstanding, when questioned "if e-books make reader feel relaxed", 52% of the respondents manifested their disagreement. Holding this negative attitude was mainly due to the e-books shortcomings such as lack of concentration, headaches, and eyes strains. Still 26% felt themselves relaxed when reading digital books.

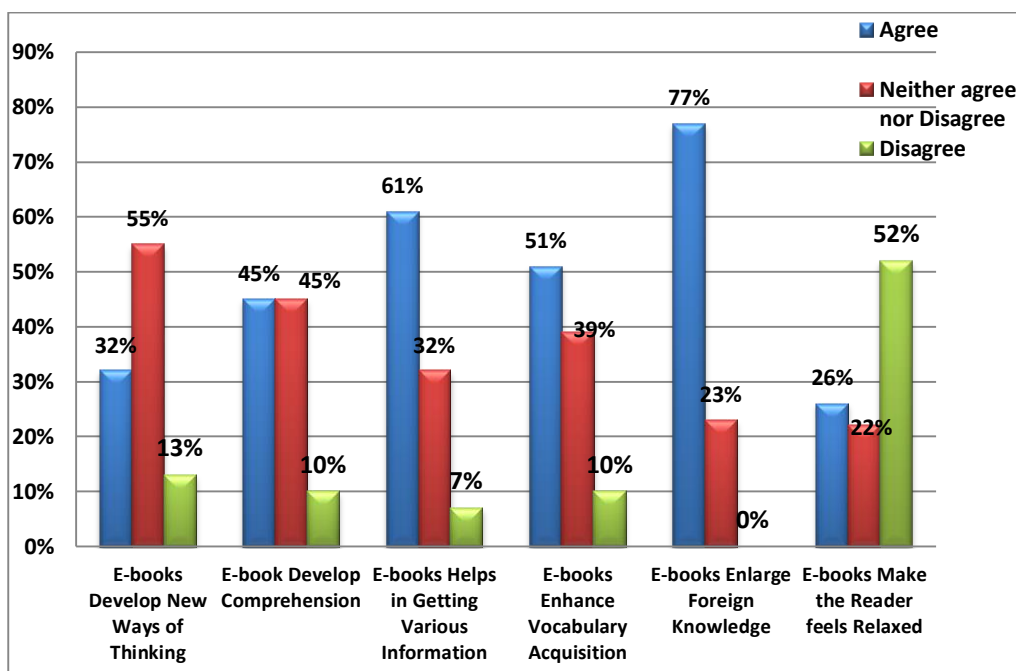


Figure 1:

Students' Attitude towards E-books Benefits

4.5. Usefulness and Future of E-books at the ENS of Constantine

When inquiring on whether or not e-books are useful for students' studies at the ENS of Constantine, the majority of the informants (81%) expressed a total agreement. Still, 19% of them remained neutral.

The future of e-books in the department of English at the ENS of Constantine will be prominent, affirmed most of the participants (See Figure2). With the exception of 13% of the respondents who considered that e-books will never take the place of paper books. The majority of them considered that e-books at the ENS of Constantine will be used more for education (26%), more for education and leisure (26%), and no student opted for leisure to be the only reason for reading the digital format of books at this school (See Figure2).

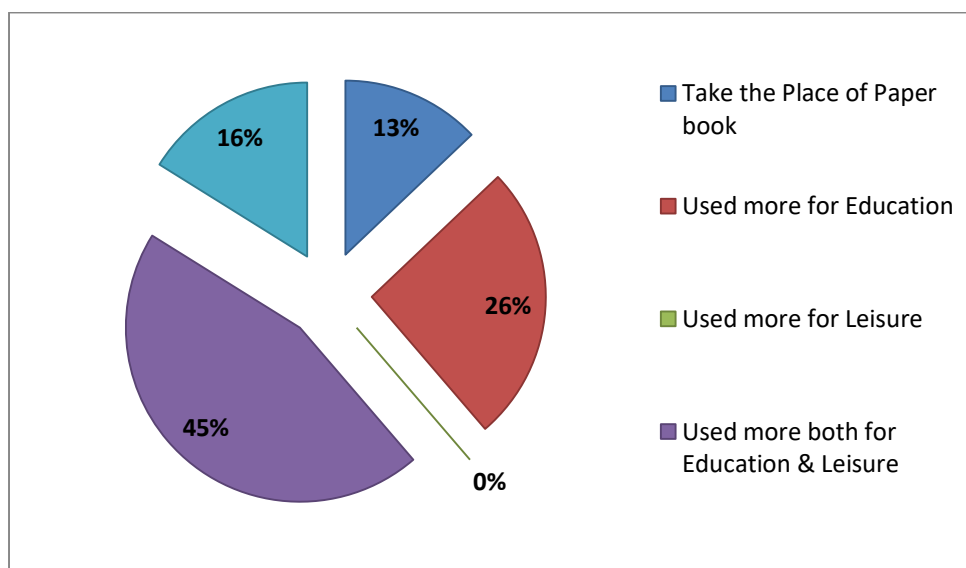


Figure 2:
Usefulness and Future of E-books at the ENS of Constantine

4.6. Discussion

On what concerns the first research question, “Do 2nd year EFL students at the ENS-C read e-books for the same reasons as paper books?”, it is interesting to note that findings confirm that students follow the same process when selecting these two formats. Interest, needs, topic, language simplicity represent the main factors behind students’ choice of books whatever the format of the book is digital or print. Yet, on what concerns the reasons stimulating them to opt for one or another, these books are not read for the same reasons. It has been found that students prefer reading paper books over e-books; however, the unavailability of paper books obliged them to confront the reality of e-books.

In regard to the second research question, “What kind of attitude do 2nd year EFL students hold towards reading e-books?”, it is noticeable from the study results that students hold a positive attitude towards e-books. Being available, affordable, easily accessed to make EFL readers ready react positively by adding to their reading environment an unlimited number of e-books. Despite students’ definite preference for paper book; however, the numerous gains and benefits offered by e-books as enlarging students’ culture and knowledge, vocabulary acquisition do stimulate EFL learners to cope with this kind of books. This conclusion goes hand in hand with Moody’s study (2010). Moody asserts that e-books provide students with an immense opportunity via exposing them to literature and improving their literacy skills without the assistance of an adult. In the same line of thought, in the study undergone by Chen and his associates (2013) on 89 students at the university of Taiwan, it was proved that e-book Extensive Reading Program training played an important role in enhancing EFL learners’ reading attitudes.

Relevant to the third research question, “*What specific reasons currently encourage or discourage students from reading e-books?*”, and based on the study results, students are sometimes encouraged to read e-books, other times, however, they are discouraged. Among the factors behind students’ motivation to read e-books are the easy access, the availability and the affordability of e-format books. This finding goes hand in hand with the research conclusions generated by the study of Chu (2003). In a survey administered to 27 students, this researcher found that the top three reasons for using e-books are: available around the clock, searchable, and timely access to new titles. Nevertheless what discouraged the participants of this study to approach the digital format is related to some difficulties they experienced when reading e-materials such as headaches, eyes strains and the lack concentration. Reading e-books, then, is an alternative solution for the lack of paper books. However, the top three reasons determined for not using e-books by Chu’s participants are related to the fact that e-books are hard to read and browse and they need special equipment that are costly most of the time.

In answering the fourth research question, “*Do e-books contribute in developing 2nd year EFL students’ reading skills mainly comprehension and vocabulary acquisition?*”, the findings affirm that e-books have a positive effects on students’ reading comprehension skills and vocabulary growth. This result confirms previous studies confirming the significant impact when reading the digital format on comprehension skills (Reid, 2016; Chen et al. 2013). In his study, Reid (2016) attempted to investigate the effect e-books exercise on comprehension skills. After their interacting with an eBook’s enhanced features training, students’ reading retell comprehension was tested. It was concluded that eBooks contain engaging reading features that help students improve reading comprehension. Similar to, significant improvement of English reading comprehension through e-book Extensive Reading Program training was confirmed in Chen et al.’s study (2013).

Having to do with the fifth research question, “*Can e-books substitute paper book in the future?*” the results indicated that e-books will have a prosperous future at the ENS of Constantine. This conclusion is certified by students’ testimonies. Even though, EFL learners feel sometimes obliged to read this format of books because of the lack of paper book; yet, their availability in the environment of students orient them towards these books. Hence, due to the requirements of some subjects such as Reading Techniques, and because of the shortage of paper books in the library; the e-book that is now invading EFL readers’ environment by standing side by side with the print book will in the future, for sure, substitute its counterpart book (print book).

5. Conclusion

As long as the physical act of reading deviates from turning the pages of a bound print book to pressing the buttons or touching the screen of an electronic device to make text materialize on screen, this study attempts to examine the extent to which e-books that are invading the environment of EFL readers may have on their reading attitude and motivation. The findings provide strong

support that students' experience in reading e-books within the extensive reading session effects positively their reading attitude and motivation, and contributes in enhancing comprehension, and vocabulary growth.

In brief, as students become more and more motivated towards reading this digital formats, and since the latter have the same impact on students' reading skills mainly comprehension and vocabulary acquisition as paper books, it is then high time to help EFL readers cope with this kind of materials by searching for adequate method that may enable EFL readers benefit a lot from e-books. Moreover, investigating e-books effect on comprehension through the administration of a validated reading comprehension tests rather than using student survey results is of a focal concern for future studies.

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Appendix Students 'Questionnaire

Dear Students

This questionnaire is intended for second year students at the department of English at the Teacher Training School of Constantine. Its aim is to gather information about students' attitude towards e-book reading impact on their comprehension, literacy education and vocabulary growth. We would be very grateful if you would answer the following questions.

To answer, please put a tick (✓) in front of the right answer.

Background information

1. Do you read in English?
 - a. Yes
 - b. No
2. How often do you practice reading?
 - a. Daily
 - b. At least weekly
 - c. Less often
 - d. Never
3. Where do you practice reading?
 - a. In class
 - b. At home
 - c. Both
4. How much do you enjoy reading books:
 - a. Very much
 - b. A bit
 - c. Not at all

Justify your choice by telling why do you enjoy reading books to that extent

5. Do you prefer to choose your reading book by yourself:
 - a. Yes
 - b. No

In both cases say why

6. Do you choose to read a book according to your interest to :
 - a. Topic
 - b. Genre (romance, fiction...etc)
 - c. Language simplicity
 - d. The writer
 - e. All of them

Whatever your choice of the book is explain.....

7. Does your reading teacher guide your reading activity:
 - a. Yes
 - b. No

In case your answer is **YES** say how the teacher fulfills this role.....

Section one: Students' Experience in Reading E-Books

1. Do you prefer to read:
 - a. Paper books
 - b. E-books
 - c. Mixture of theseJustify your choice.....
2. Do you read E-books mainly for what purpose?
 - a. Information and general understanding
 - b. Leisure
 - c. OthersIn case your answer is **C** explain.....
3. Did you start reading E-books at the ENS-C?
 - a. Yes
 - b. NoIn case your answer is **YES** explain the reasons behind.....
4. How many E-books have you read:
 - a. More than 10
 - b. Less than 10
 - c. I can't remember
 - d. none
5. What hardware do you use for reading e-books?
 - a. Lap top
 - b. Tablet
 - c. Mobile phone
 - d. others
6. What genre of E-book do you read?
 - a. Romance
 - b. Science Fiction and fantasy
 - c. Non-fiction
 - d. Others
7. Do you prefer to read E-books:
 - a. In class
 - b. At home
 - c. Other placesJustify your choice.....

Section Three: Students' Attitude towards E-books

1. How do you find reading E-books?
 - a. Easy
 - b. DifficultJustify your choice.....

2. Respond to the following statements:

statements	es	o
I read E-books because they give opportunity for me to read whatever book I want to		
I read E-books because Several titles are carried in one space		
I read E-books because E-books are portable (easy to carry)		
I read E-books because they are not expensive		
I read E-books because there is not enough printed books in libraries		
I read E-books because Paper books are expensive		

3. Reading an E-book is as enjoyable as reading a paper book

- a. Yes
- b. No

Whatever your choice is, say why.....

Section Four: Benefits of E-books

1. I get to know about new ways of thinking when reading E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is please comment.....

2. I develop my reading comprehensions ability when reading E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is please comment.....

3. I get various kinds of information when reading E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is please comment.....

4. I acquire new vocabulary when reading E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is please comment.....

5. I can acquire broad knowledge if I read E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is please
comment.....

6. I feel relaxed if I read E-books

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is say
why.....

.....

7. Reading E-books is useful for my studies at the ENS de Constantine

- a. Agree
- b. Neither agree nor disagree
- c. Disagree

Whatever your choice is say
why.....

.....

8. What do you see the future of e-book in your institution (ENS de Constantine):

- a. E-book will take the place of printed book in the future
- b. E-book will be more and more used in the purpose of education in the future
- c. E-book will be more and more popular in the purpose of leisure in the future
- d. E-book will be more and more used in the purpose of education and leisure in the future

Please comment why you have given these
choices.....

9. Please provide any additional feedback about your experience in reading E-books.

Thank you for your Feedback