



DEMOCRATIC AND POPULAR REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH



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**The Impact of P-books and E-books on Foreign Language Learners
The Case of Third Year EFL Students at the English Department, Djilali
Bounaama Khemis Miliana University.**

Dissertation submitted to the department of English in partial fulfillment of the requirements for the degree of Master in English Language and Communication.

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Dedication

First and foremost, I would like to express my gratitude to God for granting me the strength, patience, and ability to complete this work. After a challenging year of study, filled with difficulties, hardships, and fatigue, I stand here today on the brink of graduation, reaping the fruits of my labor and proudly celebrating our achievements. I dedicate this success to:

- My father, who have adorned my name with the most noble titles, taught me the value of perseverance in this world of struggle, instilled in me the virtues of kindness, and served as my source of strength and refuge.

- My mother, who have made God's paradise lie beneath her feet, who have eased my adversities through her prayers, and who are the secret behind my strength, success, and the light in my eyes.

To the unknown soldier who has always been a generous giver to me, to the companion of the journey, and the friend who has shared in all the ups and downs along the way (my precious husband), I extend my heartfelt thanks.

Lastly, I would like to thank all those who have helped and supported me throughout this journey - My friends, loyal companions through the years. This achievement and the fruits of my success are dedicated to all of you.

Bouchibane Naima

Dedication

*The journey was not short, and even the dream and the road were not easy or close, but I did it. Praise be to **God**, who facilitated the beginnings and brought me to the end with His grace and generosity. So, first of all, I want to thank **God** for granting us success and bringing us to this day.*

*Then I dedicate the fruit of my effort to the one who protected me, gave me life, surrounded me with her tenderness, and made sure to teach me with her patience and sacrifice, to the one whose prayers were the secret of my success, **"my dear mother,"** may God protect her.*

*To the one who supported me in my academic journey and was behind every step I took on the path of education and knowledge, **my dear "father,"** may God protect him.*

*To those who are the storehouse of my memories, **my brothers and sisters.***

*I also cannot fail to mention my dedication specifically to my teacher **Dr. Amel Said Houari** and **all the teachers** who taught me during my academic career.*

Terir Hadjira

Dedication

In the name of God, the Most Gracious, the Most Merciful

*I wish to express my sincere gratitude and appreciation to God Almighty for His blessings and guidance throughout my academic journey. I also extend my profound thanks and deep appreciation to **my mother**, who has fulfilled both parental roles. Her unwavering efforts and sacrifices have been instrumental in my achievements and presence here today. Additionally, I extend my heartfelt thanks to **Dr. Amel Said Houari**, whose dedicated guidance and assistance have been invaluable.*

*Finally, I express my sincere thanks to **my friends** who stood by my side and supported me throughout my academic journey.*

Amarouche Hayat

Acknowledgement

In the name of Allah, the Most Gracious and Most Merciful

We would like to express my deepest gratitude to our supervisor

Dr. Amel Said Houari

who provided us with invaluable guidance and support throughout the research process. Without her expertise and encouragement, this study would not have been possible.

Her support and encouragement were greatly appreciated.

We would like to extend our sincere respect and appreciation to the members of the jury for their time, effort, and expertise in evaluating our research.

We would like to express our sincere gratitude to the third-year EFL students of the Department of English at the University of Khemis Milianawho graciously volunteered to participate in this study. Their willingness to contribute their time and insights has been invaluable to the success of this research.

We also extend our warmest and special thanks to all the individuals who provided us with words of encouragement and support throughout the research process, including our family, friends, teachers, and classmates. Your kind words and motivation have been a source of inspiration for us.

Abstract

This dissertation explores the impact of printed books and electronic books on foreignlanguage learners. It investigates the effectiveness of both formats and examines their influence on motivation, engagement, and learning outcomes. Explain the steps of the research, the methodology and the sample bfor talking about your findings. The study reveals that while some learners rarely use books, a significant percentage incorporates them regularly, recognizing advantages such as vocabulary coverage, self-paced learning, and portability. Preferences between p-books and e-books are evenly divided, influenced by factors like access to online resources and convenience. Participants find benefits in both formats regarding physical presence and interactivity. E-books enhance comprehension and retention through additional support and engagement features. Overall, e-book users demonstrate better language skills and higher motivation. The findings provide valuable insights for pedagogical solutions, enhancing language learning through book reading.

Key Words : Learning, E-books, P-books, Foreign Language Learning, P-books' features, E-books' features.

Résumé

Cette dissertation explore l'impact des livres imprimés et des livres électroniques sur les apprenants de langues étrangères. Elle étudie l'efficacité des deux formats et examine leur influence sur la motivation, l'engagement et les résultats d'apprentissage. Elle explique les étapes de la recherche, la méthodologie et l'échantillon pour exposer les résultats. L'étude révèle que même si certains apprenants utilisent rarement des livres, un pourcentage important les intègre régulièrement, reconnaissant des avantages tels que la couverture du vocabulaire, l'apprentissage à votre rythme et la portabilité. Les préférences entre les p-books et les e-books sont également divisées, influencées par des facteurs tels que l'accès aux ressources en ligne et la commodité. Les participants trouvent des avantages dans les deux formats en termes de présence physique et d'interactivité. Les livres électroniques améliorent la compréhension et la rétention grâce à des fonctionnalités supplémentaires d'assistance et d'engagement. Dans l'ensemble, les utilisateurs de livres électroniques font preuve de meilleures compétences linguistiques et d'une plus grande motivation. Les résultats fournissent des informations précieuses sur les solutions pédagogiques, améliorant l'apprentissage des langues grâce à la lecture de livres.

Mots clés : Apprentissage, E-books, P-books, Apprentissage des langues étrangères, fonctionnalités des P-books, fonctionnalités des E-books.

ملخص

تستكشف هذه الأطروحة تأثير الكتب المطبوعة والكتب الإلكترونية على متعلمي اللغات الأجنبية. وهو يبحث في فعالية كلا التنسيقين ويفحص تأثيرهما على التحفيز والمشاركة ونتائج التعلم. كما تشرح خطوات البحث والمنهجية والعينة للحدوث عن النتائج التي توصلت إليها. تكشف الدراسة أنه على الرغم من أن بعض المتعلمين نادرًا ما يستخدمون الكتب، إلا أن نسبة كبيرة منهم تدمجها بانتظام، مع التعرف على مزايا مثل تغطية المفردات، والتعلم الذاتي، وسهولة النقل. يتم تقسيم التفضيلات بين الكتب الإلكترونية والكتب الإلكترونية بالتساوي، وتتأثر بعوامل مثل الوصول إلى الموارد عبر الإنترنت والراحة. يجد المشاركون فوائد في كلا الصيغتين فيما يتعلق بالحضور الجسدي والتفاعل. تعمل الكتب الإلكترونية على تحسين الفهم والاحتفاظ من خلال ميزات الدعم والمشاركة الإضافية. بشكل عام، يُظهر مستخدمو الكتب الإلكترونية مهارات لغوية أفضل وتحفيزًا أعلى. توفر النتائج رؤى قيمة للحلول التربوية، وتعزيز تعلم اللغة من خلال قراءة الكتب.

الكلمات المفتاحية: التعلم، الكتب الإلكترونية، الكتب الإلكترونية، تعلم اللغات الأجنبية، مميزات

الكتب الإلكترونية، مميزات الكتب الإلكترونية.

List of Abbreviations

FL : Foreign Language

EFL : English as Foreign Language

ESL: English as a Second Language.

E-books/e-Books: Electronic Books

P-books/ p-books: Printed Books

PDF: Portable Document Format

CD: Compact Disk

% : Percentage

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Chapter One: General introduction

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1.1. Background of the study

In today's digital age, the way we acquire knowledge and engage with learning materials has undergone significant transformations. The advent of technology has introduced new forms of reading materials, particularly in the realm of language learning. Traditional printed books, or p-books, have long been the staple for language learners, but the rise of electronic books, or e-books, has brought about a new dimension to the learning process. This research aims to explore the impact of p-books and e-books on Foreign Language Learners

ESL/EFL educators and administrators place great emphasis on teaching reading as a key priority. Reading is a crucial skill that lays the foundation for future academic and career opportunities, particularly in school-based learning. However, it is important to recognize that reading is not an innate ability but a complex learned process (Dehaene & Cohen, 2007). In light of this understanding, researchers and teachers are actively seeking to identify the most effective reading strategies and tools to facilitate the teaching of reading.

Printed books have traditionally served as trusted companions for language learners, offering structured lessons, grammar explanations, and vocabulary lists. The tactile experience of flipping through pages and making annotations has been valued by many. However, the technological revolution has introduced e-books as a viable alternative, providing learners with a digital repository of language learning materials.

However, traditional reading materials have been the primary choice for teachers to aid in the development of their learners' comprehension skills. Yet, there is a growing trend of using digitized books, known as e-books, specifically designed for English as a Foreign Language (EFL) learners. E-books have the advantage of offering flexible features that can present a wide range of comprehension resources, supporting students in acquiring semantic and rhetorical knowledge. (e.g., Chen & Yen, 2013; Verdugo & Belmonte, 2007). Researchers

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have noted the potential benefits of e-books, highlighting their ability to serve as supplementary reading formats that can enhance or maintain the learning process for both teachers and learners.

Furthermore, the significant rise in technology acquisitions over the past decade has prompted a shift towards more contemporary reading tools. Johnson et al. (2011) have projected a widespread adoption of e-books within a year or even less, attributing this trend to the increased accessibility of mobile devices. This indicates the potential for platforms like Skoob-e to revolutionize the reading experience.

1.2. Statement of the problem

The impact of printed books (p-books) and electronic books (e-books) on learners in the process of learning a new language presents a significant challenge. With the advent of digital technology, learners now have access to a wide range of learning resources in both p-book and e-book formats. However, the question of which format is more effective in facilitating language learning remains unanswered. Understanding the comparative impact of p-books and e-books on learners' language acquisition is crucial for educators, curriculum designers, and language learning practitioners to make informed decisions about the most suitable materials and strategies for language instruction. Therefore, the problem to be addressed in this research is to determine the differential impact of p-books and e-books on Foreign Language Learners and to identify the advantages and disadvantages associated with each format.

1.3. Rationale of the study

The aim of this research is to examine the impact of p-book and e-book on Foreign Language Learners, the case of third-year EFL students at Djilali Bounaama Khemis Miliana University in Algeria. Furthermore, the study aims to explore the extent to which the

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utilization of print books and e-books influences the language learning experience of students. By investigating the impact of these two formats on language learning, the research intends to shed light on the advantages and disadvantages associated with each medium. The study seeks to examine how the use of print books and e-books affects students' engagement, comprehension, vocabulary acquisition, and overall language proficiency. It aims to gather data on students' preferences, learning experiences, and perceived benefits or drawbacks of using either format. Additionally, the research aims to identify any differences in learning outcomes, motivation, and satisfaction between students who primarily use print books and those who primarily use e-books.

With the rapid advancement of technology and the increasing availability of digital resources, it is crucial to understand how different mediums, such as print books and e-books, influence language learning outcomes. By investigating their impact specifically within the context of third-year EFL students at the university, the study can provide valuable insights into the effectiveness and suitability of these resources for language education. The study can contribute to the enhancement of language learning pedagogies and practices at Djilali Bounaama Khemis Miliana University. By examining the advantages and disadvantages of print books and e-books, the research can inform educators and curriculum developers about the most effective and engaging approaches for supporting students' language learning journey. This can lead to the development of tailored and evidence-based instructional strategies that cater to the specific needs and preferences of the students. Moreover, the study can address the gap in research within the Algerian context. While digital resources are becoming increasingly prevalent, there is a lack of empirical research on their impact on language learning outcomes among EFL students in Algeria. By focusing on third-year students at Université Djilali Bounaama Khemis Miliana University, the study can provide localized insights that can be valuable for language educators across the country.

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Additionally, understanding the impact of print books and e-books on language learning can have practical implications for resource allocation and curriculum planning. It can inform decisions regarding the integration of digital resources into language learning environments, the provision of adequate technological infrastructure, and the training of teachers to effectively utilize these resources.

1.4. Aims of the study

The major purpose of this study is to shed light on the impact of p-books and e-books on learners when learning a foreign language :

- To investigate and compare the effectiveness of p-books and e-books in facilitating language learning outcomes, such as vocabulary acquisition, grammar comprehension, reading comprehension, and overall language proficiency.

- To examine the influence of p-books and e-books on learners' motivation, engagement, and enjoyment during the language learning process.

- To explore the role of p-books and e-books in promoting autonomous learning and self-directed study habits among language learners.

1.5. Research Questions

This research seeks to address the following questions:

- ✓ What role does the format (text, multimedia, interactive features) of e-books play in enhancing learners' comprehension and retention of language content compared to p-books?
- ✓ What are the differences in learning outcomes between learners using p-books and learners using e-books in language learning?

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- ✓ How do learners' preferences for p-books or e-books influence their motivation and engagement in language learning?

1.6. Hypotheses

The questions mentioned above raise the following hypotheses:

- ✓ The use of e-books with multimedia and interactive features, as compared to traditional p-books, enhances learners' comprehension and retention of language content.
- ✓ There will be a significant difference in learning outcomes between learners using p-books and learners using e-books in language learning, with e-book users demonstrating higher levels of language proficiency and greater learning gains.
- ✓ Learners' preferences for p-books or e-books significantly influence their motivation and engagement in language learning, with individuals who prefer their preferred format demonstrating higher levels of motivation and engagement.

1.7. Methodology

To answer the research questions, a quantitative method has been implemented to investigate the impact of using e-books as reading material for improving students' learning skills and strategy use. This method involves collecting numerical data through a questionnaire, allowing for statistical analysis. The quantitative research approach is used to gather comprehensive data and gain a deeper understanding of the topic.

1.8. Definition of Key Terminology

- **Language Learning:** Learning language refers to the process of acquiring and developing the skills necessary to understand, communicate, and express oneself effectively in a specific language. It involves the acquisition of vocabulary, grammar rules, phonetics, and cultural nuances, as well as the ability to comprehend and produce written and spoken language. Learning a language typically involves exposure to various learning resources, such

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as textbooks, audiovisual materials, language exchange programs, and language courses, and requires active engagement, practice, and exposure to real-life language contexts. The goal of learning language is to develop proficiency and fluency in using the language for effective communication and interaction with others. (Kim, D., 2020. P. 519-541)

- **Printed books:** A printed book, also known as a physical book, is created by printing text and images onto paper. These textual and visual elements are usually arranged in a bound format, complete with a cover and spine, and are designed to be read by individuals. Printed books come in different formats such as hardcover and paperback, and encompass various genres like fiction, non-fiction, poetry, and more. They are available for purchase at bookstores, online retailers, and other outlets, and can be found in libraries and personal collections. Printed books have served as a traditional medium for reading and have been utilized for centuries. (<https://testbook.com/key-differences/difference-between-printed-book-and-ebook>)

- **Electronic books:** An ebook, short for electronic book, refers to a digital rendition of a printed book that can be accessed and read on a computer, tablet, or e-reader device. Ebooks are generated by converting the text and images from a printed book into a digital format, such as PDF or ePUB. They can be read using software applications. Ebooks offer several advantages compared to printed books, including the convenience of carrying a vast library in a compact device, instant access to the content, the ability to customize font size and other reading preferences, and the option to search for specific information within the book. (<https://testbook.com/key-differences/difference-between-printed-book-and-ebook>)

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1.9. Ethical Considerations

Ethical considerations play a vital role in all research studies, including those in the field of education. In this study, we have carefully considered several ethical aspects, which are outlined below:

- **Informed consent:** Participants were informed, in fact, about the aims and objectives of the study and the procedures involved. They also had the opportunity to ask questions and agree to participate in the study.

- **Confidentiality:** Participants' personal information is kept confidential and secure. We ensure that the data collected is used for research purposes only and the identity of the participants is not revealed in any publications or presentations.

- **Data Analysis and Reporting:** We conducted data analysis comprehensively and accurately and reported the results objectively and honestly. Results are presented clearly and understandably to participants.

Finally, ethical considerations for this study were designed to protect the rights and well-being of the participants, ensure the integrity and objectivity of the research, and promote the responsible conduct of educational research.

Summary

This chapter provides a general introduction to the study, highlighting the statement of the problem, rationale, aims, research questions, hypotheses, methodology, definition of key terminology, and ethical considerations.

The chapter begins with a general introduction, setting the context for the study. It then presents a clear statement of the problem that the research aims to address, emphasizing the significance and relevance of the topic. The rationale of the study is discussed, explaining the

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reasons behind undertaking the research and its potential contributions to the field. Next, the chapter outlines the specific aims of the study, which serve as the guiding objectives for the research. Research questions are also formulated, providing a framework for investigating the topic in detail. Hypotheses are proposed, representing the expected outcomes or relationships that will be tested during the study. The methodology section is described, highlighting the approach, design, data collection methods, and data analysis techniques that will be employed. This section provides an overview of the research process and ensures transparency in the study's methodology. To ensure clarity and understanding, key terminology relevant to the study is defined. This step ensures that the reader comprehends the specific terminology used throughout the research. Lastly, the chapter addresses ethical considerations. It highlights the importance of protecting participants' rights and welfare, maintaining confidentiality, and conducting the research with integrity. Ethical guidelines and procedures that will be followed during the study are discussed and emphasized.

Chapter Two: Literature Review

Chapter Two: Literature Review

Introduction

In recent years, the increased accessibility of technological devices has made it easier for learners to incorporate both electronic books and printed books in learning language. Now, they have the ability to access a wide variety of reading technologies, including interactive reading aloud using smart boards and completing reading assessments through effective computer programs. Additionally, many students have personal devices such as iPads, tablets, or computers at home that they use for entertainment purposes.

The availability of these technological tools has sparked interest and captured the attention of learners, leading to the rise in popularity of e-books as a mainstream phenomenon over the past decade. The use of e-books in educational development has proven to be effective, offering various features that enhance the reading experience compared to their printed counterparts.

This chapter provides a comprehensive understanding the impact of p- books and e-books on Foreign Language Learners, including definitions from multiple scholars and an exploration of their advantageous features. It also delves into the discussion of the advantages and disadvantages of e-books, highlighting their different types. When comparing e-books to traditional printed books, it becomes evident that e-books are more convenient, flexible, and easier to engage with.

Furthermore, the chapter delves into the impact of p-books and e-books on learning comprehension. The discussion reveals that books have a significant influence on improving students' reading comprehension skills. The interactive and multimedia features of e-books contribute to enhanced engagement and comprehension among readers.

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1.1. Foreign Language Learning

The process of learning, has long been a subject of controversy. Over time, numerous psychologists and scientists have endeavored to elucidate the mechanisms and processes involved in learning by putting forth various theories. This pattern of inquiry and exploration also applies to the realm of second language learning.

1.1.1. What Is Learning?

Learning is the process of acquiring knowledge, skills, attitudes, or understanding through study, experience, or teaching. It involves the cognitive, emotional, and behavioral changes that enable individuals to acquire new information, develop competencies, or modify existing knowledge structures. Learning can occur through various methods, including formal education, informal experiences, observation, practice, and reflection. It involves the active engagement of the learner in processing and integrating new information or skills, resulting in a lasting change in behavior, thinking, or capability. Learning is a fundamental aspect of human development and plays a crucial role in personal growth, professional advancement, and societal progress. (Cihad Şentürk . Gökhan Baş. 2020.)

Learning is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences. (Richard Gross, 1994)

The ability to learn is possessed by humans, non-human animals, and some machines; there is also evidence for some kind of learning in certain plants. (Karban, R. 2015)

The statement discusses how learning is not limited to humans but also exists in non-human animals and machines. It further mentions the potential for learning in certain plants. Humans possess cognitive abilities enabling them to acquire knowledge and skills through formal education and informal experiences. Non-human animals demonstrate learning

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abilities by acquiring behaviors, adapting to environments, and problem-solving. Machines, through artificial intelligence and machine learning, can learn from data and improve their performance. While the idea of plant learning is being explored, evidence suggests plants may exhibit adaptive behaviors. This highlights learning as a widespread phenomenon, expanding our understanding of its presence across species.

So, Learning is a dynamic process by which individuals gain fresh insights, information, abilities, behaviors, values, attitudes, and preferences. It involves actively engaging with new experiences, whether through study, observation, instruction, or personal exploration. Through learning, individuals expand their intellectual horizons, refine their existing knowledge, and develop new competencies. This multifaceted process encompasses not only the acquisition of factual knowledge but also the cultivation of critical thinking, problem-solving, and social-emotional skills. Learning is a lifelong endeavor that empowers individuals to adapt, grow, and thrive in an ever-changing world, contributing to personal development and societal progress.

1.1.2. Learning theories

1.1.2.1. The Behaviorism theory

The Behaviorism theory, introduced by B.F. Skinner, is a prominent theory of learning focused on observable changes in behavior. It posits that learning entails enduring and noticeable behavioral transformations resulting from experiences. The theory emphasizes the correlation between environmental stimuli and subsequent individual responses. According to Behaviorism, knowledge is seen as a collection of behaviors that direct our actions, with understanding necessitating the possession of appropriate behavioral repertoires rather than relying on cognitive processes. (Skinner, 1976)

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In educational settings, particularly classrooms, behaviorism suggests that the transmission of information from teachers to students should resemble the transmission of suitable responses to specific stimuli. Effective employment of positive reinforcement is essential in this process, involving repetition of materials through techniques like "skill and drill," progressive task sequences, and incremental difficulty. Positive reinforcement can take the form of verbal encouragement, good grades, and rewards. (Skinner, 1976)

While the Behaviorist theory has demonstrated success in teaching structured content, factual information, and formulaic concepts that follow a logical order, its application to scientific principles, foreign language vocabulary, and similar subjects raises doubts. The theory's explanation and analysis of the learning process in these areas are subject to critical examination. (Skinner, 1976)

1.1.2.2. The Cognitive Theory

The Cognitive Theory, championed by cognitivists like Jean Piaget and William Perry, shifts the focus from observable behaviors to the internal processes occurring within learners' minds. Cognitivists emphasize that knowledge is represented symbolically in individuals' minds and is actively constructed by the learner based on their prior learning experiences. Understanding the learning process requires examining the learner's intellectual framework and how they interpret, organize, select, and transform information in light of their existing knowledge. (Piaget, 1968)

In everyday learning and classroom teaching, the cognitive theory suggests that learning is an active process of discovery and assimilation. Learners assimilate new knowledge into their existing knowledge and modify their existing knowledge to accommodate the new information. In this context, the role of the teacher or educator is to facilitate discovery by providing necessary resources and guidance. For instance, asking students to explain new

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material in their own words helps them assimilate and internalize the concepts. Other methods, such as skill and drill exercises, can also aid in memorizing facts and lists.(Piaget, 1968)

1.1.2.3. Social Learning

Social Learning theory posits that learning is a personal process that takes place within social settings. According to this theory, individuals acquire essential social skills through interactions with others. It emphasizes the significance of society over the individual, with social spheres and contexts shaping and influencing an individual's identity, thinking, learning, and meaning-making processes. Social groups, institutions, class structure, and inequality play a crucial role in this theory (Jorden, Carlile, & Stack, 2008).

1.1.2.4. Cultural Learning

Cultural Learning theory centers on the concept of culture. Culture encompasses the attitudes, beliefs, behavioral norms, basic assumptions, and values shared by a group of people. It profoundly influences each member's behavior and their interpretations of others' behavior. According to this theory, learning occurs within the cultural context, as culture permeates every aspect of human experience and is a content of learning itself (Bruner, 1996, as cited in Jorden et al., 2008).

1.2. P-books

In a world saturated with digital content, there is a quiet revolution underway, a rekindling of the love affair with printed books. P-Books are making a remarkable comeback, captivating readers with their tangible allure and offering a respite from the constant distractions of digital reading. In this era of screens and hyperconnectivity, P-Books provide a sanctuary of focused immersion, fostering a profound connection with the written word.

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1.2.1. History of P-books

The history of printed books is a fascinating journey that spans centuries and encompasses significant advancements in technology and culture. The origins of printed books can be traced back to ancient civilizations, where various forms of written records were created, such as clay tablets, papyrus scrolls, and manuscripts. (https://en.wikipedia.org/wiki/History_of_books)

However, it was Johannes Gutenberg's invention of the printing press in the 15th century that revolutionized the production and distribution of books. Gutenberg's printing press, using movable type, enabled faster and more efficient reproduction of texts. This innovation marked the beginning of the mass production of books and the democratization of knowledge. (<https://brainly.com/topic/history/johannes-gutenberg-and-the-printing-press>)

During the Renaissance period, the printing press played a central role in the dissemination of ideas, leading to an intellectual and cultural revolution. Books became more accessible, allowing a broader range of people to engage with literature, philosophy, science, and other fields of knowledge. This period also witnessed the rise of humanism, with printed books contributing to the growth of literacy and the spread of new ideas. (Mark Cartwright. 2020)

In subsequent centuries, advancements in printing technology, such as improved presses, papermaking techniques, and bookbinding methods, further enhanced the quality and availability of printed books. The Industrial Revolution in the 18th and 19th centuries brought mechanized printing, making books even more affordable and widespread. (Cambridge University Press. 2014)

Throughout history, printed books have played a vital role in education, entertainment, and the preservation of culture. Libraries and bookstores became hubs of knowledge and gathering

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places for intellectuals and book enthusiasts. The printed book became a symbol of wisdom, enlightenment, and personal enrichment. (https://en.wikipedia.org/wiki/History_of_books)

In recent times, with the advent of digital technology, e-books and digital reading devices have gained popularity. However, printed books continue to thrive and hold a special place in the hearts of readers. They offer a tactile experience, a connection to history and tradition, and a respite from the digital world. The unique sensory experience of holding a physical book, flipping through its pages, and engaging with the printed text remains an irreplaceable pleasure for many readers worldwide. (https://en.wikipedia.org/wiki/History_of_books)

1.2.2. Definition of P-books

A printed book is a tangible and physical medium that embodies the written word. It is created by applying ink to paper through a printing process, resulting in text and images that are organized and bound within its pages. The format of a printed book typically includes a cover and spine, providing protection and identification. These books are designed to be held and read by individuals, offering a personal and immersive reading experience. (<https://en.wikipedia.org/wiki/Book>)

Printed books come in various formats, such as hardcover and paperback, catering to different preferences and needs. They encompass a wide range of genres and subjects, encompassing fiction, non-fiction, poetry, and more, offering something for every reader's taste. They can be obtained through numerous channels, including bookstores, online retailers, and libraries, and are often cherished as part of personal collections.

Printed books are the physical form of books. They consist of pages or sheets of paper that are bound together inside a cover, often made of cardboard. Printed books encompass a wide range of literary works, including fiction, non-fiction, stories, poetry, and more.

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The layout of a printed book is structured in a specific format. It typically includes a front cover, back cover, and the body or content pages. The front cover features the title of the book, subtitle (if applicable), author's name, and the name of the publishing house. The inner portion of the front cover is commonly left blank or may feature additional information like a dedication or copyright page. (https://keydifferences.com/difference-between-printed-book-and-ebook.html#google_vignette)

The back cover of a printed book often contains the book's International Standard Book Number (ISBN), a picture of the author, and a brief introduction or biography of the author. It may also include other elements such as a barcode, price, and excerpted reviews or endorsements that provide a glimpse into the content and quality of the book. (<https://www.aspirehub.info/elements-of-a-printed-book/>)

1.2.3. Advantages of P-Books

The advantages of p-books can be summarized as follows: (JLG Blog Manager. 2022)

- **Linked to stronger test scores:** Research conducted by the OECD found that students who primarily read printed books performed significantly better on tests compared to those who primarily read digital books. The difference in scores was equivalent to almost 2.5 years of learning.
- **Improved comprehension:** Studies have shown that reading comprehension is generally stronger with print books compared to digital texts. Print books allow for a deeper engagement with the content and a better understanding of the material.
- **Fewer distractions "Focus":** Printed books are generally considered less distracting compared to electronic devices or e-books. They do not have notifications, internet connectivity, or other digital distractions, allowing readers to

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focus solely on the content of the book. This can be especially beneficial for longer reading sessions or when deep concentration is required.

- **Easier on the eyes:** Excessive screen time can lead to eye strain and other vision-related issues. Printed books offer a respite from screens and are gentler on the eyes, reducing the risk of eye fatigue and Computer Vision Syndrome associated with prolonged digital device use.
- **Better sleep:** Reading print books before bed has been found to have a positive impact on sleep quality compared to reading on digital devices. Using eReaders before bed can disrupt sleep patterns and hinder the ability to fall asleep, while print books promote better sleep.
- **Simplicity:** Print books are simple and straight forward. They do not require batteries, internet access, or additional resources. They can be read in any light, and the physical pages allow for easy bookmarking and note-taking.
- **Emotional connection:** Printed books have a sentimental value that digital formats cannot replicate. The physical aspects of print books, such as the feel, scent, and ability to make personal annotations, create a unique emotional attachment. Libraries and bookstores also hold a special place in people's hearts, evoking fond memories and a sense of comfort.
- **Physical presence:** Printed books have a physical presence and can be held, flipped through, and physically interacted with. This tactile experience can create a more immersive and engaging reading experience for many individuals.
- **Illustrations and photographs:** Printed books often include illustrations, photographs, or visual elements that enhance the reading experience. These visuals can provide additional context, enhance understanding, and add aesthetic appeal to the book.

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- **Annotation:** Printed books allow readers to annotate and mark pages using a pen or pencil. This feature is particularly beneficial for students, researchers, or individuals who want to highlight important passages, write notes, or make references for future reference.
- **Lending and borrowing:** Printed books can be easily lent or borrowed from libraries, friends, or family members. This sharing culture allows for a wider distribution of books, enabling more people to access and enjoy them without any technological barriers or restrictions.
- **Tangibility:** The physicality of printed books can make them valuable as collectibles or keepsakes. Many people appreciate the feel of a book in their hands and the aesthetic appeal of a well-designed cover or typography. Printed books can also have sentimental value, evoking fond memories or personal connections.
- **Durability:** Printed books are known for their durability. When properly cared for, they can last for many years, allowing readers to treasure and revisit their favorite books over a lifetime. Unlike electronic devices, printed books do not rely on battery life or digital storage, making them a reliable and long-lasting medium.

1.2.4. Disadvantages of P-Book

There are several disadvantages to p-books: (<https://www.bajajfinserv.in/price-to-book-ratio>)

- Printed books can be cumbersome to store and transport due to their physical size, taking up valuable space.
- Holding and carrying printed books for extended periods can be tiring and uncomfortable, especially with heavier volumes.

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- The cost of purchasing printed books, particularly when acquiring multiple titles, can be a financial burden.
- Printed books are susceptible to damage and fragility, requiring careful handling and storage to maintain their condition.
- Individuals with visual impairments or difficulties reading small print may encounter challenges when using printed books.
- The production and transportation of printed books contribute to environmental impact, making them less environmentally friendly.
- Once printed, books cannot be easily edited or updated, limiting their adaptability to new information or revisions.
- Accessibility to printed books is limited in remote areas with poor internet connectivity, hindering their availability to certain populations.

1.2.5. Types of P-books

There are various types of printed books, catering to different genres, formats, and purposes. Some common types of p-books include: (<https://www.palmettopublishing.com/blog/self-publishing/different-types-of-book-genres>)

- **Fiction:** This category encompasses novels, short stories, and novellas that are primarily imaginative or fictional in nature. Fiction books span a wide range of genres such as romance, mystery, science fiction, fantasy, and literary fiction.
- **Non-Fiction:** Non-fiction books present factual information, ideas, or events. They cover a diverse range of subjects including history, biographies, self-help, memoirs, science, technology, philosophy, and many more.

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- **Reference Books:** These books are designed to provide quick access to specific information. Examples include dictionaries, encyclopedias, atlases, and reference guides that assist with research, language, or specific topics.
- **Educational Books:** Educational books are created for instructional purposes, targeting various levels of education. They include textbooks, workbooks, study guides, and educational resources for subjects such as mathematics, science, literature, and languages.
- **Children's Books:** Children's books are tailored for young readers and are often richly illustrated. They encompass picture books, early readers, chapter books, and educational books designed to entertain and educate children of different age groups.
- **Poetry Books:** Poetry books contain collections of poems, exploring themes of emotion, imagery, and artistic expression. They may feature the works of a single poet or include anthologies with contributions from multiple poets.
- **Art and Photography Books:** These books showcase visual arts, including paintings, sculptures, photography, and other forms of artistic expression. They often include illustrations, photographs, and critical analysis of the artworks.
- **Travel Guides:** Travel guides provide information and recommendations on destinations, attractions, accommodations, and local culture. They assist travelers in planning their trips and exploring new places.
- **Cookbooks:** Cookbooks offer recipes, cooking techniques, and culinary inspiration for preparing various types of cuisine. They may focus on specific types of food, dietary preferences, or cultural cuisines.

1.3. E-books

Over the last few decades, there has been a significant transformation in how we engage with literature. The era of relying solely on physical books is long gone. Nowadays, eBooks

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have emerged as an essential component of the reading experience, revolutionizing it with unparalleled convenience, accessibility, and adaptability.

1.3.1. History of E-books

A lot of people believe that the electronic book is a recent innovation, but it actually dates back to before the Second World War (Manley & Holley, 2012, p. 292). In 1945, Vannevar Bush envisioned a supplemental device to human memory that he called the "Memex". The Memex was defined as a machine that would allow users to store and save their books, records, and information, which could then be mechanically retrieved when needed. The content of the Memex would be presented on screens, much like microfilms that could be read from a desk. Thus, the concept of the electronic book has existed for nearly 80 years, long before the widespread adoption of modern e-readers and tablets. (Bush, 1945, p. 121)

In 1971, a student named Michael Hart executed the initial concept of electronic books by typing the American Declaration of Independence and the Bill of Rights (1972) into a computer at the University of Illinois, where he was studying (Lebert, 2009, p. 5). This successful experiment led Hart to launch Project Gutenberg, which became the first online platform offering free books to computer users.

At the outset, Hart's project was not widely popular due to the limited number of books available to the public. However, with the birth of the World Wide Web in 1990, the internet simultaneously reinforced and bolstered the growth of Project Gutenberg, enabling it to publish a greater number of classic literary works online.

The expansion of the internet has significantly contributed to the development of computing technologies and the birth of new storage mediums, such as the Compact Disc (CD) which had much greater capacity for storing books compared to earlier disk formats (Marcovitz, 2013, p. 23). However, the limitation of being tethered to a desktop computer

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screen handicapped the ability of users to read content on CDs anywhere they wished. This technological shortcoming then spurred the creation of dedicated digital electronic reader (e-reader) devices that offered greater mobility and portability for readers, such as the "Softbook" and "Rocketbook" models introduced in 1998 (Marcovitz, 2013, pp. 24-25). Simultaneously, the rapid growth of the internet and advancements in technology motivated many libraries and other entities in the United States to begin publishing their book collections online, expanding access beyond the physical limitations of traditional print media.

A key turning point in the digitization of books came in 1993 with the foundation of the Adobe Acrobat System Format, also known as PDF (Portable Document Format) (Marcovitz, 2013, p. 26). As described by Henke (2001), the PDF system allows users to read electronic versions of printed books while preserving the original features such as the index, table of contents, page numbers, as well as enabling annotations, highlighting, thumbnail views, and page navigation (p. 15).

Initially, the PDF format was intended to facilitate the purchase of e-books directly from publishers. However, in 2000, Adobe expanded its offerings and adopted the "Glassbook Reader" production, changing the name to the Acrobat e-reader (Henke, 2001, p. 15).

In 2012, the Amazon Kindle model of e-reader became a popular and successful device that integrated both the hardware and software well. Around the same time, Google created a free online platform called Google Books that provided access to a variety of digital books. Concurrently, the online retailer Amazon began selling its own e-products and allowing authors to self-publish and share their works publicly through the Amazon.com website.

In fact, the e-Book industry has witnessed significant progress in terms of technology, accessibility, and content diversity since 2013. These developments have transformed the way

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people read and consume books, providing readers with more options, convenience, and an enriched reading experience. (Michele Bartram. 2014)

1.3.2. Definition of E-books

An ebook (short for electronic book), also known as an e-book or eBook, is a book publication made available in electronic form, consisting of text, images, or both, readable on the flat-panel display of computers or other electronic devices. (Gardiner, Eileen and Ronald G. Musto. 2010)

While some e-books are created as electronic versions of printed books, there are also e-books that are exclusively digital and do not have a printed counterpart. This means that their content is specifically designed for digital consumption and may take advantage of the unique capabilities of electronic devices.

Numerous scholars and researchers have conducted various definitions to elucidate the concept of "e-books". According to Lynch (2001), an e-book was defined as:

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

In essence, an e-book was created with the intention of being read either on a personal computer or through software and hardware applications specifically designed for reading on computers. Furthermore, it had the capability to be transported and stored on various media formats such as a diskette, CD, or other storage devices.

Bennett and Landoni (2005) argued that an e-book served as a medium for organizing and structuring information in a way that facilitated reader consultation. This included features

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such as browsing, searching, extracting, comparing, and assessing the relevance and quality of the presented information. In other words, an electronic book was a tool that included and arranged information to make reading more streamlined. (Bennett & Landoni. 2005)

Additionally, Brown and Coe defined an e-book as book-length publications that existed in digital form, either created originally in a digital format or derived from a printed version, *"Book-length publications in digital form, either "born-digital" or derived from a printed version"* (Brown & Coe. 2012. P. 289). This definition emphasized that e-books could be either born-digital or transformed from traditional print books into a digital format.

Reitz defined an e-book as: *A digital version of a traditional print book designed to be read on a personal computer or an e-book reader (a software application for use on a standard-sized computer or a book-sized computer used solely as a reading device); synonymous with digital book, e-book, ebook, and online book.* (Reitz. 2014, p. 494)

According to Reitz, an e-book could be understood as a digital rendition of a printed book, specifically tailored for utilization on digital devices like computers.

Vassiliou and Rowley (2008), after analyzing various definitions, reached a consensus that the term "e-book" encompassed both the online format of a traditional inked book and the newly developed e-reader devices designed for electronic book reading. These e-books could be uploaded using hardware and software applications. The term "e-book" also encompassed the features of printed books, such as the Kindle, which replicated the reading experience electronically while maintaining the characteristics of traditional printed books. (Vassiliou & Rowley. 2008)

The definition of an e-book has been subject to change as the characteristics of e-books continue to evolve. Rao (2001) provided a comprehensive introduction to e-books, describing them as originally printed versions that have been converted into an electronic format for

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display on digital devices such as mobile phones, laptops, and desktop computers. E-books can also be read on notebooks or dedicated e-reader devices. This definition highlights the flexibility of e-books and their compatibility with various electronic reading platforms.

Furthermore, Abdullah and Gibb (2008) defined e-books as encompassing both the electronic content itself and the computerized devices utilized for storing and retrieving information through automated textual storage and retrieval systems. While these definitions may vary slightly, they share a common understanding of e-books as electronic counterparts of traditional printed books that can be converted into various formats and read through multiple media and tools, often with the added capability of internet connectivity. (Abdullah & Gibb. 2008).

1.3.3. Features of E-books (Cavanaugh. 2006)

E-books possess a range of features that make them highly preferred over p-books. Cavanaugh (2006) identified several common features that are inherent to e-books:

- E-books are readily available in a virtual space at no cost, making them convenient and affordable for readers.
- Advanced e-books offer access to supplementary information through web links, enhancing readers' understanding of difficult words or concepts.
- E-books provide easy access to dictionaries, allowing readers to quickly look up definitions and expand their vocabulary.
- Integrating e-books into educational courses helps develop students' reading abilities.
- E-books promote reading comprehension, engagement, and critical thinking among students.

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- The interactive and multimedia features of e-books create an immersive and dynamic reading experience, enhancing the overall learning process.

Additionally, Cavanaugh (2006) and Larson (2009) confirm that there are additional features and functionalities associated with e-books:

- The representation of digital text in e-books has evolved from the prototype model. Newer versions of e-books are associated with software and hardware intermediate programs that present the passage as a single block of content, eliminating the concept of traditional page-turning.
- E-books published on the web offer the flexibility to read pages in both vertical and horizontal orientations, allowing readers to choose their preferred reading format.
- E-books provide the option to regulate the text size, accommodating readers with different visual preferences or needs.
- E-books allow users to highlight important sections of the text, making it easier to revisit and review significant information.
- A notable feature of e-books is the ability for users to type comments or annotations. These comments are automatically saved in a file and can be accessed and reviewed between reading sessions. Students, in particular, can add notes to e-books, making their personal observations or insights readily available for future reference. (Cavanaugh (2006) & Larson (2009)).

Rao (2001) hailed e-books as a remarkable invention in the literary realm, ranking them among the most significant advancements since the Gutenberg Project. By surpassing the constraints of traditional paper books, e-books introduced new possibilities for readers. Notably, they enabled users to update and refresh the content at their convenience (Landoni &

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Gibb, 2000). As a result, e-books brought numerous advantages to students, fostering an enthusiastic and conducive atmosphere for their studies.

1.3.4. Advantages of E-books

There are numerous advantages associated with e-books, and we will now highlight some of them:

- **Font Customization:** E-readers allow readers to adjust font size and type, enhancing readability and reducing distractions (Tracey & Morrow, 2002; Abram, 2010; Larson, 2009).
- **Convenience and Portability:** E-books are lightweight and easily portable on electronic devices, providing convenient access to an entire library (Clark et al., 2008; Jamali et al., 2009; Shepperd et al., 2008).
- **Environmental Friendliness:** E-books eliminate the need for paper, ink, and physical transportation, contributing to reducing ecological footprint (Clark et al., 2008; Jamali et al., 2009; Shepperd et al., 2008).
- **Availability and Storage:** E-books are downloadable and can be instantly accessed and stored on electronic devices or digital libraries, eliminating the need for physical storage space (Crestani et al., 2005).
- **Updatable Versions and Passage Linkage:** E-books can be easily updated and revised, ensuring access to the most recent versions. They also allow for the linkage of passages, facilitating navigation and referencing (Armstrong et al., 2009; Crestani et al., 2005).
- **Keyword Searchability:** E-books offer the advantage of keyword search functionality, allowing readers to quickly find specific information (Armstrong et al., 2009; Crestani et al., 2005; Jamali et al., 2009).

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- **Multimedia Format:** E-books incorporate audio and video elements, providing a diverse reading experience and alternative formats (Armstrong et al., 2009).
- **Accessibility, Portability, and Storage:** E-books provide accessibility, portability, and storage capabilities, including font adjustments and external storage options (Clark in Wells, 2012).
- **Support for Teaching and Research:** E-books support teaching and research by alleviating circulation pressure, eliminating loan restrictions, and providing online access (Wells, 2012; Armstrong & Lonsdale, 2009).
- **Space-saving and Constant Access:** E-books save space in libraries and offer constant online access to books (Wells, 2012).
- **Expanded Offering and Usage:** E-books offer a wide range of titles and can be accessed by multiple users simultaneously, expanding their offering and usage (Renner, 2007).
- **Reduced Personnel and Maintenance Costs:** E-books require fewer personnel and reduce maintenance costs compared to physical books (Renner, 2007).
- **Enhanced Functionality and Usage Statistics:** E-books provide enhanced functionality, such as note-taking and linking to reference sources, while also offering usage statistics (Renner, 2007).

1.3.5. Disadvantages of E-books

There are numerous disadvantages associated with e-books, and we will now highlight some of them:

- **Requirement of Special Devices:** E-books require special devices or personal computers for reading. This can be a disadvantage as not everyone may own such devices (Clark et al., 2008).

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- **Vulnerability to Damage:** E-books, being dependent on hardware and software, are more easily damaged compared to printed books. They may not last as long as printed books (Gunter, 2005).
- **Eye Fatigue:** Reading from a screen can cause greater eye fatigue. Studies have shown that reading electronic texts can lead to faster skimming and scanning patterns, resulting in eye strain (Jamali et al., 2009; Kang et al., 2009; Lam et al., 2009).
- **Difficulty in Note-taking:** Students have cited difficulty in taking notes using e-books as a significant drawback. The electronic format may not provide the same ease of note-taking as writing directly on paper (Polanka, 2011).
- **Lack of Comfort and Navigation:** Reading from a device lacks the tactile experience of turning pages and flipping through a physical book. Electronic texts may be harder to navigate and lack the same comfort as reading from a paper-based book (Nielsen, 2006; Woody et al., 2010).

Barriers to the adoption of e-books in Africa, as identified by various studies, include:

- **Lack of Standard Formats and Hardware Developments:** Agaba (2003), Connaway and Wicht (2007), Jenkins (2008), Harle (2009), Bassi and Camble (2011), Maepa and Nkosi (2013), Ikoja-Odongo (2013) highlight the lack of standardized formats for e-books and the limited availability of compatible hardware.
- **Incompatible Rights and Operability:** The compatibility of e-books with different devices and platforms, as well as issues related to rights management, pose barriers to their adoption (Agaba, 2003; Bassi & Camble, 2011).
- **Unrealistic Prices:** E-books are perceived to have unrealistic pricing models that may deter their adoption (Bassi & Camble, 2011).

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- **Inconsistent Purchase Model:** The lack of a consistent and user-friendly purchase model for e-books is identified as a barrier (Bassi & Camble, 2011).
- **Limited Editions:** The availability of e-books in limited editions is mentioned as a factor hindering their adoption (Agaba, 2003).

While the use of e-books is increasing, they have not completely replaced paper-based books. Many people still prefer paper books due to the perceived disadvantages associated with e-books.

1.3.6. Types of Reading E-books

In Belkar's (2012) study, four types of e-books were identified:

- **Downloadable e-books:** These e-books can be downloaded from the internet onto a computer without the need for special reading devices. They are instantly available and eliminate the need for waiting for physical book delivery.
- **Dedicated e-book readers:** This type involves downloading e-books onto dedicated hardware devices designed specifically for reading. These devices have high-quality screens, are light and portable, and use E Ink technology for a paper-like reading experience. They have long battery life and are suitable for extended reading periods.
- **Print-on-demand books:** Content for these e-books is stored in a system connected to a high-speed printer. When ordered, high-quality bound copies of the book are produced on demand. This method makes book printing faster, easier, and more cost-effective compared to traditional approaches. The books are readily available in international markets.
- **Web-accessible e-books:** These e-books are published on a provider's website and can either be accessed for free or purchased to gain definite access. Web

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accessibility enhances ease of access, usage, and effectiveness for readers. It eliminates the need for creating multiple versions of a site for different devices, as the content can work across various platforms. (Belkar's. 2012)

Additional types of e-books mentioned by Cawford (as cited in Belkar, 2012):

- **Proprietary e-book devices:** E-books associated with specific devices or platforms.
- **Open e-books:** E-books available in open formats, providing users with flexibility in accessing and using them.
- **Free books or public domain e-books:** E-books that are freely available due to being in the public domain or released under open licenses.
- **Instant books:** E-books that are produced and made available immediately after purchase or request. (Belkar's. 2012)

1.4. E-Books and P-Books: An Overview of the Differences

E-books and p-books have distinct differences, particularly in terms of their interactive features. E-books offer a range of functionalities, including annotations, highlighting, hypertext, and audio applications, which are not available in traditional paper books. Researchers Zambarbieri and Carniglia (2012, p. 391) have emphasized the advantages of e-books, highlighting their renewability, as readers can correct errors, modify content, and navigate quickly using search functions. Furthermore, e-books are beneficial for individuals with special needs, such as the visually impaired or deaf, as they allow for text enlargement and the option to have the text read aloud through zoom or voice features. (Zambarbieri & Carniglia. 2012, p. 391).

A printed book refers to a tangible book that is physically printed on paper, whereas an ebook is a digital rendition of a book that can be accessed and read on electronic devices like

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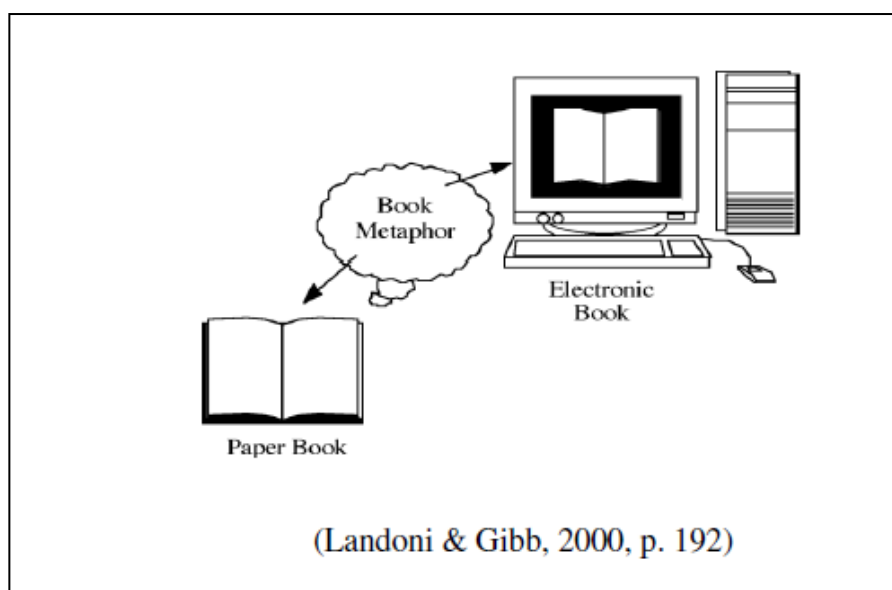
computers, tablets, or e-readers. Printed books are typically bulkier and heavier compared to ebooks, and they offer the advantage of being readable anywhere without the need for electronic devices. In contrast, ebooks necessitate the use of electronic devices for reading.

Furthermore, printed books often have a longer lifespan and can serve as cherished collectibles or heirlooms that can be passed down through generations. On the other hand, ebooks may become outdated or inaccessible over time due to advancements in technology or changes in file formats.

The primary distinction between a printed book and an ebook lies in their respective formats. A printed book is a tangible publication created by applying ink onto paper, whereas an ebook is a digital rendition of a book intended for reading on electronic devices like computers, tablets, and smartphones. Ebooks are known for their compactness and portability, occupying less physical space and offering ease of sharing and downloading. On the contrary, printed books can be enjoyed without relying on electronic devices and provide the opportunity for annotation and highlighting using a pen or pencil.

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

Figure 1: From Paper Book to Electronic Book



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Summary

This chapter has provided an in-depth exploration of key concepts related to learning, specifically focusing on printed books and electronic books. In the first section, it has delved into the process of learning itself. Additionally, significant attention has been given to four prominent learning theories.

Moving on to the second section, the chapter has illuminated printed books, delving into their historical background, offering precise definitions, discussing their advantages and disadvantages, and exploring various types and features they possess. Similarly, in the third section, the chapter has turned its attention to electronic books, providing insights into their historical development, defining their characteristics, discussing their advantages and disadvantages, and exploring the different types.

Lastly, the chapter has made a clear distinction between reading digital books and traditional printed books.

In conclusion, this chapter has thoroughly investigated the topic, offering a comprehensive understanding of learning, printed books, and electronic books.

Chapter Three: Methodology

Chapter Three: Methodology

Introduction

This chapter aims to provide a comprehensive understanding of the research design and procedures used to address the research questions and hypotheses. The chapter begins by restating the research questions that guided the study, outlining the specific inquiries that the research aimed to answer. These research questions serve as a framework for the investigation and provide clarity on the focal points of the study. Following the research questions, the chapter presents the formulated hypotheses. Subsequently, the methodology section is detailed, providing a thorough description of the research design, data collection methods, and data analysis techniques employed in the study. The chapter then discusses the sample used in the study, elaborating on the characteristics of the participants and how they were selected.

Furthermore, the instrumentation utilized in data collection is described, including the tools, measures, or surveys employed to gather relevant data. To ensure the validity and reliability of the research, a pilot study is conducted and its process is explained. This pilot study helps refine the research procedures and identify any potential issues or areas for improvement. The chapter proceeds by outlining the data collection process, addressing how the relevant data was obtained from the participants. It also highlights the methods employed to ensure accuracy, ethical considerations, and any measures taken to protect participant confidentiality. Following data collection, the chapter explores the data analysis techniques employed to analyze the gathered information.

The chapter concludes by acknowledging the limitations of the study, identifying any constraints or challenges that may have influenced the research outcomes. Additionally, the delimitations of the study are discussed, clarifying the specific boundaries or scope within which the research was conducted.

Chapter Three: Methodology

3.1. Research Questions

This research seeks to address the following questions:

- ✓ What role does the format (text, multimedia, interactive features) of e-books play in enhancing learners' comprehension and retention of language content compared to p-books?
- ✓ What are the differences in learning outcomes between learners using p-books and learners using e-books in language learning?
- ✓ How do learners' preferences for p-books or e-books influence their motivation and engagement in language learning?

3.2. Hypotheses

The questions mentioned above raise the following hypotheses:

- ✓ The use of e-books with multimedia and interactive features, as compared to traditional p-books, enhances learners' comprehension and retention of language content.
- ✓ There will be a significant difference in learning outcomes between learners using p-books and learners using e-books in language learning, with e-book users demonstrating higher levels of language proficiency and greater learning gains.
- ✓ Learners' preferences for p-books or e-books significantly influence their motivation and engagement in language learning, with individuals who prefer their preferred format demonstrating higher levels of motivation and engagement.

3.3. Methodology

This study seeks to enhance our understanding of the impact of p-books and e-books on language learning among third-year students in The English department at Djilali Bounaama

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Khemis Miliana University. To accomplish this objective, a case study design was selected. According to Yin (2009), a case study is an empirical investigation that examines a contemporary phenomenon in depth and within its real-life context (as cited in Pandey and Patnaik, 2019). By employing this approach, we aim to address the research questions outlined earlier and develop a comprehensive understanding of the factors that influence students' willingness to communicate in English within their classroom setting.

This study adopts a quantitative method of inquiry. The quantitative aspect of the study aims to collect a diverse range of data from a substantial number of participants. By employing this approach, the study endeavors to harness their respective strengths and potentially mitigate their limitations.

In this research, a quantitative was employed, with a specific focus on utilizing questionnaires administered to third-year students. These questionnaires served as a means to gather data and insights regarding students' experiences, preferences, and perceptions related to the use of p-books and e-books in language learning.

3.4. Sample

The main objective of the study was to explore and analyze the benefits and drawbacks of both print books and e-books. In order to obtain a comprehensive and varied sample, a total of 30 third-year English as a Foreign Language (EFL) students were chosen. To ensure diversity within the sample, students were randomly selected from different groups.

By including students from various groups, the study aimed to capture a range of perspectives and experiences pertaining to the use of print books and e-books. This approach helps to ensure that the findings and conclusions drawn from the study are not limited to a specific subset of students, but rather reflect a broader representation of the third-year EFL student population.

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The inclusion of students from different groups also accounts for potential variations in learning styles, preferences, and academic backgrounds. This diversity strengthens the validity and reliability of the study's results and allows for a more comprehensive understanding of the advantages and disadvantages associated with both print books and e-books in the context of third-year EFL education.

The study population for this research consisted of third-year English as a Foreign Language (EFL) students who were enrolled in the English department of Djilali Bounaama Khemis Miliana University. These students were specifically selected because they were at a stage in their academic journey where they had acquired a reasonable proficiency in the English language.

The choice of this particular population was based on several factors. First, being third-year students, they had already been exposed to a substantial amount of English language learning and had gained a certain level of language competence. This made them suitable for examining the advantages and disadvantages of print books and e-books, as they would have had prior experience with both types of resources.

Additionally, by focusing on EFL students at Djilali Bounaama Khemis Miliana University, the research was able to concentrate on a specific academic context. This allowed for a more targeted investigation into the use of print books and e-books within the English department of this particular university.

Finally, the English department of Djilali Bounaama Khemis Miliana University may have unique characteristics, resources, or teaching approaches that could influence the students' experiences and perspectives on print books and e-books. By studying this specific population, the research aimed to gain insights that could be applicable and relevant to similar educational institutions or departments.

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3.5. Instrumentation

In light of the aforementioned considerations, a questionnaire was chosen as the primary instrument for data collection in this study. The student questionnaire was selected due to its diverse range of items and response formats, which aimed to make the students feel comfortable and engaged throughout the research process. It began with general information to warm them up and generate interest, and then proceeded to include various types of questions. Patton (2002) argued that «the questionnaire is essential in any study because it can allow the collection of both quantitative and qualitative information and the use of open and close formal questions».

The design of the student questionnaire aimed to strike a balance between flexibility and structure, allowing researchers to ask questions in a flexible manner while still providing space for students to express their views. This was important because students were the primary stakeholders in the issue being addressed in the study.

3.6. Pilot Study

A pilot study is a crucial phase in a research project that involves conducting a small-scale investigation to test research protocols, data collection instruments, sample recruitment strategies, and other research techniques. Its primary purpose is to identify potential problem areas and deficiencies in the research instruments and protocol before implementing them in the full study. Additionally, a pilot study allows to become acquainted with the procedures outlined in the protocol. It also assists in making informed decisions, such as choosing between competing study methods like interviews or questionnaires. In our pilot study, we employ a smaller sample size to test the data collection instruments, specifically the questionnaire, ensuring clarity and comprehension for participants. Additionally, the pilot study offers insights into the appropriateness of data analysis methods and aids in refining

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research questions. The findings obtained from the pilot study inform adjustments to the research design, guaranteeing the validity and reliability of data collected, prior to conducting the main study.

3.7. Data Collection

Data collection is the process of gathering information or data from various sources to address research objectives or answer specific questions. It is a crucial step in the research process and involves systematically collecting, recording, and organizing data in a structured manner.

In this particular study, we have chosen to use a questionnaire as the instrument for data collection. A questionnaire is a structured set of questions designed to obtain specific information from the participants. It allows for standardized data collection, making it easier to compare and analyze responses from different individuals. We have distributed 30 questionnaires to a specific group of participants: third-year students at Djilali Bounaama Khemis Miliana University. The questionnaire was administered and completed within a single day, allowing for efficient data collection.

The questionnaires were completed by the students, providing their responses and opinions on the impact of print books and e-books on their language learning journey. The collected data will then be used to analyze and evaluate the effects of these two types of resources on language acquisition.

3.8. Data Analysis

We conducted a data analysis as a crucial step in our research process, involving the examination and interpretation of the collected data to derive meaningful insights and draw conclusions. In this case, we prepared a questionnaire for students based on the available

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information and distributed it at the university, awaiting the students' responses. Upon collecting the responses, we obtained a total of 30 completed questionnaires, although our initial goal was to collect more.

To initiate the analysis, we divided the questionnaire into individual questions or sections, allowing for a more detailed examination. This approach enabled us to focus on each item or topic separately, facilitating a thorough analysis of the data. With the questionnaire data organized, we proceeded to analyze the responses.

The analysis phase encompasses various techniques and methods, depending on the nature of the data and our research objectives. It may involve descriptive statistics, such as calculating frequencies, percentages, or averages, to summarize the data. Additionally, we may employ inferential statistics to explore relationships or patterns, utilizing statistical tests to determine the significance of our findings.

Through conducting the analysis, we uncovered key findings, identified trends, and drew meaningful conclusions from the collected data. This process helped us address research questions, validate hypotheses, and provide insights that contribute to a deeper understanding of the investigated topic. The results obtained from the data analysis can be utilized to inform decision-making, support our research objectives, or contribute to the broader field of study.

3.9. Limitations

Similar to any research endeavor, this study is not without limitations. One particular limitation pertains to the sample size of the participants who completed the questionnaire. Although we initially distributed the questionnaire to a larger group of more than 30 third-year EFL students, only 30 of them were able to provide responses. This limited participation could be attributed to various factors, such as time constraints, as the data collection occurred towards the end of the second semester.

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Another limitation to be aware of is related to the scope of variables examined in this study. The research focused on language learning in general, encompassing a wide range of variables. However, by taking this broad approach, the study has been able to uncover fresh and potentially valuable insights into these variables, benefiting both students and teachers. Despite the comprehensive nature of the investigation, it is important to acknowledge that certain specific aspects or nuances within each variable may not have been extensively explored. Future research could delve deeper into individual variables to gain a more nuanced understanding of their impact on language learning.

3.10. Delimitations

It should be noted that this study has limitations in terms of its sample size, as it is limited to a small group of participants. Specifically, the study focuses on third-year students at Djilali Bounaama Khemis Miliana University. The findings and conclusions drawn from this research may not be generalizable to a larger population or different educational settings. These limitations should be taken into consideration when interpreting the results and applying them to broader contexts.

It is important to acknowledge that this study did not encompass an examination of each individual language learning skill. This approach allowed for a more detailed analysis and interpretation of the impact of print books and e-books on learning language but not a particular skill.

However, it will be essential to recognize that the findings of this study may not be representative of the broader range of language learning skills, and caution should be exercised when applying the results to other skill areas. Future studies should aim to explore multiple language learning skills to provide a comprehensive understanding of the effects of print books and e-books on language learning. By narrowing the scope to one particular skill,

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researchers will be able to delve into the intricacies and nuances associated with that specific aspect of language learning.

Summary

The chapter provides an overview of the key components of the research study. It begins with the Introduction, which sets the context and outlines the purpose of the study. The Research Questions are then presented, highlighting the specific inquiries that the research aims to address. Following that, the Hypotheses are stated, providing the expected outcomes of the study.

The Methodology section describes the overall approach and design of the research. It outlines the research methods, data collection techniques, and data analysis procedures that will be employed. The Sample is then discussed, specifying the characteristics and size of the participants involved in the study. The Instrumentation section explains the tools and instruments used for data collection. The Pilot Study is briefly mentioned, which refers to a preliminary test of the research instruments and procedures to identify and rectify any potential issues before the main study. The Data Collection section describes the process of gathering data from the participants, including the chosen data collection methods and any specific protocols employed. Subsequently, the Data Analysis section outlines the techniques or statistical methods that will be used to analyze the collected data and draw meaningful conclusions.

The chapter concludes with a discussion of the Limitations of the study, acknowledging any shortcomings or constraints that may impact the study's findings or generalizability. Moreover, the Delimitations are highlighted, which define the boundaries or specific aspects that are intentionally excluded from the study.

Chapter Four: Results and Findings

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Introduction

The upcoming chapter of this research study aims to provide a comprehensive analysis of the data collected from the student questionnaire. This analysis will focus on comparing the effectiveness of print books and electronic books in promoting various language learning outcomes, including vocabulary acquisition, grammar comprehension, reading comprehension, and overall language proficiency. The chapter will present the analyzed data in a detailed and coherent manner, accompanied by an interpretation and discussion of the results.

Additionally, the chapter will offer recommendations for future research endeavors in the field of English as a Foreign Language (EFL) learning. These recommendations will serve as valuable insights to guide further investigations and contribute to the improvement of EFL learning practices. Furthermore, the chapter will highlight the implications of the study's findings, outlining potential areas for improvement and development in the field of EFL education.

By presenting a thorough analysis of the collected data, offering recommendations for future research, and discussing the implications of the study's findings, this chapter aims to contribute to the existing knowledge base and foster advancements in EFL learning.

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4.1. Analysis of students' Questionnaire

Section One : General Information

1. Age:

Age:	20	21	22	23
Subjects	16	7	5	2
Percentages	53.33%	23.33%	16.67%	6.67%

Table 1 : Students' age

The provided table displays the distribution of participants according to their age. It is evident from the table that there is a range of ages among the students, spanning from 20 to 23 years old. Among the participants, the highest percentage (53.33%) falls within the 20-year-old category, followed by those who are 21 years old (23.33%). The age groups of 22 years old each account for 16.67% of the sample, while the 23-year-old group represents 6.67% of the participants. These findings indicate a relatively diverse age composition within the sample, predominantly concentrated in the 20-21 years old range. Consequently, the study successfully captures the viewpoints of a diverse cohort of students, encompassing various life experiences and educational backgrounds.

2. Gender:

Gender :	Subjects :	Percentages :
Males	4	13.33%
Females	26	86.67%
Total	30	100%

Table 2 : Students' gender

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According to the Table , the study predominantly consisted of female participants. Out of the total sample size of 30 students surveyed, 26 were female, making up 86.67% of the participants. In contrast, there were only 4 male students, comprising 13.33% of the sample. These findings clearly indicate a higher level of participation and questionnaire completion among female students compared to their male counterparts.

Section Two : Exploring Preferences and Perspectives on Language Learning: Printed Books vs. Electronic Books

3. How often do you use books as a resource for learning a new language?

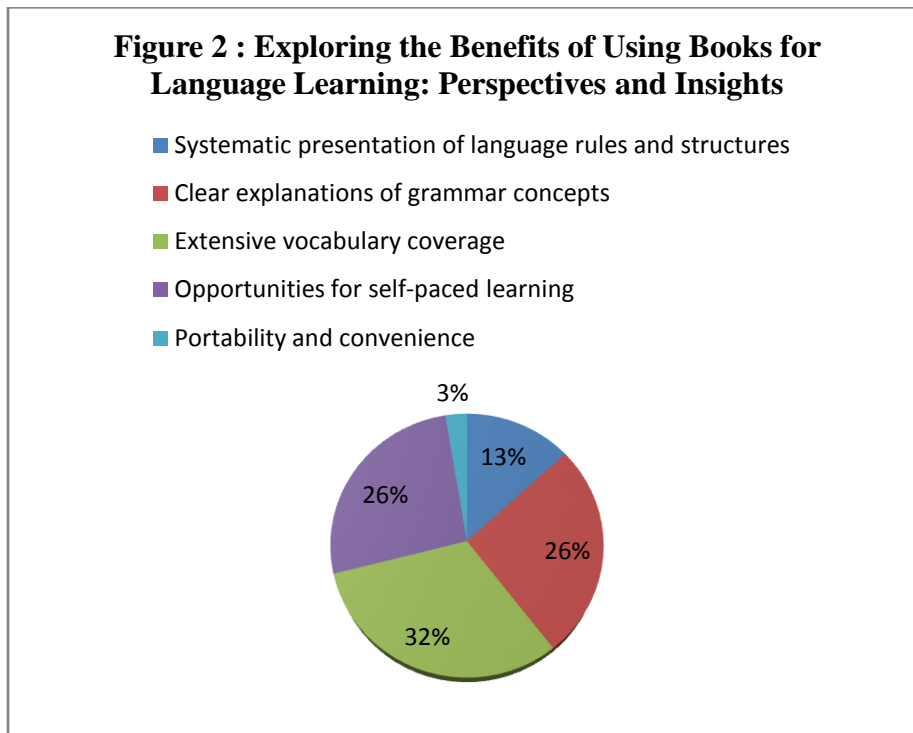
	Daily	Several times a week	Once a week	Rarely	Never
Subjects	2	4	3	15	6
Percentages	6.67%	13.33%	10%	50%	20%

Table 3 : The Frequency of Book Usage as a Language Learning Resource

Among the participants, it was found that a majority of them, comprising 50% of the sample, reported using books rarely in their language learning endeavors. Furthermore, a significant portion of the participants, accounting for 20%, mentioned that they never use books when learning a new language. On the other hand, a smaller percentage of participants demonstrated more frequent engagement with books. Around 6.67% of the respondents reported using books daily, while 13.33% mentioned using them several times a week. Additionally, 10% of the participants indicated using books once a week.

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4. In your opinion, what are the advantages of using books for language learning?



The figure presents the participants' opinions on the advantages of using books for language learning. A total of 38 opinions provided insights of the participants, and their responses are displayed in terms of the number of subjects and percentages. Among the advantages identified by the participants, the highest percentage (31.58%) emphasized the extensive vocabulary coverage offered by books. Another notable advantage, as reported by 26.32% of the participants, is the systematic presentation of language rules and structures provided by books. Opportunities for self-paced learning were also regarded as an advantage by 26.32% of the participants. A smaller percentage (13.16%) recognized the clear explanations of grammar concepts as an advantage of using books. Lastly, a minority of participants (3.33%) mentioned the advantage of portability and convenience offered by books.

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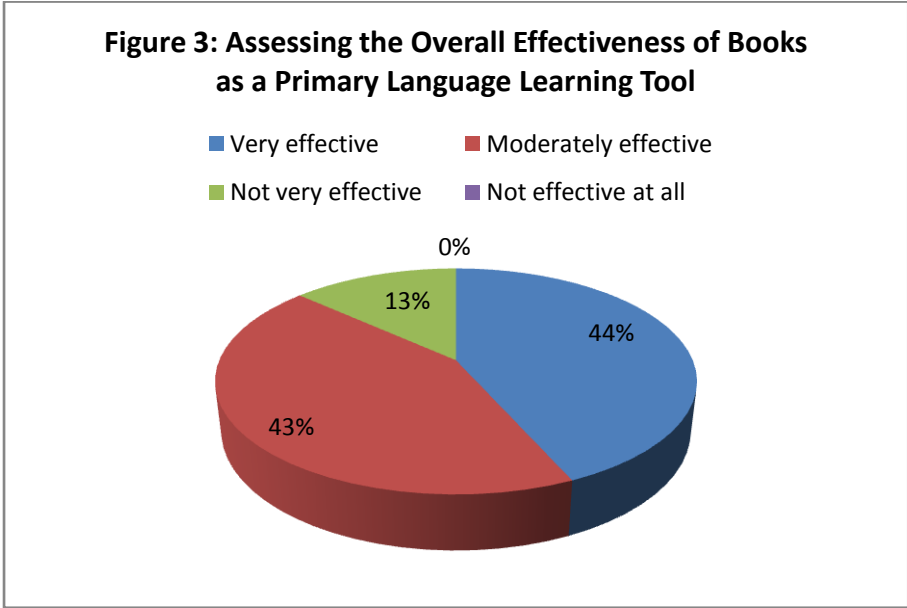
5. Which format do you prefer for learning a new language?

	Printed books	Electronic books
Subjects	15	15
Percentages	50%	50%

Table 4: Preferred Language Learning Formats

The table presents the participants' preferences regarding the format they prefer for learning a new language. A total of 30 participants provided their opinions. The results indicate a balanced preference among the participants, with an equal distribution of 15 subjects (50%) each for printed books and electronic books as the preferred format for language learning. This suggests that half of the participants favor the traditional printed books, while the other half prefers the convenience and accessibility provided by electronic books.

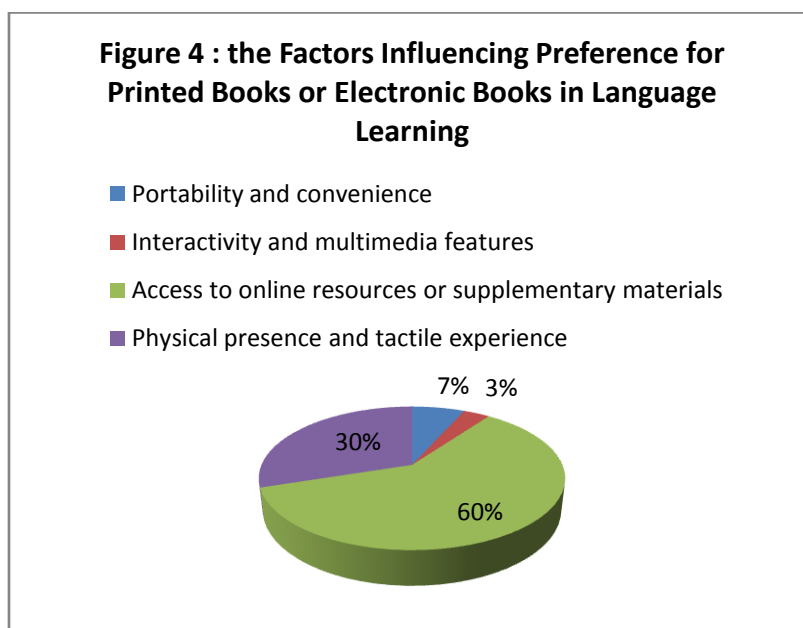
6. How would you rate the overall effectiveness of using books as a primary learning tool for acquiring a new language?



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The figure provides insights into the participants' perceptions regarding the overall effectiveness of using books as the primary learning tool for acquiring a new language. A total of 30 participants provided their ratings. The results indicate that the participants' opinions were evenly divided between two categories. Both "Very effective" and "Moderately effective" were rated by an equal number of subjects, with 13 participants (43.33%) expressing each of these ratings. On the other hand, a smaller percentage of participants, represented by 4 subjects (13.33%), rated books as "Not very effective." It is worth noting that no participants rated books as "Not effective at all."

7. What factors influence your preference for printed books or electronic books when learning a new language?



We notice throughout table, that the participants' preference for electronic books is primarily influenced by access to online resources or supplementary materials, as reported by 18 subjects (60%). In contrast, a significant percentage of participants, comprising 30% of the sample, expressed a preference for printed books due to the physical presence and tactile experience they offer. A smaller proportion of participants, represented by 6.67% of the

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subjects, indicated that portability and convenience influenced their preference. In terms of interactivity and multimedia features, only 1 participant (3.33%) mentioned this as a factor influencing their preference for electronic books.

8. In your experience, which format (printed books or electronic books) provides a better learning experience for learning a new language?

	Subjects	Percentages
Printed books	11	36.67%
Electronic books	12	40%
Both formats are equally effective	6	20%
Without reponse	1	3.33

Table 5: Printed Books vs. Electronic Books for Language Acquisition

According to the results presented in the table, the results indicate that participants' opinions are divided among the two formats. Of the participants, 36.67% (11 participants) expressed a preference for printed books as providing a better learning experience. On the other hand, 40% (12 participants) favored electronic books for their language learning journey. Furthermore, 20% (6 participants) of the participants believed that both formats are equally effective in delivering a positive learning experience. A small percentage of participants, represented by 3.33% (1 participant), did not provide a response to the question.

✓ **Justify**

- Printed books

The statements provided offer insights into the reasons why Printed books provide a better learning experience for learning a new language. These statements collectively express a preference for printed books based on various factors. One recurring theme is the physical

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comfort and ease of understanding associated with printed books. Participants mention that reading from physical pages is not harmful to the eyes and is generally more comfortable. They also believe that printed books contribute to better comprehension, enriching the reading experience. The tactile nature of printed books is often cited as being more practical for highlighting and note-taking, making these actions simpler and more convenient. Participants also emphasize the ease of use and learnability of printed books. They find the traditional format straightforward to navigate and engage with when it comes to annotation and note-taking. The familiarity and simplicity of printed books contribute to a smoother learning process. The sentiment of printed books being helpful and valuable is echoed by several participants. They view printed books as essential tools for language learning and academic success. The preference for printed books extends beyond functionality, with individuals emphasizing the enjoyment and immersive qualities of reading in print. They appreciate the sensory experience of holding a physical book, feeling connected to the text, and gathering a wealth of information.

- Electronic Books

The response presents arguments in favor of finding that the electronic books provides a better learning experience for learning a new language. These points suggest a preference for e-books based on various factors. One key advantage highlighted is the vast source of knowledge available in e-books. The text emphasizes that e-books offer a wide range of content and resources, enabling users to access a wealth of information for language learning and expanding their knowledge. Ease of use is another aspect emphasized. It suggests that e-books provide a user-friendly interface and navigation system, making it convenient for users to highlight important sections and take notes while reading. The response also mentions that e-books offer an easy way to engage in these activities. It implies that the digital format provides tools and features that facilitate efficient highlighting and note-taking, allowing users

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to easily capture and organize relevant information. Furthermore, the text argues that e-books contribute to vocabulary enrichment and the development of the mind by providing valuable knowledge and insights. It suggests that the diverse content available in e-books helps users expand their vocabulary and gain a deeper understanding of various subjects. The convenience factor is highlighted as well, with the text noting that e-books can be accessed and read at any time and from anywhere. This flexibility allows for uninterrupted language learning and the ability to engage with the material at one's own pace and convenience. Additionally, the text points out that e-books often provide vast amounts of information and clarification on specific topics. It suggests that e-books offer in-depth explanations, definitions, and examples, enhancing comprehension and aiding users in their language learning journey. Financial factors are also mentioned, as the text highlights that e-books can reduce costs compared to printed books. By eliminating the need to purchase physical copies, e-books provide a more affordable option for language learners. The time-saving benefits of e-books are emphasized as well. The text suggests that features such as instant translations and search functionalities can expedite the language learning process, making it more efficient and productive.

- Both formats are equally effective

The response suggests that both formats are equally effective in facilitating language learning. The response emphasizes that both printed books and electronic books are valuable and offer a wealth of useful information and advantages. It acknowledges that in situations where a printed book is not readily available, electronic books can be sought online as a viable alternative for accessing the desired content. The response also highlights that both printed books and electronic books are effective in aiding vocabulary acquisition. It suggests that both formats provide opportunities to encounter new words and expand one's vocabulary. Furthermore, the response suggests that the learning experience is influenced by the level of

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comfort individuals feel when using either electronic or printed books. It implies that personal preference and comfort play a significant role in determining the effectiveness of the learning experience.

The question asks for an analysis of whether printed books or electronic books provide a better learning experience for acquiring a new language. However, a participant did not provide a response to the question. The justification given is a personal preference for learning a new language through listening to podcasts. While personal preferences can play a significant role in language learning, the response does not offer any analysis or reasoning to justify this preference or compare it to the learning experiences provided by printed books or electronic books.

9. Do you find it easier to highlight or take notes in p-books compared to e-books?

	Subjects	Percentages
Yes, printed books are easier	15	50%
Yes, e-books are easier	9	30%
No difference in ease of highlighting/taking notes	6	20%

Table 6: A Comparison of P-Books and E-books in Language Learning

The results indicate that participants' opinions are somewhat divided regarding the ease of highlighting or taking notes. Half of the participants, accounting for 50% (15 participants), stated that they find it easier to highlight or take notes in printed books. On the other hand, 30% (9 participants) of the participants reported finding it easier to highlight or take notes in e-books. A smaller percentage of participants, 20% (6 participants), indicated that they perceive no difference in the ease of highlighting or taking notes between printed books and e-books.

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✓ Justify:

- Yes, printed books are easier

The response justifies that printed books are indeed easier for these activities. The response provides several reasons to support the assertion. Firstly, it suggests that when searching for information, reading and finding it in printed books is more comfortable. The tactile experience of flipping through pages and physically locating desired content contributes to ease of use. Additionally, it contends that people tend to read printed books more frequently and consistently than digital books, which may imply a higher level of engagement and focus during reading sessions. The ability to physically mark and highlight important sentences or passages in printed books is also emphasized. The act of underlining or placing lines under important sentences aids in capturing key information. Moreover, the response argues that printed books make it easier to highlight and understand difficult words. By highlighting challenging vocabulary, readers can conveniently refer back to those sections for translation or further comprehension. The use of a separate notebook to write down new vocabulary is also mentioned, facilitating vocabulary retention and enrichment. The response further asserts that taking notes is easier with printed books. The act of using a pen to jot down notes is described as enjoyable and conducive to better concentration. Additionally, the response highlights the advantage of being able to refer back to physical notes at any time, as opposed to the potential risk of losing digital notes in e-books. Lastly, the response mentions that reading printed books is less straining on the eyes compared to e-books. This can contribute to better comfort and prolonged reading sessions without experiencing eye fatigue.

- Yes, e-books are easier

When it comes to the ease of highlighting or taking notes, e-books have a clear advantage over printed books. Let's explore why e-books make these tasks easier and more efficient.

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Firstly, e-books save both time and effort. With the ability to type or select text digitally, taking notes becomes a breeze. There's no need to fumble for a pen or worry about messy handwriting. The process is streamlined, allowing you to focus on capturing important information rather than the mechanics of writing. E-books also offer exceptional accessibility. Whether you're on a computer, tablet, or smartphone, your entire library is at your fingertips. This means you can access your e-books and notes from anywhere, making studying on the go a convenient option. Additionally, e-books can be easily updated, ensuring that you always have the most current information. The user-friendly nature of e-books makes highlighting and note-taking a simple task. Many e-book platforms provide intuitive tools specifically designed for these purposes. With just a few clicks or taps, you can highlight important passages, add annotations, or bookmark key sections. These features enhance organization and make it easier to review and retrieve information when needed. Moreover, e-books often offer interactive features that foster engagement and collaboration. Comment sections and annotation tools allow you to share thoughts and insights with other readers, creating a sense of community and providing alternative perspectives. This interactive element enhances the learning experience and encourages active participation. Lastly, efficient information retrieval is another advantage of e-books. Instead of flipping through countless pages, e-books allow you to search for specific keywords or phrases instantly. This saves valuable time and enables you to locate relevant information swiftly. When studying a new language, this quick access to specific vocabulary or grammar explanations can be incredibly helpful.

- No difference in ease of highlighting/taking notes

Both printed books and e-books are valuable sources of knowledge. Whether you prefer the tactile experience of flipping through physical pages or the convenience of digital access, both formats offer a wealth of information that can be utilized for highlighting and note-taking purposes. In terms of gathering information, both formats are equally useful. Printed

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books provide the traditional approach of immersing oneself in the physical pages, while e-books offer the advantage of portability and instant access to a vast library of titles. Regardless of the format, readers can easily collect the information they need for highlighting or note-taking. When it comes to actually highlighting and marking important information, both printed books and e-books provide straightforward options. With printed books, you can use a pen or pencil to underline or annotate directly on the pages. On the other hand, e-books offer digital tools that allow you to highlight passages, add notes, and bookmark key sections with just a few taps or clicks. Both methods enable you to identify and capture essential information effectively. Alos the individuals may have their own preferences based on factors such as reading habits, learning style, or accessibility needs. Some individuals might find the tangible nature of printed books more enjoyable, while others may appreciate the convenience and searchability of e-books. Ultimately, the choice between the two formats depends on personal preference and specific requirements.

10. Do you feel that the availability of dictionary features or instant translations in e-books enhances your language learning experience?

	Yes	No
Subjects	26	86.67%
Percentages	4	13.33%

Table 7: the Impact of Dictionary Features and Instant Translations in E-books on Language Learning Experience

According to the results, the majority of participants, accounting for 86.67% (26 participants), answered "Yes" to feeling that the availability of dictionary features or instant translations in e-books enhances their language learning experience. In contrast, a smaller

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percentage of participants, represented by 13.33% (4 participants), answered "No" to feeling that these features enhance their language learning experience.

✓ Justify

- Yes

For most of the participants, the availability of dictionary features or instant translations in e-books unquestionably enhances the language learning experience. Firstly, e-books equipped with dictionary features or instant translations offer unparalleled convenience in gathering information and expanding vocabulary. Learners can access these resources whenever and wherever they desire, providing a wealth of linguistic knowledge at their fingertips. This accessibility allows for continuous learning and enrichment of vocabulary, a crucial aspect of language acquisition. Furthermore, the translation assistance provided by these features is invaluable. Learners can effortlessly decipher difficult words or phrases, receiving immediate explanations and clarifications. This not only aids comprehension but also boosts confidence in understanding the intricacies of the language being studied. The presence of dictionary features and instant translations contributes significantly to vocabulary improvement. Learners can swiftly familiarize themselves with new words and reinforce their understanding through repeated exposure. This active engagement with vocabulary facilitates retention and application in real-life contexts. Beyond vocabulary enhancement, e-books with translation features introduce learners to different cultures and broaden their horizons. By exploring texts from various cultural backgrounds, learners gain valuable insights, foster cultural sensitivity, and develop a deeper appreciation for diversity. Language learning becomes a gateway to cross-cultural understanding. From a practical standpoint, e-books with these features offer cost-effectiveness. Learners no longer need to invest in separate dictionaries or language learning tools, as the necessary resources are conveniently embedded within the digital

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format. This accessibility reduces financial barriers and promotes wider access to language learning materials. Moreover, the presence of translation features in e-books significantly enhances comprehension. Complex concepts or challenging texts become more digestible as learners can readily access translations and grasp the intended meaning. This ease of understanding promotes a smoother learning experience and encourages learners to engage with more advanced language materials. By expanding vocabulary and deepening language knowledge, learners can confidently express themselves and understand the nuances of the language they are studying. The ability to classify findings, reinforce understanding, and connect linguistic dots becomes an integral part of the language learning journey.

- No

The availability of dictionary features or instant translations in e-books may not have a substantial impact on enhancing the language learning experience. First and foremost, active participation is essential for effective language learning. While dictionary features and instant translations can provide assistance, they do not actively engage learners in the process of acquiring language skills. Listening, speaking, and practicing the language are fundamental aspects of language learning that require direct involvement and interaction. In today's technological era, the importance of built-in dictionary features in e-books has diminished. The internet provides readily accessible online dictionaries and translation tools that offer more comprehensive and up-to-date resources. Learners can rely on these external sources, rendering the built-in features in e-books less significant. Additionally, there are other resources that are considered more valuable and helpful for language learning compared to dictionary features or instant translations. Activities such as listening practice, engaging in conversations, and immersive language experiences are crucial for developing a deeper understanding of the language and acquiring practical language skills. These activities provide real-life context and promote active learning, which is vital for language proficiency. While

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reading is a valuable component of language learning, it is often considered secondary to interactive and communicative language practice. Listening and speaking activities take precedence in developing fluency and comprehension. While e-books can provide access to written material, the focus should be on actively engaging with the language through verbal communication and practical application.

11. How do you perceive the accessibility of printed books compared to e-books in terms of availability and cost?

	Subjects	Percentages
Printed books are more accessible	5	16.67%
E-books are more accessible	15	50%
Both formats are equally accessible	10	33.33%

Table 8: Comparing Printed Books and E-books in Terms of Availability and Cost

According to the results, 16.67% (5 participants) perceive printed books as more accessible compared to e-books. On the other hand, 50% (15 participants) of the participants consider e-books to be more accessible. A significant number of participants, 33.33% (10 participants), perceive both formats to be equally accessible.

12. Are you more likely to use additional online resources or supplementary materials when using e-books compared to printed books?

	Subjects	Percentages
Yes, regularly	12	40%
Yes, occasionally	11	36.67%
No, not really	7	23.33%

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Table 9: Comparing Online Resources and Supplementary Materials in E-books versus Printed Books for Language Learning

According to the results, 12 of the participants (40%) indicated that they regularly use additional online resources or supplementary materials when using e-books. In addition, 36.67% (11 participants) reported that they occasionally use additional online resources or supplementary materials when using e-books. On the other hand, 23.33% (7) of the participants stated that they do not really use additional online resources or supplementary materials when using e-books.

13. How does the physical presence of a printed book or the absence of physical pages in an e-book affect your reading experience and concentration?

Based on the provided statements, it seems that students have varying opinions and experiences regarding the impact of physical books and e-books on their reading experience and concentration.

- Learning and comprehension: Different students have different preferences and experiences when it comes to learning and comprehension with printed books or e-books. Some feel that each format has its own benefits for learning, while others do not perceive a significant difference.

- Language learning: E-books are seen as beneficial for learning new languages due to the availability of resources and the potential for exposure to a wide range of materials.

- Language development: Reading extensively, regardless of the format, is seen as conducive to language development and the acquisition of language skills.

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- Concentration and note-taking: Some students find that the physical presence of printed books helps them concentrate better and facilitates activities like taking notes, which may enhance their understanding and retention of information.

- Ease of accessing resources: E-books are praised for their ability to provide easy access to a wide range of books and resources through the internet.

- Value and speed: There is a suggestion that the availability and convenience of e-books may lead to a decrease in the use and perceived value of printed books, possibly due to the speed at which e-books can be accessed and used.

- Emotional and sensory experience: Many students express a preference for printed books due to the tactile and sensory experience they offer, such as the feeling of holding a book, flipping through pages, and the aesthetic appeal. These experiences can contribute to their enjoyment of reading.

- Difficulty focusing: Some students find it harder to concentrate while reading e-books compared to printed books. They may experience distractions or have difficulty maintaining their attention.

- Health concerns: There is a mention of e-books causing health problems, although the specific problems are not specified. It is unclear whether these health concerns are related to the format of e-books or other factors such as screen usage or reading habits. They often talk about Headaches, because some students report experiencing headaches when reading e-books, suggesting that prolonged screen time or specific aspects of e-book reading may be a trigger for them.

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- Mental health impact: There is a mention of e-books causing problems for mental health, although the specific issues are not specified. It is unclear whether these problems are related to the format of e-books or other factors.

✓ Please add any comment

Upon the culmination of the questionnaire, we graciously extended an invitation to the students to append any additional comments they deemed worthy of inclusion. Encouragingly, a considerable number of respondents availed themselves of this opportunity, substantiating their engagement by offering their unique insights and perspectives. Some of them favor printed books due to their social aspect, allowing for borrowing from friends. On the other hand, others prefer e-books for their vast knowledge and convenience, as well as the ability to reduce physical clutter. There is a claim that printed books are healthier and safer, while e-books are praised for being great resources and cost-effective. Overall, both formats are recognized as useful and beneficial for the community, contributing to cultural enrichment and knowledge acquisition. While some express a desire for more availability of printed books, others advise people to utilize printed books, considering them more valuable for obtaining information. It is important to acknowledge that preferences may vary, and both formats have their own merits and advantages.

4.2. Results and findings

In this section, we present the results and findings obtained from a comprehensive study conducted on the impact printed books and electronic books in learning language. Through rigorous data collection and analysis, we have gained valuable insights into both of them. By examining participant responses and analyzing their perspectives, we aim to shed light on the key trends, opinions, and patterns that emerged during the course of the study. These findings

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provide a deeper understanding of their impact. The following are the findings derived from the Data Analysis :

- ✓ The findings reveal that a majority of the participants use books rarely or not at all for learning a new language. However, there is a smaller yet notable percentage of participants who engage with books more frequently, incorporating them into their language learning routine on a daily or weekly basis.
- ✓ The findings indicate that participants perceive various advantages in using books for language learning, including extensive vocabulary coverage, systematic presentation of language rules and structures, opportunities for self-paced learning, clear explanations of grammar concepts, and the portability/convenience factor. These advantages highlight the value that participants associate with using books as a resource in their language learning endeavors.
- ✓ The findings highlight a balanced preference among the participants, with an equal distribution of preferences between printed books and electronic books. This indicates that there is no dominant preference for one format over the other, and participants' preferences are divided between the traditional printed format and the modern electronic format for language learning.
- ✓ The findings demonstrate that participants hold varying perceptions regarding the effectiveness of using books as a primary learning tool for language acquisition. A considerable number of participants view books as either very effective or moderately effective, while a smaller proportion considers them to be not very effective. This suggests that, on the whole, books are seen as a valuable resource for language learning, with the majority of participants perceiving them as effective to some degree.

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- ✓ The results indicate that the preference for electronic books is primarily influenced by the access to online resources or supplementary materials, while the preference for printed books is driven by the physical presence and tactile experience they offer. Factors such as portability and convenience and the presence of interactivity and multimedia features play a smaller role in influencing participants' preferences.
- ✓ The findings indicate a relatively even split among the participants regarding the preference for printed books or electronic books in terms of providing a better learning experience for acquiring a new language. The reasons for their preferences vary, highlighting the different benefits and advantages associated with each format. The results suggest that the ease of highlighting or taking notes depends on individual preferences, reading habits, and specific needs. Both printed books and e-books offer valuable options for these activities, and the choice between the two formats ultimately comes down to personal preference.
- ✓ The majority of participants in the study feel that the availability of dictionary features or instant translations in e-books enhances their language learning experience. They highlight the convenience, accessibility, and immediate assistance provided by these features, contributing to vocabulary improvement, comprehension, cross-cultural understanding, and cost-effectiveness. They also emphasize the ease of understanding and the ability to connect linguistic concepts as important factors in their language learning journey. However, a smaller percentage of participants argue that active participation, engagement in listening and speaking activities, and practical language application are more valuable for language proficiency. They suggest that external sources like online dictionaries offer more comprehensive resources compared to built-in dictionary features in e-books.

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- ✓ The study results reveal a divided perception among participants regarding the accessibility of printed books and e-books in terms of availability and cost. While some participants perceive printed books as more accessible, others consider e-books to be more accessible, and others perceive both formats to be equally accessible.
- ✓ The findings from participants' responses regarding the physical presence of printed books or the absence of physical pages in e-books indicate a range of experiences and opinions. Some students find benefits in both formats for learning and comprehension, while others perceive no significant difference. E-books are seen as advantageous for language learning and development due to resource availability and access to a wide range of materials. The physical presence of printed books is believed to aid concentration and note-taking, enhancing understanding and retention. E-books are praised for their ease of accessing resources, while some express concerns about the potential devaluation of printed books and the speed of e-book usage. Many students prefer printed books for the emotional and sensory experience they offer, but some find it harder to focus while reading e-books and report health concerns such as headaches. Mental health impacts related to e-books are mentioned but not specified. Overall, the responses highlight the individual preferences, benefits, and challenges associated with each format in terms of reading experience and concentration.
- ✓ Some participants expressed a preference for printed books due to their social aspect, allowing for borrowing from friends. On the other hand, others favored e-books for their abundance of knowledge and convenience, as well as the ability to reduce physical clutter. There were claims that printed books are healthier and safer, while e-books were praised as excellent resources and cost-effective. Overall,

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both formats were recognized as valuable for the community, contributing to cultural enrichment and knowledge acquisition. While some participants desired increased availability of printed books, others encouraged individuals to utilize printed books, considering them more valuable for obtaining information. It is important to acknowledge that preferences may vary, and both formats have their own merits and advantages.

Summary

In this chapter, we delve into the analysis of the students' questionnaire, aiming to uncover valuable insights and trends. The questionnaire was carefully designed to gather data on various aspects related to p-book and e-books. Through a systematic and rigorous analysis of the questionnaire responses, we were able to gain a comprehensive understanding of the participants' perspectives, preferences, and experiences.

After conducting the analysis, we present the results and findings derived from the questionnaire. These findings shed light on key themes and patterns that emerged, providing valuable insights into the subject of our study.

Overall, this chapter provides an in-depth analysis of the students' questionnaire, presenting the results and findings that have emerged from the data.

Chapter Five: Results Discussion

Chapter Five: Results Discussion

Introduction

The Results Discussion chapter aims to present and analyze the findings obtained from the data collected in this study. This chapter provides an opportunity to delve into the outcomes, draw conclusions, and discuss their implications in relation to the research questions and objectives. By examining the results, we can gain valuable insights into the relationships, patterns, and trends that emerged during the investigation of the impact of

In this chapter, we will first provide a brief recapitulation of the research questions. This will serve as a foundation for understanding the context in which the results were obtained. Next, we will present the key findings in a clear and organized manner, ensuring that each research question is addressed separately.

Following the presentation of the results, we will embark on an in-depth analysis of the data. This analysis will involve interpreting the findings, identifying significant patterns or trends, and exploring potential explanations for the observed outcomes. We will also compare our results with existing literature and theoretical frameworks, highlighting areas of agreement or divergence.

5.1. Overview of Key Findings

In summary, the comprehensive study on the impact of printed books and electronic books in learning a language yielded the following key findings:

- ✓ Participants' Frequency of Book Usage: A majority of participants reported using books rarely or not at all for language learning. However, a notable percentage of participants incorporated books into their language learning routine on a daily or weekly basis.

Chapter Five: Results Discussion

- ✓ Advantages of Using Books: Participants perceived several advantages in using books for language learning, including extensive vocabulary coverage, systematic presentation of language rules and structures, opportunities for self-paced learning, clear explanations of grammar concepts, and portability/convenience.
- ✓ Balanced Preference between Printed Books and Electronic Books: The study found an equal distribution of preferences between printed books and electronic books. There was no dominant preference for one format over the other, indicating that participants' preferences were divided between the traditional printed format and the modern electronic format for language learning.
- ✓ Perceptions of Effectiveness: Participants held varying perceptions regarding the effectiveness of books as a primary learning tool for language acquisition. A considerable number of participants viewed books as either very effective or moderately effective, while a smaller proportion considered them not very effective. Overall, books were seen as a valuable resource for language learning, with the majority of participants perceiving them as effective to some degree.
- ✓ Factors Influencing Preference: The preference for electronic books was primarily influenced by access to online resources or supplementary materials, while the preference for printed books was driven by the physical presence and tactile experience they offer. Factors such as portability, convenience, interactivity, and multimedia features played a smaller role in influencing participants' preferences.
- ✓ Learning Experience: Participants had a relatively even split in terms of the preference for printed books or electronic books in providing a better learning experience for acquiring a new language. The reasons for their preferences varied, highlighting the different benefits and advantages associated with each format. The choice between the two formats ultimately came down to personal preference.

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- ✓ Dictionary Features and Instant Translations: The majority of participants felt that the availability of dictionary features or instant translations in e-books enhanced their language learning experience. They highlighted the convenience, accessibility, and immediate assistance provided by these features. However, a smaller percentage of participants argued that active participation, engagement in listening and speaking activities, and practical language application were more valuable for language proficiency.
- ✓ Accessibility and Cost: Participants had varied perceptions regarding the accessibility of printed books and e-books in terms of availability and cost. Some participants perceived printed books as more accessible, while others considered e-books to be more accessible. Some participants perceived both formats to be equally accessible.
- ✓ Physical Presence and Absence of Pages: Participants had diverse experiences and opinions regarding the physical presence of printed books and the absence of physical pages in e-books. Some found benefits in both formats, while others perceived no significant difference. E-books were seen as advantageous for resource availability, while printed books were believed to aid concentration and note-taking. Preferences varied based on reading experience and concentration.
- ✓ Social Aspect and Convenience: Some participants preferred printed books for the social aspect, allowing for borrowing from friends, while others favored e-books for their abundance of knowledge and convenience, as well as the ability to reduce physical clutter. Both formats were recognized as valuable for the community, contributing to cultural enrichment and knowledge acquisition.

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5.2. Discussion and Interpretation of Findings

In summary, the comprehensive study on the impact of printed books and electronic books in learning a language yielded the following key findings:

The data indicates that a significant majority of the participants are female, suggesting that females show greater interest in learning English compared to males. Additionally, it is observed that the majority of students do not highly value the use of printed books or electronic books for language learning. This suggests that their motivation for learning a new language is primarily driven by academic purposes rather than personal interest.

In contrast, when participants were asked about their preferred reading format, a majority expressed a preference for e-books. This preference can be attributed to the convenience and accessibility offered by e-books, as they can be accessed at any time and from any location, unlike printed books. Furthermore, participants cited their access to various digital devices, with smartphones being the most commonly used device for reading e-books due to their compact size and ability to store a large number of books.

The objective of this section is to analyze and deliberate on the findings mentioned earlier, with the aim of addressing the research questions below:

- ✓ What role does the format (text, multimedia, interactive features) of e-books play in enhancing learners' comprehension and retention of language content compared to p-books?
- ✓ What are the differences in learning outcomes between learners using p-books and learners using e-books in language learning?
- ✓ How do learners' preferences for p-books or e-books influence their motivation and engagement in language learning?

Chapter Five: Results Discussion

The study involved collecting data from students through a student questionnaire. It is important to highlight that the subsequent discussion will address each research question individually, while considering the viewpoints of the students.

1. What role does the format (text, multimedia, interactive features) of e-books play in enhancing learners' comprehension and retention of language content compared to p-books?

The research question explores how the format of e-books, including text, multimedia, and interactive features, impacts learners' comprehension and retention of language content compared to traditional printed books.

Based on the previous results, which indicated a balanced preference between printed books and e-books, it is hypothesized that e-books with multimedia and interactive features can enhance learners' comprehension and retention of language content more effectively than printed books.

The findings of the study revealed that participants recognized several advantages of e-books, such as their comprehensive coverage of vocabulary, clear explanations of grammar concepts, and the convenience of accessing online resources. The inclusion of multimedia elements, such as audio and video, within e-books can provide additional support in understanding language content. Additionally, the interactive features available in e-books, such as quizzes and interactive exercises, allow for active engagement and reinforcement of learned material, potentially leading to improved comprehension and retention.

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2. What are the differences in learning outcomes between learners using p-books and learners using e-books in language learning?

The research question aims to explore the differences in learning outcomes between learners who use printed books and learners who use electronic books in language learning:

- ✓ Comprehension.
- ✓ Vocabulary Acquisition.
- ✓ Grammar Proficiency.
- ✓ Speaking and Listening Skills.
- ✓ Writing Skills.
- ✓ Motivation and Engagement.

3. How do learners' preferences for p-books or e-books influence their motivation and engagement in language learning?

The research question aims to explore how learners' preferences for printed books or electronic books influence their motivation and engagement in language learning. The study examined various aspects related to learners' motivation and engagement, such as:

- ✓ Motivational Factors.
- ✓ Perceived Benefits.
- ✓ Engagement Levels.
- ✓ Learning Progress.
- ✓ Study Habits.
- ✓ Satisfaction and Enjoyment.

The findings of this study align with previous research that highlights the positive aspects of e-books in relation with strategy use. Many studies have demonstrated the benefits of e-

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books in facilitating language learning strategies and enhancing learner engagement. However, it is important to note that unlike the current study, previous research has not extensively examined the potential limitations that e-books may pose in terms of cognitive and metacognitive learning strategies.

While e-books offer various advantages such as interactivity, multimedia features, and accessibility, it is crucial to acknowledge that they may also present certain challenges or limitations. These limitations could impact the effective utilization of strategies by language learners. Therefore, it is imperative to explore and address these potential drawbacks to gain a comprehensive understanding of the overall impact of e-books on strategy use.

By identifying and discussing the limitations associated with e-books in learning strategies, this study contributes to the existing literature by providing a more nuanced perspective. Such insights can guide educators, curriculum developers, and researchers in designing effective instructional strategies and interventions to maximize the benefits of e-books while mitigating any potential limitations.

Summary

The present chapter is conducted an analysis and discussion of the results obtained from analyzing the students' questionnaire. The aim was to address the research questions, test the study's hypotheses, and achieve the related objectives. The findings from the students' questionnaire have revealed a positive attitude towards the impact of e-books on language learning, particularly in expanding vocabulary.

The majority of students expressed a preference for using technological devices to download books, indicating their awareness of the strategies and features that motivate them to acquire new vocabulary in an interactive manner. This suggests that they recognize the benefits of e-books in facilitating learning.

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Chapter Six: Conclusion

Learning a new language through books has long been a traditional and effective method of language acquisition. Books provide a tangible and reliable resource that allows learners to delve into the intricacies of grammar, vocabulary, and cultural nuances. Whether it's p-book or e-book book specifically designed for language learners written in the target language, books offer a wealth of knowledge and insights. They provide structured lessons, exercises, and explanations that guide learners through the language-learning process. Moreover, books allow learners to study at their own pace, revisit concepts as needed, and engage with the material through annotations and exercises. They also offer the opportunity for focused study and concentration, allowing learners to absorb and internalize the language in a systematic manner. Additionally, books provide a sense of continuity and coherence, as learners progress from one chapter to another, building upon their existing knowledge. Immersing oneself in a language through books not only expands vocabulary and language skills but also exposes learners to the culture, history, and literature of the target language. Overall, learning a new language through books is a time-tested approach that offers a solid foundation and a deep understanding of the language.

This study aims to examine the impact of p-books and e-books on language learners in acquiring a new language. It investigates and compares the effectiveness of both formats in facilitating language learning outcomes, such as vocabulary acquisition, grammar comprehension, reading comprehension, and overall language proficiency. Additionally, it explores how p-books and e-books influence learners' motivation, engagement, and enjoyment during the language learning process. Furthermore, the study examines the role of these resources in promoting autonomous learning and self-directed study habits among language learners.

The study revealed that while the majority of participants reported using books rarely or not at all for language learning, a notable percentage incorporated books into their learning

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routine on a regular basis. These participants recognized several advantages in using books, such as extensive vocabulary coverage, systematic presentation of language rules and structures, self-paced learning, clear grammar explanations, and portability/convenience.

Interestingly, there was an even divide in the preference between printed books and e-books. Participants' perceptions of effectiveness varied, with some viewing books as effective and others considering them less effective. The factors influencing format preference included access to online resources, physical presence and tactile experience, portability, convenience, interactivity, and multimedia features.

The study explores participants' experiences and opinions regarding the physical presence of printed books and the absence of physical pages in e-books. While some participants found benefits in both formats, others perceived no significant difference. Preferences were influenced by factors such as reading experience and concentration, with some favoring printed books for the social aspect and others preferring e-books for convenience and reduced physical clutter.

Moving on, the study delves into the role of e-book format, including text, multimedia, and interactive features, in enhancing comprehension and retention of language content compared to printed books. The findings suggest that e-books can enhance comprehension and retention by providing additional support, comprehensive explanations, and active engagement.

Moreover, the study examined the differences in learning outcomes between learners using printed books and those using e-books in language learning. Previous results indicate that learners using e-books generally experience more positive outcomes across various language skills, including comprehension, vocabulary acquisition, grammar proficiency, speaking and listening skills, writing skills, as well as motivation and engagement, compared to learners using printed books.

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The influence of learners' preferences for printed books or e-books on their motivation and engagement in language learning is also discussed. The findings indicate that learners' preferences are influenced by factors such as access to online resources, physical presence, convenience, and interactivity. Both formats were recognized as valuable for the language learning community, contributing to cultural enrichment and knowledge acquisition.

The results of this study have significant implications for learning a new language. These implications are based on the analysis of the research tool, specifically the students' questionnaire. The findings provide valuable insights that can be translated into pedagogical solutions and recommendations for both universities and language learners. These recommendations aim to enhance learning abilities and improve learning through reading books. By implementing these suggestions, learners can strengthen their language skills and make progress in their language acquisition journey.

Pedagogical Implications

Based on the results of the student's experiment, the following recommendations are suggested for third-year students at Djilali Bounaama Khemis Miliana University in, to raise their awareness about learning and increase the amount of reading p-books and e-books:

- Incorporate both p-books and e-books into language learning curricula, emphasizing their benefits and providing guidance on effective usage.
- Encourage learners to actively engage with books by setting reading goals, participating in book clubs, and discussing their experiences with peers.
- Organize events and workshops in libraries and language learning centers to promote the benefits of book-based language learning.
- Create online platforms and communities for learners to share book recommendations, resources, and engage in discussions.

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- Emphasize the value of books as valuable tools for language acquisition and empower learners to maximize their reading abilities.
- Select interesting topics and learning materials to enhance student engagement and involvement in the learning process.
- Incorporate new teaching techniques to make learning instruction more effective.
- Emphasize the importance of having a purpose behind learning to enhance comprehension and motivation.
- Teach students different learning strategies and help them select the appropriate strategy for different subjects.
- Encourage extensive learning beyond the classroom, as it can improve language skills, knowledge acquisition, and critical thinking.
- Give proper importance to the learning process and avoid neglecting it, as it is a crucial component of academic and personal development.
- Address students' learning difficulties by bridging the gap between teachers and students, providing necessary support and attention to their learning abilities.
- Actively engage students in the learning process to enhance comprehension and overall learning abilities.
- Encourage students to participate in online platforms and communities related to their subjects of interest, where they can interact with other learners, share ideas, and challenge each other.
- Prioritize planning and organizing learning activities to optimize the learning experience. Utilize handheld e-devices for accessing e-books and other learning resources, taking advantage of their accessibility, portability, and convenience.

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Recommendations for Future Research

To overcome the limitations of this study, future research should focus on the following areas of improvement:

In order to enhance the representativeness of findings, future studies should strive to incorporate a more extensive student sample size, thereby enabling a more comprehensive understanding of the subject matter.

Conduct a comparative study to examine the effectiveness of p-books versus e-books in language learning. Explore how different formats influence learners' reading comprehension, vocabulary acquisition, and overall language proficiency.

Explore the long-term impact of p-books and e-books on learners' language proficiency beyond the immediate learning context. Investigate whether sustained exposure to reading materials in different formats contributes to language maintenance and continuous improvement.

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Appendices

Appendix A: Questionnaire

Third year EFL Students questionnaire :

Dear students,

The questionnaire aims to explore preferences and perspectives on language learning methods, specifically focusing on the use of printed books versus electronic books. Your valuable insights will help us better understand the advantages, effectiveness, and factors influencing the choice of learning materials. We would be grateful if you could answer this questionnaire as frankly as truthfully as you can. Please tick the choice (s) that fits your answer and make full statement wherever necessary. (Your names are not required, all your answers are anonymous)

Section One : Personnel information

1- Age:

2- Gender:

a) Male

b) Female

Section Two : Exploring Preferences and Perspectives on Language Learning: Printed Books vs. Electronic Books

3- How often do you use books as a resource for learning a new language?

- Daily

- Several times a week

- Once a week

- Rarely

- Never

4- In your opinion, what are the advantages of using books for language learning?

- Systematic presentation of language rules and structures
- Clear explanations of grammar concepts
- Extensive vocabulary coverage
- Opportunities for self-paced learning
- Portability and convenience
- Other, please specify:

5- Which format do you prefer for learning a new language?

- Printed books
- Electronic books

6- How would you rate the overall effectiveness of using books as a primary learning tool for acquiring a new language?

- Very effective
- Moderately effective
- Not very effective
- Not effective at all

7- What factors influence your preference for printed books or electronic books when learning a new language?

- Portability and convenience
- Interactivity and multimedia features
- Access to online resources or supplementary materials
- Physical presence and tactile experience
- Other, please specify:

8- In your experience, which format (printed books or electronic books) provides a better learning experience for learning a new language?

- Printed books
- Electronic books
- Both formats are equally effective
- Justify:
-

9- Do you find it easier to highlight or take notes in printed books compared to e-books?

- Yes, printed books are easier
- Yes, e-books are easier
- No difference in ease of highlighting/taking notes
- Justify:
-

10- Do you feel that the availability of dictionary features or instant translations in e-books enhances your language learning experience?

- Yes No
- Justify.....
-

11- How do you perceive the accessibility of printed books compared to e-books in terms of availability and cost?

- Printed books are more accessible
- E-books are more accessible
- Both formats are equally accessible

12- Are you more likely to use additional online resources or supplementary materials when using e-books compared to printed books?

- Yes, regularly
- Yes, occasionally

- No, not really

13- How does the physical presence of a printed book or the absence of physical pages in an e-book affect your reading experience and concentration?

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- Please add any comment

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Thank you for your collaboratin

