

Reading Comprehension of 11-year-old EFL students and the medium of presentation: paper versus animated e-books

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The paper focuses on a study investigating a relationship between Year 6 students' reading comprehension achievements in EFL and the medium of reading input. The results of a quantitative research study conducted on a sample of 203 Year 6 students from Slovenia will be discussed. The main objective of the research was to determine how a different medium of reading input (presentation) in English may affect the students' reading comprehension achievements in English. The results show that there were no significant differences between the two media of reading input with respect to the students' reading comprehension in English. However, there were statistically significant differences between different medium of reading input in English and reading speed, namely the students read the printed text faster than the electronic one. The results of the survey also show that the main advantages of e-books are authentic storytelling elements accompanied by animated images and sound effects that are directly related to the storyline.