



Prospects and Challenges of Students in Using the Printed and Electronic English Language Learning Resources: Third Year English Major Selected Ethiopian University Students in Focus

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Abstract

The main objective of this study was to explore selected Ethiopian University English major third year students' prospects and challenges in using printed and electronic English language learning resources. Relevant data were collected from two conveniently sampled universities: Jimma and Wolkite Universities. The tools used to collect data were questionnaire, interview, FGD and observation. 48 students who were enrolled in the aforementioned universities in 2015/16 filled out the questionnaire, and 15 purposively selected students from the sampled universities provided data through FGD. Interview with focal persons and observations were also employed. Then, the data gathered were analyzed using descriptive statistics and non-parametric test (Wilcoxon Signed Ranks Test). The data obtained through interview, FGD and observation were analyzed qualitatively through emerging trends. The findings of this study revealed students limited access to computers and electronic resources, and students in third generation universities are less likely to have adequate educational infrastructures and lack of information retrieval skills to manipulate electronic resources. The students were also found with less affiliation towards electronics resources. However, the students significantly prefer to spend much time at English laboratories and to listen to online lectures to maximize their English language learning. Despite this preference, Printed English language learning resources were found predominantly used by the students under study.

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Considerably high number of students used the internet for entertainment purpose. Unless students approached electronics resources with good understanding, they may waste their time because electronic resources entertainment surpasses their academic usefulness. The Wilcoxon Rank Sum Test computed to measure students' inclination to print or use electronic resources found statistically insignificant in most of the items prepared for that purpose. Finally, Ethiopian selected third and first generation universities should work to alleviate their educational infrastructure limitation such as access to internet, computers, electronic resources and recent academic resources. Language instructors in Ethiopian universities should also raise students' awareness gaps in utilizing language-learning resources. Likewise, students in Ethiopian universities should primarily focus on the academic usefulness of the internet and other electronic resources. The Ministry of Education and Ethiopian universities should furnish the educational infrastructures in line with raising the awareness of students towards electronic and recent printed language learning resources before they launch new universities.

1. Introduction

Searching the right educational resource is an indispensable skill for students' success in school and overall academic achievement. In this case Author in [1] claims that in any higher learning environment, using printed and electronic language learning resources is valued as the most important academic skill for all second and foreign language learners. Moreover, he added that, "Reading both printed and electronic resources is essential in teaching individuals to cope with new knowledge in the technologically changing and developing world of today." However, the contemporary global education requires the students to have multiple resources and thoughtful preferences to pursue their academy, as learning does not entirely depend on reading of prescribed textbooks.

In this regard, change in technological advancement highly influences students' learning. This change has shaped the way people live and learn. Consequently, English as Foreign Language (EFL) students' study habits are influenced by changes from printed to electronic resources due to technological advancement [2]. The development of students using up-to-date resources in turn can result in mastery of the major language skills (writing, reading, listening and speaking). Thus, there seems to have an urgent assignment for scholars to study the contemporary learning preferences and opportunities of the students [3].

Despite the above merits and changes in technology, there is a high tendency of students' using printed books, for they are accessible assets to help them overcome their academy and to improve their reading. Equally important, the introduction of the internet and computers in education classrooms (National Center for Educational Statistics, 2004), the availability of instructional materials in digital formats and computer-based application of electronic resources have become more flexible. Consequently, the digital resources have the potential to attract students' attention [4]. For example, most of the electronic resources accessed at universities in the form of academic journal articles are among the technology flexibility returns. These technological changes, such as the shift to electronic resources manipulation, exposed educators and students to tremendous challenges and opportunities [5]. Consequently, better achievement of students is assumed when the print and electronic resources are used complementary to each other. However, if institutions have limited access to

computers or other facilities necessary to implement such type of technology, language learning may not be effective enough [6].

Although some researchers claim that the electronic resources are available in suitable format and at relatively low price compared to printed materials. However, electronic materials cannot be without problems as their entertainment ability surpasses their education role. Therefore, although technology and language learning are indispensable for education and communication flow, they should be in place with the right students' orientation and suitable learning environment.

Nonetheless, the utilization of language learning resources by students in our higher institutions seems to be limited to prescribed printed handouts, books and at most articles although the electronics resources can be used together with the printed resources to maximize language learning. In this regard as far as the researchers knowledge is considered, no research has been conducted on the university students using printed and electronic resources in Ethiopia universities. Therefore, this research is designed to explore the prospects and challenges of third year English major Ethiopian university students in using the printed and electronic resources in this contemporary global education.

Therefore, this study was conducted to answer the following basic research questions and to address the research objectives:

- Do third year English major students at Jimma and Wolkite Universities have access to electronic resources?
- What are the study preferences of the students: analog or digital?
- Do the ICT and E-Learning resources support Ethiopian university students learning in the contemporary education?
- What are the courses note material contents most often used by third year English major students at Ethiopian universities contain electronics resources?
- Is there a significant difference between students' using printed and electronics resources?

2. Objectives and Outcomes

2.1 General Objective

The main objective of this study is to explore selected Ethiopian University English major third year students' prospects and challenges in using printed and electronic English language learning resources.

3.2 Specific Objectives (sub research questions)

The specific objectives of the study are to:

- Find out learners accesses to digital English language learning resources.
- Identify the reading preferences of the students: analog or digital

- Recognize the role of ICT and E-learning resources in supporting Ethiopian university students' English language learning in the contemporary education.
- To find out the courses notes material contents (digital or print) most often used by English major Ethiopian selected university students.
- Calculate Wilcoxon-signed Rank Test Statistics to see if there is a significant inclination among students in using printed and electronic resources.

3. Methodology of the study

3.1 Study Area and Period

This study is delimited to explore the prospects and challenges of English major third year students who are enrolled in 2015/16 academic year in selected Ethiopian universities in using printed and electronic language learning resources. The subjects of the study are experienced using different printed and electronics languages learning resources. Consequently, they are focal participants rich in information to provide valid and reliable data compared to their lower batches.

3.2 Study Design

A descriptive survey research design, which incorporates both qualitative and quantitative techniques of data collection, was used. This research design was employed to get detail data about the existing situation of students pursuing English language learning. Moreover, the possibility of using a mixed (quantitative and qualitative) data collection methods further makes it a convenient research design for this particular study.

3.3 Source Population

The main sources of data for this study were third year English major under graduate students in selected Ethiopian universities. Through convenient sampling strategy, Jimma and Wolkite universities were taken as sample sites for this study. Consequently, all students (48) who were enrolled in the aforementioned universities provided data through different tools. Moreover, two English teachers and library heads from each university were selected through purposive sampling technique to provide in-depth data through interview. Therefore, teachers who frequently taught English major students were interviewed to provide data on the type of the resources they offer to teach their students.

3.4 Sampling Procedure and Sample Size

The researchers used convenient sampling strategy to take a sample size for the study. First, the researchers took two universities (Jimma and Wolkite Universities) as a sample sites because these universities were very near to the researchers working place. Likewise, the universities were selected because they represent first generation university (Jimma) and third generation university (Wolkite). The proximity of the researchers' work place to the sample universities enable to research problems faced by communal state universities. All the students found in these universities were comprehensively taken to supply data through questionnaire.

3.6 Data Collection Tools

To gather reliable and valid data, the researchers used questionnaire, observation, focus group discussion and interview. The data obtained through the above tools were triangulated to get dependable finding.

3.6.1 Questionnaire

Questionnaire (close-ended) were used as a main data collection instrument to get broad data from students. Thus, the questionnaire was administered to 48 students. The researchers prepared questionnaire items about the students' use of printed and electronic resources in this fast changing educational world. The questionnaire items were prepared in consonant with the research objectives and literature review. The close-indeed, items of the questionnaire have three response rates: Agree, Neutral and Disagree.

3.6.2 Interview

The second method of data collection was semi-structured interview. The purpose of using this instrument was to collect in-depth data about students' challenges and enabling environments to use the printed and electronic resources. In this regard, focal persons such as department and library heads as well as teachers who taught third year students were interviewed to provide general data about the learning resources in their university.

3.6.3 Observation

Observation was carried out to assess the learning environment of the students under study. Therefore, the classrooms, libraries and students' study places were observed using observation checklists to find out if the learning environment is suitable for students to use the printed and the electronic resources.

3.6.4 Focus Group Discussion

15 students from the sampled universities were chosen to provide detailed data through focus group discussion. Students who showed curiosity to participate in the focus group discussion were purposively chosen to discuss the way they use both printed and electronic resources. The group discussants were divided into three session groups. Thus, the discussants suggested that they use the resources to enhance their language learning.

3.7 Data Statistical/Qualitative Analysis

In this study, both quantitative and qualitative data analysis techniques were employed. Thus, the data obtained through closed-ended items of the questionnaire were analyzed through descriptive statistic such as percentages and frequencies. Furthermore, non-parametric test (Wilcoxon Signed Ranks Test) statistics were computed to see the inclination of students towards printed or electronic resources.

Therefore, SPSS version 20.0 was used to compute the above statistics. However, the data obtained through the open-ended questions were analyzed through emerging trends for qualitative data analysis.

4. Results and Discussions of Students Questionnaire

This part includes demographic information of the students, students' access to language learning resources, challenges of students in using the electronic resources, prospects of students learning through electronic language learning resources, students' activities while they are involved in the internet, students' preference to electronic and printed learning resources. Moreover, Wilcoxon Signed Ranks Test was computed to see significance inclination of the students towards to print or electronics language learning resources. Therefore, analysis is made based up on the above core points.

4.1.1 Demographic Information

The students who filled out the questionnaire were relatively proportional in terms of sex: male (58.33%), female (41.67%).

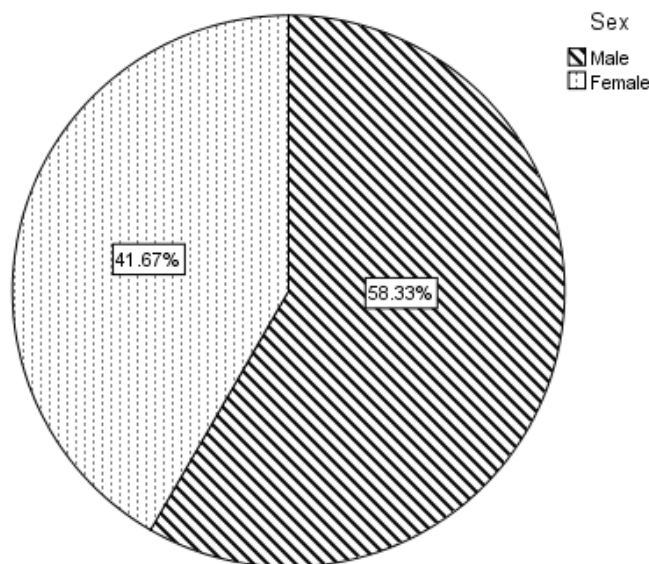


Figure 1: Gender of Participants, Jimma and Wolkite Universities, 2016.

4.1.2 Students' Access to Electronic and Printed Resources

In order to enhance students' English Language learning, learners are supposed to use both electronics and print language learning resources in an integrated way; otherwise, graduates may face challenges to be competent learners and to be high caliber professionals in this highly interconnected world. However, the respondents confirmed that they have limited access to computers and electronic resources. In this regard, similar number of respondents for item 1 and 2 of Table 1, 16 (33.3) each disagreed that their learning environment is neither with good infrastructure to internet nor to access electronics resources. The remaining respondents that account 22 (45.8) agreed for both items and 10 (20.8%) could not decide if there are infrastructures that could support their learning. From this result, it can be possible conclude that though the individual respondents who agreed with this items is high, the respondents who disagreed and those who are neutral are relatively high. The result

obtained from items 3 and 4 is consistent with the result obtained from items 1 and 2. Moreover, according to Item 5 of Table 1, the ICT infrastructure does not fully support students to use the electronic resources. 12 (25%), 19 (39.6%) and 17 (35.4%) of the respondents agreed, neutral and disagreed respectively. Bellow half of the respondents agreed that they use their own electronic resources (Item 6 of Table 1). The result obtained from item 7 of Table 1 showed that instructors do not bring electronic resources to the students’ classroom. 18 (43.8%), 16 (33.3 %), 11 (22.9%) respondents agreed, neutral and disagreed respectively (Item 7 of Table 1). The dorms of the students do not seem to help them use computers and internet access to worthwhile resources any time they want. 22 (45.8%), 7 (14.6%) and 19 (39.6%) of the respondents agreed, neutral and disagreed respectively (Table 1, item 8). The financial limitation of the students to use internet and online resource impede the students accessing resources any time they wish. 12 (25%), 12 (25%) and 24 (50 %) of the respondents agreed, neutral and disagreed respectively with their financial problems to access language learning resources through mobile data (Table 1, Item 10). The triangulated result obtained from interview, FGD and observation is consistent with the result obtained from students’ interview.

Table 1: Access to Electronic and Printed Resources of Jimma and Wolkite University Students

No.	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	<i>I have access to computer and internet.</i>	22	45.8	10	20.8	16	33.3
2	<i>My learning environment is suitable for me to access electronic resources.</i>	22	45.8	10	20.8	16	33.3
3	<i>My learning environment has very good infrastructure suitable to access printed materials.</i>	21	43.8	15	31.3	12	25.0
4	<i>In my campus, internet and wireless connections are rare.</i>	20	41.7	11	22.9	17	35.4
5	<i>In my campus, the ICT helps me to access electronic resources effectively.</i>	12	25.0	19	39.6	17	35.4
6	<i>I have access to recorded electronic materials that help me practice listening and speaking.</i>	21	43.8	16	33.3	11	22.9
7	<i>Instructors in my class do not bring electronics resources.</i>	18	37.5	9	18.8	21	43.8
8	<i>My dorm and classroom do not allow me to use computers and internet.</i>	22	45.8	7	14.6	19	39.6
9	<i>I have limited skills when I use ICT services.</i>	17	35.4	13	27.1	18	37.5
10	<i>I have financial problems to use the internet through my mobile data.</i>	12	25.0	12	25.0	24	50.0

4.1.3 Challenges of Students in Using Electronic Resources

Electronic language learning resources are indispensable to support students learning. However, if the infrastructure of the students’ learning environment and essential technology friends’ resources are not

materialized, and if the students' awareness is not in place, using the electronics resources can be difficult. The result obtained from the students' questionnaire showed challenges that impede students' use of the electronic language learning resources. First students have awareness gaps to use the digital resources to their academic enhancements. 19 (39.6%), 14 (29.2%) and 15 (31.3%) of the respondents agreed, neutral and disagreed to item 1 of Table 2. The students' skill to manipulate computers also contributes to the students' difficulty. Moreover, the students' lack of information retrieval skills from the website challenged students' use of more language learning resources. 21 (43.8%), 14 (29.2%) and 13 (27.1%) of the respondents agreed, neutral and disagreed with this issue (Table 2, Item 3). A considerable number of students do not know language educational websites (Table 2, item 4). However, the students' resource utilization is limited not only to printed materials. 9 (18.8%), 11 (22.9%) and 28 (58.3%) of the respondents agreed, neutral and disagreed respectively (Table 2, Item 5). Relatively a great number of students are not satisfied with the access to electronic resources and with their teachers' encouragement to use online language learning resources; likewise, more students cannot decide if they could exploit electronic language resources when they want to (Table 2, Item 6 & 7). A considerable number of students felt their classrooms are not equipped with electronic resources (Table 2, Item 8). Besides, the majority of the students do not assume learning is possible through the World-Wide Web (virtual library). 22 (45.8%), 8 (16.7%) and 18 (37.5%) of the respondents respectively agreed, neutral and disagreed on this issue (Table 2, Item 9). The results from the interview, FGD and observation were found to be consistent with the above result obtained from questionnaire.

Table 2: Challenges of Using Electronic Resources of Jimma University and Wolkite University Students

No.	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	<i>I am not aware of the advantages of the digital resources for my academic enhancement.</i>	19	39.6	14	29.2	15	31.3
2	<i>I have limited skills in manipulating computer and internet browsers.</i>	16	33.3	13	27.1	19	39.6
3	<i>I have lack of information retrieval skills from the website.</i>	21	43.8	14	29.2	13	27.1
4	<i>I do not know the language of educational websites.</i>	15	31.3	13	27.1	20	41.7
5	<i>My resource utilization is limited to hard copies/ printed materials.</i>	9	18.8	11	22.9	28	58.3
6	<i>I do not have access to electronic resource even if I want to use them.</i>	14	29.2	14	29.2	20	41.7
7	<i>Our teachers do not encourage us to use online database resources.</i>	13	27.1	15	31.3	20	41.7
8	<i>Our classes are not equipped for electronics resources.</i>	18	37.5	7	14.6	23	47.9
9	<i>I do not assume learning is possible through the worldwide web (virtual library).</i>	22	45.8	8	16.7	18	37.5

4.1.4 Prospects of Learning through Electronic Resources Including the Internet

Electronic resources have several prospects in language learning. They supplement printed resources to assist students’ English language learning in cooperation with teachers. However, in the context of the subjects of study, the students do not fully use the prospects of electronic resources to enhance their language learning. Marginally more than half of the respondents responded that their teachers bring electronic resources while marginally less than half of the students remained neutral and disagreed with this idea (Table 3, Item 1). The majority of the students do recognize the internet as authentic language learning resource. Because of this, the majority of the students under study do not make use of spoken and listening activities by accessing electronic resources prepared by native speakers (Table 3, Items 2&3).

Moreover, the students’ libraries do not fully support students to use well-organized electronics resources. Nonetheless, the majority of the students maintain good understanding of the usefulness of electronic resources that their library is not primarily set to provide printed books only, but they do not mostly use computers and other electronic resources at their library (Table 3, Items 4, 5 & 6). Only half of the respondents reported they use multimedia electronic resources to help them develop their pronunciation and vocabulary through talking dictionary. 24 (50%), 8 (16.7%) and 16 (33.3) of the respondents respectively agreed, neutral and disagreed to this idea (Table 3, Item). The result obtained from interview, FGD and observation showed gaps in access to electronic resources, to date printed resources and lack of awareness among the learners in using language-learning resources though computers and internet to access online resources.

Table 3: Prospects of Learning through Electronic Resources Including the Internet of Jimma University and Wolkite university students

No	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	Our instructors bring electronic resources to the class.	27	56.3	6	12.5	15	31.3
2	I feel the internet facilitates authentic language learning.	11	22.9	11	22.9	26	54.2
3	I usually feel I can enhance my speaking and listening skills by accessing electronic resources prepared by native speakers.	15	31.3	13	27.1	20	41.7
4	Our libraries allow us to use well-organized electronic resources.	17	35.4	10	20.8	21	43.8
5	Our library is primarily set to provide printed books.	13	27.1	9	18.8	26	54.2
6	I can use computers and internet in my library.	15	31.3	14	29.2	19	39.6
7	I use multimedia electronic resources to help me develop my pronunciation and my vocabulary through talking dictionary.	24	50	8	16.7	16	33.3

4.1.5 Students Activities in Internet Service of Jimma and Wolkite Universities

Students are obliged to use the internet to advance their language learning by accessing online language websites. However, the students should approach the internet and the electronic resources with their academic merits; otherwise, they waste their time as the entertainment service of the internet and electronic resources surpass their academic use. The result demonstrated in Table 4 revealed that the majority of the students used the internet for entertainment purpose compared to the academic purpose.

For example, majority of the students used the internet to listen to online music more than any other option (Table 4). 25 (52.1%), 9 (18.8%) and 14 (29.2%) of the respondents respectively agreed, neutral and disagreed to using internet to listen to music online (Table 4, Item 1). Sport news, email check, chat with friends on face book and other types of entertainment were used for the same purpose, respectively (Table 4, Items 11, 5, 3 & 2). On the one hand, a considerable number of students also used the internet for academic purpose. For example, the second majority respondents in Table 4 used the internet to listen to online academic lectures. 23 (47.9%), 10 (20.8%) and 15 (31.3%) of the respondents agreed, neutral and disagreed respectively that they use internet to listen to online academic lectures (Table 4, Item 7). Visiting academic sites, reading online books and synopsis of novels as well as stories, downloading books and articles for study and research are internet service used for academic purpose (Table 4, Items 7, 9, 10, 6 & 4).

Table 4: Students’ Activities in Internet Service of Jimma and Wolkite Universities

No.	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
<i>1</i>	I listen to online music.	25	52.1	9	18.8	14	29.2
<i>2</i>	I use computers and internet for the sake of entertainment.	14	29.2	14	29.2	20	41.7
<i>3</i>	I chat with friends on face-book.	15	31.3	10	20.8	23	47.9
<i>4</i>	I download books, articles for my study and research.	13	27.1	13	27.1	22	45.8
<i>5</i>	I check e-mail.	16	33.3	15	31.3	17	35.4
<i>6</i>	I listen to improve my pronunciation.	14	29.2	14	29.2	20	41.7
<i>7</i>	I listen to online lectures.	23	47.9	10	20.8	15	31.3
<i>8</i>	I visit academic sites.	18	37.5	13	27.1	17	35.4
<i>9</i>	I read online academic books.	17	35.4	14	29.2	17	35.4
<i>10</i>	I read synopsis of novels and stories.	15	31.3	16	33.3	17	35.4
<i>11</i>	I read sport news.	18	37.5	14	29.2	16	33.3

4.1.6 Students Preference to Electronics Resources

As it is demonstrated in Table 5 below, the students do not seem to be highly affiliated to electronic resources. The number of respondents who disagreed to the importance of computers and internets compared to printed books, downloaded books/ articles, on inline e-book resources, online lectures, academic websites, electronic resources to improve one’s pronunciation and meaning of words is higher than the number of those who agreed

with use of the above electronic language learning resources (Table 5, Items 1-7).

However, the students have shown high preference to spend much of their time at English laboratories and computers to maximize their learning in English language learning. 29 (60.4%), six (12.5%) and 13 (27.1%) of the respondents respectively agreed, neutral and disagreed to this result (Table 5, Item 8). Nonetheless, the majority of the respondents do not adapt themselves with electronic resources they use. 21 (43.8%), neutral 11(22.9%) and 16 (33.3%), respectively agreed, neutral and disagreed to this result (Table 5, Item 9).

This result is consistent with the result obtained with the result obtained from interview, FGD and observation results. Thus, based upon this result, it possible to conclude that though some students have preference to use the electronic resources, the infrastructure in the target universities are not fully facilitated with electronic language resources.

Table 5: Students Preference to Electronic Resources of Jimma and Wolkite Universities

No.	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	Computers and internet are more important than printed handouts or books.	13	27.1	7	14.6	28	58.3
2	I prefer download e-books and articles for my study and research.	16	33.3	8	16.7	24	50.0
3	I prefer to read online electronic academic books.	14	29.2	11	22.9	23	47.9
4	I listen to online lectures on the internet.	18	37.5	12	25.0	18	37.5
5	I usually visit academic electronic websites on the internet.	13	27.1	9	18.8	26	54.2
6	I explore electronic resources to improve my spoken English and listening skills.	16	33.3	9	18.8	23	47.9
7	I check pronunciation and meaning of a word on the internet or through talking dictionary.	18	37.5	8	16.7	22	45.8
8	I want to spend much of my time at English in laboratories and computers centers to maximize my learning.	29	60.4	6	12.5	13	27.1
9	I am not adapted to using electronic resources.	21	43.8	11	22.9	16	33.3

4.1.7 Students’ Preference to Printed Resources

As it is depicted in Table 6 bellow, the majority of the respondents disagreed to most of the items presented to measure students’ inclination to printed resources (Table 6, Items 1-5 & 7-9). Thus, it seems possible to conclude that the students are not motivated to study either through printed resources or with the study itself. Bellow half of the respondents do not use electronic resources because they do not feel they can help them improve their English language learning (Table 6, Item 6). 20 (41.7%), 13 (27.1%) and 15 (31.3%) of the

respondents, respectively agreed, neutral and disagreed with this result (Table 6, Item 6).

Table 6: Students Preference to printed Resources of Jimma and Wolkite Universities

No.	Variable	Agree		Neutral		Disagree	
		N	%	N	%	N	%
1	Printed handouts or books are more important than electronic resources.	17	35.4	11	22.9	20	41.7
2	I prefer to use books and articles in hard copy for my study and research.	8	16.7	13	27.1	27	56.3
3	I prefer to read printed academic books in the library.	9	18.8	10	20.8	29	60.4
4	I refer printed books to strengthen my lecture note.	7	14.6	8	16.7	33	68.8
5	I usually visit the library to read my handouts and other printed books.	14	29.2	6	12.5	28	58.3
6	I do not use electronic resources because I do not feel they can help me improve my English.	20	41.7	13	27.1	15	31.3
7	I check pronunciation of a word through printed dictionary.	17	35.4	10	20.8	21	43.8
8	I spend a lot of my time in library to read my printed handouts and books.	14	29.2	9	18.8	25	52.1
9	I enjoy reading printed resources.	15	31.3	10	29.8	23	47.9

4.2 Interview Results

The interviews were conducted with purposively selected teachers and library heads. The contents of the interview encompasses infrastructure facilities made for students to access both electronic and printed resources, students challenges and opportunities in the interconnected educational world, libraries and suitable learning environments and possible solutions to challenges which students face while they are learning English language in this fast changing world. In the meantime, of the interview, the data collectors took notes of the interview contents. Then after the interview, the notes were incorporated in the qualitative data analysis as follows:

First, the participants were interviewed about infrastructure facilities made for students to access both electronic and printed resources. In this regard, a slightly different result was obtained from Wolkite Site participants and Jimma Site participants. Thus, the interview result disclosed that students from Wolkite University do not seem to have adequate infrastructure because their university newly constructed. The quoted response of Wolkite site showed “since our university is one of the third generation universities in Ethiopia, it requires a lot of work to furnish our learning environment so as to help our students learn in a better way.”

They also added, “Our University is not furnished enough to help us get access to technologically supported digital and recent printed language learning resources to advance our knowledge and skills though there is a

good start to do so.” Interviewees from Jimma site on the other hand felt that their university is suitable to help them exploit technology supported electronic and printed resources. In consonant to this idea, an interviewee from Jimma site felt this way: “I think our university has provided internet access like Wi-Fi, computer laboratories and digital libraries so as to help the students get access to resources such as books, journals and articles.” Likewise, some interviewees from Jimma site felt their university introduced digital library, language lab and overhead projectors though the third generation universities lack most of these resources.

Second, the participants were asked about the challenges and opportunities of students while they are learning English language in this interconnected educational world. In this regard, the result obtained from the interview revealed that though there are common challenges and opportunities for Ethiopian first and third generation universities students to learn English language through technology-assisted resources, the challenges for the third generation university students exceeds. “The main challenges of third generation universities are insufficient resource and unwise use of the existing resources; therefore, students are not fully benefited from technology brought resources” (an interviewee from Wolkite site). However, some opportunities are still in place for few students who have smart phones and laptops; consequently, if good internet access is supplied, students can access information wherever.

On the other hand, the challenges seem to be lessening in Jimma site since the university provides relatively better resources and experience. The interviewees better understood the challenges as follows: “I think, if students do not get access to updated learning resources, it will be difficult for them to compete in this globalized world. Thus, technology brought resources play an indispensable role in helping students get learning resources from other countries moving in consonant with the technology. Social networks problems and lack of recent books were mentioned as challenges for students’ language learning in Ethiopian first and third generation universities.

Third, the participants were asked to forward their observation and experience of furnished libraries as well suitable learning environments that enable English language learner to access both electronic and up-to-date books. The result obtained from the interview encounters revealed that Wolkite Site learners are less likely to get access to electronic language learning resources. The quoted response of the interviewee is presented as follow: “In my opinion, it is fifty-fifty. Students have little access to printed resources; there are not enough quality books in the needed number of copies. Electronic resources and language laboratory are not in place to help students English language learning. The English Language Improvement Center (ELIC) on its own right is not well furnished to overcome learners’ English language learning difficulties.” Nonetheless, the situation in Jimma Site seems to have better access to electronic resources and language learning laboratory. The quoted response of the interviewees is presented here: “I think almost the majority of the students can get access to better resources because there are many libraries in this university. However, there should be full access to electronic resources as some of the websites cannot be easily accessed to download books for free” (An Interviewee, Jimma Site). Another interviewee from similar site did not agree with the idea that the students do not comfortably access these resources because the libraries are not furnished enough to serve electronic resources usage, and there are no sufficient up-to-date books.

At last, the interviewees were asked to forward their possible solutions to the challenges students face in language learning in this fast changing world. “In my opinion, Ministry of Education (MoE) should concentrate on the already established universities and MoE should enable the universities to have furnished language laboratory, library, and internet instead of launching many more universities before establishing productive teaching and learning environment” (An Interviewee, Wolkite Site). The recommendation from Jimma Site is like that of the Wolkite Site. The quoted idea of the interviewee is, “There should be up-to-dated books. Hence, university departments have to always reserve books for their students.” Similarly, another interviewee recommended that the university to fulfill the learning system and to provide up-to-date books so that Ethiopian universities can produce competent English language graduate.

4.3 Focus Group Discussion Results

Prior to the Focus Group Discussion, the objectives of the study and the confidentiality of the data for that purpose were told to the participants’ of the study. Moreover, the students were told to feel free in forwarding their thoughts through the language they prefer. The focus discussion sessions were video recorded, and they were transcribed during the data analysis.

First, the Focus Group Discussants discussed their inclination and justification towards digital and printed materials. In this regard, Jimma Site participants are inclined to use the printed resources. Statements from the discussion of the participants are presented as follows: “We prefer the printed resources because they are easily available and permanent, our libraries are full of printed materials but digital learning resources need different materials such as internet, computer and reading tables” (FGD participants from Jimma University). The result obtained from Wolkite FGD participants is consistent with the one obtained from FGD participants from Jimma Campus. The quoted response from Wolkite FGD discussants responded “In our campus, most of the time, we use printed language learning materials because our campus is new (third generation), there are no electronic materials. Nonetheless, we understand that electronic materials are important because they enable students to practice pronouncing words.”

Second, the FGD participants said that having access to electronic resources broadens their world knowledge horizon. This indicates that the participants from Jimma Site are more likely to use electronic resources. “Our phones are helping us to exploit digital resources in the form of internet to get necessary information and to do our difficult assignments.” On the other hand, Wolkite Site participants have limited access to these learning resources as they stated as follows “In this campus, there are no electronic resources prepared for the sake of teaching and leaning. For example, listening courses mostly need the use of recorded electronic resources. Phonetic transcription also need the use of electronic materials” (FGD participant from Wolkite site). Therefore, their university is obliged to borrow useful resources from relatively better universities such as Hwassa and Dilla.’ However, the FGD participants knew the importance of electronic resources to get fast, more tangible, verifiable, expressive and appropriate context across the globe using the media.

Third, FGD participants discussed the suitability of language learning environments while they are using different types of resources. Both participants from Jimma and Wolkite Sites were not satisfied with their

classrooms, computer labs, and other language learning resources. The quoted response of the respondents from Jimma Site revealed, “Our learning environment lacks enough computers for students to learn English through electronic resources, comfortable rooms. In addition, the teachers only use LCD projectors.” Moreover, the participants revealed some problems that impede their full usage of electronic resources. The discussants added that there are not enough opportunities for them to use electronic resources in the library compared to the number of students. However, female participants could get computers and internet around the females’ library though there are not much-recorded materials to be used. FGD participants at Wolkite Site are less likely to use the electronic resources and up-to-date English language learning resources. “I do not know if there is access to the electronics resources in our university; we rarely use electronic resources through wireless connection in females’ library though there are no provisions of electronic resources classrooms” (Female FGD participant in Wolkite University). The majority of students do not have access to computers and internet access: “Most of the time, we use printed materials; we rarely use electronic resources in our library due to lack of computers and internet connection” FGD participant Wolkite Site).

Fourth, FGD discussants shared their knowledge and skills to exploit both digital and analog resources. The result obtained from this item disclosed that the participants in both campuses do not obtain adequate knowledge and skill that help them to exploit language resources. The quoted response of participants from Jimma Site dictated, “We only have theoretical knowledge; we only have the introductory concepts of computers and internet browsing skills because we do not have full access to the computers for practice”. A few of the students have a little access to smart phones and computers that enable them to use the electronic resources while most of the students do not have access to the said materials and appropriate skills to exploit them. The result obtained from Wolkite Site was close to that of Jimma Site result. “As we are developing country students, we do not have good knowledge and skills of computers. This result revealed that the students rarely use computers and internet to assist their language learning, and they do not have a deep experience in computers and internet to exploit the electronics resources. Thus, most of the time, they use their phones because they have lack of access and skill to explore language learning websites.’

Fifth, the FGD participants’ discussion was on the content of the teaching and learning materials. The result obtained from both sites revealed that the language learning materials teachers provide mostly are inclined to printed materials; we lack electronic materials to get the materials in a soft copy” (Jimma FGD participants). Wolkite participants’ course related materials are less likely to include electronic resources. Due to lack of computers and some other electronic materials, most students use printed resources (Wolkite FGD participants).

At last, the FGD participants recommended the following issues to be incorporated at Wolkite and Jimma Universities: Jimma Site Focus Group participants recommended that Jimma University should enhance students’ access and awareness to electronic learning resources so that the university can decrease cost for duplicating handouts. The focus group discussants in Wolkite University, on the one hand, suggested that the department of English Language and Literature at Wolkite University to have its own English language laboratory like the other relatively better universities.

4.4 Observation Results

The suitability of students' learning environment to exploit digital and analog resources, students' habits of using resources and students' learning spaces were the focus of the observation.

The researchers critically observed students' learning environment such as classrooms, libraries, language laboratories and other learning centers to see if they are in place in the universities studied. The situation in Wolkite Site was found to be less likely to support students to exploit electronic language learning resources. Most of the learning places were completed very recently; therefore, most of them were at installation phase. There were no language laboratories, smart classes, and the English Language Improvement Center (ELIC) was not furnished. However, the situation in Jimma Site was found with a richer experience and with a relatively well-furnished learning environment. The classrooms, English language laboratory, English Language Improvement Center (ELIC), Internet connections were found suitable to access both electronic and up-to-date online books, but in the context of Jimma University electronic resources are not fully organized to help students language learning.

The educational policy of Ethiopia indicates that university graduates to be competent enough in the world market by creating own jobs or to be employed. To ensure this, unquestionably, the teaching-learning environment necessarily needs to be comfortable to exploit both electronic and up-to-date printed resources. Nonetheless, the Ethiopian third generation universities such as Wolkite are less likely to afford suitable learning environment compared to first generation Ethiopian universities such as Jimma University and other world class universities at large. Little electronics resources such as online resources, audio and video language learning resources and Weaknesses in the students' side in using these scarce language-learning resources were observed in the sample universities.

5. Conclusion

Based up on the results and discussions made, the following conclusions were drawn:

Both electronics and print language learning resources play an indispensable role in producing competent and high caliber professionals in this fast changing educational world. However, the students under study have limited access to computers and electronic resources. Moreover, students in third generation universities are less likely to have adequate educational infrastructure because their university is newly constructed. This in return affects students' English language learning and academic enhancement.

Students' awareness gaps, lack of information retrieval skills from the website, not knowing language educational websites, and skill gaps to manipulate computers as well as other electronic resources were the challenges that impede students' electronic language-learning resources utilization to enhance their academic enhancement. However, students' resource utilization was limited not only to printed materials, but also to students' dissatisfaction with access to electronic resources as well as with their teachers' encouragement to use online language learning resources.

The result obtained from most of the research tools revealed that students do not seem to be highly affiliated to electronic resources. Relatively a greater number of respondents disagreed to the importance of computers and

internet compared to printed books or handouts. However, the students have shown high preference to spend a lot of time in English laboratories and computers to maximize their learning though the infrastructure to do so is not fully fulfilled in most Ethiopian first to third generation universities.

Printed English language learning resources were found predominantly used course related materials. Both participants of the study in Jimma University and Wolkite University are inclined to use the printed resources because the students perceive that printed materials are easily available, permanent, libraries are full of printed materials and digital learning resources need different materials such as internet, computer and reading tables. This scenario might have happened due to limited infrastructure and awareness gap among the students in the universities studied.

Reasonably large number of students used the internet for entertainment purpose: listen to music online, sport news, email check, chat with friends on face book and other entertainment activities. Students also used the internet for academic purpose: listening to online academic lectures, visiting academic sites, reading online books and synopsis of novels as well as stories, listening to improve listening skills, downloading books and articles for study and research. Unless students approached electronic resources with good understanding, students may consume their time because electronic entertainment surpasses their academic usefulness.

The Wilcoxon Signed Ranks Test result showed significance inclination of students listening to online lectures on the internet (P-value= 0.001) and spending a lot of time in English laboratories and computer centers to maximize their language learning (P-value= 0.002). However, there is no significant inclination of students to print or the electronic language learning resources. The Wilcoxon Rank Sum Test for the nine items prepared to measure students' inclination to print or electronic resources is statistically insignificant.

6. Recommendations

Based up on the results and conclusions, the following recommendations were made:

The complementarily use of electronic and print language learning resources in Ethiopian education curriculum could enhance to produce proficient and high talent professionals in Ethiopian university students. Therefore, Ethiopian third generation universities and first generation universities should alleviate students problems such as internet, computer access, electronic resources and recent printed learning resources.

Particularly, Instructors in the selected Ethiopian universities should improve students' awareness gaps, lack of information retrieval skills from the website, not knowing language educational websites, and skill gaps to manipulate computers as well as other electronic resources.

Comparatively large number of students used the internet for entertainment purpose compared to its academic purpose. Though students showed interest to use the internet for different purpose globally, they should primarily focus on the academic usefulness of internet and other electronic resources; otherwise, students may consume their time wondering to access endless resources on the World Wide Web cloud of information in which some of them may be harmful.

The subjects under study predominantly inclined to use the printed resources. This might have been caused due to their perception about the usefulness of printed materials as well as limited access to electronic language learning resources. Therefore, the students in the selected Ethiopian state universities should consider other ways of electronic resources, and they should effectively use the available electronic language learning resources to substantiate their printed language learning resources.

As the FGD participants also recommended, Jimma University, which relatively has better educational infrastructure, should enhance students' access and awareness to electronic learning resources to maximize students' language learning. Wolkite University FGD participants also recommended that the English Language and Literature Department at Wolkite University, which was found with little educational infrastructure should launch its own English language laboratory.

The Ministry of Education together with the selected Ethiopian universities should furnish the already existing universities with educational infrastructures before they launch new universities. Further researches should be conducted about Ethiopian university students' resource utilization across departments to provide up-to-date printed and electronic learning resources. Accordingly, it would be possible to produce competent professionals and ease technology transfer across all Ethiopian state universities.

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Our acknowledgement to individuals and organizations who contributed to this research is priceless. First, we would like to credit Jimma University and Wolkite University English major third year students and other relevant staffs for providing us with valuable data for this study. Second, our appreciation goes to College of Social Sciences and Humanities for offering us their time, resources and information for the accomplishment of this study. Finally, our heartfelt gratitude is also to all people who helped us in any of our moves for this research purpose.

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Annex I- Students' Questionnaire

Jimma University

College of Social Sciences and Humanity

Department of English Language and Literature

Dear student:

This study is aimed to explore your Prospects and Challenges in Using the Printed and Electronic English Language Learning Resources. Thus, your genuine responses help the researchers to get relevant data about the aforementioned research area. Therefore, the researchers request you to fill the following questionnaire based up on your language learning experience. There is no need to write your name for anonymity reason, and be confident that the data you provide will be used for the research objective only.

Demographic Information:

I. Put (x) mark on the option that represents you.

Sex: Male () Female ()

Main Data

II. Rate your answers by choosing one among the options provided. Write (x) on your answer for each item (1, 2, or 3) that tells the practice you use to learn English and to use English language learning resources. Please mark on the statement that most describes you.

NB: you response will be only one among the following options for:

1 = Disagree

2 = Neutral

3 = Agree

Thank you so much for your cooperation!

Table 7

No	Items	Response		
		Disagree	Neutral	Agree
Access to electronic and printed resources		1	2	3
1	I have access to computer and internet.			
2	My learning environment is suitable for me to access electronics resources.			
3	My learning environment has very good infrastructures suitable to access printed materials.			
4	In my campus, internet and wireless connections are rare.			
5	In my campus, the ICT helps me to access electronics resources effectively.			
6	I have access to recorded electronic materials that help me practice my spoken English and listening.			
7	Instructors in my class do not bring electronics resources			
8	My dorms and classrooms do not allow me to use computers and internets.			
9	I have limited skills when I use ICT services.			
10	I have financial problems to use internet through my mobile data			
Challenges of using Electronics resources		1	2	3

1	I am not aware of the advantages of the digital resources for my academic enhancement.			
2	I have limited skills in manipulating computers and internet browsers.			
3	I have lack of information retrieval skills from the website.			
4	I do not know language educational websites.			
5	My resource utilization is limited to hard copies/ printed materials.			
6	I do not have access to electronic resources eve if I want to use them.			
7	Our teachers do not encourage us to use online data base resources.			
8	Our classes are not equipped for electronics resources.			
9	I do not assume learning is possible through the world wide web (virtual library).			
Prospects of learning through the electronics resources including the internet		1	2	3
1	Our instructors bring electronics resources to class.			
2	I feel the internet facilitates authentic language learning.			
3	I usually feel I can enhance my spoken and listening skills by accessing electronic resources prepared by native speakers.			
4	Our libraries allow us to use well-organized electronics resources.			
5	Our library is primarily set to provide printed books.			
6	I can use computers and internet access very in my library.			
7	I use multimedia electronic resources to help me develop my pronunciation and my vocabulary through talking dictionary.			
What do you do when you get internet service?		1	2	3
1	I listen to music online.			
2	I use computers and internet for the sake of entertainment.			
3	I chat with friends on face book.			
4	I download books, articles for my study and research.			
5	I check e-mail.			
6	I listen to improve my pronunciation.			
7	I listen to online lectures.			
8	I visit academic sites.			
9	I read online academic books.			
10	I read synopsis of novels and stories.			
11	I read sport news.			
Students Preference to Printed and Electronics Resources				
Electronics resources		1	2	3
1	Computers and internets are more important than printed handouts or books.			

2	I prefer downloaded e-books and articles for my study and research.			
3	I prefer to read online electronic academic books.			
4	I listen to online lectures on the internet.			
5	I usually visit academic electronic websites on the internet			
6	I Explore electronic resources to improve my spoken English and listening skills.			
7	I check pronunciation and meaning of a word on the internet or through talking dictionary.			
8	I usually spend much of my time at English laboratories and computers to maximize my learning.			
9	Do not adapt myself with Electronic resources.			
Printed resources		1	2	3
1	Printed handouts or books are more important than electronics resources.			
2	I prefer to use books and articles in hard copy for my study and research.			
3	I prefer to read printed academic books in the library.			
4	I refer printed books to strengthen my lecture note.			
5	I usually visit the library to read my handouts and other printed books.			
6	I do not use electronic resources because I do not feel they can help me improve English.			
7	I check pronunciation of a word through printed dictionary.			
8	I spend much of my time at library to read my printed handouts and books.			
9	I make fun of printed resources.			

Annex II- Interview Checklist

1. What infrastructures do you think are done in your university for students' full access to analog and digital resources?
2. What do you think are the students' challenges and opportunities in learning in this interconnected world?
3. Do you think students get full access to print and electronics resources? Are there well furnished libraries and other suitable learning environment
4. What solutions do you suggest to minimize the possible challenges and to maximize the advantages of learning in this fast changing contemporary world?

Annex III- Focus Group Discussion

1. Among the digital and printed materials, which one do you prefer? Why?
2. Do you have electronic materials? In what way do they help you to overcome your teaching and learning process as well as your overall world knowledge horizons
3. Are your classrooms, libraries and other learning environments suitable to access different types of resources (printed and electronics)?
4. Do you have adequate knowledge and skills to exploit both digital and analog resources? For example do have full access to smart phones and computers which they enable you to use internet and other resources?
5. What do your handouts most often contain? Printed or electronics?

Annex IV- Observation Checklist

1. Students' learning environment such as class rooms, libraries, spaces etc will be observed for their suitability to digital and analog resources exploitation
2. The teaching and learning context will be visited if they are suitable to connect students using electronic resources that they can help them to compute with the rest of the global learners.
3. To check students' resources using habits, students learning spaces will be observed.