

# flora\_Folktales

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## **From Folktales to Digital Textbooks: A Journey of E-book Creation**

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### **Introduction**

In 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 represents 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 course of e-books' adoption 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 personalization, 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 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 customization, 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, enriching their learning journey and leading to substantial learning results.

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