

From folktales to digital textbooks

Flora Debora Floris, Cynthia Felia Chandra and Eric Dharmawan

describe the creation of an e-book.

n the current educational milieu, digital technologies play a pivotal role in cultivating stimulating and interactive learning environments. Among many digital tools available, e-books have emerged as a significant resource in the field of language education. An e-book is a digital version of a book fashioned for reading on computers, tablets or other electronic devices (Bae, 2015; Zmazek et al., 2012). Comprising text, images and assorted content, e-books can be acquired from online vendors or libraries, downloaded and stored on a device for future reading. They surpass the rigid nature of traditional texts by providing portability, comfort and adjustable font size and style. Additionally, e-books markedly expand the learning ambiance by integrating interactive elements such as hyperlinks, audio, video and interactive exercises (Bae, 2015; Zmazek *et al.*, 2012).

The adoption of e-books in educational contexts is growing, driven by their capacity to improve accessibility, engagement and interactive learning. E-books are notably advantageous in English language instruction, offering a scaffolded learning milieu conducive to language acquisition and complexities of a foreign language. They not only offer accessibility, cost-effectiveness and personalisation, but their interactive elements also provide learners with the autonomy to interact with the content at a self-regulated pace, explore supplementary resources and receive immediate feedback, thereby nurturing a more student-focused ecosystem (Escobar-Álvarez, 2016; Nurdin et al., 2018). Studies by Lin (2010; 2014) have unveiled that e-books make learning English enjoyable, boost confidence and improve language skills. A study

by Huang (2013) underscored students' appreciation for the audio functionality and computer features in e-books that aid in augmenting their reading proficiency and comprehension of content.

Informed by the research of Hojeij et al. (2021) and Hsieh (2013), the act of e-book creation by learners unveils itself as an educational strategy, advocating not only language acquisition but also essential 21st century skills such as creativity, critical thinking and digital competence. This active engagement necessitates a dynamic interaction with content, enhancing understanding and retention. It enables customisation, teamwork and self-direction, as learners adjust content, engage in collective creation and manage the format and design of their e-books. The creative freedom within this process encourages learners to innovate,

Conclusion

The article outlines the process of guiding trainee teachers in creating e-books based on Indonesian folktales, and presents an exemplary trainee-created e-book. Through this project, trainee teachers navigated the intersection of education and technology, exploring digital tools and platforms for educational purposes. This initiative illustrates a practical application of digital tools in language education, while also providing a platform for trainee teachers to engage in creative and collaborative learning experiences.

References

Bae, K. (2015). 'A Study on the definition of user experience toward electronic publication for education and research and the usability test for the electronic publication devices'. Journal of the Korean Society for Library and Information Science 49 2:255-274.

Canto, D. (2019). The importance of foreign language education at the elementary level. Northwestern College.

Escobar-Álvarez., M.Á. (2016). Grammar processing through English L2 e-books: distance vs. face-to-face learning. New Perspectives on Teaching and Working with Languages in the Digital Era. 153-160.

Hojeij, Z., Tamim, R., Kaviani, A. & Papagianni, C.A. (2021). 'E-books and digital storytelling for Emirati school children: project-based learning for pre-service teachers'. Issues in Educational Research 31 4:1067-1087.

Hsieh, K. (2013). 'Tap the pages: creating interactive electronic books with engaging art content for learners'. Society for Information Technology & Teacher Education International Conference. Association for the Advancement of Computing in Education (AACE).

Huang, H.C. (2013). 'E-reading and e-discussion: EFL learners' perceptions of an e-book reading program'. Computer Assisted Language Learning 26 3:258-281.

Lambani, M.N. & Nengome, Z. (2017). 'Group work impact on academic communication: Female English student teachers' views'. International Journal of Educational Sciences 18 1-3):101-109.

Lin, C.C. (2010). 'E-book flood for changing EFL learners' reading attitudes'. US-China Education Review 7 11:36-43.

Lin, C.C. (2014). 'Learning English reading in a mobile-assisted extensive reading program'. Computers & Education 78 48-59.

McKinney, P. & Sen, B. (2016). 'The use of technology in group-work: a situational analysis of students' reflective writing'. Education for Information 32 4:375-396.

Nurdin, E.S., Oktariani, O. & Musoffa, D. (2018). The Critical Review of Using E-books in English Language Teaching. Universitas Ahmad Dahlan Repository. Available from https://core.ac.uk/ download/pdf/154347359.pdf (Last accessed 28 March 2024).

Park, K.J. (2022). 'Effects of problem-solving activities on Korean young learners' critical



Figure 3: The VAN activity

Boy, Girl, Book

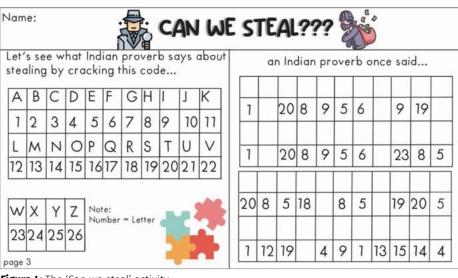


Figure 4: The 'Can we steal' activity

thinking and English production'. English Teaching 77 4:129-158.

Tafazoli, D., Chirimbu, S.C. & Dejica-Cartis, A. (2022). 'Web 2.0 in English language teaching: using word clouds'. Professional Communication and Translation Studies 7 1:167-172.

Thoms, J.J. (2016). Investigating the affordances of L2 collaborative/social reading spaces via digital annotation tools. Utah State University. Available from https://ranacles2016.sciencesconf. org/113760.html (Last accessed 28 March 2024).

Zmazek, B., Lipovec, A., Pesek, I., Zmazek, V., Šenveter, S., Regvat, J. & Prnaver, K. (2012). 'What is an e-textbook?' Metodički obzor 7 2.



Flora Debora Floris serves as a senior lecturer at the English Department of Petra Christian University, Indonesia. Her academic pursuits primarily encompass language teacher professional

development, the integration of technology in language learning and the exploration of English as an international language.



Cynthia Felia Chandra, a recent graduate from Petra Christian University in Surabaya, Indonesia, with a major in English for Business, has embarked on her teaching career as a teacher at English

First. She aspires to deepen her expertise in the educational domain and is committed to advancing her career as an English teacher. See Global Voices on page 42.



Eric Dharmawan,

also a recent alumnus from Petra Christian University, pursued his major in English for Business. He harbours a fondness for drawing, a skill he adeptly utilised in the e-book project by creating all the

illustrations, thus significantly contributing to the visual appeal of the e-book.