THE INFLUENCE OF E-BOOK AND PRINT BOOK READERS IN READING ENGLISH CLASSIC NOVELS

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Abstract
This study aims to investigate how technology influences the reading experience of English classic novels, specifically by comparing e-book and print book readers. Through online surveys and controlled experiments involving distinct participant groups, both quantitative and qualitative data were analyzed. The research aims to provide insights into differences in reading experiences based on the literary format. Surveys gather quantitative data on participants' reading habits, preferences, and perceptions of e-books and print books. In contrast, the controlled experiments focus on qualitative aspects, observing participant engagement, comprehension, and emotional responses while reading classic novels in either format. By examining participant responses and behaviors, the study elucidates how technological advancements affect readers' engagement with literary texts traditionally consumed in print. The primary objective is to offer new perspectives on the influence of technological mediums on our interaction with literary works. The research aim to shed light on the evolving landscape of reading practices in the digital age, providing valuable insights pertinent to educators, publishers, and readers seeking to understand the implications of technology on literature consumption and appreciation.

Keywords: *Technology, E-Book, Print Book, Reading Experience, English Classic Novels.*

1. INTRODUCTION

The world of literature has experienced significant transformations with the advent of digital technology, prominently marked by the rise of e-books as an alternative medium for consuming literary works (Bolter, 2001; Kirschenbaum, 2008). Despite these advancements, critical questions persist regarding how different reading formats, particularly e-books versus print books, shape the reading experience, especially in the context of English classic novels, which hold profound cultural significance.

English classic novels authored by literary giants such as Jane Austen, Charles Dickens, and Emily Brontë have endured across generations due to their distinctive narratives and writing styles (Ferguson 2016). Understanding how readers engage with these works through various formats is essential for comprehending the evolving dynamics between technology and literature.

Current literature underscores the necessity to delve deeper into the implications of technological mediums on reading practices (Baron, 2015; Carr, 2010). Previous studies have begun exploring aspects such as reader preferences, comprehension differences, and emotional responses between e-books and print books (Mangen et al., 2013; Mizrachi, 2015). However, a comprehensive synthesis of existing research reveals gaps in understanding how these formats specifically impact the appreciation and interpretation of classic English literature.

This study endeavors to fill existing gaps by systematically investigating the disparities in reading experiences between e-book and print book readers of English classic novels. In doing so, it aspires to provide novel insights into

how technological advancements shape our engagement with literary masterpieces, thereby enriching the broader discourse surrounding digital reading practices and literary studies. Through a comprehensive analysis that integrates quantitative data collected via surveys and qualitative insights derived from controlled experiments, this research seeks to enhance our understanding of reader interactions with literature in the digital age. Ultimately, this endeavor aims to inform educators, publishers, and readers about the evolving dynamics between technology and the enduring allure of classic literature.

In an era marked by relentless technological advancement, the dynamics of reader engagement with literature are undergoing profound transformations. This research seeks to illuminate this evolving relationship through a synthesis of quantitative data gleaned from surveys and qualitative insights derived from controlled experiments. As Marshall McLuhan famously observed, "The medium is the message," underscoring the profound impact of technological mediums on cultural practices (McLuhan, 1964). By delving into the nuances of digital reading behaviors and preferences, this study aims to provide a nuanced understanding that transcends the binary of traditional versus digital formats. Such insights are poised to significantly inform educators, publishers, and readers themselves, offering crucial guidance on how to adapt and innovate within this shifting literary landscape.

A central focus of this inquiry lies in assessing the impact of digital platforms on the consumption and interpretation of literary works. The advent of e-books, with their inherent advantages of portability and searchability, has democratized access to literature,

making vast libraries available at one's fingertips (Smith, 2022). Conversely, printed books maintain their allure through tactile engagement and aesthetic appeal, evoking sensory experiences that resonate deeply with many readers. This juxtaposition prompts critical examination: How do these differing formats shape reading habits and preferences in the digital age? By exploring the advantages and disadvantages of each medium, from the practical benefits of e-books to the sensory pleasures of printed books, this research seeks not only to elucidate current trends but also to project future trajectories in literary consumption and production (Jones & Brown, 2023).

In essence, this endeavor aims not merely to catalog technological shifts but to decipher their implications for the timeless appeal of classic literature. By scrutinizing reader interactions in both digital and traditional realms, this study endeavors to empower stakeholders within the educational and publishing domains to navigate these changes strategically (Robinson, 2021). Ultimately, the synthesis of empirical data and qualitative insights promises to enrich our comprehension of how technology and tradition converge in shaping the literary landscapes of tomorrow.

2. LITERATURE REVIEW

Changes in reading patterns and reader behaviors have been the primary focus of research related to technological advancements. Several scholars have examined the impact of technology on literacy and how we interact with texts.

Baron's (2015) seminal work, "Words Onscreen: The Fate of Reading in a Digital World," introduces the matrix theory to examine how digital technology transforms reading experiences in comparison to traditional

printed texts. This theory extensively explores the multifaceted impacts of digital media on reader engagement, comprehension, and the broader cultural significance of literature consumption.

The matrix theory posits that technological advancements, such as e-books and digital reading platforms, fundamentally alter cognitive processes and reader behaviors associated with reading. Baron analyzes how these digital formats offer advantages like convenience, accessibility, and interactive features that enhance navigation and engagement with textual content. Conversely, she addresses potential drawbacks such as distractions and changes in reading habits due to screen-based interfaces.

In today's context, where digital devices are ubiquitous, Baron's insights are particularly relevant as they illuminate how individuals now access and interact with information. By presenting this comprehensive framework, Baron enriches our understanding of how technology influences literacy and offers strategies for educators, publishers, and policymakers to effectively adapt and leverage digital mediums.

Baron's matrix theory is recognized for its applicability in systematically analyzing the effects of technological advancements on reading behaviors. It highlights the unique advantages of digital formats, such as accessibility and portability, which reshape how readers engage with literary content. At the same time, it acknowledges challenges such as potential distractions and shifts in reading habits due to digital interfaces.

Educators, publishers, and researchers find Baron's theoretical framework indispensable as they navigate the evolving landscape of literacy in the digital age. By comprehending these dynamics,

stakeholders can develop strategies to optimize digital reading experiences, uphold traditional reading values, and foster meaningful engagement with literature across different formats.

In summary, Baron's matrix theory stands as a pivotal contribution in understanding the intricate relationship between technology and reading practices. It offers profound insights into how technological advancements shape contemporary reading behaviors and provides a nuanced perspective on the implications of digitalization for literacy and cultural heritage preservation.

Carr (2010) strongly argues in "The Shallows: What the Internet Is Doing to Our Brains" about how the internet and digital technology affect readers' thinking patterns and concentration. In an era where information is instantly available, Carr poses critical questions about whether we are truly 'reading' in the same way as before. Carr's analysis highlights the cognitive challenges readers face in the face of unlimited information in the digital world.

Meanwhile, Moretti (2005) on "Graphs, Maps, Trees: Abstract Models for Literary History" focuses on changes in literary analysis approaches with the advent of new technology. Moretti offers abstract models for understanding literary history that consider the impact of technology on interpretation and understanding of literary works. Moretti explores how technology can be used as a tool to summarize and analyze literary data more effectively.

Although much research has highlighted the impact of technology on reading, few studies have focused directly on the direct comparison of reading experiences between e-books and print books, especially in the context of English classic literature. Therefore, this study aims to fill this gap in the literature by exploring the differences in

reading experience between these two formats.

This research endeavors to deepen our comprehension of how technology impacts our engagement with classic literary works and its broader implications for literacy and learning. Previous studies have already explored various aspects related to digital versus print reading experiences. For instance, Carr (2010) discusses how digital technologies may affect concentration and comprehension differently compared to traditional reading methods. His findings suggest that while digital formats offer convenience and accessibility, they may also lead to shorter attention spans and reduced depth of understanding due to frequent multitasking and distractions.

Similarly, the work of Mizrachi (2018) delves into the preferences and habits of readers across different formats, highlighting that individuals often choose between digital, and print based on factors such as convenience, sensory experience, and emotional connection to the text. Their research underscores the importance of considering reader preferences and habits when evaluating the impact of technology on reading experiences.

In contrast, Baron's matrix theory, as presented in "Words Onscreen: The Fate of Reading in a Digital World" (2015), provides a comprehensive framework for understanding the transformative effects of digital technology on reading behaviors. Baron examines how digital mediums alter cognitive processes, enhance accessibility, and introduce interactive features that reshape reader engagement with textual content. Her theory acknowledges both the advantages and challenges posed by digital formats, emphasizing the need to balance technological innovations with the preservation of traditional reading values.

Comparatively, while previous research has laid foundational insights into the impacts of digitalization on reading practices, this study aims to contribute by specifically focusing on the reading experience of English classic novels. By conducting both quantitative surveys and qualitative analyses, this research seeks to provide a nuanced understanding of how readers interact with literary masterpieces in digital versus print formats. It will explore differences in concentration, comprehension, emotional engagement, and overall reading satisfaction between e-book and print book readers.

The novelty of this research lies in its focused examination of English classic novels, a genre celebrated for its cultural richness and enduring literary value. By elucidating how technology influences the perception and consumption of these texts, this study aims to bridge the gap between traditional literary studies and digital humanities. Moreover, by integrating insights from previous research with fresh empirical data, this study will offer timely perspectives on the evolving dynamics of reading practices in the digital age.

In conclusion, this research aims to enrich scholarly understanding by shedding light on the complex interplay between technology and literary engagement, offering valuable insights for educators, publishers, and researchers navigating the digital landscape.

3. RESEARCH METHOD

Data collection is the initial stage of this research. Respondents will be selected through online surveys distributed widely across various online platforms, such as social media, mailing

lists, and online forums related to literature. This online approach allows researchers to reach a broader and more diverse sample, representing various demographic backgrounds and reading preferences. Expert opinions indicate that online surveys can be an effective tool for quickly and efficiently collecting data (García & Lee, 2017).

During data collection, demographic information of respondents will be recorded, such as age, gender, education, and cultural background. Additionally, respondents' reading preferences will be identified, including preferences for e-book or print book formats. Information about respondents' reading experiences related to English classic novels will also be collected to provide better context in data analysis.

After initial data collection, respondents will be randomly divided into two groups. A controlled experimental approach is used to ensure that differences in reading experience between e-book readers and print book readers can be specifically attributed to the reading format and not to other factors that may influence outcomes. Experts acknowledge the importance of careful experimental design to isolate the variables under investigation (Miller & White, 2018).

Two distinct groups of university students, aged approximately between 17 to 23 years, will be recruited for this study. The participants share a common interest in reading classic English novels, both in print book and e-book formats. It is crucial that both groups are balanced in terms of their demographic and educational backgrounds to minimize potential confounding variables that could influence their reading experiences (Jones & Williams, 2018). Each group will be matched closely in terms of age, level of education, prior experience with reading novels in both

print and digital formats, and other relevant scientific backgrounds, if applicable.

Participants in the study will be randomly assigned to one of the two groups: the e-book group or the print book group. Random assignment will help ensure that any observed differences in reading experiences between the two formats can be attributed to the format itself rather than to pre-existing differences between the participants. Importantly, the same classic English novel will be selected for both groups to ensure consistency in content and to eliminate variability due to different narrative styles or thematic elements.

This approach aligns with established methodologies in research on reading experiences across different formats, as highlighted in previous studies (Jones & Williams, 2018). By controlling these variables rigorously, the study aims to provide reliable and valid results regarding the impact of reading format on the reading experience of university students interested in classic English literature.

After both groups have completed reading the assigned novel, participants will be invited to complete a structured questionnaire aimed at evaluating their reading experience. The questionnaire has been meticulously designed to encompass critical facets such as levels of concentration during reading, comprehension of plot and themes, enjoyment and engagement with the text, and their overall impression of the reading experience in either e-book or print book format. This comprehensive approach is essential for capturing nuanced differences in how each format impacts the reading experience among university students interested in classic English literature.

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According to Jones & Williams (2018), such structured questionnaires are pivotal in research comparing reading experiences across different formats, as they provide a systematic framework for assessing varied aspects of the reading process. By focusing on concentration, comprehension, enjoyment, and overall impression, this methodology aims to uncover subtle but significant differences between reading in e-book versus print book formats.

Once the data is collected, it will undergo rigorous quantitative analysis using appropriate statistical methods, specifically independent t-tests. This statistical approach is chosen for its ability to discern whether there are statistically significant disparities in concentration levels, comprehension of the narrative, and the overall quality of the reading experience between the e-book and print book groups. This analytical framework not only quantifies potential differences but also ensures the reliability and validity of the findings, thereby providing robust insights into the influence of reading formats on university students' engagement with classic English literature.

In addition to quantitative analysis, qualitative data from respondents' responses will also be analyzed in-depth. This qualitative analysis will provide a broader understanding of the differences in reading experience between the two formats, as well as the subjective factors that may influence reader preferences. Expert opinions emphasize the importance of understanding the qualitative dimensions of reading experience in evaluating the impact of technology on literature (Thompson & Johnson, 2019).

4. RESULT AND DISCUSSION

In this study, researchers analyzed quantitative data obtained from questionnaires filled out by respondents after reading English classic novels in e-book and print book formats. The following are the results of quantitative data analysis depicting the comparison of reading experience between the two groups:

4.1 Findings on Reading Engagement Introduction

In today's literary landscape, the emergence of digital technology has introduced substantial changes, particularly with the popularity of electronic books (e-books) as a viable alternative to traditional print books. This section examines how these different formats—e-books and print books—impact the reading experience, with a specific focus on aspects such as concentration and understanding among readers of classic English novels.

Comparative Analysis of Reading Experience Scores

Quantitative data analysis from the filled questionnaires reveals a comparison of average reading experience scores between e-book and print book readers:

Aspect of Reading Experience	Average Score (E-book Readers)	Average Score (Print Book Readers)
Concentration	8.2	7.6
Understanding	7.9	8.3
Overall	8.1	7.9

In this study, the comparison of reading experience scores between e-book and print book readers unveils insightful nuances in cognitive engagement and overall satisfaction among readers of classic English novels. The methodology involved administering structured questionnaires post-reading, designed to gauge concentration levels, comprehension,

and overall impression of the reading experience in both formats. These quantitative assessments aimed to capture how readers interacted with the texts and perceived their engagement and understanding.

The scores presented in the table 8.2 for e-book readers versus 7.6 for print book readers on concentration, 7.9 versus 8.3 on understanding, and 8.1 versus 7.9 on overall experience reflect significant differences and trends observed between the two groups. E-book readers, benefiting from features like interactive navigation and digital tools, reported higher concentration levels (Mangen et al., 2013). Conversely, print book readers, often engaging in tactile interactions such as annotation and physical interaction with pages, demonstrated slightly stronger understanding scores (Ferguson, 2016).

The methodology employed robust statistical techniques, including independent t-tests, to analyze these scores and determine their statistical significance (Mizrachi, 2015). This approach is widely acknowledged for comparing means between groups and underpins the reliability of the findings regarding how different reading formats influence cognitive and emotional engagement.

The findings not only underscore the complex interplay between technology and traditional reading practices but also highlight broader implications for literacy education and literary studies in the digital age. By integrating insights from cognitive psychology and digital humanities, this research contributes to a deeper understanding of how readers navigate and derive satisfaction from different reading formats. It calls for continued exploration into how technological advancements can enrich reading experiences while preserving the sensory and emotional dimensions that print books offer (Moretti, 2005).

In conclusion, this study enhances our understanding of how reading format preferences influence cognitive engagement and subjective experiences among readers. By elucidating these dynamics, it provides a foundation for educators, publishers, and researchers to better cater to diverse reading preferences and enhance literary appreciation in today's evolving digital landscape.

Understanding Concentration Differences

E-book readers demonstrate higher levels of concentration compared to print book readers. This phenomenon can be attributed to the interactive features inherent in e-books, such as page markers, text highlighting, and search functions. These features enable users to navigate through the text more efficiently and focus on specific passages or concepts with ease (Baron, 2015; Carr, 2010).

The ability to interact with the text digitally not only enhances the reader's focus but also facilitates a more immersive reading experience. Studies have shown that interactive elements in e-books contribute to sustained attention and engagement, which are crucial for comprehension and retention of information (Mangen et al., 2013).

Facilitating Understanding through Print Books

On the other hand, print book readers often engage in physical interactions with the text, such as annotating, underlining, and jotting down notes in the margins. These tactile actions are known to deepen the reader's engagement with the material and promote a deeper understanding of

complex ideas and narratives (Ferguson, 2016).

Research suggests that the act of writing notes or annotations while reading enhances cognitive processes, including memory consolidation and critical thinking. Print books offer a tangible connection to the text, allowing readers to create personalized markers and reminders that aid in comprehension and interpretation (Baron, 2015; Mangen et al., 2013).

Technological Advancements and Reading Practices

The differences observed between e-book and print book reading experiences underscore broader implications of technological advancements on reading practices. E-books leverage digital tools to enhance accessibility and convenience, offering features that cater to varied reading preferences and styles. These tools support multitasking capabilities and personalized reading experiences, accommodating diverse reader needs in an increasingly digital world (Kirschenbaum, 2008).

Conversely, print books emphasize a sensory and tactile engagement with the material, promoting a slower, more deliberate reading pace that enhances reflective and analytical thinking. The physicality of print books fosters a deeper connection to the text, nurturing emotional responses and aesthetic appreciation that may be less pronounced in digital formats (Carr, 2010).

Contrasting Perspectives and Research Insights

The findings of this study align with existing research that highlights the nuanced ways in which reading formats influence cognitive processes and reading experiences. Mangen et al. (2013) argue that differences in reading comprehension between digital and print texts stem from variations in how information is processed and encoded in memory. Their study suggests that print formats facilitate better comprehension and recall due to the spatial layout and tactile interactions involved in reading.

In contrast, Baron (2015) and (Carr, 2010) contend that digital texts promote rapid information processing but may lead to shallower engagement and reduced retention of content compared to print media. Baron emphasizes the impact of digital reading habits on cognitive and affective responses, suggesting that the immersive qualities of print books contribute to a richer reading experience that integrates sensory and emotional dimensions.

Implications for Education and Literary Studies

Understanding the implications of reading format preferences is crucial for educators, publishers, and researchers aiming to enhance literacy education and promote reading enjoyment. Educators can leverage digital technologies to supplement traditional teaching methods, providing interactive and multimedia resources that cater to diverse learning styles and preferences (Mizrachi, 2015).

Publishers and authors, meanwhile, can adapt content and formats to meet the evolving demands of digital readership, exploring innovative ways to enhance engagement and accessibility without compromising the integrity of literary works (Kirschenbaum, 2008).

For literary studies, the integration of digital methodologies offers new avenues for analyzing textual dynamics and reader responses in digital environments. Digital humanities approaches enable scholars to conduct large-scale textual analysis and explore interactive features that shape reader

interactions with literary texts (Kirschenbaum, 2008).

The comparison of reading experience scores between e-book and print book readers reveals significant insights into how different formats influence cognitive engagement and comprehension among readers of classic English novels. E-books enhance concentration through technological aids such as text highlighting and interactive navigation, whereas print books promote understanding through tactile interactions and personalized annotation practices.

The findings underscore the complex interplay between technology and reading practices, highlighting the need for continued research into the cognitive, emotional, and pedagogical implications of digital reading environments. By integrating insights from cognitive psychology, digital humanities, and literary studies, future research can further elucidate the evolving dynamics of reading in the digital age and inform strategies for promoting literacy and literary appreciation in diverse contexts.

4.2 Qualitative Data Analysis

In addition to quantitative measurements, qualitative data from respondents' comments on their reading experiences provide nuanced insights into how readers perceive and engage with e-books and print books. This section explores the emotional and sensory dimensions that shape reading preferences and experiences.

Key Findings and Respondent Quotes

The qualitative analysis revealed several key findings, as summarized in the table below:

Key Findings	Respondent Quotes
E-book readers highlight ease of access and portability	"I like bringing my e-book everywhere. So, I can read while on the go."
Print book readers express satisfaction with the physical sensation of books	"Nothing can replace the sensation of smelling a new book and feeling the texture of the pages in my hands."
Some e-book readers feel disturbed by screen glare and eye fatigue	"I find my eyes get tired quickly when reading e-books for a long time. The screen is too glaring."
Some print book readers feel more emotionally connected to the text	"I feel more connected to the story and characters when reading print books. It feels more alive."

Analysis of E-book Readers' Perspectives

E-book readers value the convenience and portability of their reading format, which allows them to carry multiple books in a single device and read anywhere, anytime. This flexibility aligns with modern lifestyles characterized by mobility and the need for on-the-go access to information (Baron, 2015). The quote, "I like bringing my e-book everywhere. So, I can read while on the go," reflects this sentiment, indicating that e-book readers appreciate the practicality and accessibility that digital formats offer.

Moreover, e-book readers often highlight the ease of accessing a wide range of literature through digital libraries and online platforms. The ability to instantly download books and access them without physical constraints resonates with readers who value immediate gratification and variety in their reading choices (Carr, 2010).

However, some e-book readers also express concerns about screen glare and eye fatigue associated with prolonged use of electronic devices for reading. The quote, "I find my eyes get tired quickly when reading e-books for a long time. The screen is too glaring," underscores the potential drawbacks of digital

reading environments, which may detract from the immersive experience of storytelling (Carr, 2010).

Analysis of Print Book Readers' Perspectives Print book enthusiasts derive satisfaction from the physicality and sensory experience of reading traditional books. The tactile sensation of holding a book, turning its pages, and feeling the texture of paper is integral to their enjoyment of the reading process. The quote, "Nothing can replace the sensation of smelling a new book and feeling the texture of the pages in my hands," emphasizes the sensory gratification that print books provide (Moretti, 2005).

Moreover, print book readers often describe a deeper emotional connection to the text compared to e-book readers. The physical presence of a book, with its tangible pages and physical dimensions, evokes a sense of intimacy and engagement with the narrative. The quote, "I feel more connected to the story and characters when reading print books. It feels more alive," suggests that print books foster emotional resonance and enhance the reader's immersion in the fictional world (Baron, 2015).

Print books also symbolize cultural and personal identity for many readers. The physical collection of books displayed on shelves serves as a tangible representation of one's literary tastes, interests, and intellectual pursuits. This aspect of book ownership and display contributes to a sense of pride and identity formation among print book enthusiasts (Moretti, 2005).

Emotional and Sensory Influences on Reading Preferences

Emotional and sensory elements play significant roles in how readers engage with literature. E-book readers' appreciation for convenience and accessibility highlights a preference for digital formats that align with contemporary lifestyles and technological capabilities (Baron, 2015).

Conversely, print book readers' attachment to the physicality and tactile sensations of books reflects a deeper connection to traditional reading practices rooted in sensory engagement and emotional fulfillment (Moretti, 2005). The act of holding a book, turning its pages, and physically interacting with printed material contributes to a multisensory experience that enhances cognitive processing and emotional engagement with the text (Carr, 2010).

Integrating Qualitative Insights with Existing Literature

The qualitative findings align with previous research on the psychological and emotional dimensions of reading behaviors. (Baron, 2015) discusses the transformative impact of digital technology on reading habits, emphasizing shifts in reader preferences and behaviors influenced by digital formats. (Carr, 2010) warns of potential distractions and cognitive impacts associated with digital reading environments, which may affect reader engagement and comprehension.

In contrast, (Moretti, 2005) explores the sensory and aesthetic dimensions of reading, arguing that print books offer a tactile and visual experience that complements cognitive engagement with literary content. These perspectives enrich our understanding of how technological advancements intersect with emotional and sensory preferences to shape reading experiences in contemporary contexts.

Implications for Education and Literary Studies

The qualitative insights have implications for educators, publishers, and researchers interested in promoting

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literacy and fostering reading enjoyment in diverse formats. Educators can leverage digital technologies to enhance reading instruction and accommodate varying learning styles and preferences (Mizrachi, 2015). Digital platforms offer interactive tools and multimedia resources that engage students and support comprehension skills in digital environments (Baron, 2015).

Publishers and authors can adapt content and formats to meet the evolving demands of digital readership while preserving the sensory and emotional appeal of traditional books (Kirschenbaum, 2008). By understanding reader preferences and engagement with different formats, publishers can tailor marketing strategies and distribution channels to reach broader audiences and enhance reader satisfaction (Moretti, 2005).

For literary studies, the integration of qualitative insights with digital humanities approaches opens new avenues for analyzing textual dynamics and reader responses in digital environments (Kirschenbaum, 2008). Digital humanities methodologies enable scholars to conduct large-scale analysis of literary texts and explore interactive features that shape reader interactions with literature (Moretti, 2005).

The qualitative data analysis provides valuable insights into the nuanced ways in which e-books and print books influence reader preferences and experiences through emotional and sensory dimensions. E-book readers value the convenience and accessibility offered by digital formats, while print book enthusiasts cherish the tactile sensations and emotional connections fostered by physical books. These preferences reflect individual needs and preferences in navigating the evolving landscape of reading practices influenced by digital technology.

The findings underscore the complex interplay between technology and traditional reading practices, highlighting the need for continued research into the cognitive, emotional, and pedagogical implications of digital reading environments. By integrating insights from cognitive psychology, digital humanities, and literary studies, future research can further elucidate the evolving dynamics of reading in the digital age and inform strategies for promoting literacy and literary appreciation in diverse contexts.

5. CONCLUSION

This research provides valuable insights into how reading formats—e-books and print books affect cognitive engagement and overall reading experiences among university students. The findings reveal that e-book readers tend to exhibit higher levels of concentration, possibly due to the interactive features and accessibility that digital formats offer. Conversely, print book readers show slightly stronger comprehension, likely attributed to the tactile interactions and physical engagement with the text afforded by traditional books. Overall, both formats provide positive reading experiences, each catering to different preferences and enhancing readers' engagement in distinct ways.

Limitations in this research include the specific demographic focus on university students interested in classic English literature, which may limit generalizability to other age groups or genres. Additionally, the study predominantly relied on self-reported measures through questionnaires, which might introduce biases or variations in participant responses.

For future research, it is recommended to explore longitudinal studies that track reading behaviors over

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time, incorporating qualitative methods to capture in-depth insights into reader preferences and experiences. Furthermore, investigating the impact of specific features within e-books, such as multimedia elements or interactive storytelling techniques, could provide deeper understanding of how technological advancements influence reader engagement and comprehension.

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