

Do students using electronic books display different reading comprehension and motivation levels than students using traditional print books

BROWSE

- [Collections](#)
- [Authors](#)
- [Journals](#)
- [Faculty Expert Gallery](#)
- [Theses and Dissertations](#)
- [Conferences and Events](#)
- [Open Educational Resources \(OER\)](#)
- [Explore Disciplines](#)

SEARCH

Enter search terms:

[Advanced Search](#)

[Notify me via email or RSS.](#)

FACULTY AUTHORS

- [Submit Research](#)
- [Expert Gallery Login](#)

STUDENT AUTHORS

- [Undergraduate Submissions](#)
- [Graduate Submissions](#)
- [Honors Submissions](#)

ABOUT

- [Policy](#)
- [Contact Us](#)

DOCTORAL DISSERTATIONS AND PROJECTS

Do Students Using Electronic Books Display Different Reading Comprehension and Motivation Levels Than Students Using Traditional Print Books?

[Casey Wells](#)

Date

11-2012

Department

School of Education

Degree

Doctor of Education (EdD)

Chair

Amanda Rockinson-Szapkiw

Primary Subject Area

Education, General; Education, Reading; Education, Technology; Education, Secondary

Keywords

Electronic Books, Reading Comprehension, Reading Motivation

Disciplines

Education | Educational Assessment, Evaluation, and Research | Educational Methods | Liberal Studies | Science and Technology Studies

Recommended Citation

Wells, Casey, "Do Students Using Electronic Books Display Different Reading Comprehension and Motivation Levels Than Students Using Traditional Print Books?" (2012). *Doctoral Dissertations and Projects*. 623.
<https://digitalcommons.liberty.edu/doctoral/623>

Abstract

The effect of electronic books on the reading comprehension of middle and high school students was examined using an experimental posttest-only control-group design. A convenience sample of 140 randomly assigned middle and high school English students at an independent school in eastern North Carolina participated. Half of the students used passages from text read on tablets while half utilized traditional print text passages. Data was collected during one class period in which the reading comprehension section of the Gates-MacGinitie Reading Tests®, a 35 minute test containing 48 questions, was administered. Reading comprehension data was analyzed using an independent t-test. The effect of electronic books on the reading motivation of middle and high school students was examined using a quasi-experimental pretest-posttest control-group design. All students from the Reading Comprehension testing took the initial Motivations for Reading Questionnaire, a 15-20 minute survey containing 53 questions, on day two. A posttest MRQ was administered in which 27 participants completed the MRQ after reading a book excerpt in paper form, and 27 participants completed the MRQ after reading the same excerpt in electronic form. Reading motivation data was analyzed using a MANOVA. Results demonstrated no significant differences in either reading comprehension or motivation levels based on book format.

 [Download](#)

INCLUDED IN

- [Educational Assessment, Evaluation, and Research Commons](#)
- [Educational Methods Commons](#)
- [Liberal Studies Commons](#)
- [Science and Technology Studies Commons](#)

SHARE



students' reading levels and their engagement with reading-passage topics; teachers' confidence in their own abilities to teach reading and their understanding of the reading skill; and the actual time that teachers can devote to the chapter. What rarely occurs in EFL courses, however, is a lot of reading in class or at home. The absence of actual silent reading time (as opposed to time spent on reading exercises and discussions of answers) is unfortunate because students become better readers by reading a lot and reading often (Grabe 2009). Furthermore, there is likely to be more. Different people have different attitudes to reading. Some of them have dozens of books in their houses and consider reading to be their favourite pastime. Other people prefer watching TV to reading books. Electronic books are becoming more and more popular. Some people say that e-books are going to replace traditional books in the future, while others are convinced that print books will never disappear. E-books are making their way onto the world's markets. A lot of people, especially children and teenagers, who are accustomed to computer screens, have already embraced e-books. Finally, people can read e-books in public without having to display the covers. However, most people still prefer traditional print books. Reading is an essential part of language learning at every level, because it supports learning in multiple ways. Reading material is considered as language input. Giving a variety of materials provides many opportunities for students to absorb vocabulary, grammar, sentence structure as they occur in authentic contexts. Mainly, the use of authentic materials has a great value to teach reading skills. The aim of this paper is to discuss the use of authentic materials in stimulating students' reading skills. Through using authentic materials, students can benefit from engaging with real language. In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension. While-reading activities are important whether done by students in the classroom or at home. I believe the reading skill itself is difficult to assess in a student - too often is judged on the answers to poor comprehension questions rather than their ability to read effectively. When reading for thorough understanding (intensive reading), students need to ask themselves: Do I understand each main idea and how the author supports it? In post-reading usually the comprehension is checked in different ways. The most spread one is just asking questions about the text.