



## Enhancing English Proficiency Through Interactive E-Books: A Study of Non-Native Learners

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### Abstract

This study investigates the impact of interactive e-books on enhancing the English language skills (listening, speaking, reading, and writing) of non-native speakers. A descriptive-analytical approach was employed, and the sample comprised 200 English language teachers working in educational institutions across Jordan. The results indicated that teachers perceived interactive e-books as highly effective in developing overall linguistic skills. Furthermore, the study revealed statistically significant differences in perceptions based on demographic variables such as gender, academic qualifications, and years of experience. The result of the study found that there is a statistically appreciable impact of the demographical adjustable including gender, qualification, and experiment with varied levels in codes of the importance of interactive e-book at enhancing language skills (listening, speaking, Reading, Writing). Recommendations are highlighted to promote and encourage the use of e-book and future studies each influencing how teachers valued the role of interactive e-books in language skill development. The study concludes with several recommendations aimed at promoting the integration of interactive e-books in language instruction and encourages further research in this field.

**Keywords:** E-Book, Interactively . Teaching English language Skills, Non-Native Speakers

### Introduction

The landscape of English language education for non-native speakers is undergoing a significant transformation, driven by rapid technological advancements and evolving pedagogical paradigms. Traditional teaching methodologies, prevalent in many Arab and Islamic countries, often fail to align with the cognitive and technological expectations of



contemporary learners. This misalignment underscores the necessity for a critical reassessment of existing curricula and teaching strategies to better cater to the needs of today's students .

E-learning has emerged as a pivotal force in this transformation, empowering students to take greater responsibility for their learning through exploration, experimentation, and expression. In this paradigm, the teacher's role shifts from that of an expert to a facilitator, guiding students as active participants in their educational journey . This shift is particularly pertinent in the context of English as a Foreign Language (EFL) instruction, where engagement and motivation are critical for language acquisition.

The integration of digital educational resources, such as interactive e-books, into language instruction has been shown to enhance student engagement and language proficiency. These resources offer multimedia elements, including audio, video, and interactive exercises, which cater to diverse learning styles and provide immediate feedback, thereby fostering a more dynamic and personalized learning experience . Furthermore, the accessibility of e-books across various devices allows for learning beyond the traditional classroom setting, promoting continuous language practice.

the Learning Counsel

Despite the growing interest in digital tools for language learning, many educational institutions continue to rely on conventional teaching methods that may not fully exploit the potential of technology. This gap highlights the need for further research into the effectiveness of interactive e-books in enhancing English language skills among non-native speakers. Such studies are essential for informing curriculum development and instructional practices that align with the technological competencies and learning preferences of modern students.

In light of these considerations, this research aims to investigate the impact of interactive e-books on the development of English language skills—listening, speaking, reading, and writing—among non-native speakers. By examining the perceptions of educators and analyzing the outcomes of e-book integration, this study seeks to contribute to the ongoing discourse on innovative strategies for language instruction in the digital age.

## **E-Learning**

E-learning refers to the integration of digital technologies and electronic tools into the educational process to enhance learning experiences and outcomes. It emphasizes learner-centered approaches that promote individual and collaborative engagement, allowing students to take an active role in their own learning. The implementation of e-learning can range from the use of basic audio-visual tools (e.g., interactive whiteboards, educational videos) to complex digital platforms that support online collaboration, virtual classrooms, and learning management systems (Ally & Wark, 2020).



Modern e-learning environments also incorporate social networking tools and synchronous/asynchronous interactions that offer flexibility and accessibility beyond the traditional classroom (Janssen et al., 2021). These platforms facilitate blended learning—an approach that combines face-to-face instruction with digital content delivery—and have become especially vital in adapting to global shifts in education brought about by technological advancement and the COVID-19 pandemic (Bond et al., 2021).

## **E-Books**

E-books, or electronic books, have become a significant component of modern educational tools, particularly in language learning contexts. Defined as digital versions of printed books, e-books are accessible through various devices such as computers, tablets, and smartphones. They often integrate multimedia elements like audio, video, interactive quizzes, and hyperlinks, transforming the traditional reading experience into an immersive, multimodal learning environment (Bikowski & Casal, 2018; Kucirkova et al., 2020).

In the field of teaching English as a Foreign Language (EFL), e-books are increasingly recognized as effective resources for supporting vocabulary acquisition, pronunciation practice, and grammar instruction (Nugraha & Amiseno, 2019). Unlike traditional textbooks, digital books can be updated easily, personalized for learner needs, and accessed anytime and anywhere, promoting autonomous learning and continuous language exposure.

Digital textbooks, a subset of e-books designed specifically for educational purposes, are often embedded with interactive features to enhance learner engagement. These books not only convey information but also support pedagogical shifts by allowing teachers and students greater control over how content is delivered and explored (Cooke et al., 2016). As educational institutions move towards a more flexible and technology-driven model, digital books serve as vital tools in supporting student-centered learning and bridging gaps in traditional education systems (Abu-Rabia & Hanna, 2022).

## **Advantages of E-Books**

E-books offer a range of functionalities that often surpass those of traditional print books. Features such as automatic text search, bookmarking, annotations, hyperlink integration, and multimedia support enhance interactivity and engagement in the learning process. These tools support diverse learning preferences and facilitate deeper comprehension, particularly in language learning contexts. E-books also enable learners to access dictionaries, encyclopedias, and other resources instantly, making language acquisition more autonomous and contextually rich (Nugraha & Amiseno, 2019).



## Using the Internet to Learn and Teach Foreign Languages

Language serves as both a cultural artifact and a tool of human expression. It reflects identity, heritage, societal values, and levels of cognitive sophistication. Language is also the medium through which individuals connect, collaborate, and pass down knowledge (Hassan et al., 2021). In today's interconnected world, the ability to communicate in foreign languages—especially English—has become essential for personal, academic, and professional growth.

In the 21st century, the Internet plays a pivotal role in foreign language education. It provides learners with flexible, convenient access to authentic materials and interactive tools. Young learners, who are often already immersed in digital environments, benefit from the Internet's capacity to provide immersive, real-world language exposure. Online platforms allow students to participate in conversations, complete quizzes, read e-books, and interact with multimedia resources anytime, anywhere (Sucman, 2021).

Furthermore, Internet-based language instruction—also known as Computer-Assisted Language Learning (CALL)—enables collaborative international interactions, often at little to no cost. It facilitates task-based learning, enhances student motivation, and supports differentiated instruction. Teachers can use authentic resources to create dynamic, student-centered classrooms that simulate real-life communication scenarios (Sucman, 2021).

### The Importance of Teaching Arabic

Although English has become the global lingua franca, the teaching of Arabic retains significant cultural, religious, and political importance. Historically, Arabic played a central role in the development of science and philosophy, particularly during the Islamic Golden Age. The language continues to be studied for religious purposes—most notably for understanding the Qur'an—as well as for academic, economic, and diplomatic reasons (Tijani, 2021).

Interest in Arabic among non-native speakers has grown due to both religious motivations and global geopolitical developments. In Islamic communities, Arabic is valued as the liturgical language of the Qur'an rather than as an ethnic language, which has prompted broad efforts to teach it beyond native-speaking populations (Ramadan, 2017).

However, challenges remain in teaching Arabic to non-native speakers. Many educators **rely** heavily on traditional methods and often lack training in modern, learner-centered instructional strategies. Inadequate instructional materials, limited teacher preparation, and outdated pedagogical approaches hinder effective language acquisition. As Hassan et al. (2021) argue, language teaching requires distinct strategies that differ from conventional academic instruction, emphasizing communication, interaction, and learner engagement.



Figure 1: Language Level (Source; Hassan et al., 2021)

### Related Studies

Numerous studies have explored the integration of digital tools—particularly e-books and online platforms—in enhancing the teaching of English to non-native speakers.

Bouazzawi (2017) examined the use of social media, specifically Facebook, in the teaching and learning process. The study revealed that Facebook fosters interactive learning environments, enabling continuous communication between instructors and learners. However, it emphasized the necessity of technical and methodological adaptations to effectively integrate such platforms in English language instruction

Mohseni-Gad (2014) evaluated the quality of English language textbooks written by both Arab and international authors in the United States. The findings suggested that while many of the evaluated textbooks met criteria for quality language instruction, they were not entirely appropriate for use in Iranian academic settings due to cultural misalignments with Islamic values.

Mingazova, Subich, and Gazizova (2020) focused on the remote teaching of English in higher education. They evaluated digital resources used at Kazan Federal University, identifying best practices in distance education and highlighting the value of multimedia and learner-centered content in improving instructional outcomes.

Lawson-Body et al. (2018) applied the Unified Theory of Acceptance and Use of Technology (UTAUT) to assess students' acceptance of e-books. Despite high overall acceptance, findings showed that perceived ease of use negatively affected students' attitudes toward e-books, suggesting that usability alone does not ensure adoption unless combined with meaningful user experience.

Mei et al. (2017) explored the use of cooperative learning strategies among lecturers at Sultan Idris University of Education in Malaysia. Results showed broad support for cooperative learning in developing communication and language skills, with lecturers noting its effectiveness in enhancing student interaction and performance.



Sucman (2021) investigated the role of Internet services in foreign language instruction. The study concluded that online tools can significantly improve both instructional delivery and student assessment. However, the teacher's role remains crucial in curating effective, engaging online learning environments.

Nugraha and Amiseno (2019) conducted a needs analysis to develop e-books for improving vocabulary and pronunciation among high school students. Their findings highlighted several challenges, such as overreliance on translation apps, lack of engaging resources, and students' struggles with pronunciation of longer words. The study emphasized the importance of using dynamic and student-friendly e-book content.

Bikowski and Casal (2018) investigated student engagement with a mobile-based interactive digital textbook in a business English class. Through mixed methods, including surveys and think-aloud protocols, the study found high levels of engagement throughout the semester. It also proposed a framework for integrating digital resources to facilitate transition from personal to academic digital usage.

Tijani (2021) explored difficulties faced by Yoruba Muslim learners in Nigeria when learning English. The study found cultural perceptions and pedagogical approaches to be significant factors in learner challenges and recommended context-sensitive instructional strategies.

Dajani and Omari (2014) evaluated textbooks used at the University of Jordan, drawing on long-term teaching experience and student feedback. The study revealed both strengths and weaknesses in textbook design and called for curricular updates to better serve diverse learner needs.

Abu-Rabia and Hanna (2022) examined the effect of digital books on reading comprehension among Arab seventh-grade students with reading difficulties. The results demonstrated that students who used digital books showed significantly improved comprehension skills compared to those using print books, though gains in reading accuracy were minimal.

Finally, Hassan et al. (2021) conducted a comprehensive analysis of teaching strategies and language acquisition stages. They proposed specific criteria for designing interactive e-books for English language instruction, including standards for vocabulary presentation, grammar instruction, and the development of speaking and listening skills. Their study also introduced a sample interactive e-book unit tailored for non-native English speakers.

## **Methodology**

In order to reach a wide number of respondents, this study will use quantitative methodologies and a questionnaire (Wilkinson & Birmingham, 2003). In this context, Wellington and Szczerbinski (2007) stated that the goal of the quantitative method is to explain, control, and



anticipate social phenomena. Additionally, Sakaran (2003) suggests that a quantitative approach makes an effort to both explain and resolve difficult problems. Additionally, a quantitative approach can achieve the study's goals by using empirical valuations that incorporate measurements and analysis, as well as numerical values (Zikmund et al., 2013). They also emphasise that testing particular research questions or hypotheses is a typical objective of quantitative research. Additionally, Sekaran (2003) asserts that a quantitative research design enables researchers to concentrate on a particular subject, pursue rigorous methodologies, and come to reliable findings.

The target population of the present study is English language teachers of Non-native English language in Amman. The sample size is 242 respondents based on Krejcie, and Morgan, (1970). More specifically, this study distributed 242 questionnaires and received back 231. However, 224 questionnaires were analyzed after cleaning the data.

## **Analysis and Discussion**

### **General Information**

illustrates that male are less than female is while of the respondents are male. Table 1 also shows that of the respondents have an experience of more than 5 years; while 41.1% of them is below 5 years. In regard to qualification, most of respondents have a bachelor degree.

In order to identify the effect of an interactive e-book on teaching English to non-native speakers, the mean, standard deviation, and rank are presented.

The mean and standard deviation of the variables. It shows that teachers highly agreed on the items' selection as being effective. It means teachers highly agree that an interactive e-book presents texts in an attractive way to read and is supported by pictures and functional graphics; it also enables students to control the font size and colour, and thus choose the most appropriate image for the student.

This shows how effective is the e-book. In addition, respondents indicate that e-book highlights important ideas and words and makes it easier to understand and assimilate new words by supporting them with pictures. Respondents also agree that e-book enhances the student's desire for silent reading. Learners can assess their reading skills by providing the option to register. E-book enables students to link phonetic and written symbols enhancing listening skill. It enables students to distinguish between English sounds that are similar in pronunciation. E-book also makes it easier to distinguish between long and short sound movements. It enhances the students' concentration level and draws their attention to determine the desired meaning.

In e-book, the sound is presented clearly and understandably. It enhances students' ability to distinguish feminine and masculine forms of the language. Additionally, teachers agree that e-book enhances the students' ability to pronounce English sounds and letters correctly. It also



enhances the students' ability to distinguish between tones and vocal tones when they converse. It provides students with the opportunity to speak with native speakers of the language and thus improve their speaking skills. E-book facilitates the process of learning English letters. It enables the student to distinguish between letter shapes easily improving their writing skill. It enables the student to repeat and copy the process of writing letters and words. It also provides rules for spelling that enhance the student's ability to distinguish between the pronunciation process and the writing process. E-book enables students to measure their ability in objective writing.

Furthermore, this study examines the effect of demographic information identifying the role of gender, experience, and qualifications.

The relationship between respondents' gender, experience, and qualifications towards reading skill.

There is a significant relationship between gender and experience on enhancing reading skills with the use of e-book based on the respondents' points of views. It shows that gender has a significant relationship at the value (0.032) which below (0.05) and experience is significant at the value of (0.009). on other hand, respondents' qualifications do not have a significant relationship with reading skill as the value is (0.684) which is more than (0.05).

the relationship between respondents' gender, experience, and qualifications towards Listening skill.

There is no a significant relationship between gender, experience, and qualification on enhancing listening skills with the use of e-book as the value of gender (0.441), experience (0.139), and qualification (0.760) are more than (0.005).

the relationship between respondents' gender, experience, and qualifications towards speaking skill.

There is a significant relationship between gender and enhancing speaking skills with the use of e-book as the value of gender However, experience and qualification have no significant relationship with speaking skills.

Table 6 the relationship between respondents' gender, experience, and qualifications towards writing skill.

There is a significant relationship between demographic information including gender, experience, and qualification toward enhancing writing skills with the use of e-book as the values of these three variables are more than.



## Discussion

### Reading Skill

The findings indicate a high level of agreement among participants regarding the effectiveness of interactive e-books in developing students' reading skills. Teachers reported that the integration of visuals with new vocabulary facilitated comprehension and word recognition. This supports Frye's (2014) conclusion that e-books enhance educational effectiveness by making reading materials more accessible and engaging. Similarly, Brahma et al. (2020) found that interactive e-books improved students' understanding of text content, expanded their vocabulary, and helped them distinguish between various text structures, contributing to the development of creative reading skills.

Conversely, these findings contrast with Kimberly's study, which, despite reporting students' preferences for e-books, found no significant improvement in reading skill development. This discrepancy may be attributed to differences in e-book design, implementation, or learner engagement levels.

### Listening Skill

The study also revealed a strong perception among participants that e-books are highly effective in improving listening skills. A key advantage cited was the ability to replay audio content at various speeds, catering to different learning needs and improving auditory comprehension. These findings align with those of Brahma et al. (2020), who noted that the interactive and engaging nature of e-books mitigates the monotony of traditional repetition, thus maintaining student interest while reinforcing listening skills.

### Speaking Skill

Participants acknowledged the significant role of interactive e-books in enhancing speaking skills. The inclusion of audio features, such as clear pronunciation models, was seen as instrumental in helping learners develop accurate pronunciation and improve verbal expression. This supports Brahma et al.'s (2020) findings, which emphasized that the opportunity to listen to spoken texts at one's own pace helps accommodate individual differences and fosters oral language development.

### Writing Skill

Teachers also agreed that e-books positively influenced students' writing abilities, particularly in areas like punctuation and clarity of expression. The capability of enlarging and formatting text within the e-book environment was identified as beneficial for improving readability and writing mechanics. This is consistent with Brahma et al.'s (2020) conclusions regarding the



impact of digital texts on improving students' written expression and their ability to engage with language in a visually accessible way.

### Demographic Variables

The study further revealed that demographic factors such as gender, teaching experience, and educational background influenced the perceived effectiveness of e-books. These variables affected how teachers evaluated the integration of interactive digital tools in language instruction. This finding underscores the need for differentiated training approaches that consider educators' backgrounds and experiences.

### Conclusion

This study confirms that interactive e-books play a significant role in enhancing English language skills—reading, listening, speaking, and writing—among non-native speakers. The findings also highlight that demographic characteristics, particularly gender and teaching experience, can influence perceptions of e-book effectiveness.

Given the consistent support among educators for the educational value of e-books, this study recommends their broader adoption in English language teaching. It also highlights the need for further empirical research, such as quasi-experimental studies, to measure their direct impact on learners' performance.

The interactive nature of e-books can foster positive student attitudes and motivation, making them an effective enrichment tool in English language classrooms. To optimize their use, it is crucial to train English teachers—especially those working with non-native speakers—on how to integrate these tools meaningfully into their lessons.

### Recommendations

Design a website dedicated to teaching English to non-native speakers, focusing on the development of all four language skills through interactive e-books.

Conduct further research to evaluate the overall impact of e-book use on English language acquisition among non-native learners

Implement professional development programs for teachers that focus on strategies for integrating interactive e-books in English instruction

Develop an evaluative platform for teachers that assesses the effectiveness of e-book-based language learning and provides data to guide future content development in educational institutions.



## Conflict of Interest

The author declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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