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Reading in the Digital Age: A Comparative Investigation of E-Book Use and Format Preferences among Language Learners

Dijital Çağda Okuma: Dil Öğrencileri Arasında E-Kitap Kullanımı ve Okuma Formatı Tercihlerine
Yönelik Karşılaştırmalı Bir Araştırma

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Abstract: Digital reading tools have become increasingly prominent in language education, yet it remains relatively unclear how frequently EFL learners choose e-books over print and what factors shape this preference. To this end, the present study was conducted with 157 EFL learners to investigate the use of e-books in target language reading in an effort to find out whether learners use e-books more than print books; whether there exists a significant difference in e-book usage ratio based on perceived proficiency level, educational background, and purpose for learning English; and why learners prefer or do not prefer e-books for reading in target language. The quantitative findings indicated that EFL learners use e-books significantly less than print books for target language reading, no significant difference in e-book usage on the basis of perceived proficiency level was found, participants who were pursuing/had completed graduate studies used e-books significantly more than participants who were not/had not, and no significant difference in e-book usage according to purpose for learning English was observed. The qualitative findings revealed the strengths (accessibility, practicality, portability, dictionary and translation) and the challenges (unaccustomedness, inadequate information, note-taking issues, and health issues) of using e-books in target language reading. Given the findings, the study offers insights into the utilization of e-books in target language reading.

Keywords: E-books, EFL Reading, Technology-integrated Language Learning

Öz: Dijital okuma araçları dil eğitiminde giderek daha yaygın hale gelmiş olsa da, İngilizceyi yabancı dil olarak öğrenenlerin basılı kitaplara kıyasla e-kitapları ne sıklıkla tercih ettikleri ve bu tercihi şekillendiren faktörlerin neler olduğu halen nispeten belirsizliğini korumaktadır. Bu doğrultuda mevcut çalışma, yabancı dil olarak İngilizce öğrenen 157 öğrenciyle, hedef dilde okuma yapmak için e-kitap kullanımını araştırmak, öğrencilerin basılı kitaplardan daha fazla e-kitap kullanıp kullanmadığını; algılanan yeterlilik düzeyi, eğitim geçmişi ve İngilizce öğrenme amacı temelinde e-kitap kullanım oranında anlamlı bir fark olup olmadığını; ve öğrencilerin hedef dilde okuma yapmak için e-kitapları tercih etme veya etmeme sebeplerini belirlemek amacıyla gerçekleştirilmiştir. Nicel bulgular, İngilizceyi yabancı dil olarak öğrenenlerin hedef dilde okuma için basılı kitaplardan önemli ölçüde daha az e-kitap kullandığını, algılanan yeterlilik düzeyi temelinde e-kitap kullanımında anlamlı bir fark bulunmadığını, lisansüstü eğitimine devam eden/tamamlamış katılımcıların lisansüstü eğitim görmeyen/tamamlamamış katılımcılara göre e-kitapları önemli ölçüde daha fazla kullandığını ve İngilizce öğrenme amacına göre e-kitap kullanımında anlamlı bir fark olmadığını göstermiştir. Nitel bulgular ise, hedef dilde okuma yapma noktasında e-kitap kullanımının güçlü yönlerini (erişilebilirlik, pratiklik, taşınabilirlik, ve sözlük ve çeviri) ve zorluklarını (alışkın olmama, yetersiz bilgi, not alma zorlukları ve sağlık sorunları) ortaya koymuştur. Çalışma, mevcut bulgular ışığında hedef dilde okuma yapmada e-kitap kullanımına ilişkin bilgiler sunmaktadır.

Anahtar Kelimeler: E-kitaplar, Yabancı Dil Olarak İngilizce Okuma, Teknolojiyle Bütünleşik Dil Öğrenimi

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1. INTRODUCTION

E-books have several definitions. Morgan (1999) outlines the definition of an e-book as a mixture of hardware and software designed particularly for reading, Balas (2000) separates e-books from e-texts in that e-books are read on an e-book reader through a specific software, and Hawkins (2000) refers to an e-book as any book available online in electronic form via different means (as cited by Manley & Holley, 2012). Merriam Webster's online dictionary defines an e-book as "a book composed in or converted to digital format for display on a computer screen or handheld device" (E-book, 2019).

Michael Hart is often considered as the person who invented the concept of e-book. Hart (1992) started project Gutenberg in 1971 with the purpose of making books accessible for the general public as easily and inexpensively as possible through the use of electronic devices. The project has been operative since 1971 and offers free e-books that are downloadable in e-pub (electronic publication file) and mobi (mobipocket e-book file) formats. Considering the definitions, an e-book can be read on any electronic device. Still, ideas for an electronic device that can be specifically used to read e-books also started to emerge with the invention of e-books around 1970s. One of the earliest ideas of an e-book reader, or an e-reader, was Kay's (1972) Dynabook, a potentially portable computer, which would eventually enable users to read books on a portable electronic device along with other functions. However, the first commercial e-book reader, Rocket e-book by NuvoMedia, was not produced until 1998. Ever since the first e-book reader was released, several others such as Sony Librie, Amazon Kindle and Barnes & Noble Nook have been produced. Today, e-books are used by many people around the world via e-book readers and other electronic devices such as computers, laptops and smart phones.

A number of studies have been implemented to find out about the utilization of e-books in improving vocabulary knowledge. Smith et al. (2013) conducted an inquiry to investigate the usefulness of reading texts through computer games embedded in e-books on the vocabulary learning of Chinese students in comparison with traditional methods, and the relationship between the performances of learners on computer games embedded in e-books and vocabulary learning. The researchers found out that learning vocabulary items through computer games embedded in e-books resulted in learning significantly higher number of vocabulary items compared to learning vocabulary items through hard-copy texts and word lists. Additionally, the researchers uncovered that there existed a statistically significant correlation between participant performances on computer games embedded in e-books and vocabulary learning outcome. Similarly, Weber and Cavanaugh's (2006) paper on gifted and advanced learners also highlights the opportunities for learners to increase their vocabulary knowledge through e-books with the possibility of using an integrated dictionary and calls for teachers and parents to make use of the unique features of e-books to promote reading. These studies indicate that e-books might have a notable role in the development of target vocabulary knowledge and highlight the importance of searching for e-book usage among learners for language learning purposes.

Another point of inquiry pertaining to e-book usage in ELT has been the development of pronunciation and reading skills. In their study, Santos et al. (2014) probed into the effects of e-readers and e-books on the pronunciation and reading skills development of advanced EFL learners. The findings uncovered that e-books needed further development with regard to multimedia tools, underlining and notetaking. Gabgrakhmanov and Alekseeva (2011) also investigated the efficacy of e-books from the perspective of improving pronunciation skills and vocabulary knowledge and pointed out the opportunities provided by e-books for learners and teachers to improve pronunciation and reading skills. A similar research study was conducted by Wang et al. (2017) to delve into the effectiveness of e-books on the development of reading skills. The outcomes confirmed that the students had a positive attitude towards the reading strategies and using e-books to improve their reading skills. Based on these findings, e-books show significant potential in developing target language skills in addition to learning and teaching target language knowledge. Nonetheless, as much of this research centers on the pedagogical potential of e-books

rather than on how learners actually use them in authentic learning contexts, there remains a need to examine real-world e-book practices among EFL learners to determine how these tools are utilized by learners beyond controlled study conditions.

In an effort to investigate the opinions of EFL learners on utilizing e-books for the improvement of academic English, Alavi and Dashtestani (2014) carried out a study whose findings indicated that the participants regarded e-book usage as advantageous thanks to being mobile, environmentally friendly and easy-to-use although they preferred reading print books over reading e-books. The reason behind this might be the obstructive and hindering factors related to using e-books such as limitations in the qualities of e-books, accessibility and lack of training. The researchers highlighted the possibility of overcoming such limitations with the effort of students, teachers and officials. It is stated in the study that by providing more support and training to students, increasing target language proficiency, and e-book implementation by instructors to promote the use of e-books can facilitate development in academic English knowledge. These findings reveal a generally positive yet still tentative stance toward e-books, highlighting the need for a more comprehensive investigation, specifically focusing on how diverse EFL learners actually engage with e-books in practice and whether targeted support can meaningfully shift usage patterns and learning outcomes.

More recent studies also point out several advantages of using e-books in the practice of second language knowledge and skills. For instance, Park and Lee (2021) compared the effectiveness of reading e-books through tablets, reading printed books, and being instructed in traditional teaching in the EFL reading comprehension development of EFL learners via three groups of Korean students studying at an elementary school, and uncovered that the level of improvement was largest for the group that read e-books through tablets. A vocabulary-oriented mixed-method study carried out by Ali et al. (2021) identified that e-books have a considerable role in learning vocabulary, and students have positive attitudes towards using e-books for the enhancement of their vocabulary knowledge. In a similar study, Nasir et al. (2022) also found that e-books are preferred by learners for learning English, specifically for the improvement of target vocabulary knowledge. In the English for specific purposes context, a research and development study conducted by Bustang et al. (2021) revealed that e-book-based learning of nursing English was regarded as a beneficial learning environment by both lecturers and students owing to advantages regarding accessibility, ease-of-use, animated features, opportunities for practice. When recent studies are examined, it can be understood that these studies are effective at replicating or expanding the earlier findings on e-book usages. However, there is a need for studies to delve deeper into the habits of language learners in their use or non-use of e-books in target language reading to gain more profound insights into the potential benefits and challenges of using e-books to this end.

Mizher and Alwreikat's (2023) study on the trends of using e-books for language learning also underlined several reasons why learners prefer using e-books for language learning such as perceived ease of use and taking more courses in English. Duvnjak et al.'s (2022) research into the use of e-books for foreign language learning also revealed several benefits such as increased use of multimedia and higher rates of engagement and suggested certain directions such as the simplification of e-books to achieve better language learning outcomes from using e-books. In addition to certain benefits such as the accessibility, portability, different use modes, and facilitating reading strategies that contribute to the use of e-books as language learning materials, several disadvantages such as screen exposure and preference to use printed books that inhibit the use of them were outlined by Medjahed and Yahiaoui (2023). When the trends are considered, it can be stated that several factors might be associated with the backgrounds of learners. Advantages such as portability might be related to all types of learners but factors such as frequency of engagement with e-books or the utilization of strategies can be affected by several variables from educational background to reasons for learning English. The trends identified in these studies provide valuable insights into why learners prefer e-books but they fall short when it comes to illustrating why they might not do so.

The potential benefits of e-books for language have also been investigated in integration with other sources and systems of language learning. Takii et al. (2021) probed into the use of a learner analytics-based e-book and recommender platform and found that the system resulted in positive outcomes for the learning engagement of EFL learners. Similarly, Yang and Ogata's (2023) study revealed that using a personalized language learning system through e-books facilitated learner engagement and resulted in better achievement in language learning compared to solely using an e-book system. In another study, Armando et al. (2023) delved into the use of game media and e-books on language learning and uncovered that the two materials have the potential to enhance learners' willingness to learn and understand target language content. E-books were also involved among facilitative e-learning environments for language learning along with images, animations, videos, audio files, multimedia, podcasts, and social networks in the studies of Al Aroud et al. (2022) and Levenok and Sydorenko (2022) on technological tools for language learning. These studies collectively demonstrate that e-books can enhance engagement and learning when embedded within broader technological ecosystems. However, the question of how EFL learners from various backgrounds independently use e-books outside such integrated systems still remains unanswered.

Several review studies have been undertaken to investigate the utilization of e-books in second language learning. Alice Chen et al.'s (2023) review on the adoption of e-books as EFL materials revealed that e-books were crucial in terms of developing reading comprehension, enhancing teaching and learning strategies, and facilitating engagement of EFL learners. In another review, Ghafar (2024) identified several pros and cons of e-books for language learning. The advantages involved intriguingness, transportability, dim illumination and saving the planet. The disadvantages, on the other hand, involved issues about devices, connectivity, ocular fatigue, adaptation reluctance and security problems. The goals behind these reviews are partially in alignment with the goals of the present study, but there is still a need for focusing on why learners prefer and do not prefer e-books in target language reading through empirical data directly aimed at finding out about the preferences of learners.

Recent studies on e-books and language learning thus far have indicated that e-book usage might have a positive influence on learning vocabulary learning and reading comprehension development, and students mostly have a positive attitude towards using e-books in learning English. These differences suggest that learners' backgrounds, such as proficiency level, educational experience, and goals for learning English, have the potential to meaningfully shape how they engage with e-books. However, an overarching investigation of e-book usages of EFL learners from multiple perspectives related to the backgrounds of these learners has been missing. Despite the considerable amount of data in the literature, the issues of e-book usage with comparison to print books, the effects of learner profiles on the usage ratio of e-books, and the gains and obstacles in using e-books for target language reading remain underresearched. Similarly, although there have been some studies that have underlined the potential disadvantages of using e-books in learning English as well as the advantages, the number of these studies has been severely limited in comparison with those that focused on the potential advantages. Thus, a clear need exists for research that simultaneously investigates learners' e-book usage patterns, the role of learner characteristics, and their perceived affordances and challenges. This study has been carried out with the goal of bridging this gap by investigating the use of e-books in EFL reading, and to explore the reasons why EFL learners prefer to or not to use e-books for reading. To this end, the study targeted answering the research questions below:

- (1) Do English learners use e-books significantly more than print books when reading in English?
- (2) Is there a significant difference in e-book usage ratio of EFL learners in target language reading based on (a) reading proficiency, (b) educational level, and (c) purpose for learning English?
- (3) What are the reasons for EFL learners to prefer or not to prefer using e-books in target language reading?

2. METHODOLOGY

The current study sought to explore the e-book usages of EFL learners in target language reading through a survey design by collecting quantitative and qualitative data regarding the issue. The quantitative data were gathered via questions on the daily amount of time spent on reading e-books and print books, and the qualitative data were elicited through an open-ended question on why or why not e-books were preferred by learners.

2.1. Participants

The participants were selected via convenience sampling on a voluntary basis. The target population of the study was young adult and adult Turkish EFL learners. The sample comprised 157 English learners with different English proficiency levels, educational backgrounds, and purposes for learning English. Based on self-identifications, 23 participants had A1 level, 31 participants had A2 level, 61 participants had B1 level, 25 participants had B2 level, 12 participants had C1, and five participants had C2 level English reading proficiency as based on the outlines provided by the Common European Framework of Reference for Languages (CEFR) self-assessment grid. Because the study was administered remotely to a relatively large and heterogeneous population, obtaining standardized proficiency test scores was not feasible; therefore, CEFR self-assessment was employed as a practical and widely used alternative. Prior research has shown that CEFR self-ratings tend to correlate moderately with learners' actual proficiency in large-scale survey contexts, making them suitable for grouping purposes (Little, 2005). Three groups were identified according to the perceived proficiency levels of the participants; those who had A level (A1-A2 levels) perceived English reading proficiency (n = 54), those who had B level (B1-B2 levels) perceived English reading proficiency (86), and those who had C level (C1-C2) perceived English reading proficiency (n = 17) based on CEFR self-assessments.

In addition, the participants were from different educational backgrounds from high school students to PhD graduates. Six participants were high school students, four participants were high school graduates, 90 participants were undergraduates, 12 students had a BA degree, 33 participants were master's students, eight students had master's degree, three participants were PhD students, and one participant had PhD degree. Two groups were identified based on educational background; those who were doing/had completed post-graduate studies (n = 45), and those who were not doing/had not completed (n = 112).

Finally, the participants of the study had different reasons for learning English. 51 participants were learning general English, 63 participants were learning English for academic purposes, and 43 participants were learning English for professional purposes. The participants were assigned to three groups based on their individual learning purposes.

2.2. Data Collection Instruments

In order to gather data from the participants, a survey with multiple-choice, short-answer and open-ended questions was used. The first section of the survey required the participants to indicate their educational background, state their purpose of learning English, choose their English reading proficiency level according to CEFR self-assessment grids, and report their English proficiency exam scores if they had any. In the second part of the survey, participants specified the average amount of time spent on reading print books and e-books in the target language. In the final part, they were asked to state the reasons for preferring or not preferring e-books in target language reading. The survey was created and implemented via Google Forms.

With the purpose of increasing validity and reliability from a quantitative perspective, certain steps were followed. First of all, the questionnaire was created to be as brief and as neat as possible to increase face validity. The usage duration of e-books was collected along with overall daily reading duration to increase the content validity. The expressions in the items were stated in a clear way to avoid any confusion to

improve construct validity. In order to improve reliability of the questionnaire, items were arranged to enable cross-checking from multiple aspects to bolster internal consistency.

Qualitative aspects of validity and reliability were aimed to be improved through the guidelines provided by Noble and Smith (2015) with regard to the consistency, truth value, and applicability and the neutrality of the data collection, analysis and reporting procedures. In an effort to bolster truth value, confirmability and neutrality, sample participant responses were noted for each theme that was found out through the analysis. In order to ensure applicability, the qualitative findings were compared with the findings in the literature to achieve deeper insights into the issue considering various backgrounds.

2.3. Data Collection Procedure and Analysis

After the survey was created through Google forms, it was shared with English learners via email. The learners were prompted to complete the survey on a voluntary basis. After the data were gathered, the quantitative parts were transferred to SPSS, and the qualitative data were transferred to Microsoft Excel to be analyzed.

The quantitative data were analyzed descriptively and inferentially. First of all, background data such as proficiency levels, educational backgrounds, learning purposes, possession of an e-book reader were analyzed descriptively. Following the descriptive statistics, the data were analyzed inferentially through Wilcoxon Signed-Rank Test to assess whether the participants used e-books significantly more than print ones; via Kruskal Wallis Test to uncover any potentially significant differences in the e-book usages of participants on the basis of their proficiency levels and purposes for learning English; and by applying the Mann-Whitney U test to ascertain whether a significant difference existed in e-book usages of the participants based on their educational backgrounds. Non-parametric tests were used considering the fact that the data did not follow normal distribution based on any grouping factor, and total number of the participating individuals in some grouping variables differed greatly from one another.

A variable called the e-book usage ratio was created to understand what percentage of daily target language reading activities the participants carried out via e-books. This variable was created by dividing the amount of time spent daily on reading e-books in English by the total amount of time allocated daily to read in English and multiplying it by 100. For example, if a participant reads English e-books 30 minutes a day and reads English texts for 60 minutes in total, 30 is divided by 60 and then multiplied by 100, which corresponds to an e-book usage ratio of 50.

The qualitative data were analyzed through the lens of thematic analysis in accordance with the instructions provided by Braun and Clarke (2006). First, the data were read and re-read, and the initial codes were generated. This familiarization process enabled the researchers to gain an in-depth understanding of the dataset while systematically identifying meaningful segments of data relevant to the research questions. Then, the codes were combined into overarching themes. During this stage, conceptually similar codes were compared, clustered, and organized to capture broader patterns of meaning across the dataset. This review involved checking the coherence and consistency of each theme against the coded extracts and the entire dataset to ensure clear boundaries and analytic validity. The themes were evaluated in terms of how well they supported the data and were clearly defined. Finally, the themes were reported on the basis of their meaningful contributions to the data. In this final phase, the themes were refined and presented with analytic interpretations that directly addressed the aims of the study and were supported by representative data excerpts. Sample participant responses reported in the study were translated from Turkish to English. The translations were carried out with careful attention to preserving the original meanings and nuances of the participants' responses to ensure interpretive accuracy.

3. FINDINGS

First of all, the findings were examined to address the first research question (Do English learners use e-books significantly more than print books in reading?). Descriptive statistics illustrated that the participants in the study spent 29.86 minutes on reading English texts daily. They spent 21.35 minutes of this time reading print texts, while they spent the remaining 8.51 minutes reading texts in e-book format (see Figure 1). Following descriptive analysis, the findings were analyzed inferentially via Wilcoxon Signed-Rank Test to understand whether the difference was statistically meaningful. The results suggested that the amount of time dedicated to reading print books each day was significantly higher than the amount of time spent daily on reading e-books ($Z = 6.78$, $p < 0.0001$). This analysis had a large effect size of $r = 0.676$ based on the guidelines of Rosenthal et al. (1994).

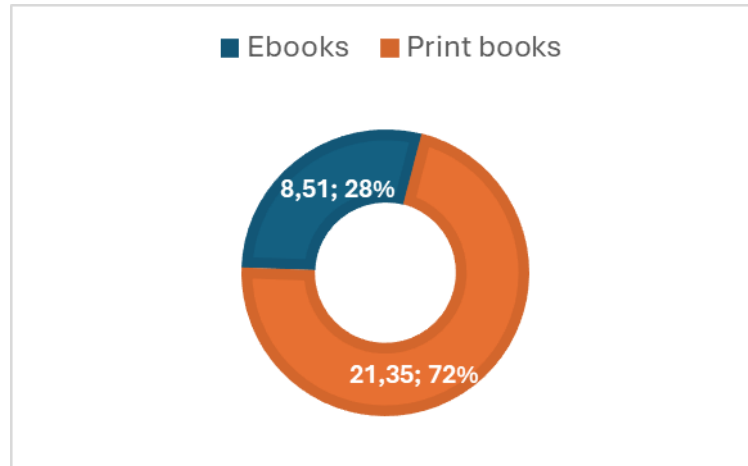


Figure 1. *The amount of time (minutes) spent on reading e-books and print books in English*

Following the first research question, the data were examined with regard to the research question 2a (Is there a significant difference in e-book usage ratio of EFL learners in target language reading based on (a) reading proficiency?). Here, descriptive statistics demonstrated that the participants with A, B, and C perceived English reading proficiency levels had an e-book usage ratio of 22.7, 31.71, and 26.98 respectively (See Figure 2). In an effort to find out whether these differences were statistically meaningful, a Kruskal Wallis test was carried out. The results exhibited that there existed no significant difference ($H(2) = 3.41$, $p = 0.181$).

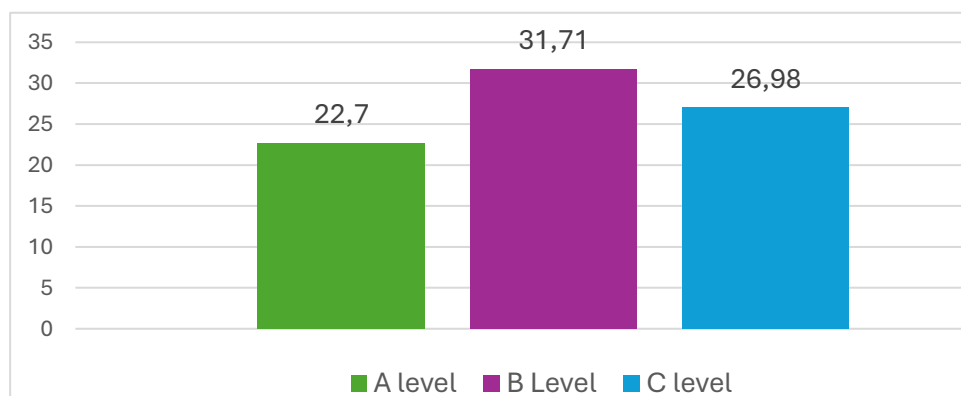


Figure 2. *E-book usage ratio based on perceived English reading proficiency level*

After the analysis of research question 2a, the data were analyzed with regard to research question 2b (Is there a significant difference in e-book usage ratio of EFL learners in target language reading based on (b) educational level?). Descriptive statistics showed that participants who were not doing/had not completed post-graduate studies had an average e-book usage ratio of 24.12, whereas the participants who were doing/had completed post-graduate studies had an average e-book usage ratio of 38.01 (See Figure 3). To find out whether this difference was statistically meaningful, a Mann-Whitney U Test was performed. The findings indicated that the difference was statistically significant ($U = 1874.5$, $p = 0.008$). This calculation demonstrated a small effect size of $d = 0.256$ according to Cohen's (1988) guidelines.

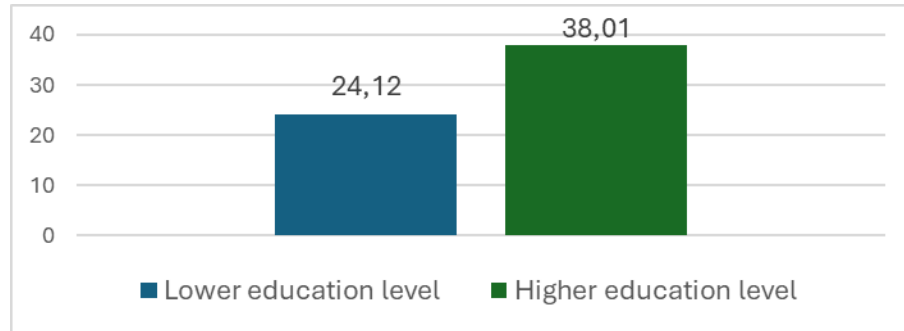


Figure 3. E-book usage ratio based on educational level

Finally, the quantitative data were analyzed in reference to research question 2c (Is there a significant difference in e-book usage ratio of EFL learners in target language reading based on purpose for learning English?). Descriptive analysis uncovered that the participants who were learning general English had an e-book usage ratio of 28.23, the participants who were learning English for academic purposes had an e-book usage ratio of 33.39, while the ones learning English for professional purposes had an e-book usage ratio of 20.19 (see Figure 4). In order to discover whether the mean differences were significantly different from each other, a Kruskal Wallis Test was carried out. The results highlighted that the mean scores were not significantly different from each other ($H(2) = 4.49$, $p = 0.106$).

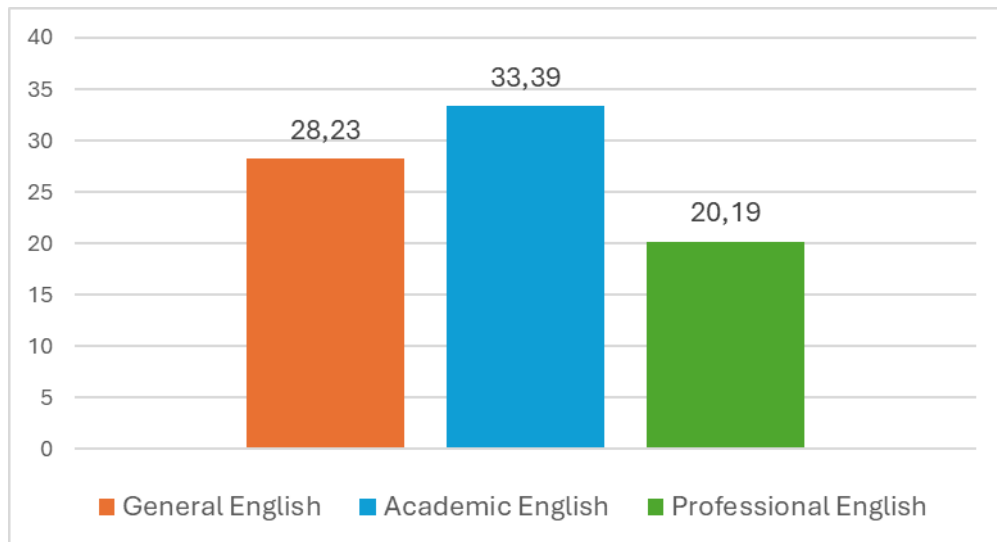


Figure 4. E-book usage ratio based on learning purposes

Following the analysis of the quantitative dataset, the qualitative data were analyzed through thematic analysis to answer research question 3 (what are the reasons for EFL learners to prefer or not to prefer e-books in target language reading?). At the end of this analysis, eight main themes emerged from the data. These were divided into strengths and challenges as the former included information on why the participants preferred to use e-books and the latter included information on why they did not prefer to use e-books for reading in the target language. The strengths included the themes of accessibility, practicality, portability, and dictionary and translation, while the challenges included the themes of unaccustomedness, inadequate information, note-taking issues, and health issues (See Table 1 for an overall distribution of themes).

Table 1.*Overview of themes and categories*

Theme	Code Frequency	Category	Code Frequency
Accessibility	72	Ease of Access and Availability	47
		Economic and Resource-Related Accessibility	15
		Content Diversity and Recency	10
Unaccustomedness	40	Familiarity with Print-Based Reading Habits	14
		Lack of Prior Experience	16
		Resistance or Negative Attitudes Toward E-books	10
Practicality	24	Time Efficiency and Convenience	24
Inadequate Information	16	Insufficient Guidance or Awareness	14
		Limited Knowledge of E-book Use	2
Portability	17	Physical Convenience and Mobility	17
Note-Taking Issues	9	Difficulty Annotating and Highlighting	9
Dictionary and Translation	18	Vocabulary Support	4
		Translation Support	6
		Support for Limited Language Proficiency	8
Health Issues	19	Physical Discomfort and Screen-Related Strain	14
		Concentration and Cognitive Fatigue	5

Accessibility refers to the idea that e-books are easily accessible on various platforms usually for a lower price compared to print ones. The categories that were identified under this theme were ease of access,

economic and resource-related accessibility, and content diversity and recency. The participants reported that they could access them anywhere via any device and this created an advantage for using them in target language reading. For example, Participant 34 stated that "E-books can be accessed more easily compared to print ones. At the same time, if the book that is read is made public, the cost decreases even more. In short, e-books are preferable in terms of accessibility and cost.". Similarly, Participant 80 expressed that "What impresses me most is their accessibility and diversity, that's why, I feel more comfortable with e-books, and do most of the day's reading in e-book format.". Participant 125 also expressed a similar opinion: "E-books are easily accessible. We want to reach information without having to spend a lot of time.".

Practicality stands for the relative ease of using e-books via different electronic devices. The category under this theme was time efficiency and convenience. This theme was created to include the opinions of the participants who mentioned that e-books could be used easily, which basically increased the effectiveness of reading by saving time. For instance, Participant 22 highlighted this issue by saying "I use e-books for practicality and saving time". Participant 55 pointed out the feasibility of using e-books on smartphones, which are nearly always accessible: "I prefer e-books because, as part of my profession, it feels easier to read a text on my smart phone". Participant 59 emphasized the point that e-books can be used anywhere easily: "I use e-books so that I can do reading anywhere, such as in public transportation, easily.".

Portability refers to the flexibility of using e-books by carrying only electronic devices such as an e-book reader or a smart phone which are relatively thinner and lighter to carry compared to print books. The category identified under this theme was physical convenience and mobility. Participant 19 mentioned this point by stating that "It is more comfortable to read e-books, I do not always have print books with me all the time.", and similarly, Participant 60 said "It is hard to carry print books around". Participant 34 highlighted the same issue by also mentioning accessibility: "I prefer the e-book format since I can both access content quickly and read them anywhere. I use public transportation every day for two or three hours (bus and tram), and I use e-books in the meantime."

Dictionary and translation theme indicates the opportunity provided by e-book readers and other devices through which e-books can be read to use a built-in dictionary or a translation application to look up the meanings of unknown words or expressions. The categories under this theme were vocabulary support, translation support, and support for limited language proficiency. Participant 41 pointed out this opportunity by stating "E-books allow me to copy-paste unknown words and transfer them to a dictionary so that I can access the meaning and pronunciation of these words and see their usages in different sentences.". Participant 47 mentioned the same opportunity by saying "I can understand what I read better since there is a dictionary application". Participant 49 also highlighted the same issue by stating "I prefer e-books because I can get help from the internet to translate the sentences that I have difficulty in understanding."

Unaccustomedness theme refers to the challenge of using e-books due to being unfamiliar with them and being accustomed to using print books for reading in the target language. The categories under this theme were familiarity with print-based reading habits, lack of prior experience, and resistance or negative attitudes toward e-books. Participant 78 raised this issue by stating that "I don't like reading e-books. I like to read something tangible by holding it in my hand.". Participant 110 also pointed out the same issue by also mentioning note-taking issues: "I like reading books and I prefer them to be something that is tangible. I think that taking notes on important points and feeling the pages of the book in my hands are among the most important criteria in reading books. I do not prefer e-books because I do not have the same feeling.". Participant 147 highlighted the issue of losing interest by noting "I like reading print e-books more. I lose my interest in the book when it is in electronic format, that's why, I do not generally prefer reading e-books."

Several participants commented that they did not utilize e-books for learning English since they did not have enough knowledge about them. Inadequate information theme corresponds to this situation of having little or no experience on using e-books, or having limited knowledge on what e-books are, how they are used, and what kind of advantages they provide in reading. The categories under this theme were insufficient guidance or awareness and limited knowledge of e-book use. Participant 19 stated that: "I do not prefer e-books as I do not have adequate information on them". Participant 115's response pointed out to the issue of not knowing how to use e-books: "I do not read e-books in English since I do not know any applications through which I can read them". In contrast with the other participants who seem to have at least some idea on what e-books are, participant 122 stated that "I have no information on e-books because I have never used them".

Note-taking issues correspond to the participants' opinions on the difficulty of using e-books in terms of taking notes while reading e-books. The categories under this theme were difficulty annotating and highlighting cognitive and concentration-related challenges. Participant 37 highlighted this issue by stating "I do not prefer the e-book format because my English level is not enough for that. I learn better by underlining the words and noting their meanings on the text.". A similar statement was given by Participant 68: "I do not prefer e-books because I prefer to take notes and write down the meanings of unknown words.". Participant 127's response involved both the elements of unaccustomedness and note-taking issues: "I prefer print books to underline the book, take notes on it, and to feel that I am actually reading a book.".

Finally, health issues refer to the concerns of the participants with regard to the potential dangers posed by e-book reading devices on eye health. The categories under this theme were physical discomfort and eye strain and concentration and cognitive fatigue. For example, participant 34 pointed out the possible hazards that can result from looking at an electronic screen for a long time by saying that: "The disadvantages of using e-books can include constantly looking at an electronic screen, harming eye health, and being exposed to radiation.". Participant 83 mentioned an eye condition and the risk of it getting worsened as a consequence of reading e-books: "I do not prefer e-books because I have xerophthalmia.". Participant 111 also pointed out health issues by mentioning concentration problems as well: "In my opinion, reading a print book is always better than reading an e-book with regard to both health and concentration. For example, we can receive notifications while reading on a smart phone, or some eye disorders can be encountered due to looking at a screen for a long time.".

4. DISCUSSION AND CONCLUSION

The findings related to the first research question demonstrated that when reading in English, learners did not prefer to use e-books more often than print books. This pattern can be viewed from the point of the digital reading skills of learners and their willingness to use technology for language learning. Although e-books possess considerable educational potential, especially for vocabulary acquisition (Smith et al., 2013), their effective use depends on the familiarity of learners with digital reading environments. The challenges that were reported by the participants, such as being unfamiliar with using e-books, not knowing enough about their features and benefits, having trouble taking digital notes, and worries about eye health, can be interpreted as certain obstacles that prevent e-books from being used extensively. Despite the established advantages of e-books, the engagement of learners with these materials may be restricted by similar challenges as lack of training, reluctance to adapt, and health-related issues (Alavi & Dashtestani, 2014; Ghafar, 2024). According to this point of view, the findings in the current study related to the instructional efficacy of e-books are not contradicted by the persistent dominance of print books; rather, they show a discrepancy between pedagogical potential and actual learner usage. Based on these perspectives, the results imply that further integration of e-books into EFL reading practices may necessitate increased learner awareness, guided e-book experience, better digital annotation opportunities, and specific attention to visual comfort. The findings demonstrate how adoption-related obstacles can

influence real e-book use in EFL reading contexts by highlighting the disparity between learners' reported reading time and their perceived difficulties.

Regarding research question 2a, the results indicated that there was descriptive variation across different proficiency levels, but there was no statistically significant difference in the e-book utilization ratio based on perceived reading proficiency. By providing empirical evidence on the relationship between perceived reading proficiency and real-world e-book usage ratios, the current study extends earlier research studies. As earlier research has highlighted, technology use in language learning is influenced by factors like perceived ease of use, availability of scaffolding tools, and prior experience with digital reading environments. These suggest that reading proficiency alone may not be sufficient to explain learner engagement with e-books (Alavi & Dashtestani, 2014; Mizher & Alwreikat, 2023). From a technology-mediated reading perspective, the descriptively higher e-book usage ratio among B-level learners may be explained by the fact that intermediate learners are frequently in the best position to gain from embedded supports like integrated dictionaries and translation features (Weber & Cavanaugh, 2006; Smith et al., 2013; Santos et al., 2014). While higher-proficiency learners may rely less on digital affordances, lower-proficiency learners may encounter greater cognitive and linguistic demands. This pattern has also been observed in studies looking at reading comprehension and strategy use in e-book environments (Wang et al., 2017; Park & Lee, 2021). However, considering the fact that self-identification was used to determine proficiency levels in the current study, it must be noted that these interpretations are still subject to speculations to a certain extent. This clearly highlights the need for further research studies using standardized proficiency measures and more thorough qualitative investigation to gain more profound understanding of the relationship between proficiency and e-book usage.

Research question 2b was positively answered. Individuals with graduate degrees or those pursuing these degrees showed a considerably higher ratio of e-book usage than the other participants. The current findings go beyond attitudinal findings by showing how academic setting influences real-world e-book engagement in EFL reading. When the studies in the literature are taken into account, this discrepancy can be explained by the affordances of e-books, especially accessibility and portability, which have been repeatedly underscored in earlier research studies as notable benefits of e-books for academic reading and language learning (Alavi & Dashtestani, 2014; Bustang et al., 2021; Medjahed & Yahiaoui, 2023). According to research studies that associate e-book usage with academic engagement and efficiency, graduate learners are more likely to interact extensively with academic texts like research articles and course readings, and e-books enable quick access to such materials (Mizher & Alwreikat, 2023; Duvnjak et al., 2022). Furthermore, higher digital literacy and familiarity with technology-mediated reading practices may be the reason for postgraduate participants to increase their e-book usage. However, additional research with more balanced samples and more detailed qualitative inquiry is required to further investigate the impact of academic demands and goals among EFL learners on e-book usage in target language reading more precisely.

Despite noticeable descriptive variation, there was no statistically significant difference between the groups in terms of learning purposes. Therefore, research question 2c was answered negatively. While academic English learners had the highest e-book usage ratio, this difference did not reach statistical significance. This indicates that e-book usage may not be solely determined by reasons for learning English. This outcome can be evaluated in the context of earlier studies showing that the benefits of e-books, such as accessibility and integrated support tools like dictionaries and translation capabilities, do not always lead to differential usage across learner goals (Alavi & Dashtestani, 2014; Duvnjak et al., 2022; Mizher & Alwreikat, 2023). The lack of notable variations may also indicate that accessibility-related advantages, like portability and convenience of use, do not specifically apply to students based on their learning objectives (Medjahed & Yahiaoui, 2023). By showing that purpose for learning English does not significantly predict

e-book usage in target language reading, the present findings show that learner goals may be less influential than contextual and experiential factors in determining real-world e-book engagement.

According to the results, four main strengths (accessibility, practicality, portability, and dictionary and translation) and four main challenges (unaccustomedness, inadequate information, note-taking issues, and health issues) were identified with relation to the third research question (What are the reasons for EFL learners to prefer or not to prefer using e-books in target language reading?). The advantages of reading e-books in the target language, which were identified under the strengths, were in alignment with the findings of Santos et al. (2014) in terms of having an integrated dictionary and other useful features, and with the findings of Alavi and Dashtestani (2014) with respect to ease-of-use. However, the language related advantages of reading e-books in the target language such as learning vocabulary items more effectively (Weber & Cavanaugh, 2006; Smith et al., 2013; Ali et al., 2021; Nasir et al., 2022), and improved reading comprehension (Wang, Wu, Chien & Huang, 2017, Park & Lee, 2021) were not frequent in participant responses in our study. Additionally, environmental friendliness of e-books (Alavi & Dashtestani, 2014) was also not mentioned by the participants. The absence of these issues may be related to the inadequate information theme, which indicated the limited information possessed by the participants on what e-books are, and what kind of advantages they can offer. From the point of digital literacy and technology affordability, the scant mention of language-learning benefits implies that learners' assessments of e-books are influenced more by familiarity and surface use than by the deeper pedagogical advantages shown in experimental investigations. The present study adds to the current literature by empirically demonstrating of the discrepancy between the benefits that EFL learners spontaneously notice in real-world reading contexts and the theoretically proven instructional affordances of e-books.

Alavi and Dashtestani (2014) found that learners regard limited accessibility and lack of training as the disadvantages of using e-books. The findings of the current study are in contrast with the findings of Alavi and Dashtestani in that accessibility is dominantly regarded as an advantage of reading e-books in the target language rather than a disadvantage. On the other hand, lack of training can be related to the inadequate information and unaccustomedness themes of the present study. The present study also indicates a need for learners to be informed more effectively on e-books and to have more experience on using them. This need can be fulfilled through training sessions, as highlighted by Alavi and Dashtestani. There was no theme in the present study that was related to the problems of using e-books with regard to their quality. The other challenges of using e-books, which were note-taking issues and health issues, can also be added to the findings in the literature as important disadvantages. Learners need more note-taking opportunities on e-readers and other devices through which e-books can be read to be able to read e-books more effectively, and they need more health precautions and assurance to use them more comfortably. These results can be perceived through a user-adoption perspective, which holds that despite the recognized accessibility benefits of digital texts, continuous engagement is hampered by perceived obstacles pertaining to training, taking notes, and health issues. Some restrictions that have received little empirical attention in previous EFL-focused e-book studies, such as note-taking and health concerns, arise as prominent drawbacks alongside unfamiliarity and insufficient material in the present findings.

The study was subject to some limitations. First of all, the groupings and categorizations involved uneven number of participants in all comparisons. Although statistical analyses can still be valid despite uneven number of participants, an even number of participants across multiple groupings, or at least a more similar number of participants in different categorizations might have yielded more meaningful findings. Further research studies can involve equal or similar number of participants from different educational backgrounds, proficiency levels and learning purposes. Another important point to consider is the effect size outcomes for the statistical analyses. Among the findings, two main points of focus were revealed as statistically significant. These were the preference of print books over e-books and the usage differences on the basis of differences across educational backgrounds. The former had a large effect size whereas the latter indicated a small effect size. Therefore, the influence of educational background on the usage ratio of e-books for language learning can be explored further in future research studies, preferably with a larger

group of participants. The two grouping factors of reading proficiency levels and learning purposes, which were found not to be significantly effective in e-book preference of EFL learners, can be explored further regarding the reasons for this outcome at a deeper level. Another limitation of the study was the number of data collection tools. The study utilized both quantitative and qualitative data but employed these through a single data collection tool. In an effort to triangulate the data, further research studies can employ other means of data collection such as field notes, observations or interviews. In this way, more profound information can be achieved regarding the preferences of language learners about e-books as means of target language reading.

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GENİŞ ÖZET

1. GİRİŞ

E-kitaplar günümüze dek çeşitli şekillerde tanımlanmıştır. Morgan (1999) e-kitabı okuma için tasarlanmış donanım ve yazılımın bir birleşimi olarak tanımlarken, Balas (2000) e-kitapların bir e-kitap okuyucuda okunabilmesi için özel bir yazılım gerektirdiğini belirterek e-kitapları e-metinlerden ayırmaktadır. Hawkins e-kitapları, çeşitli yollarla elektronik ortamda çevrimiçi olarak sunulan herhangi bir kitap olarak ifade etmektedir (Hawkins, 2000 akt. Manley & Holley, 2012). Merriam Webster e-kitabı “bir bilgisayar ekranında veya el cihazında görüntülenmek üzere dijital formatta oluşturulmuş veya dijital formata dönüştürülmüş bir kitap” olarak tanımlamaktadır (E-book, 2011).

E-kitapların kelime öğrenimi ve okuduğunu anlamadaki etkililiğini araştıran çeşitli çalışmalar yapılmıştır. Smith vd. (2013), e-kitaplara entegre edilmiş bilgisayar oyunlarının Çinli öğrencilerin kelime öğrenimi üzerindeki etkisini incelemiş ve e-kitapların geleneksel yöntemlerden daha etkili olduğunu bulmuştur. Ayrıca çalışma, e-kitaba gömülü oyunlardaki performans ile kelime öğrenimi arasında anlamlı bir korelasyon olduğunu göstermiştir. Weber ve Cavanaugh (2006) da e-kitapların entegre sözlükler aracılığıyla kelime dağarcığını geliştirmek için değerli fırsatlar sunduğunu vurgulamıştır. Araştırmalar ayrıca e-kitapların telaffuz ve okuma becerileri üzerindeki etkilerini de incelemiştir. Santos vd. (2014) e-kitapların bu becerileri geliştirmeye yardımcı olabileceğini, ancak multimedya araçları, altını çizme ve not alma konularında iyileştirmelere ihtiyaç duyduklarını tespit etmiştir. Benzer şekilde, Gabgrakhmanov ve Alekseeva (2011) e-kitapların telaffuz ve okuma becerilerini geliştirme potansiyelini vurgularken, Wang vd. (2017) öğrencilerin okuma becerilerini geliştirmek için e-kitap kullanmaya yönelik olumlu tutumlara sahip olduğunu bulmuştur.

Daha güncel tarihlerde gerçekleştirilen başka çalışmalar da e-kitapların dil öğrenimine yönelik çeşitli olumlu ve olumsuz etkilere sahip olduklarını ortaya koymuşlardır. Park ve Lee (2021), Koreli ilköğretim öğrencilerinin okuduğunu anlamasında tablet üzerinden e-kitap okumanın geleneksel öğretime göre daha etkili olduğunu bulmuştur. Ali vd. (2021) ve Nasir vd. (2022), öğrenciler arasında kelime öğrenimi için e-kitap kullanmaya yönelik olumlu tutumlar tespit etmiştir. Bustang vd. (2021), İngilizce e-kitapların belirli amaçlar için faydalarını vurgulayarak erişilebilirlik, kullanım kolaylığı ve animasyon özelliklerine dikkat çekmiştir. Ayrıca Mizher ve Alwreikat (2023), öğrencilerin algılanan kullanım kolaylığı ve daha fazla İngilizce dersi almaları nedeniyle e-kitapları tercih ettiklerini belirtirken, Duvnjak vd. (2022) multimedya entegrasyonunun ve katılımın avantajlarını vurgulamıştır. Ancak Medjahed ve Yahiaoui (2023) gibi araştırmacılar tarafından yapılan çalışmalar, ekrana maruz kalma ve basılı kitap tercihi gibi dezavantajlara dikkat çekmiştir. E-kitapların öğrenme sistemleriyle entegrasyonu da Takii vd. (2021) ile Yang ve Ogata'nın (2023) kişiselleştirilmiş e-kitap sistemleri aracılığıyla daha fazla öğrenme katılımı ve daha iyi başarı bildirdiği gibi etkili bulunmuştur.

E-kitapların kelime öğrenme ve okuduğunu anlama üzerinde olumlu etkileri olduğu tespit edilmiş olsa da basılı kitaplara kıyasla e-kitap kullanımını, öğrenen profillerinin e-kitap kullanımı üzerindeki etkilerini ve öğrenenlerin e-kitapları tercih etme veya etmeme nedenleri henüz kapsamlı bir şekilde ele alınmamıştır. Bu çalışma, aşağıdaki araştırma sorularıyla bu eksiklikleri gidermeyi amaçlamaktadır:

- (1) İngilizce öğrenenler okumada e-kitapları basılı kitaplardan önemli ölçüde daha fazla kullanıyor mu?
- (2) İngilizce öğrenenlerin hedef dili okumada e-kitap kullanım oranında (a) okuma yeterliliği, (b) eğitim düzeyi ve (c) İngilizce öğrenme amacına göre anlamlı bir fark var mıdır?
- (3) İngilizce öğrenenlerin hedef dilde okumada e-kitap kullanmayı tercih etme ya da etmeme nedenleri nelerdir?

2. METODOLOJİ

Bu çalışma, farklı yeterlik seviyelerinden, eğitim arka planlarından ve dil öğrenim amaçlarından gelen yabancı dil olarak İngilizce öğrenen 157 öğrencinin e-kitap kullanımını araştırmıştır. CEFR öz değerlendirmeleri temel alınarak, katılımcılar üç yeterlilik grubuna ayrılmıştır: A seviyesi (A1-A2, n = 54), B seviyesi (B1-B2, n = 86) ve C seviyesi (C1-C2, n = 17). Eğitim geçmişleri lise öğrencilerinden doktora mezunlarına kadar değişmekte olup, lisansüstü eğitim almış olanlar (n = 45) ve olmayanlar (n = 112) olmak üzere iki gruba ayrılmıştır. Öğrenme amaçları genel İngilizce (n = 51), akademik amaçlar (n = 63) ve mesleki amaçlar (n = 43) olarak sınıflandırılmıştır.

Veriler, Google Forms aracılığıyla uygulanan çoktan seçmeli, kısa cevaplı ve açık uçlu sorulardan oluşan bir anket kullanılarak toplanmıştır. Ankette katılımcılara eğitim seviyeleri, İngilizce öğrenme amaçları, CEFR okuma yeterlilikleri ve İngilizce yeterlilik sınavı puanları sorulmuştur. Katılımcılar ayrıca basılı kitaplar ve e-kitaplar için günlük okuma sürelerini bildirmiş ve e-kitapları tercih etme ya da etmeme nedenlerini açıklamışlardır. Geçerlilik ve güvenilirliği artırmak için anket maddeleri kısa, anlaşılır ve yanıtların çapraz kontrolünü sağlayacak şekilde yapılandırılmıştır. Nitel boyut, Noble ve Smith'in (2015) doğruluk değeri, tutarlılık, tarafsızlık ve uygulanabilirlik yönergeleri kullanılarak doğrulanmıştır.

Anket katılımcılarla e-posta yoluyla paylaşılmıştır ve katılımcılar çalışmaya gönüllülük esasına ve kolay erişilebilirlik örneklem kriterlerine göre katılım sağlamışlardır. Nicel veriler, normal olmayan dağılım ve eşit olmayan grup büyüklükleri nedeniyle SPSS kullanılarak betimsel istatistik ve parametrik olmayan testlerle (Wilcoxon Signed-Rank, Kruskal Wallis ve Mann-Whitney U) analiz edilmiştir. E-kitap okuma süresini toplam okuma süresiyle karşılaştırmak için bir e-kitap kullanım oranı hesaplanmıştır. Nitel veriler Braun ve Clarke'ın (2006) yönergeleri izlenerek tematik olarak analiz edilmiştir. Temalar belirlenmiş, tanımlanmış ve Türkçe'den İngilizce'ye çevrilen katılımcı yanıtlarıyla desteklenerek raporlanmıştır.

3. SONUÇLAR VE TARTIŞMA

Bulgular, İngilizce öğrenenlerin e-kitapları basılı kitaplardan önemli ölçüde daha fazla kullanıp kullanmadığına ilişkin ilk araştırma sorusunu ele almıştır. Betimsel istatistik sonuçları, katılımcıların günde ortalama 29.86 dakika İngilizce metin okuyarak geçirdiklerini, bu sürenin 21.35 dakikasını basılı metinlere ve 8.51 dakikasını ise e-kitaplara harcadıklarını göstermiştir. Wilcoxon İşaretli Sıralar Testi, basılı kitaplara harcanan sürenin e-kitaplara harcanan süreden önemli ölçüde daha yüksek olduğunu göstermiştir ($Z = 6.78$, $p < 0.0001$, $r = 0.676$).

Araştırma sorusu 2a için, okuduğunu anlamada yeterlilik düzeylerine göre e-kitap kullanım oranları %22.7 (A), %31.71 (B) ve %26.98'dir (C). Kruskal-Wallis testi bu düzeyler arasında anlamlı bir fark olmadığını göstermiştir ($H(2) = 3.41$, $p = 0.181$). Araştırma sorusu 2b ile ilgili olarak, lisansüstü eğitimini tamamlamamış katılımcıların ortalama e-kitap kullanım oranı %24.12 iken, lisansüstü eğitim almış katılımcıların %38.01'dir. Mann-Whitney U Testi istatistiksel olarak anlamlı bir fark ortaya koymuştur ($U = 1874.5$, $p = 0.008$, $d = 0.256$). Araştırma sorusu 2c için, e-kitap kullanım oranları genel İngilizce öğrenenler için %28.23, akademik amaçlar için %33.39 ve mesleki amaçlar için %20.19'dur. Kruskal-Wallis Testi anlamlı bir fark olmadığını göstermiştir ($H(2) = 4.49$, $p = 0.106$).

Araştırma sorusu 3 için yapılan tematik analizde güçlü yönler ve zorluklar olarak kategorize edilen sekiz tema belirlenmiştir. Güçlü yönler erişilebilirlik, pratiklik, taşınabilirlik, ve sözlük ve çeviri özellikleri kapsamaktadır. Zorluklar ise alışkın olmama, yetersiz bilgi, not alma zorlukları ve sağlık sorunlarını içermektedir. Katılımcılar e-kitapları erişilebilirlik ve kolaylık açısından takdir ederken, aşinalık, daha iyi not alma ve ekrana maruz kalmayla ilgili sağlık sorunları nedeniyle basılı kitapları tercih etmiştir.

Çalışma, İngilizce öğrenenlerin okumak için e-kitapları basılı kitaplardan daha fazla kullanıp kullanmadıklarını incelemiştir. Sonuçlar, öğrencilerin basılı kitapları (21.35 dakika) okumak için e-kitaplardan (8.51 dakika) önemli ölçüde daha fazla zaman harcadıklarını göstermiştir. Bu sonuç, alışkın

olmama, yetersiz bilgi, not alma zorlukları ve sağlık sorunları nedeniyle e-kitaplarla ilgili olumsuz algılardan kaynaklanıyor olabilir. Birçok katılımcı dil öğrenimi için e-kitap kullanımına aşina olmadığını belirtirken, bazıları da e-kitapların ne olduğu ve faydaları hakkında bilgi sahibi olmadıklarını ifade ederek Alavi ve Dashtestani'nin (2014) sınırlı erişilebilirlik ve eğitim eksikliğine ilişkin bulgularını yinelemiştir. Ayrıca, katılımcılar not almak için basılı kitapları tercih etmiş ve olası göz yorgunluğundan endişe duymuşlardır. Smith vd.'nin (2013) e-kitapla kelime öğrenmenin basılı metinlerden daha verimli olduğu bulgusuna rağmen, bu çalışma basılı kitapların hala daha yaygın olarak kullanıldığını ortaya koymuştur. Öğrencilerin daha fazla bilgiye, daha iyi not alma fırsatlarına ve sağlık önlemlerine olan ihtiyaçlarının karşılanması e-kitap kullanımını teşvik edebilir.

Çalışma ayrıca e-kitap kullanımının okuma yeterlilik seviyelerine göre farklılık gösterip göstermediğini de araştırmıştır. B seviyesindeki katılımcılar A ve C seviyesindeki katılımcılardan daha fazla e-kitap kullanırken, istatistiksel analiz gruplar arasında önemli bir fark olmadığını göstermiştir. B seviyesindeki katılımcılar e-kitapları, anlamaya yardımcı olan entegre sözlük ve çeviri özellikleri için tercih etmiştir. Buna karşın, bazı A seviyesi katılımcılar yeterliliklerinin e-kitaplar için yetersiz olduğunu düşünmektedir. Bu durum, Alavi ve Dashtestani'nin (2014) yetersiz eğitimin e-kitabın benimsenmesini etkilediği yönündeki bulgularıyla örtüşmektedir. Bununla birlikte, katılımcıların öz değerlendirmeleri ile elde edilen yabancı dil yeterlilik seviyeleri güvenilir olmayabilir, bu da gelecekteki araştırmaların daha doğru veriler elde etmek için standartlaştırılmış değerlendirmeler kullanması gerektiğini düşündürmektedir.

Eğitim düzeyi yabancı dilde e-kitapların kullanımı açısından kayda değer bir faktör olarak dikkat çekmektedir. Yüksek lisans öğrencileri lisans öğrencilerine göre daha fazla e-kitap kullanmaktadır. E-kitapların erişilebilirliği ve taşınabilirliği, genellikle sıkışık programları olan ve bilimsel makalelere kolay erişime ihtiyaç duyan lisansüstü öğrenciler için çok önemlidir. Bu bulgular, e-kitapların akademik amaçlar için kullanılabilirliğine ilişkin Alavi ve Dashtestani (2014) ile uyumludur. Ancak etki boyutunun küçük olması, daha sağlam istatistiksel analizler yapılabilmesi için dengeli katılımcı gruplarıyla daha fazla araştırma yapılmasını önermektedir.

Çıkarımsal istatistiki sonuçlar akademik İngilizce öğrenenlerin genel veya mesleki İngilizce öğrenenlere göre e-kitapları daha sık kullandığını gösterse de öğrenme amacı e-kitap kullanımını önemli ölçüde etkilememiştir. Bu durum, e-kitapların entegre sözlük ve çeviri özellikleriyle desteklenen karmaşık metinleri okuma gerekliliğinden kaynaklanıyor olabilir. Bu bulgular Santos, Morais ve Paiva'nın (2014) e-kitapların entegre araçlarının faydalarına ilişkin sonuçlarını desteklemektedir, ancak kelime öğrenimi (Weber ve Cavanaugh, 2006; Smith vd., 2013; Ali vd., 2021; Nasir vd., 2022) ve okuduğunu anlama (Wang vd., 2017; Park ve Lee, 2021) ile ilgili bildirilen avantajların olmaması, öğrenciler arasında e-kitaplar hakkında yeterli bilgi eksikliğine işaret etmektedir.

Çalışmada e-kitapların dört güçlü yönü tespit edilmiştir: erişilebilirlik, pratiklik, taşınabilirlik, ve sözlük ve çeviri özellikleri. Öte yandan, dört zorluk kaydedilmiştir: alışkın olmama, yetersiz bilgi, not alma zorlukları ve sağlık sorunları. Alavi ve Dashtestani'nin (2014) bir dezavantaj olarak sınırlı erişilebilirlikle ilgili bulguları, bu çalışmanın bir güç olarak erişilebilirliğe yaptığı vurgudan farklıdır. Bununla birlikte, yetersiz eğitimle ilgili görüşleri, katılımcıların alışkın olmama ve yetersiz bilgi konusundaki şikayetleriyle örtüşmektedir. Özellikle, katılımcılar e-kitapların çevresel faydalarından bahsetmemiştir, bu da e-kitap avantajları hakkındaki sınırlı bilgilerini yansıtır olabilir. Gelecekte yapılacak çalışmalar, eşit olmayan katılımcı dağılımı ve tek bir veri toplama aracına dayanması gibi çalışmanın sınırlılıklarını ele almalıdır. Görüşmeler ve gözlemler gibi daha çeşitli yöntemler, öğrencilerin e-kitap tercihleri hakkında daha derin bilgiler sağlayabilir. Ayrıca, daha büyük ve daha dengeli örneklem ve standartlaştırılmış yeterlilik değerlendirmeleri bulguların güvenilirliğini artırabilir.

ETHICAL APPROVAL

In this study, all rules stated to be followed within the scope of the “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. None of the actions specified under the title of “Actions Violating Scientific Research and Publication Ethics,” which is the second part of the directive, have been carried out.

Ethics Committee Approval Information

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CONFLICT OF INTEREST

The authors declare that there is no conflict of interest regarding the publication of this article.