



PENÍNSULA OF SANTA ELENA STATE UNIVERSITY

FACULTY OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TITLE

**“EFFECTIVENESS OF E-BOOKS FOR EFL READING COMPREHENSION IN 8TH-
GRADE STUDENTS AT THE ABDÓN CALDERÓN SCHOOL IN MILAGRO.”**

RESEARCH PAPER

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES ENGLISH MENTION**

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SANTA ELENA – ECUADOR

2023

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title, **EFFECTIVENESS OF E-BOOKS FOR EFL READING COMPREHENSION IN 8TH-GRADE STUDENTS AT THE ABDÓN CALDERÓN SCHOOL IN MILAGRO**, prepared by **ESPIN SOLIS RUTH INGRID**, a graduate student of the **PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES CAREER, FACULTY OF EDUCATIONAL SCIENCE AND LANGUAGE AT PENINSULA OF SANTA ELENA STATE UNIVERSITY**, I declare that after reviewing the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



Firmado electrónicamente por:
GRAHAM IAN STAGG .

GRAHAM STAGG. MsC

Advisor

STATEMENT OF AUTHORSHIP

I, ESPIN SOLIS RUTH INGRID.

I DECLARE THAT:

The practical component of the comprehensive exam entitled "**EFFECTIVENESS OF E-BOOKS FOR EFL READING COMPREHENSION IN 8TH-GRADE STUDENTS AT THE ABDÓN CALDERÓN SCHOOL IN MILAGRO**", before obtaining the Academic Degree of **MASTER IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES SECOND COHORT**, has been developed based on exhaustive research, respecting the intellectual rights of third parties by the citations and whose sources are incorporated in the bibliography. Consequently, this work is of my total authorship.

By this declaration, I take responsibility for the content, veracity, and scientific scope of the degree work.

This State of the Art was supported on Saturday, September 09, 2023.

Santa Elena, September 09, 2023.

AUTHOR:

Lcda. Ruth Espin S.

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DEDICATION

In profound gratitude and reverence, I dedicate this work to the divine presence that guides and illuminates my path, my God. May the wisdom and inspiration bestowed upon me be a reflection of the infinite grace that touches every aspect of life's journey.

To my parents, Raúl and Laura who instilled in me the value of education and provided unwavering support" to make it clearer that both parents exhibited these behaviors.

To my cherished daughters Lizbeth and Laureth, the radiant stars that light up my world with boundless joy and love. Your unwavering support and endless smiles have been my greatest motivation.

To my husband Eduardo, and my brothers Marlon and Klever, this work is dedicated to each of you, for your belief in me, and for being the driving force behind my academic and personal achievements.

Ingrid.

ACKNOWLEDGMENT

I am sincerely grateful to all those who have supported and contributed to completing this work. Their unwavering assistance, guidance, and encouragement have been instrumental in shaping the outcome of this Endeavor.

To my family for their endless love, understanding, and patience. Their unyielding support and belief in my abilities have been my driving force.

To my friends and colleagues for their meaningful discussions, constructive feedback, and shared experiences. Your diverse viewpoints have enriched the perspectives presented in this work.

To my dear boss, my friend, my colleague, and the person who advised me to carry out this Master's Degree thank you for all the support you have provided.

Lastly, I acknowledge the divine presence that has given me strength, guidance, and clarity throughout this endeavor. Your grace has illuminated my path and made this journey possible. I am truly thankful.

Ingrid.

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GLOSSARY

E-books - Electronic books that can be read on a computer, e-reader, or other digital device. E-books have features like interactivity, multimedia, hyperlinks, etc.

EFL - English as a Foreign Language. Refers to students who are learning English in a non-English speaking country.

Reading comprehension - Understanding, interpreting, and analyzing written text. Involves skills like making inferences, determining importance, synthesizing information, etc.

Vocabulary acquisition - The process of learning new words, understanding their meaning and usage, and adding them to one's vocabulary knowledge.

Reading strategies - Cognitive and metacognitive tactics readers use to facilitate understanding of texts, such as visualizing, making connections, asking questions, etc.

Multimedia learning - Learning through the integration of media types like text, images, audio, video, etc. based on how the human brain processes information.

Interactivity - Features of e-books that allow readers to actively engage with the text, such as highlighting, bookmarking, hyperlinking, searching, commenting, etc.

Motivation - A reader's desire and willingness to engage in the reading process and devote effort to comprehending a text.

Engagement - The degree of interest, attention, and participation demonstrated by a reader when interacting with text.

Constructivism - A learning theory that states that learners construct knowledge and meaning through experience, interpretation, and active participation in the learning process.



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO
TEMA**

“Efectividad de los libros electrónicos para la comprensión de lectura en inglés como lengua extranjera (EFL) en estudiantes de octavo grado en la escuela Abdón Calderón en Milagro”.

AUTOR:

Lcda. Ruth Ingrid Espin Solis.

TUTOR:

Graham Stagg. MsC.

RESUMEN

Esta revisión de literatura investiga la efectividad de los libros electrónicos para mejorar la comprensión lectora del inglés como lengua extranjera (EFL). Basándose en teorías clave de aprendizaje, la investigación examina cómo los libros electrónicos interactivos apoyan la construcción de vocabulario, estrategias de lectura y participación. Los estudios revelan las ventajas de libros electrónicos cuidadosamente diseñados sobre textos impresos para mejorar el conocimiento léxico, el uso de estrategias, la motivación y la comprensión general en estudiantes de EFL de diferentes edades. Los andamiajes integrados facilitan el desarrollo del lenguaje mientras que los componentes multimedia aumentan la participación. A pesar de la necesidad de más investigación, los hallazgos sugieren que la integración intencional de libros electrónicos puede enriquecer la instrucción de lectura tradicional. Los affordances únicos de los libros electrónicos fomentan experiencias interactivas de lectura, alineándose con los principios constructivistas y multimodales de aprendizaje. Al aprovechar el potencial de los libros electrónicos como suplementos atractivos, los educadores pueden promover la lectura activa y fortalecer múltiples dimensiones de la comprensión lectora EFL.

Palabras clave: *Libros electrónicos, EFL (inglés como lengua extranjera), Comprensión de lectura, Adquisición de vocabulario, Aprendizaje interactivo, Innovación pedagógica.*



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
INSTITUTO DE POSTGRADO**

THEME

“Effectiveness of e-books for EFL reading comprehension in 8th-grade students at the Abdón Calderón school in Milagro.”

AUTHOR:

Lcda. Ruth Ingrid Espin Solis.

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ABSTRACT

This literature review investigates the effectiveness of e-books in enhancing English as a Foreign Language (EFL) reading comprehension. Drawing on key learning theories, the research examines how interactive e-books support vocabulary building, reading strategies, and engagement. Studies reveal the advantages of thoughtfully designed e-books over print texts in improving lexical knowledge, strategy use, motivation, and overall comprehension in EFL students of different ages. Built-in scaffolds facilitate language development while multimedia components increase participation. Despite the need for further research, findings suggest purposeful e-book integration can enrich traditional reading instruction. E-books’ unique affordances foster interactive reading experiences, aligning with constructivist and multimodal learning principles. By leveraging e-books’ potential as engaging supplements, educators can promote active reading and strengthen multiple dimensions of EFL reading comprehension.

Keywords: *E-books, EFL (English as a Foreign Language), Reading comprehension, Vocabulary acquisition, Interactive learning, Pedagogical innovation.*

INTRODUCTION

The use of technology in education continues to expand, providing new tools and methods for teaching and learning. One of those innovations is the integration of e-books as a resource to improve students' reading comprehension skills in English as a Foreign Language (EFL). E-books offer unique advantages over traditional printed text, including interactivity, multimedia integration, accessibility, and portability. This literature review examines existing research on the effectiveness of e-books in developing EFL reading comprehension, with a focus on 8th graders. The rapid growth of e-books deserves a separate analysis. analyze their impact on key aspects of reading comprehension such as vocabulary acquisition, reading strategies, motivation, and overall competence. This review synthesizes key research and findings, providing insight into how ebooks facilitate EFL reading comprehension development.

Formulate and systematize the problem:

What does current research say about the effectiveness of e-books in developing reading comprehension skills in EFL students, especially at the 8th-grade level? This assessment will examine whether and how e-books support vocabulary learning, reading strategies, motivation, and overall reading competence in EFL learners.

OBJECTIVES

General Objective:

To investigate the effectiveness of e-books in improving the Reading comprehension of English as a Foreign Language (EFL) of 8th-grade students at Abdón Calderón School in Milagro.

Specific objectives:

To investigate whether e-book use affects students' reading habits, including reading

frequency, duration, and interests.

Analyze the extent to which e-books contribute to the enrichment and expansion of vocabulary in 8th-grade EFL students.

Examine reading strategies used by students when interacting with e-books, including taking notes, highlighting, and using interactive features.

METHODOLOGY

This document reviews large educational databases systematically searched, including ERIC, JSTOR, and Google Scholar, to find relevant studies published within the last 10 years. Search terms include "e-book", "e-book", "reading comprehension", "EFL", "English as a foreign language", and "vocabulary collection". Relevant articles were identified by title selection and abstract, focusing on studies with experimental or semi-experimental designs. A total of 8 studies met the criteria for in-depth review and analysis. Data were extracted on the characteristics, results, and limitations of the study. Through narrative synthesis, key themes were identified to summarize the e-book's effect on EFL reading comprehension.

STATE OF THE ART

Vocabulary Collection.

Several studies show the benefits of e-books in promoting vocabulary growth in EFL students. Wood et al. (2018) found that elementary EFL students using interactive e-books showed a greater gain in vocabulary knowledge than students using printed books. E-books with built-in dictionaries and pronunciations are especially useful. Similar results were reported by Chen et al. (2021) when comparing e-books with printed books for EFL high school students. E-books are more effective than printed books in improving vocabulary acquisition and reading

comprehension.

Zamora-Pinargote and Flores-Vélez (2023) emphasize the use of digital tools and e-books to enrich the vocabulary of EFL learners. E-books with multimedia features that improve vocabulary memorization. López-Escribano, Valverde-Montesino, and García-Ortega (2021) concluded that reading e-books improves vocabulary and word recognition skills in younger EFL students more than paper books. Overall, the study highlights the benefits of e-book vocabulary, made possible by interactive features like instant dictionaries and pronunciation guides. Multimedia elements also facilitate vocabulary acquisition.

Read about Strategies.

E-books help promote reading strategies that help build an understanding of EFL. Shareef (2023) found that EFL college students actively use the built-in tools in e-books to research word meanings, highlight key passages, take notes, and discuss text online. These strategies have increased understanding. Bouguebs (2018) showed that high school EFL students who used eBooks for deep reading improved their use of skimming, skimming, and speed-reading strategies.

Morales Naranjo (2022) has shown that e-books support intensive reading strategies through thorough reading, repetition of vocabulary words, and reading comprehension exercises. Integrating strategy instruction into e-books develops students' independent strategic use.

Motivation and Commitment.

Several researchers point to the motivating benefits of e-books for EFL readers. Wood et al. (2018) found that EFL elementary students are more motivated and interested in reading e-books than printed books. Similarly, Bouguebs (2018) has shown that reading e-books increases the motivation and attitude of EFL high school students toward reading in English. E-books are considered fun and useful reading tools.

Pérez, Gordillo, and Figueroa (2023) concluded that children show more enthusiasm and engagement when reading e-books than in print. The multimedia features are very attractive. Therefore, research indicates that e-books have an intrinsic appeal that increases the motivation of EFL students.

Overall, studies show that thoughtfully designed and implemented e-book activities have the potential to enhance vocabulary knowledge, reading strategies use, motivation, and overall comprehension. EFL learners. The interactive and multimedia nature of e-books seems to support these aspects of reading development. More research is still needed, but the results indicate that e-books hold promise to complement traditional printed texts.

Table 1.
Theoretical foundations on the effectiveness of e-books for EFL reading comprehension.

THEORY	DESCRIPTION	IMPLICATIONS
Cognitive Load Theory	It is assumed that learners have limited cognitive resources to process information. E-books can modulate cognitive load by providing visual cues, audio interpretation, and instant feedback.	Carefully designed e-Books can optimize cognitive resources, and promote better comprehension and retention of reading material.
Constructivist Learning Theory	Emphasizes active participation and acquisition of knowledge through practical experience. E-books encourage active exploration of texts, making connections, and creating meaning.	E-books are consistent with a constructivist approach, capable of enhancing insight and critical thinking skills.
Multimodal Learning Theory	Asserts that learners benefit from receiving information through multiple sensory modalities. E-books take advantage of multimedia components	Incorporating multimodal elements into e-books can accommodate different learning interests and enhance

	to present information in a variety of formats.	understanding through multi-sensory experiences.
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This table summarizes some of the key theories that provide insight into how e-books can facilitate EFL reading comprehension. The interactive and multimedia features seem to offer only an advantage over printed documents.

FINAL CONCLUSIONS

This review of the existing literature reveals promising evidence that thoughtfully implemented e-books can positively impact key aspects of reading comprehension among EFL students. In several studies, e-books have demonstrated advantages over traditional printed texts by promoting vocabulary growth, use of reading strategies, motivation, and overall comprehension.

The interactive features and multimedia components of e-books seem to be particularly beneficial for EFL learners. Built-in dictionaries, pronunciations, pictures, videos, and reading comprehension exercises provide the foundation and support to facilitate vocabulary acquisition and language development. The ability of e-books to encourage more active and independent reading behaviors, such as finding word meanings, highlighting key information, and discussing text. This engagement improves understanding and use of strategy.

Although more research is needed, current findings indicate that e-books have intrinsic motivating qualities that increase EFL students' interest and participation in reading activities, leading to more language skills and higher literacy. This highlights the need for purposeful integration of e-books into teaching practice, as they align well with the principles of multimodal and constructivist learning.

Overall, this literature review demonstrates the potential of e-books as a supplement to

traditional reading instruction for EFL students. Their unique affordability seems to facilitate the acquisition of many aspects of reading comprehension. Educators should leverage e-books to foster an interactive reading experience that complements print activities. With thoughtful implementation, the eBook provides innovative tools to enrich EFL pedagogy and reading outcomes.

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APPENDICES

Appendix 1. Urkund Plagiarism Check Result

ANTI-PLAGIARISM CERTIFICATE

In my capacity as Advisor of the Research Report, " EFFECTIVENESS OF E-BOOKS FOR EFL READING COMPREHENSION IN 8TH-GRADE STUDENTS AT THE ABDÓN CALDERÓN SCHOOL IN Milagro, prepared by the graduate student ESPIN SOLIS RUTH INGRID, before obtaining the Master's Degree in PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES. I declare that once I have analyzed the anti-plagiarism COMPILATION, after having met the required evaluation requirements, the present executed project is 5% of the allowed evaluation, therefore I proceed to issue this report. A similarity report is attached.

Sincerely,




Graham Stagg. MsC.

C.I.: 0927850685

ADVISOR

Appendix 2. Urkund Plagiarism Image Result



CERTIFICADO DE ANÁLISIS
magister

COMPONENTE PRACTICO INGRID

5%
Similitudes

3%
Texto entre comillas
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Tamaño del documento original: 1,12 MB




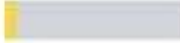

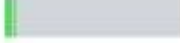

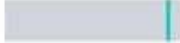


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Tipo de carga: Interface
Fecha de fin de análisis: 23/8/2023

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Número de caracteres: 21.865


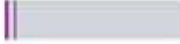

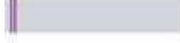



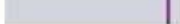
Ubicación de las similitudes en el documento:



Fuentes principales detectadas

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2	 repositorio.upse.edu.ec Proposals as a strategy to improve english vocabulary for ... https://repositorio.upse.edu.ec/bitstream/handle/10004/4345/1/A/PSS-TU-2016-0006.pdf/bit 3 fuentes similares	2%		Palabras idénticas: 2% (37 palabras)
3	 Documento de otro usuario #644370 El documento proviene de otro grupo 1 fuente similar	1%		Palabras idénticas: 1% (39 palabras)
4	 dx.doi.org The Impact of E-Book Reading on Young Children's Emergent Literacy ... https://doi.org/10.3390/ijerph18128510	1%		Palabras idénticas: 1% (31 palabras)
5	 Documento de otro usuario #311336 El documento proviene de otro grupo	1%		Palabras idénticas: 1% (36 palabras)

Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
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2	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/handle/10004/4345/1/A/PSS-TU-2016-0002.pdf	< 1%		Palabras idénticas: < 1% (36 palabras)
3	 Documento de otro usuario #71102 El documento proviene de otro grupo	< 1%		Palabras idénticas: < 1% (21 palabras)
4	 doi.org IJERPH Free Full-Text The Impact of E-Book Reading on Young Children... https://doi.org/10.3390/ijerph18128510	< 1%		Palabras idénticas: < 1% (13 palabras)