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

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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.
For a child who has difficulty reading, traditional books often seem intimidating. Cater to your child's interests by using different formats such as graphic novels, comics, recipe books, magazines, and audiobooks. This is also a great opportunity to adapt reading to your child's preferred learning style so he or she can build confidence in his or her ability. Motivate And Reward Success. Students judged their comprehension as better online than in print. Paradoxically, overall comprehension was better for print versus digital reading. The medium didn’t matter for general questions (like understanding the main idea of the text). But when it came to specific questions, comprehension was significantly better when participants read printed texts. But when the reading assignment demands more engagement or deeper comprehension, students may be better off reading print. Teachers could make students aware that their ability to comprehend the assignment may be influenced by the medium they choose. This awareness could lessen the discrepancy we witnessed in students' judgments of their performance vis-à-vis how they actually performed. Students would take their handheld e-book readers to the electronic bookstore, load their texts, carry the lot in their bookbag, and not notice the extra weight of a dozen full-length texts. E-books can be purchased directly on the Internet from hundreds of publishers or retail e-bookstores. In either case, pay with your credit or debit card, then download it directly as with a free book, or wait for it to arrive as an e-mail attachment, a disk or a CD. 1. Differing from their paper cousins only in the binding, e-books are stored and used as computer files rather than as ink on paper. 2. E-books can be purchased directly on the Internet from hundreds of publishers or retail e-bookstores. 3. E-books can be viewed on a computer screen or using a book reader. 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 Comprehension strategy instruction helps students become purposeful, active readers who are in control of their own reading comprehension. The seven strategies here appear to have a firm scientific basis for improving text comprehension. Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to “fix” problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension. Comprehension monitoring instruction teaches students to: Be aware of what they do understand. Identify what they do not understand. Use appropriate strategies to resolve problems in comprehension.