

The Effect of Using Interactive English Language E-Book for the Fourth Graders' Listening and Reading Skills and Their Reflective Thinking at Martyr Yasseir Arafat Secondary School

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Abstract: This study investigated the effect of using interactive English Language e-book for the fourth graders' listening and reading skills and their reflective thinking at Martyr Yasseir Arafat Secondary School. The study followed an action research method (quantitative and qualitative) because it's practical and relevant form to the classroom research, The participants of this study consisted of 26 male graders for fourth grade at Martyr Yasseir Arafat Secondary in south Hebron district during the second semester 2017/ 2018. This study used three data collection tools including listening, reading test and reflective thinking questionnaire and interview, The collected data was analyzed. The findings of the study reveals that there is a difference of the results between pre listening and reading test and post listening and reading test and there is a positive effect of using interactive English Language e book. Moreover, the result of the reflective questionnaire shows that there are distinct differences between the results in the pre and post reflective thinking questionnaire which indicates there is effect of using interactive English Language e book. Also, the result of the interview reveals that the most of interviewees are motivated in using technology. The researcher recommended to train teachers at in-service on designing, producing and employing e- interactive book in the educational process due to its great benefits and achievable results.

Keywords: interactive e-book, fourth graders, listening skills, reading skills, reflective thinking

أثر استخدام كتاب اللغة الإنجليزية الإلكتروني التفاعلي لتعليم مهارتي الاستماع والقراءة لطلبة الصف الرابع وتفكيرهم التأملي في مدرسة الشهيد ياسر عرفات الثانوية

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المستخلص: هدفت هذه الدراسة لبحث أثر استخدام كتاب اللغة الإنجليزية التفاعلي الإلكتروني في مهارتي الاستماع، والقراءة والتفكير التأملي لدى طلبة الصف الرابع في مدرسة الشهيد ياسر عرفات الثانوية، واستخدم الباحث في هذه الدراسة البحث الإجرائي الكمي والنوعي لمناسبتة موضوع الدراسة العملية. اشتملت الدراسة على (26) مشاركا من طلبة الصف الرابع (أ) في مدرسة الشهيد ياسر عرفات الثانوية في مديرية جنوب الخليل خلال الفصل الدراسي الثاني 2017/2018، كما استخدم الباحث في الدراسة ثلاث أدوات لجمع البيانات وهي اختبار لمهارتي الاستماع والقراءة، واستبانة لمهارة التفكير التأملي، وكذلك المقابلة، وتحليل البيانات أظهرت النتائج أن هناك فرق بين نتائج اختبار مهارتي الاستماع والقراءة القبلي والبعدي وكان الفارق لصالح الاختبار البعدي حيث كان لتطبيق برنامج الكتاب الإلكتروني التفاعلي للغة الإنجليزية أثرا إيجابيا. كما وبينت نتائج الاستبانة القبلي والبعدي لمهارة التفكير التأملي وجود فرق بين نتائج الاستبانة وكان الفرق لصالح الاستبانة البعدي وهذا يشير إلى أثر استخدام كتاب اللغة الإنجليزية الإلكتروني التفاعلي على التفكير التأملي. كشفت أيضا نتائج المقابلة أن غالبية المقابليين متحمسين لاستخدام التكنولوجيا، بناء على النتائج أوصى الباحث بتدريب المعلمين في المدارس على تصميم وإنتاج وتوظيف الكتاب الإلكتروني في العملية التعليمية بسبب فوائده الكبيرة والنتائج التي يمكن تحقيقها.

الكلمات المفتاحية: التفكير التأملي، الكتاب الإلكتروني التفاعلي، طلبة الصف الرابع، مهارة الاستماع، مهارة القراءة.

1. Introduction.

Language is very important in our life as it is the main means to obtain information, share ideas and spread knowledge to others. Language is the way how people use to upgrade themselves to better status when it is used properly. Generally, the mastery of a language enables individuals to communicate with social groups and networks that provide them with needed support. Additionally, language is an important resource that can change into other forms of investment in culture, economy, politics, and medicine, so on (Joseph, 2004)

Remarkably, English language has an essential role in daily life in every spot of the globe. For many years, English is deemed as an important international language that is integrated across the boards in life. English is the language of technology, medicine science, education, politics and knowledge (Hamdona, 2007).

Haboush (2010) pointed that the importance of English does not depend on the number of speakers as English is regarded the first language in the world although it is spoken by less than fifteen percent of the people in the world. Quirk (2007) indicated that English is more important than Chinese language although Chinese language is spoken three times more than English.

Harmer (2001) stated that nowadays learning world language is important because the world has been changing. Therefore, people need to learn English in particular because of it is international language. As a result, European languages, in general, and English, in particular, have been taught throughout the Middle East and North Africa. Though many studies and research dealt with this issue, each country attempts to provide teachers with better methods of teaching English language to produce qualified learners. Ostler (2005) indicated that all over the world, there is an increasing in the number of people speaking English as a second and a foreign language. For example, Arabs need to learn English in order to be able to communicate with native speakers when they visit the English speaking countries or to study there.

With the use of educational technologies, with believing in the importance of the diversity of methods of providing information and its effect on increasing student achievement, the e-book emerges as one of the modern technology emergencies in introducing e-content in a more attractive and interactive manner which has never been seen before through the traditional printed book. E-book industry made the students' ability to exchange information and data via the internet and mobile phones even easier and clearer. In addition, it emerges a new type of learning which is referred to mobile learning. It also gives the chance to teacher to acquire a large number of electronic educational materials in the form of e-book, and use them in teaching anytime and anywhere they wish.

The most important tool is book which used to transfer knowledge and assess information since the invention of the printing machine. With the development of the means of electronic publishing, globalized information, and easy access via internet, e-books became the more developing tool which used to exchange knowledge (Chen, 2002).

Zucker and others (2009) e-books are attractive tools for many learners, because it can be easily integrated within educational programs for literacy, which required teachers to have a bit of procedural knowledge and practical skill to use computer. However, educational decisions relevant to using e-book are based on more than just the ease of application of e-book in the educational process, but based more on the research results that demonstrated the effectiveness of e-book in learning reading and listening skills. Several studies' results which used empirical designs to examine the effects of using e-books addressing the effectiveness of using e-books in teaching and in receptive skills and increasing achievement.

Many companies are now producing more electronic textbooks for using in classrooms as researchers believe that they can prove to be excellent supplementary

material for teachers, as well as being quite effective in early literacy development, reading comprehension and language development for young children (De Jong & Bus, 2004).

Modern society becomes more complex, information becomes available and changing more rapidly prompting users to constantly rethink, switch directions, and change problem-solving strategies. Thus, it is increasingly important to prompt reflective thinking during learning to help learners develop strategies to apply new knowledge to the complex situations in their day activities. Reflective thinking helps learners develop higher-order thinking skills by prompting learners to relate new knowledge to prior understanding, think in both abstract and conceptual terms, apply specific strategies in novel tasks, and understand their own thinking and learning strategies.

All these previous features provide an immense opportunity for English language teachers to use interactive e book for the enhancement of listening, reading and reflective thinking skills.

Statement of the problem:

During this decade, children live in a world that is full of interactive technological tools such as, tools for communication and social networking which are rapidly changing into the tools of knowledge acquisition at home, street, school and in the community. Based on previous background which reinforce the effect of an interactive e- book, this study aims to investigate the effect of using interactive English Language e-book for the fourth graders' listening and reading skills and their reflecting thinking at Martyr Yasseir Arafat Secondary school

According to the researcher's experience as an English Language teacher for many years, he observed that the graders have been facing difficulties in their listening and reading skills, and they are weak of reflective thinking, so the researcher is going to try to use the modern method of teaching English Language. This way may help graders to feel that learning is more exciting.

2. Theoretical Framework.

2.1. Interactive e books:

Books are deemed the most significant instrument used to transfer knowledge and evaluate information and academic program from the time when printing machine urged. Electronic books became one of the most advanced tool used to share knowledge since the development of the means of electronic publishing and easy access via internet (Chen, 2002).

Electronic books industry make information sharing and data via the internet and mobile phones an easy mission. They are helped in emerging a new type of learning which is referred to mobile learning. E-books enable teachers to attain a great number of electronic educational materials and use them in an electronic form for learning anytime and anywhere the students prefer (Ebied& Abdul Rahman, 2015). Zucker et al. (2009) mentioned that e-books proved that they are effective tools for many students, since it can be easily joined with educational programs for literacy. E-books require instructors to have procedural knowledge and practical skill to use computer.

Definitions of e-book differ according to the different levels of expectations desired from electronic book, what it provides and its style of presenting information and educational content. Anuradha and Usha (2006) defined e-books as the container that was transformed to digital form and can be read through personal computers or any portable device and usually it can be shared on the internet and through its services. While Shiratuddin and Landoni (2003) defined e-book as learning environment with an application program containing a database with assistant media for educational resources capable of saving multimedia presentations related to subjects before importing them". Landouni and Diaz (2003) defined E-books as educational tools prepared in an electronic way, which assist in teaching methods and learning.

E-books have some advantages over printed books. There are two main reasons for using e-books. The most popular reason for using e-books includes their "search ability". Also, students have access to e-books 24 hours a day. Readers who use e-books find specific content more easily and more efficiently comparing with Paper book (Shelburne, 2009).

By enabling individuals to find information and to decide if a book's content is suitable for the reader or not without visiting the library, e-books save the time of their readers. E books also save time and energy and sometimes they save money too. Furthermore, students prefer E-books due to their advantages such as possibility of moving through the text, flexibility, possibility of saving a lot of resources in their mobile phones in addition to using electronic link for recording notes. Moreover, the lightness, portability of e-book, and navigation capability are reasons of student's preference of e-books (Gibson and Gibb, 2011).

Furthermore, e-books consist of pictures, diagrams, symbols, signs, shapes and videos that help improve thinking skills among students. E-books are attractive tools for enhancing the interaction between students and their teacher and between students themselves, because they are containing multimedia which creates important contributions to the quality of students' learning (Ongo&Baki, 2011). Mitropoulou (2012) Mentioned that e-books' benefits are offering more opportunities for interacting with the books content and several representations of the content that install in students' memories. For Chen and Jang (2013), e-books are one type of critical learning platform with significant potential for learners to learn new knowledge in web-based context.

Since reading among students is a dynamic feature of their learning process, it should be fostered and teachers are ought to encourage any innovation that improves the reading motivation of students. Rockinson-Szapkiw & Holder (2011) stated that E-books have been labeled as current trend in education and nowadays generation prefer learning through the use of tablet PCs, smart I-phones

and other ICT devices since these ICT innovations ease carrying a textbook along while traveling. Reading with such devices has been seen to be convenient and encouraging, therefore, learners can find enjoyment using e-books and rate of using such devices is increasing. It is essential to find out the extent of use of E-books and the effectiveness which E-books have on motivating students towards reading.

2.2. Educational Value of e book:

The attention of teachers and those interested in the educational process went towards e-books due to the educational value that they present. Ebied and Abdul Rahman (2015) mentioned some of these values:

1. E-books help in increasing students' academic achievement and motivation to contribute in the educational process.
2. E-books provide flexibility to learners in learning according to their own abilities, preferred time and learning pace.
3. With e-books, the control in learning method moved from teachers to students.
4. It is a great way which is helping students to reduce the burden of carrying printed textbooks, also, e books make it easy for learners to update and develop knowledge and information available in e-books.
5. E-books make teacher's role turned from a source of knowledge to a guider and facilitator for learning process. In addition, Students' role turned from a receiver of knowledge and skills to a vital and positive role in participating and information acquisition.
6. Developing independency in learning through oriented self-learning.
7. Increasing learning pleasure by making a good use of the advantages of e-book design based on multimedia learning.

2.3. E-books' components:

According to Siracusa (2009) e-books are made of two main components. The first component is devices. Hardware, they are desktop devices, laptops, or PDA devices. The second component is software. It is responsible for displaying e-book on screens. CD-ROMs and the internet are used as the most important and famous media for displaying electronic books. The most known and popular reader devices are Sony Reader, iPad, HTC Flyer, Galaxy Tab, and Motorola Xoom. Moody (2010) mentioned that reader devices have developed and become multi-functional. The Kindle 2 and Kindle DX readers is represent that which helps readers to transfer electronic books wirelessly from Amazon Kindle store and RSS for bloggers, with a pilot web browser, the capability to support multiple formats, and enable attractive features such as listening to audio books in the Kindle reader.

2.4. Listening:

Listening is an essential skill which is considered the most significant and teachers should give much care for it in different stages of education since it is the first means with which people communicate (Tubail, 2015).

Lubbad (2013) defined listening skill as "The ability to integrate the sounds received through the ear with the mental processes conducted by the brain to interpret and get the meaning of the spoken message.

In fact, listening ability plays a pivotal role in the development of other language skills. Learners have to listen to the sentence or word many times before they can recognize and pronounce those words. Also, listening enables learners build vocabulary, improve language proficiency and develop their language usage. A lot of researchers consider listening as a kind of reading, as being means that leads to understanding and communicating between speakers and listeners (Abu Hatab, 2010).

Listening differs from hearing. Listening in general refers to understanding different symbols of spoken language to comprehend, interpret what people say and then employ what the listener understand it in other contexts. It is a feature that exists in human beings. On the other hand, hearing is common among normal creatures and does not need comprehending or interpreting. As a result, listening skill is not just one of the five senses but an important skill which must be taught through different techniques and strategies. In order to master this skill, students must go through different stages of thinking skills; comprehending, remembering, and applying Palestine (Lubbad, 2013).

Listening comprehension is considered one of the skills most predictive of overall, long-term school success (Brigman, etal, 2001). First, being able to recall and understand information is one of the skills that results from listening and has a great and positive effect to reading skill. In order to be a good reader, students should be able to recall information when it is presented orally. Second,

students who have strong listening comprehension skills also tend to be good listeners. Adults often spend much of their time speaking and do not give enough time for listening. Since listening is a skill that people will use throughout their life, they should give great importance to it. In fact, students will become better listeners for their life when they develop strong listening comprehension skills early (Brigman, Lane & Switzer, 2001). Moreover, learners acquire vocabulary, sentence patterns, structures, concepts and ideas through listening. Also, the other skills which are: speaking, reading and writing will be acquired easily after mastering listening. Finally, strong listening skill promotes thinking and problem-solving skills. For instance, when listening to a story, the students start to develop their own thoughts and ideas about the situations presented in the story (Roskos, Christie and Richgels, 2003).

Wolvin and Coakely (2000) added that listening is the main skill that develops earliest and it is practiced most frequently. Studies conducted on children's listening, estimated that between 50 and 90 percent of children's communication time is devoted to listening outside or inside the school. Listening is central to pupils' development of other skills, including survival, social and intellectual skills.

Smith (2003) stated that in spite of the advantages of listening skills on students, it was noticed that teaching and learning activities in primary schools is not paid adequate attention. However, listening is the language skill that is used the most; it is the skill that is taught the least in the classroom. It is clear that listening has been neglected and that came from a belief which is regrettably adopted that listening is a passive skill and merely exposing learners to the spoken language provides adequate instruction in listening comprehension. What may not be realized however is that stories which employ the use of illustrations are vital in teaching listening skills to children?

Actually, in the Palestinian schools and colleges, teachers direct how to read and write but do not give much attention for speaking and listening skills. They believe that these skills would be mastered by the learners spontaneously and automatically. This skill could be easy for people who are listening to their mother tongue or native language but it is not the same in listening to a foreign language which is taught and practiced just in the classroom (Lubbad, 2013).

2.5. Reading:

Reading is a vital process that is implemented in English learning and it is one of the most important skills which learners acquire with learning. Reading is a complex process involves body senses in order to understand what has been read.

Reading is a complicated work that consists of several components, which must be controlled by the reader in order to find the meaning from the written text. Readers have to recognize the text accurately, comprehend the several meanings of words, and generate an organized mental model of the meaning of the text (Snow, 2002). Broughton et al (2003) stated that reading requires great visual activity. The student must be able to visually distinguish each letter, to identify each letter, have a visual memory for each letter, and record those letters so that can recreate the letters, and pronounce them in order to be good readers.

The definition of reading differs according to the researcher who defines it. Abu Shamlah (2009) defined reading as "The cognitive process of understanding written linguistic message and a mental representation of the meaning." While Broughton et al. (2003) defined reading as "A visual process that starts with the person's ability to use one's vision to interpret graphic symbols".

2.6. The reasons why people read:

People read for different reasons, Harmer (2001) summed up the reasons that make people read for pleasurable and instrumental reasons. The pleasurable reasons involved reading for amusement, pleasure and intellectual prompts as well. Readers who read for pleasure prefer reading poetry, novels, magazines or a newspaper, for example.

While instrumental reasons are to read for the sake of usefulness that indicates for something the readers need to know. Schools textbooks, road signs or instructions on machines are some examples of instrumental reasons. Al Manyrawi (2013) stated other reasons clarifying why people reads. First, readers read to get an overview of the material studied in order to decide if the material is relevant, up to date or useful. Second, they read to develop a critical and detailed understanding. Reading enhances people's critical thinking through examining the books, journals or articles to evaluate their perspective. Third, people read to gain information that enables them to apply in a particle situation. In such case, computer manuals, laboratory manuals and instruction booklets are read to obtain specific information.

2.7. The Significance of Reading:

Reading is important in different ways. It has a great ability to educate people comparing with televisions, radios and other multimedia. Students gain the information which they need through reading process. Educational researchers have found that there is strong relationship between reading and academic success. Students whose reading is fundamental in their daily life obtain better marks than their peers who do not read (Shoebottom, 2007). Also, reading helps in developing one's creativity because it allows students draw the characters, settings and scene of the story they read (Broughto, 2003). Reading helps to improve the power of imagination and builds self-esteem among readers. It allows readers to share knowledge and pass information to their community (Lockwood, 2008).

2.8. Skills associated with reading:

To achieve the purpose of reading, readers have to be taught sub-skills which help them master reading. The first sub-skill is visualizing and verbalizing. Bulut (2017) indicated that this sub skill improves reading comprehension, students' expression and their oral language. It calls on students' creativity to visualize the characters, actions and settings to make an image of what they have read. The second sub-skill is making connections. Readers employ their background knowledge to make personal connection with the text (Abu Shamla, 2009). The third sub-skill is skimming. It is used to collect the gist, it occurs when the readers flip the pages fast to know the topic or main idea of the text. There is no need to understand every single word in the book (Harmer, 2001). The fourth sub-skill is scanning. It is the ability to read a text for specific information they look for (Wood, 2000). The fifth sub-skill is summarizing. It refers to the readers' ability to use their own words to put the written text in a shorten version. Also it guarantees that students have much understanding of the text (Raymond, 2009).

2.9. Types of Reading:

The types of reading are different according to the purpose of reading. Here we conclude the main types of reading. The first type of reading is extensive reading. Albeckay (2013) mentioned that readers can make enjoyment and pleasure of books, novels or short stories through extensive reading. Unlike extensive reading is intensive reading. It involves learners with particular learning aims and tasks. Also, it helps in developing comprehension skills (El Khateeb, 2012). Another type of reading is speed reading which means reading fast in an appropriate way for the material that the students read. Readers need to be flexible in order to be able to learn speed reading (Pressley, 2002). On the other hand, word by word reading is another type which requires a slow and careful analytical reading (Speeder, 2011).

2.10. Reflective Thinking:

Reflective thinking is defined as "an active, persistent, and careful consideration of any belief or supposed form of knowledge" (Dewey, 1998).

Sezer (2008) mentioned that reflective thinking is remarkably deemed as actively and conscientiously belief or form of knowledge that is taken for granted in light with the reasons that support the inferred conclusion of the truth. Learners who think reflectively become aware of what is known and what is needed. Reflective thinking is very significant way to link the gap in learning situations. Also, King et al, (2013) stated that reflective thinking is one of the higher-order thinking skills. In addition, reflective thinking is the most important element to learn effectively and can be applied in every field in education and learning.

One of fundamental skills for learning and improvement is the ability to reflect on others' thinking or situations. Reflective thinking involves higher-order thinking, therefore, it requires deep thinking and the ability to rationalize every decision made (Meissner, 2006). The significance of encouraging reflective thinking within school-based teacher education programs because it enables learners to prevent traditional teachers from settling on existing conventional educational patterns in schools. Many researchers emphasized that reflective practice plays an important role in developing professional skills (Korthagen, 2001). Burn And Mutton (2013) stated that reflective thinking can be a significant method in practice-based professional learning settings where students learn from their own professional experiences, rather than from formal learning.

Rudd (2007) mentioned three components of reflective thinking, they are: reacting, elaborating and contemplating. One of the important roles of reflective thinking is to activate thinking during the lesson or a problem, because it provides an opportunity to

use knowledge and previous experience which is related to the problem. Such a role shows for teachers that reflective thinking among learners can be fostered through the problem-solving process.

Reflective thinking is regarded as the process of making informed and logical decisions through recalling one's own experiences, beliefs, and perceptions (Campbell-Jones & Campbell-Jones, 2002). Also, it can be the most essential source of personal professional development. It is also an important skill to join theory and practice (Choy and Oo, 2012).

3. Methodology

The current study is depended on the researcher adopted an action research method (quantitative and qualitative) because it's practical and relevant form to the classroom research. This research is conducted within the background of the teacher's environment namely, with the graders and at the school wherein the teacher investigates inquiries that address educational matters at hand.

The participants of the study are all the students who are enrolled in 4th grade (A) at Martyr Yasseir Arafat Secondary School (26) male graders who have been learning English as a foreign language for four years. Their ages ranged between 9 to 10 years old.

To achieve the objectives of the study, the researcher used three instruments, a listening and reading test, reflective thinking questionnaire and interview. Quantitative data came from the questionnaires and the test.

The researcher prepared the listening and reading test by analyzing the content of the 4th grade English Language book unit 10 (Visiting to Palestine). Then, he built the questions of the test which is constructed by the researcher according to specific criteria related to the unit. The purpose of the test is to measure reading and listening skills before and after using interactive English Language e book (pre and post test). The first draft of the test was submitted to several specialists and all of their modifications were taken into consideration. Then, the test was divided into two parts (listening and reading) into 5 questions. Next, the pretest was given to the participants.

The researcher constructed a questionnaire to measure the students' reflective thinking before and after using interactive English Language book (pre and post questionnaire). The questionnaire was admitted to several specialists and all of their modifications were taken into consideration. Then the questionnaire was improved which is 26 items and it was distributed to the participants. All the questionnaires were done in the class, so that the teacher could give clear explanations to pupils and clarify all queries raised. Every item was followed by three alternatives labeled from agree (1), neutral (2) and disagree (3). As shown in the appendix (3).

Interviews are data collection method for qualitative research to help the researcher to answer the research questions.

The researcher divided the interview into three sections, teachers' interview, students' interview and parents' interview. He designed the interview with opened - ended questions to let the participants express their thoughts and ideas freely. The data collected for this interview with face to face interviews. The interview questions were derived from the topic of the research. The participants were chosen at random to be interviewed. Then, the interview was improved and distributed to the participants who are three teachers who teach fourth graders (A) at Martyr Yasseir Arafat Secondary School, two parents and three graders.

3.2.Procedure of the Study

To make this study possible, the researcher did the following:

1. The relevant literature was reviewed to establish the theoretical background of the study.
2. The participants of the study were selected on which the instruments of the study applied.
3. The researcher prepared the study instruments which contains a listening and reading test, reflective thinking questionnaire and an interview.
4. The validity and reliability of the study instruments were approved.
5. Received a letter of permission from Faculty of Educational Sciences at Al-Quds University to facilitate the researcher's work at the schools. As shown in appendix (6).
6. Received permission from the Directorate of Education in South Hebron in order to allow application of the research in school. As shown in appendix (7).
7. The researcher taught unit 10 in traditional method, then applied pre- listening and reading test, also he applied pre - reflective questionnaire.

8. The researcher repeated teaching unit 10 using interactive e book during 6 weeks.
9. After 6 weeks of applying the researcher applied post -listening and reading test, also he applied pre- reflective questionnaire, then he applied the interview.
10. Collected the data for analysis, then the results were presented.
11. The researcher explained the information to reveal whether the result agree or disagree with the previous studies.
12. Recommendations were given for the researcher, decision makers and for the teachers.
13. The researcher wrote the references, using (APA) American Physiological Association.

4.Results:

4.1 Results of listening and reading pre and post test:

Table 4.1: Means for the participants' result of pre and post test about the effect of using interactive English Language e book on the fourth graders' listening and reading skills.

Student No.	Pre- test result Total score (20)	Post-test result Total score (20)
1	12	18
2	18	20
3	16	20
4	17	18
5	11	17
6	13	17
7	9	14
8	12	16
9	10	15
10	8	13
11	15	19
12	19	20
13	14	16
14	15	19
15	17	18
16	13	16
17	18	20
18	16	17
19	5	10
20	19	20
21	17	19
22	19	19
23	19	20
24	8	14
25	13	17
26	6	11
Means	13.80	17

Table (4.1) shows the means of the pre- listening and reading test. The result is 13.80 from the total score (20). That result is low which indicates to a real problem in listening and reading skills. The previous table reveals that five graders have a real problem in

listening and reading skills who their scores is less than (10). Six graders got high scores (18 and 19) from total score (20). The rest students' result is between (10- 17) from total score (20).

Table 4.2 indicates apparent a differences in the mean of the participant's results between pre and post listening and reading test. The result indicates how the mean in post test increased to be 17 compared with the means of the pre- test was 13.80. In the result of table below shows the difference in means between pre and post listening and reading test is (3.2). This is interpreted that there is a difference between means of pre listening and reading score and post listening and reading score (3.2), the percentage's progress is (19.9%).

Table 4. 2: Means, progress and percentages for the participants' results of the pre and post listening and reading test.

Total score(20)				
Student No.	Pre- test result	Post-test result	Progress	Percentage
1	12	18	6	%30
2	18	20	2	%10
3	16	20	4	%20
4	17	18	1	%5
5	11	17	6	%30
6	13	17	4	%20
7	9	14	5	%25
8	12	16	6	%30
9	10	15	5	%25
10	8	13	5	%25
11	15	19	4	%20
12	19	20	1	%5
13	14	16	2	%10
14	15	19	4	%20
15	17	18	1	%5
16	13	16	3	%15
17	18	20	2	%10
18	16	17	1	%5
19	5	10	5	%25
20	19	20	1	%5
21	17	19	2	%10
22	19	19	0	%10
23	19	20	1	%5
24	8	14	6	%30
25	13	17	4	%20
26	6	11	5	%25
Means	13.80	17	3.2	19.9%

4.2 Results of the pre and post reflective thinking questionnaire.

Table 4.3: Means and standard deviations for the participants' results of the pre and post reflective thinking questionnaire.

Total score (78)		
Student No.	Pre- questionnaire	Post-questionnaire
1	49	57
2	39	66
3	55	57

Total score (78)		
4	43	58
5	47	56
6	49	61
7	50	56
8	44	53
9	43	59
10	50	59
11	49	63
12	45	60
13	54	56
14	37	53
15	48	59
16	45	54
17	56	65
18	54	63
19	56	61
20	47	69
21	49	62
22	42	57
23	55	56
24	50	58
25	43	55
26	51	56
Means	48.08	58.81
Standard deviation	5.18	4.03

It has been noted from the previous table that the means and standard deviations scores of participants' responses of the pre and post reflective thinking questionnaire. The overall mean of the pre questionnaire is (48.08) from the total score (78) and the standard deviation is (5.18). This shows that reflective thinking of the graders came in low degree which reveals there is a problem of the graders' reflective thinking. The mean of the post questionnaire is (58.81) from the total score (78) and the standard deviations are (4.03). This result in table (4.3) indicates that the mean and standard deviations in post questionnaire came in higher degree.

Table 4.4: Means, standard deviations, progress, percentage for the participants' results of the pre and post reflective thinking questionnaire.

Total score (78)				
Student No.	Pre- questionnaire	Post-questionnaire	Progress	percentage
1	49	57	8	10.25%
2	39	66	27	34.61%
3	55	57	2	2.56%
4	43	58	15	19.23%
5	47	56	9	11.53%
6	49	61	12	15.38%
7	50	56	6	7.69%
8	44	53	9	11.53%
9	43	59	16	20.51%
10	50	59	9	11.53%

Total score (78)				
11	49	63	14	17.94%
12	45	60	15	19.23%
13	54	56	2	2.56%
14	37	53	16	20.51%
15	48	59	11	14.1%
16	45	54	9	11.53%
17	56	65	9	11.53%
18	54	63	9	11.53%
19	56	61	5	6.41%
20	47	69	22	28.2%
21	49	62	13	16.66%
22	42	57	15	19.23%
23	55	56	1	1.28%
24	50	58	8	10.25%
25	43	55	12	15.38%
26	51	56	5	6.41%
Means	48.08	58.82	10.73	13.75%
Standard deviation	5.18	4.03	5.96	0.076

The result in table (4.4) shows the mean of progress of the graders' reflective thinking which is (10.73) and the standard deviation which is (5.96). Also the previous table shows the mean of percentage's progress which is (13.75%) and the standard deviation is (0.076).

Data shown in previous table reveals that there are distinct differences between the mean scores of the graders in the pre and post reflective thinking questionnaire (10.73).

4.3 Results related to the interviews (Qualitative data)

The researcher have prepared interview to explore the effect of using interactive English Language e book for the fourth graders' listening, reading and reflective thinking At Martyr Yasseir Arafat Secondary School and they were 8 participants three of them are teachers who teach fourth graders (A), two parents' of fourth graders (A) and three graders who are in fourth graders' (A) at Martyr Yasseir Arafat of the same class. The questions of the interview are distributed as the following.

Teachers' interview:

Question 1. Do you use technological tools in teaching?

" I usually employ technology in teaching such as using a laptop and data projector, three lessons in the week because technology may entail some technical issues such as a computer's break down for example that effect about the lesson's time " Teacher Ali

"I know that employing technological tools are interesting for the students so sometimes use it, but I prefer traditional way of teaching it's easy way" Teacher Ahmad

"I think using technology in teaching can be much more effective, so I always employ technology in my teaching lesson" Teacher Osama

Question 2. Have you ever heard about the Interactive e book?

"I have heard about the Interactive Whiteboard but I've never heard about interactive e book" Teacher Ali

"I have never heard about interactive e book" Teacher Ahmad

" Since the first semester I heard about interactive e book through facebook and I started using it in teaching Arabic Language during the second semester " Teacher Osama

Question 3. What would you say about the use of interactive e book in teaching?

"I have never heard about interactive e book but I heard about interactive whiteboard in a training course. I want to say I can teach better through the use of interactive white board also interactive e book, the visual aspects of technological tools(such as the IWB) can help teachers to explain lessons more effectively" Teacher Ali

"It's interesting but I can't use it, I have been teaching for 30 years. I'm bored" Teacher Ahmad

" In my short experience of using interactive e book, I found it's exciting and the use of a technological tool can support classroom teaching because today learners are more interested and motivated to learn with a new technological device " Teacher Osama

Question 4. What can interactive e book add to traditional teaching?

"The use of the Interactive e book can provide motivation and an interesting classroom environment" Teacher Ali

"The use of a technological tool can support teaching and learning process"

Teacher Ahmad

"It can attract students' attention and motivation to learn and stimulate even teachers' enthusiasm to adapt effective model of lessons design "Teacher Osama

Question 5. Do you prefer teaching with or without an Interactive e book?

"I would prefer teaching with an interactive technological tool such as whiteboard and interactive e book. Using of such technological tool in the teaching/learning process can add an element of surprising which may increase both teachers and students' motivation and interest "Teacher Ali

"I prefer the traditional board that is easy to work with "Teacher Ahmad

"Several experiments about technology integration show that it has the potential to make the learning process, fun, interesting and also effective. Using audios and songs, can develop students listening and reading skills" Teacher Osama

Questions 6. What are the challenges that you may face of integrating interactive e book in teaching?

"At school we challenge many problem of using technological tools such as interactive e books. First, lack of the technological tools at schools. Second, deficiency of experience and skills in interactive e book integration. Finally, lack of the training programs" Teacher Ali

"I'm not interest in integrating technology in teaching "Teacher Ahmad

"Using interactive e book needs much more time and effort than doing traditional teaching. For example, the lack of time may hinder the use of technology in teaching." Teacher Osama

Questions 7. What are benefits of using the technological tools in develop children's thinking?

"Surly using modern method in teaching can develop thinking " Teacher Ali

"I haven't any idea" Teacher Ahmad

"Changing the learning environment can develop children's thinking" Teacher Osama

Most of teachers agreed that the use of interactive technological tools help to keep young students totally encouraged to learn easily and motivated without boredom, thus their skills developed faster due to interactive learning.

Parents' interview

Questions 1. when did your child used technological tools at home?

"Since he was six years old, he was asking me to take my mobile phone and opened it and download many games" parent Laila

"Since he has been entering the first grade, his older sister trains him how to use computer and how to print through word program at the first, then he train step by step. Nowadays, he can use any technological tool "Parent Mahmoud

Questions 2. Which models of technological tools does your child use?

"He can use mobile phone perfectly, but he sometime uses his father laptop and try to make something such as playing computer games and searching about some school subjects " Parent Laila

"My son can use any technological tools which are available at our home computer, laptop, ipad, mobile phones. Four of my sons and daughters are studying at universities so we use many models of technological tools and he can use any one of them" Parent Mahmoud

Questions 3. What challenges and problems that your child may face when using technological tools in learning and may affect their learning negatively?

"Generally, I teach my son at home without computer to supervise about his learning and his homework. When he took his father laptop to search about his school subject, he was spending more time without boredom so I'm afraid he only uses it for entertainment and that affect negatively about his learning" parent Laila

"We live in modern world with modern technology the only problem which my son face is the traditional school books. Using technological tools are positive for my son learning" Parent Mahmoud

Questions 4. What are benefits of using the technological tools to learn English language?

English language is a foreign language it's not our language so it's difficult. My son at fourth grade he can't learn English without my help and I can't know everything, "specially the new words pronunciation so I refer to goggle translation and listen him the correct pronunciation. In my opinion technological tools have many advantages in learning process" parent Laila

"Technological tools have benefits in learning in all school subjects, especially in learning English language skills, reading, writing, listening and speaking and in developing my son's English language skills quickly" Parent Mahmoud

All the parents agreed that the use of interactive technological tools have advantages in learning, especially in English Language because it's difficult subject. Using modern technology simplify learning process.

Students' interview

Questions 1. Do you have computer, laptop or ipad at home and do you use them?

"I have a special laptop at my home" Student Maias

"We have computer at our home and many mobile phones" Student Anas

"My father bought an ipad to me for three years" Student Qusai

Questions 2. Do technological tools help you in learning and doing your homework?

"I always use my laptop to do my homework and listen to my English lesson. It helps me too much" Student Maias

"I use computer to print my school project with helping of my older brother" Student Anas

"I find using ipad in learning and doing my homework is interesting. I feel it is the best way of learning" Student Qusai

Questions 3. Do you like school and Why?

"Yes, I like it because it learns me to be an engineer" Student Maias

"Yes, I like my school because I have many friends and teachers who I love them" Student Anas

"I like it because I learn many important things in it" Student Qusai

Questions 4. Have you motivated to learn the school subjects?

"Maybe in some subjects" Student Maias

"Yes, I have motivation to learn Math, English, Arabic and PE more than other subject" Student Anas

"I have motivation to learn PE I like to be an athlete, in my home I use my ipad to research and watch matches in YouTube"

Student Qusai

Questions 5. What is your favorite subject and why?

" My favorite subjects are Math and English Language because the teachers usually take us to the computer lab I feel that is interesting also our English Language teacher uses e book without using board in teaching us " Student Maias

" My favorite subjects are English Language because the teacher watches us videos in the computer lap, Arabic Language because the teacher always bring laptop to our classroom, Math because the teacher usually takes us to the computer lab and PE because I can go out the classroom "Student Anas

"My favourite subject is English because my teacher uses e book in teaching us" Student

Qusai

All the students use many tools of technology at their homes and they like using them at school in their learning. They agreed that using them is interesting and motivated.

Most of the teachers, all of the parents and the students agreed that Using the technological tools in learning has become more prevalent these days due its many features that motivate students and teachers to integrate this devices into the classroom environment. So, the interactive e book was found to be an effective tool in teaching and learning in English language for fourth graders in this study, and it had a positive impact on their performance and their skills such as reading, listening and reflective thinking.

4.4 Discussion

4.4.1 Results related to the using of interactive English Language e book on the fourth graders' of listening and reading skills.

Results showed that there are differences in the mean scores of 4th graders' listening and reading skills.

That result indicates to problem in English Language listening and reading skills. At the pre listening and reading test the mean was (13.80). After using interactive e book and applying post listening and reading test, as table (4.1) shows the graders' scores increased. The mean was (17). That shows there is effect of using interactive English Language e book for the fourth graders' listening and reading skills.

The researcher suggests that the reason of these results is the use of interactive English Language e book for the second time to the whole unit 10 English Language during 6 weeks. According to this approach, English Language was taught as a modern method by using interactive e book. This way may contain many advantages audio, image, and video and the interactive multimedia links. In addition, interactive e-books provide discovery opportunities to find new ways of handling information. E books include many activities and instructional strategies which are useful to improve listening and reading results. Moreover, e book provides opportunities to view content anywhere and anytime without restrictions so that some students may download the e-book on their mobile phones to be able to review the information and study any time they want.

4.4.2 Results related to the using of interactive English Language e book on the fourth graders' of reflective thinking:

Results make sure that there are differences in the mean scores of 4th grades' reflective thinking.

The researcher thinks that using the interactive English Language e book as a teaching method during 6 weeks has proved to be interacted and motivated in developing the abilities of graders' mental thinking. This explains the importance of this approach in the externalization of graders' reflective thinking and developing mental skills. Students were debating and justifying claims using evidences in a thinking manner. That indicates that there is an effect of using interactive English Language e book for the fourth graders' reflective thinking.

4.4.3 Results related to the parents' interview

Questions 1.

Two interviewed parents claimed that their children use technological tools at home when they were six years old. On parent answered that since her child was six years old, he was asking to take my mobile phone and opening it and download many games. Another parent commented that since his child has been entering the first grade, his older sister train him how to use computer and how to print through word at the first, then he train step by step. Nowadays, he can use any technological tool.

The previous results mean that children have the greatest interest, motivation, and focus for technological tools.

Questions 2.

One parent answered that her child uses mobile phones perfectly also he uses many kinds of technological tools for entertainment or for learning, the other claimed that his child use any kind of technological tools which available at home. This means that children open to technological tools and they always use them at home. In general, technological tools use at home has been found to be associated with enhanced learning and increased academic achievement over time.

Questions 3.

On parent responded that she teach her son at home without computer to supervise about his learning and his school subject. When he took his father laptop to search about his homework, he was spending more time without boredom, so she is afraid he uses it for entertainment only and that affect negatively about his learning. Another parent commented that we live in modern world

with modern technology the only problem which my son face the traditional school books. Using technological tools are positive for my son learning.

The previous results mean there is differ in parents' opinions about using technological tools in learning at home, may be this referred about different technological culture.

Questions 4.

On parent answered that English language is a foreign language it's not our language, so it's difficult. My son at fourth grade he can't learn English without my help and I can't know every thing, specially the new words pronunciation so she refers to goggle translation to listen him the correct pronunciation. This means that technological tools have many advantages in learning. Another parent commented that technological tools have benefits in learning in all school subjects, specially in learning English language skills, reading, writing, listening and speaking and in developing his son's English language quickly.

All parents agreed that technological tools are positive in learning English language because it is difficult as a foreign language. Therefore, it needs modern methods and modern technological tools in teaching.

4.4.5 Results related to the Students' interview

Questions 1.

One student answered that he has a special laptop at his home. Another student responded that they have a computer at home and several mobile phones. The third student commented that his father bought to him an ipad for three years.

Students' responded indicated that they were exposure to a wide variety of resources and technological tools.

Questions 2.

One student answered that he always uses computer to print his school project with helping of his older brother. The second responded that he use his laptop to do his homework and listen to his English lesson. It helps him too much. Another student answered that he finds ipad in learning and doing his homework is interesting he feel it is the best way of learning.

This result means that technological tools are motivated, interested and interactive to the students' learning and doing their homework.

Questions 3.

All the interviewees' students answered positively. One student responded that he like school because it teaches him to be an engineer. The second commented that he likes his school because he has many friend and teachers whom he loves them. Another student answered that he likes the school because he learns many important things in it.

The previous results show that the students have motivation to learn at school that reflected to their learning and their achievement.

Questions 4.

One student answered that he has motivation at some subjects. Another student responded that he motivation to learn Math, English, Arabic and PE more than other subject. The third student commented that he has motivation to learn PE he likes to be an athlete, in his home he uses his ipad to research and watch matches in YouTube.

Two students answered the questions clearly about their motivation to learn the school subjects. One student responded ambiguously.

Questions 5.

One student commented that his favorite subjects are Math and English Language because teacher usually take them to the computer lab so he feel that is interesting also their English Language teacher learn them with e book without using board. Another student answered that his favorite subjects are English Language because teacher watch them video at computer lap, Arabic Language because the teacher always bring laptop to their class, Math because the teacher usually take them to the computer lab and PE because he can go out the classroom. The third answered that his favourite subject is English because his teacher use e book in teaching them.

From the previous results, using technological tools as a teaching method for teaching enhance the learning abilities of the students. The students had a higher interest in subjects in which the teachers use technological tools in teaching and they built positive attitudes of using technological methods.

5. Conclusion.

The orientation of educational institutions towards using e-learning systems and the easiest access of e-books will increase the chances of using e-books in different academic levels. The current study is to examine the effect of using interactive English Language e book in listening and reading skills and reflective thinking for the fourth graders' at Martyr Yasseir Arafat Secondary School. Results were in accordance with regional and international studies which ensured the superiority of learning by using interactive e-books over learning by using printed books; this supports the multiple advantages supplied by e-books in increasing student motivation to learn, develop skills acquisition, thinking and developing achievement, such as using multimedia within the e-book, easy to access, organization, easy to return to titles and texts in the e-book, in addition to the capability to load the book on tablets and mobile phones which makes it much easier to use at anytime and anywhere.

6. Recommendations.

The researcher recommends the following:

1. To train teachers at schools on designing, producing and employing e-book in the educational process.
2. Supporting the centers of e-learning in the ministry of education and universities to supply the academic courses in the form of e-books in order to make it accessible by students, teachers and parents.
3. The school should work to provide interactive e books that can encourage students to learn without boredom.
4. English language teachers should encourage their students to use technology in developing listening and reading skills and reflective thinking.
5. Parents should support their children and provide them with several technological tools at home.
6. Providing laptops for the teacher and school students at special prices so they can take advantage of the achievements of modern educational technologies, including e-book.

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