**UTILISATION OF E-BOOK IN A COMMUNICATIVE ENGLISH COURSE: ESL STUDENTS' PERCEPTIONS**

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**Abstract**

The integration of e-books into the classroom is widely applied in various disciplines, especially in developing countries. The practice of E-books offers students, teachers, and institutions a supplementary medium or instructional tool that can support or enhance the learning process. Resources are made accessible by educators to encourage students to use them, especially those at the tertiary education level. The resources provide an opportunity for teachers to share interactive teaching inputs and exercises with students. This paper explores how English as a Second Language Learning (ESL) learners in a TVET institution perceive the use of e-books in enhancing and supporting their learning of a Communicative English course module. In this study, the Technology Acceptance Model (TAM) was used as the lens to explore the perceived usefulness, perceived ease of use, and attitude toward using e-books to substitute the traditional textbook in the classroom. Students from four semester-three classes were requested to respond to two open-ended questions concerning the usefulness and ease of use of e-books in the ESL course. A total of 80 students participated in this study and responded to the questions. The responses generated by the students revealed their agreement on the affordances of the e-book as a potential tool to support and enhance their learning. However, the majority of them mentioned the shortcomings of the accessibility of technology and the internet's stability. These indicate that for an e-book to be fully utilized by ESL learners, it is essential for the institution to improve its technology and internet facilities.

**Keywords:** e-Book, ESL students, Technology Acceptance Model (TAM)

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