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ROLE OF E-BOOKS IN IMPROVING ENGLISH VOCABULARY OF UNIVERSITY STUDENTS: A CASE STUDY OF NUML, ISLAMABAD

Muhammad Haseeb Nasir[1], Muhammad Abdullah[2], Ejaz Mirza[3]

[1]Department of English, NUML, Islamabad

[2,3]Department of English, NUML, Rawalpindi

Email: [1]mhnasir@numl.edu.pk ,[2]ma.baig@numl.edu.pk ,[3]emirza@numl.edu.pk

ABSTRACT

In the present era of digital world, significance of online literature and e-books has increased manifold. Present study was conducted to analyze students' perspectives regarding role of e-books in improving English vocabulary. The study mainly focused on improving English vocabulary of university students at BS level. It was a kind of survey research and requisite data was collected and analyzed quantitatively. A self-designed questionnaire based on five-point Likert Scale was used as a sole research instrument for the collection of data. All students of BS English at English department of National University of Modern Languages, Islamabad in the current semester were part of the target population. The sample was selected through simple random sampling technique. A total number of 45 male and female students participated in the study. The self-designed questionnaire was administered among the participants in order to collect requisite data. The data was analyzed through SPSS 20 and further interpreted qualitatively. The study discovers that students use e-books for multiple academic purposes. It also include English language learning and improving English vocabulary. In general, students have positive perceptions regarding e-books and make good use of them. E-books also, facilitate them to connect with e-dictionaries and internet resources.

INTRODUCTION

Human life is becoming comparatively comfortable in the current era of global village. Science and technology has brought many changes in our society. Human life is under continuous change because of day to day technological advances. Human beings are struggling to make their lives as much comfortable as possible. Therefore, the education and teaching learning systems have also

changed accordingly. The technology has provided many facilities to teachers and students for bringing them close to one another as well as study material. Students have now taken shortcut and easy ways of learning as compared to past. Because of comparatively better socioeconomic conditions, students usually carry computer and mobile phones, which facilitate them in achieving their learning objectives. The students have electronic dictionaries and electronic books, which help them to check the meanings, pronunciation and grammar of difficult words. Internet and technology have brought the students closer to the learning contents. E-books or electronic books are available online for the benefit of students at any time at home as well as at schools, colleges and universities.

E-books are electronic books, which are available on computers, e-readers, mobile phones and internet for online reading. Waller (2013) says that e-books have many names such as e-textbooks, electronic textbooks, e-texts and digital textbooks etc. Manley & Holley (2012) say that Morgan (1999) defines e-books, as these are the books, which are the combination of hardware and software designed for reading. They are viewable on computer screen and therefore, may be read on e-book reader and special software. He says that there is difference between e-book and e-text. However, e-books may be used mostly by the students at schools, colleges and universities for their learning purposes.

E-books are nowadays, available online to which students can easily access through internet by using multiple electronic devices. They can download them in their computers and save them for future too. Moreover, students have also much interest in learning English as a second or foreign language throughout the world because of its status as international lingua franca. Vocabulary is a significant element in the process of language learning. Students at university level need effective English vocabulary for better professional communication and higher academic learning performance. Therefore, they mostly rely on e-books for learning vocabulary because of considerable advancement in the field of science and technology. Present study is an attempt to consult the learners of English at graduate level in order to analyze their perspectives regarding the role of e-books in improving their vocabulary.

As we see that students are almost always very busy in using technology for various purposes. They are nowadays, also trying to find out shortcuts and easy ways for solving their academic problems and assignments. For this purpose, they mostly rely on technology. They also search their study material on internet in order to save their time as well as energy. The language learners also use them for learning English language. Therefore, it is deemed pertinent that a study may be conducted on the role of e-books in learning English and improving English vocabulary at graduate level. Therefore, in this study, an attempt has been made to analyze the perspectives of students regarding the role of e-books in learning vocabulary at BS English level at National University of Modern Languages, Islamabad, Pakistan.

RESEARCH QUESTIONS
(i)   What are the perceptions of the students regarding e-books for enhancing the English vocabulary at BS level?

(ii)   What is the role of e-books in improving the English vocabulary of BS English students?

LITERATURE REVIEW
E-books do not share the history like traditional printed books. E-books are the result of the recent tremendous growth in science and technology. The advancement and development of technology provided many facilities to human beings in form of electronic machines, tools, other different types of hardware, software etc. Human beings make use of them in their daily life for their comfortability and easiness. For example, the inventions of mobile phones and computers made many impossible and difficult tasks possible and easy. It is the case with education system of the world in which science and technology has brought many changes. Budhwar (2017) says that technology has vital role in every field of our life especially in our education system too. He further says that technology has removed the barriers in education system for the students and it has brought the education to the doorstep of the students. One of the best facilities of technology is the invention of e-books in education system. Embong, etl (2012) say that these e-books or electronic books perform the role of an additional medium or tool of instruction for the students, teachers and schools which can support or enhance the learning process. These e-books have many advantages as compared to the traditional printed textbooks. Lebert (2009) says that the electronic book or e-book was born for the first time in 1971 by the efforts of the members of the Project Gutenburg. Project Gutenburg was a digital library which was launched by Michael Hart for creating electronic versions of literary works and then to disseminate them throughout the world. Therefore, the first person who invented e-book was Michael Hart. These e-books have very short history of almost 50 years whereas the traditional printed books have very long history of 5 centuries.

Henke (2001) defines e-book as a hardware device such as Softbook, Rocket E-book, mobile, tablet or computer that enable readers to view content by using software application such as Acrobat Reader etc. Oxford Advanced Learner's Dictionary also defines e-book in a way that e-book is a book the text of which is available in a hand-held electronic device such as computer, tablet, mobile or internet and that is displayed on the screen of that electronic device. Armstrong (2008) says that Morgan (1999) says there is difference between e-text and e-book. He says e-books are the combination of hardware and software that are used to read electronic data on a portable electronic device.

There are two formats of e-books in which they exist. The two formats of e-books are page fidelity e-books and reflow-able digital e-books. In page fidelity e-books, there are only scanned pictures of the print version of the book such as the PDF file which contains no dynamic media, no active web links, and no capability to modify font or pictures. In reflow-able e-book format, there is a flexible format system that includes dynamic media in which the user can modify both the layout and interactive features of the e-book in order to suit the display medium (Szapkiw, etl, 2013). These researchers have restricted the definition of e-book to a very limited area of digital texts. However, Hawkins (2000) expands this definition of e-book and says that any book that is available in electronic form through four different methods such as a downloadable, a

dedicated e-book, a dedicated e-book reader, a web accessible e-book, or a print-on-demand book, may be called e-book. Therefore, we can say that any book that is an electronic form that may be in computer, mobile or in internet, and can be obtained through different ways such as downloading, searching, sharing and sending through any means and can be displayed and viewed on screen in any machine readable device can be considered as e-book.

E-books are used by students for their academic and learning purposes at schools, colleges and especially at university level. These books solve almost all of their academic problems. Students have also nowadays mobiles, laptops, tablets etc. They mostly use them for their study purposes. They download various books from internet and then save them in their portable devices for their future record. Moreover, recent researches also show that the e-books are very helpful and they help them a lot in solving the academic problems of the students. Some recent studies which have been conducted on the role of e-books in education are going to be mentioned as below.

Reid (2016) has recently found in his study on the role of e-books in improving the literacy comprehension of the students that e-books are more effective in improving the reading comprehension skill of the students than the printed books because they have specific reading features due to which the students reading comprehension skill is more improved. One another study that is related to it but not identical has conducted by Yoon (2013) in USA on the role of e-books in improving the reading comprehension and vocabulary ability of the students. He has found that the e-books are very helpful and they improve the reading and vocabulary ability of the students. Moreover, he further added that the students' motivation and interest also increase in study by using e-books.

Biranvand & Khasseh (2014) have also carried out study on the impact of e-book reading on the students' academic status in Iran in which they have pointed out that the e-books have meaningful and effective impact on the academic progress of the students. They have highlighted the role of e-books in a positive way that they are effective in enhancing the academic progress of the students. They say that e-books have variety of learning resources and flexibility while learning. Szapkiw, Courduff, Carter, & Bennet (2013) have found in their comparative study between electronic books and printed books that those students who choose e-books for their learning have higher affective and psychomotor learning skills than those who choose printed books for learning. This shows that e-books are more effective in the process of learning than the printed books.

Chau (2008) has also found in his study on the effects of electronic books on learning designed for children in education that e-books are more effective and have positive impact on students' learning. He says that they can even be more helpful in improving the early literacy development, reading comprehension and language development of the children. Therefore, the overall above studies showed that e-books have positive role in education and on learning the contents, improving reading comprehension skill and vocabulary and language development of the students.

However, there are some studies which do not favor e-books. In these studies, the more preference has been given to printed books than the e-books. According to Miller & Schrier (2015), students still prefer to printed books than e-books because printed books are more convenient than e-books. Kozminsky & Asher-Sadon (2013) have conducted a sort of experimental study on the students' literacy development in which they have highlighted that the performance of the printed group book was higher than the electronic group book in understanding the plot, knowledge and vocabulary. These studies showed that printed books perform well than the e-books in learning the contents, vocabulary and many more. However, the majority of the studies have shown positive role of e-books that they perform well than the printed books in learning contents, gaining knowledge, enhancing reading skill and learning vocabulary etc.

It is not necessary that the attitudes of the students regarding e-books will be same everywhere in the world because these books require proper technological skills, internet and device facilities. Such type of things and facilities are not always available to the students so that is why students may have negative attitudes too towards e-books. Therefore, here in the current study, the researcher has also made an attempt to analyze the students' perspective about the role of e-books in improving vocabulary. This type of study is necessary to be conducted because it has not yet been conducted and the students' perspectives about e-books have not yet been explored. Perspectives of the students vary everywhere in the world. It is something which is not constant and similar everywhere. Oxford Advanced Learner Dictionary defines perspective in a way that it is a particular attitude towards something or a way of thinking about something.

In this study the focus is on the students' perspectives about the role of e-books in improving vocabulary. Improving or learning vocabulary for learning a foreign language is also very important because it help producing effective writing and speech. Therefore, it has also a vital role in learning a foreign or second language. Alqahtani (2015) says that vocabulary learning for a foreign language learner is of paramount importance and even it is the essential part of foreign language learning. Therefore, here in this study the focus is on improving vocabulary through reading e-books. This study may help highlight students' perspectives regarding the role of e-books in improving English vocabulary at undergraduate or BS level.

RESEARCH METHODOLOGY
The study is an attempt to explore and then to analyze the views of the students about the role of E-books in improving vocabulary at BS level. This study is quantitative in nature and also a kind of survey study therefore, a quantitative approach has been adopted. Moreover, the population of the study is all the students of BS English at English Department of National University of Modern Languages, Islamabad, Pakistan. The sample of this study is comprised of 45 forty five participants of different semesters of BS English in which both male and female are included. The sample has been selected through random simple sampling technique. The instrument for data collection is questionnaire. A self-designed questionnaire based on five-point Likert scale, ranging from strongly

agree to strongly disagree, has been used as a sole instrument for data collection. The data was collected by distributing the questionnaire among the participants. The data was later on analyzed by using SPSS 20. Frequency and percentage were calculated for each item in the questionnaire. Then, the data was presented in the form of percentage in the tables in order to show the level of agreement and disagreement of the participants to the statements in the questionnaire.

DATA ANALYSIS AND INTERPRETATION

The data analyzed through SPSS has been shown in the tables in form of percentage which show the level of the participants' agreement and disagreement to each item in the questionnaire.

Table 1

S. No.	Statements	Strongly Agree +Agree	Uncertain	Disagree + Strongly Disagree
01	I read e-books on daily basis for my academic purposes.	22.2+44.4=66.6%	20%	11.1+2.2=13.3%
02	E-books solve all my academic problems from examination point of view.	13.3+64.4=77.7%	6.7%	13.3+2.2=15.5%
03	E-books have also great impact on improving my English language.	11.1+64.4=75.5%	15.6%	6.7+2.2=8.9%
04	I read e-books for improving my vocabulary.	13.3+44.4=57.7%	35.6%	6.7%
05	I have got a lot of vocabulary through reading e-books.	13.3+48.9=62.2%	24.4%	6.7+6.7=13.4%
06	Most of the time, I rely on reading e-books for learning my vocabulary.	6.7+35.6=42.3%	37.8%	17.8+2.2=20%
07	I have kept many e-books in my mobile and/or laptop for improving my vocabulary.	13.3+44.4=57.7%	13.3%	22.2+6.7=28.9%
08	I do not use e-books for improving my vocabulary because I do not have mobile or laptop for using them.	13.3%	8.9%	48.9+28.9=77.8%

09	E-books are more helpful in improving my vocabulary than the printed books.	4.4+26.7=31.1%	33.3%	31.1+4.4=35.5%
10	I use e-books for improving my vocabulary because they are easily available and free of cost.	15.6+51.1=66.7%	20%	11.1+2.2=13.3%
11	I usually download new e-books from internet for improving my vocabulary.	6.7+42.2=48.9%	26.7%	22.2+2.2=24.4%
12	I always go to shop to buy printed books for improving my vocabulary.	8.9+22.2=31.1%	28.9%	24.4+15.6=40%

In table 1, 66.6% students agree, 20% are uncertain and 13.3% disagree to the statement that they use e-books for their academic purposes. The majority of the students studying at BS level are using e-books for their study purposes. 77.7% students say that e-books solve all of their academic problems from examination point of view. It shows that most of the times the student use e-books when they are doing preparation for exams. 75.5% students of BS English claim that e-books have great influence on improving their English language. When they are studying e-books for exam or for some other purposes, they also help them in improving their English language skills. 57.7% students agree, 35.6% are uncertain and only 6.7% disagree to the statement that they read e-books for improving their vocabulary. Here, again, the majority of the students say that they read e-books for improving their vocabulary too. 62.2% student are of the opinion that they have learnt a lot of vocabulary through reading e-books. 42.3% students say that most of the time they rely on reading e-books for learning vocabulary whereas 37.8% students have shown no opinion regarding the statement and 20% students disagree to it.

There are 57.7% students who say that they have stored many e-books in their laptops and mobile phones for improving their vocabulary. 77.8% students disagree to the statement that they do not use e-books because they do not have laptops or mobile phones for using them. It shows that they use laptops and mobile phones for e-books for improving their vocabulary. 35.5% students disagree, 31.1% students agree to the statement that e-books are more helpful in improving their vocabulary than the printed books whereas 33.3% students have no opinion. Therefore, it shows that both e-books and printed books can help students in improving their vocabulary. 66.7% students say that they use e-books for improving their vocabulary because they are free and easily available. Therefore, the students prefer e-books for learning vocabulary because these may be found free of cost everywhere. 48.9% students say that they download new books from internet for improving their vocabulary, on the

other hand, 24.4% students disagree to the statement and 26.7% students are undecided. Therefore, majority of the students say that they use internet and also download e-books from it for improving their vocabulary.

There are 40% students who disagree and 31.1% students agree to the statement that they always go to shops for buying printed books in order to improve their vocabulary and 20% students have no opinion in this regard. This shows that majority of the students say that they always do not go to bookshops in order to buy printed books for improving their vocabulary and it also shows that students may use e-books instead of printed books for improving their vocabulary.

Table 2

S. No.	Statements	Strongly Agree +Agree	Neutral	Disagree + Strongly Disagree
13	I usually prefer to search for e-books for improving my vocabulary than the printed books.	4.4+35.6=40%	31.1%	22.2+6.7=28.9%
14	I use e-books for improving my vocabulary because they have no weight to be carried around.	13.3+51.1=64.4%	11.1%	20.0+4.4=24.4%
15	I learn new words through reading e-books on daily basis.	6.7+55.8=62.3%	11.1%	24.4+2.2=26.6%
16	E-books give me many directions for improving my vocabulary.	15.6+51.1=66.7%	22.2%	8.9+2.2=11.1%
17	Whenever I want to learn new vocabulary, I go for reading E-books.	11.1+37.8=48.9%	26.7%	22.2+2.2=24.4%

18	I read e-books for improving vocabulary because they provide me the option for searching the words of my choice.	13.3+62.2=75.5%	13.3%	8.9+2.2=11.1%
19	I read e-books for improving my vocabulary because I want to check the pronunciation of the words in e-dictionary.	22.2+44.4=66.6%	20.0%	13.3%
20	E-books also save my time and I learn a lot of vocabulary through reading them in very short time.	17.8+46.7=64.5%	15.6%	15.6+4.4=20%
21	I do not read e-books for improving my vocabulary because they waste my time.	6.7+8.9=15.6%	22.2%	48.9+13.3=62.2%
22	I read e-books for improving my vocabulary because I want to check the meanings of the difficult words in e-dictionary.	17.8+57.8=75.6%	13.3%	8.9+2.2=11.1%
23	E-books really improve my vocabulary on daily basis.	8.9+57.8=66.7%	17.8%	11.1+4.4=15.5%

In table 2, 40% students say that they prefer to search for e-books for improving their vocabulary than the printed books while 28.9% students are against it and 31.1% students have no opinion at all. Therefore, it shows that majority of the students search e-books for improving their vocabulary than the printed books. This may be because of the advancement in science and technology. 64.4% students say that they use e-books for improving their vocabulary because these books have no weight to be carried around. These books are easily portable, that is why the students also give them preference over the printed books. 62.3% students agree to the statement that they learn new vocabulary on daily basis through reading e-books. This may be the reason that they use e-books for their academic purposes up to great extent that is why they may learn new vocabulary by reading them on daily basis.

Majority of the students that is 66.7% say that e-books give them many direction for improving their vocabulary. By many directions, they may mean that e-books may link them to other sources of learning vocabulary too such as online sources and e-dictionary sources. Therefore, all these things help them to learn better vocabulary. 48.9% students agree to the statement that whenever they want to learn new vocabulary they go for reading e-books while 24.4% students are against this statement and 26.7% students have shown complete silence. Therefore, again, here, the majority of the students say that they go for reading e-books whenever they want to learn new vocabulary. 75.5% students say that they use e-books for improving their vocabulary because these e-books provide many options of searching new vocabulary or the vocabulary of their choice. The e-books have the searching option which facilitates the students to search the word of their choice in a short time. Therefore, students prefer e-books.

There are 66.6% students who opine that they use e-books for reading because they are closely attached to the e-dictionary in the same device through which the pronunciation of the words may also be verified. Therefore, the students use e-books for improving their vocabulary because the students can check the pronunciation of the words along with e-dictionary in the same device. Majority of the students that is 64.5% say that they use e-books for improving their vocabulary because they save their time and the students may enhance their vocabulary through reading them in a very short time.

E-books may help them to learn a lot of vocabulary in a very short time because they may link them to other online sources and e-dictionaries. In the same way, 62.2% students are against the statement that they do not use e-books for improving their vocabulary because they waste their time. Therefore, it shows that e-books do not waste their time and the students use them on daily basis. Majority of the students that is 75.6% students say that they use e-books for improving their vocabulary because these e-books are attached with e-dictionary in the same portable device in which they want to check the meaning of the difficult words. E-books are used in the electronic device in which electronic dictionaries are also available. Therefore, students read e-books and whenever they come across any difficult word they directly go to the e-dictionary where they check the meaning of it easily in a very short time. 66.7% students say that e-books really improve their vocabulary on daily basis. This may be the reason that the students use e-books frequently for exam

preparations and academic purposes, and consequently e-books help the learners to improve their English vocabulary.

FINDINGS AND DISCUSSION

The data analyzed and interpreted above showed that the students have positive perceptions regarding the role of e-books in improving their English vocabulary. The main findings of the study are discussed in the following paragraphs.

The students read e-books on daily basis and these e-books solve all of their problems from examination point of view too. Moreover, these e-books have also great impact on the English language of the students. It means that the e-books help the students a lot in improving their English language skills especially the reading and writing. Students also learn a lot of vocabulary through reading. The students have their laptops and mobile phones in which they have stored many books for reading and improving their vocabulary. E-books are easily available and free of cost due to which students prefer to read them for improving their vocabulary. There are many free books available online which students can easily access through their laptops or mobile phones. Students also download them on daily basis for their academic purposes as well as for improving their vocabulary.

Students nowadays do not mostly go to shops in order to buy the printed books for improving their vocabulary. They rely on the books, which are available online. The students prefer to search for e-books than the printed books for improving their vocabulary too. Either students search these e-books online or they find them with their friends. Therefore, they easily share them with one another through emails, USB etc. Moreover, students also like them for reading in order to improve their vocabulary because they are portable and they have no weight to be carried around. The students learn new words through reading them on daily basis.

E-books also give many directions to the students in order to improve their vocabulary because these e-books link them to internet as well as e-dictionaries. The students also go for reading e-books whenever they want to read because these e-books provide them many facilities. These e-books provide the students the search option too through which students can easily search the words of their choice. Therefore, this way, these e-books save the time of the students and students learn a lot of vocabulary in very short time. Moreover, students also give them preference because e-books are read on electronic devices where electronic dictionaries may also be consulted. Hence, whenever students come across any difficult words they easily go for the electronic dictionary which is their in the device in order to check the meaning and save the time. Therefore, this way, they also check the pronunciation of the words in the e-dictionary, which are difficult to be pronounced. Since, the students use e-books a lot on daily basis for reading and academic purposes thus, they help them a lot in improving their vocabulary. It shows that e-books are very helpful and play significant role in improving the vocabulary of the students.

The study reveals the role of e-books in improving vocabulary at BS level in positive way. The findings of this study have also relation with some of the researchers who have already conducted researches in this area. As Ried (2016) has recently conducted research on the role of e-books in improving the reading comprehension level of the students, he has found that e-books are very helpful in improving the reading comprehension level of the students because e-books have many new features which help the students to improve the reading comprehension skill. Yoon (2013) have also conducted research in the same area where he has found that e-books have great role in improving the reading comprehension skill and vocabulary of the students. The results of this study also match with studies that have been conducted by the previous researchers. This study also revealed that e-books play an effective role in improving the vocabulary of the students because in today's modern era of technology, students have found new and shortcut ways of learning through technology. Students have mobile phones and laptops in which they have electronic dictionaries and electronic books which they can consult any time and benefit themselves. These electronic books provide the students many directions and facilities to learn a lot. They link them to internet as well as to the electronic dictionaries through. Finally it may be concluded that e-books help the students to improve their English vocabulary as well as English language skills.

CONCLUSION

The objectives of this study were to explore the students' perceptions about reading e-books for their academic purposes and improving vocabulary and then to analyze them in order to highlight the role of e-books in improving vocabulary. The results reveal that the students are using e-books for reading for their academic purposes as well as for improving their English Language. The learners of the English especially the students of BS English get a lot of vocabulary through reading e-books and in this way, they improve their vocabulary as well as their overall English Language. E-books are nowadays available online and are free of cost to which students can easily access at any time and read them accordingly. Therefore, students go for reading them most of the time because they want to save their time and are interested to learn a lot in very short time. Moreover, these e-books have many features such as user may highlight the important portions of them, convert them into audio form and even link to e-dictionaries in the same device to check the pronunciation as well as the meanings of the difficult words. These e-books also provide further directions as they link them to internet too from which student can get even more details of the words that they are going to learn. This way, these e-books are very helpful in improving the English vocabulary of the students and it also, plays an effective role in improving their English language skills.

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Appendix

Questionnaire for Survey Research

Respondent's Name (Optional): _____ Gender: _____ Department: _____

Program: _____   Semester: _____   Date: _____

Note: The researcher being the scholar of M. Phil English (Linguistics), NUML, Islamabad, has made an attempt to conduct research on analyzing the perspectives of students about the role of e-books in improving vocabulary. This is purely an academic research and the respondents are requested to read each item in the questionnaire very carefully and show your response towards the role of e-books on the scale rating from strongly agree to strongly disagree. Your responses will be kept confidential and will be used just for research purposes. The researcher will be highly thankful to you for your sincere cooperation.

Key: **SA** = Strongly Agree, **A** = Agree, **UN** = Uncertain, **DA** = Disagree, **SDA** = Strongly Disagree

Please, tick (√) the choice that best reflects your response.

S. No.	Statement	SA	A	UN	DA	SDA
01	I read e-books on daily basis for my academic purposes.					
02	E-books solve all my academic problems from examination point of view.					
03	E-books have also great impact on improving my English language.					
04	I read e-books for improving my vocabulary.					
05	I have got a lot of vocabulary through reading e-books.					
06	Most of the time, I rely on reading e-books for learning vocabulary.					
07	I have kept many e-books in my mobile and/or laptop for improving my vocabulary.					
08	I do not use e-books for improving my vocabulary because I do not have mobile or laptop for using them.					
09	E-books are more helpful in improving my vocabulary than the printed books.					

10	I use e-books for improving my vocabulary because they are easily available and free of cost.					
11	I usually download new e-books from internet for improving my vocabulary.					
12	I always go to shop to buy printed books for improving my vocabulary.					
13	I usually prefer to search for e-books for improving my vocabulary than the printed books.					
14	I use reading e-books for improving my vocabulary because they have no weight to be carried around.					
15	I learn new words through reading e-books on daily basis.					
16	E-books give me many directions for improving my vocabulary.					
17	Whenever I want to learn new vocabulary, I go for reading e-books.					
18	I read e-books for improving vocabulary because they provide me the option for searching the words of my choice.					
19	I read e-books for improving my vocabulary because I want to check the pronunciation of the words in e-dictionary.					
20	E-books also save my time and I learn a lot of vocabulary through reading them in very short time.					
21	I do not read e-books for improving my vocabulary because they waste my time.					
22	I read e-books for improving my vocabulary because I want to check the meanings of the difficult words in e-dictionary.					
23	E-books really improve my vocabulary on daily basis.					