EDUCATION FACULTY STUDENTS' VIEWS
ABOUT USE OF E-BOOKS

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ABSTRACT

Parallel to technological developments, numerous new tools are now available for people's use. Societies adapt these tools to their professional lives by learning how to use them. In this way, they try to establish more comfortable working environments. Universities giving vocational education are supposed to teach these new technologies to their students to help them become successful in their future profession. Books that serve as the basic sources of information for education faculty students are increasingly being transformed into e-books parallel to these new technologies. In line with these developments, identifying students' approaches and preferences regarding e-book could help determine the needs regarding this type of new technologies. In line with this purpose, the present study aimed at determining the views and preferences of preservice teachers regarding e-book as well as their levels of general knowledge about this technology. The participants of the study were 1179 students attending an education faculty (660 female, 519 male). In the study, qualitative and quantitative methods were used together. The results revealed that the students did not have sufficient knowledge about e-book and that they regarded any digital source on the Internet as e-book. Of all the participating preservice teachers, only 6% of them had sufficient knowledge about e-book.

Keywords: e-books, reading books, digital printing, e-book readers.

INTRODUCTION

Today, technological developments have fundamental effects not only on social structure but also on the current education system. Use of technological renovations for instructional purposes increases the quality of education and makes it easier to reach most individuals in a society. Widespread use of computers in a number of areas has increased the variety of software used in this platform. With the invention of the Internet designed to connect computers with each other, the number of individuals using these devices has rapidly increased.

Today, thanks to easy access to the Internet, the concept of information technologies has occupied the agenda. Gathering a number of sources used for educational purposes under a single roof has made it possible to reach the necessary information in a shorter period of time. The rapid spread of digital versions of printed sources in digital environments has helped lay the foundations of electronic publication. These digital sources available on the Internet are known as a general name given to combinations of software and equipment that allow reading

texts of various formats such as doc, txt and pdf with the help of electronic devices other than the computer (Cliff & Dearnley 2003; Vidana 2003; Lam et.al., 2009). Based on another definition, e-book is a new product of information technologies that facilitate reading as well as reading information. Also, e-book is a written text that can be read with the use of a PC, PDA (personal digital assistant) or a reader specially designed for this purpose (Kang et.al., 2009). The variety of devices (PC,PDA, mobile phones and so on) used by e-book users to read e-books results in use of different software. This has caused companies dominant in the electronic market to design devices that allow reading e-books (Wilson, 2003; Moore, 2009).

Because of the technologies used in the initial devices designed by companies to read e-books as well as because of the problems with the user interfaces, new designs were made based on the interpretations of printed-book readers. The problems with the old commercial products were overcome, and the new designs gained such new functions as background LED-lighting to allow reading in dim light; and larger font size that help readers with visual impairment (Siegenthaler et.al., 2010). Despite the technological developments and renovations, technological differences and deficiencies in devices used to read e-books are thought to be a serious obstacle to adoption of e-books (Slater, 2010; Wilkie & Harris, 2010). It is also important for users to know about the functions of the devices used to read e-books. Thus, being aware of the advantages and disadvantages of e-books before buying them could have positive influence on users' views about e-books.

Advantages and Disadvantages of E-Books

In line with the increasing number of e-book users, advantages and disadvantages of e-books have been a matter of debate among researchers. In addition, the most important advantage of e-books is that hundreds of books can be stored even in low-capacity flash memories (Wittmann, 2000). When the heavy weight of books that students are supposed to carry in their school bags every day is taken into consideration, storage of hundreds of e-books in low-capacity flash memories may itself cause users to prefer e-books (Poftak, 2001). Another advantage of e-books is that they help save large amounts of paper and thus help avoid cutting trees, the national wealth of countries (Rukancı and Anameric, 2003). Digital versions of printed books will decrease the cost of publication of books and help introduce new authors (Day, 2001). It will also be easier to store and preserve e-books since they do not occupy any physical space as printed books do (Palmer & Donaldson, 2001). In addition, small-font problems experienced by those who prefer printed books can also be avoided as it is possible to increase the font-size in e-book reader devices (Day, 2001). Also, the background light in e-book reader devices allows users to read even in darkness (Rukanci and Anameric, 2003).

Besides all these advantages, one prominent disadvantage of e-books is that users who buy cheap e-book reader devices just because of their low prices are likely to experience headache or eye-strain due to low screen resolutions of these devices (Herring, 2001). In addition, security gaps involved in commercial e-books cause business concerns regarding copy-right issues and illegal distributions of e-books (Palmer & Donaldson, 2001, Hodges, Preston, and Hamilton, 2010, Arch 2012). Also, the fact that there is no standard determined for the formats supported by e-book readers makes it necessary to pay attention to the software support of e-books and e-book readers (Rukanci and Anameric, 2003, Su , 2005, Herlihy and Yi, 2010).

For the purpose of protecting the resources in a country, it is fairly important to introduce this technology to individuals with a habit of reading printed books. In our country, with the e-book project supported by the Ministry of National Education, both students and teachers are expected to use this technology. If preservice teachers learn such technological tools during

their higher education at university, then they may overcome the possible problems they are likely to experience in future regarding the use and teaching of these technologies. Teachers meet these technological tools not during their university education but during their teaching in future at school and experience adaptation problems (Yalman and Tunga 2013). In this respect, it is important to determine to what extent the preservice teachers adopted and knew about the subject examined in the study.

METHOD

In the study, the qualitative research method was used. The qualitative method is a research technique in which such qualitative data collection methods as observation, interview and document analysis are used. The qualitative research technique is sensitive to the natural environment, necessitates the participatory role of the researcher, involves a holistic approach to events, allows revealing the perceptions, provides flexibility in the research design and requires inductive analysis (Yildirim & Simsek, 2004). While determining the preservice teachers participating in the present study, the criterion sampling method was used. The purpose was to examine the participants' views about e-book in detail. The departments included in the study were those with the highest number of students in Education Faculty. Determining the preservice teachers' views and knowledge about e-book and e-book devices is important since these devices and digital books are used by teachers as well as students within the scope of FATIH Project supported by the Ministry of National Education. In the study, in order to obtain findings regarding the causes and results of the research data, interviews were held with 68 preservice teachers to determine their views. In line with the views of the faculty members from the departments of Turkish Language Education and Education Sciences about the content unity of the questions determined the students interviewed, an open-ended questionnaire was prepared to determine the views of the students.

Data Collection Tool

A questionnaire was conducted to determine the demographic backgrounds of the students participating in the study and their general knowledge about e-book. The questionnaire developed was made up of two parts. The first part of the questionnaire included three items regarding the personal characteristics of the students. As for the second part of the questionnaire, there were eight items to determine the participants' views about e-book. In line with expert views prior to the data collection process, the interview forms were prepared and distributed to the students to determine their views in writing. Of all the students participating in the study by filling out the interview form, 68 of them whose responses to the interview form were found consistent were interviewed on face-to-face basis. It is important for validity to provide direct quotations regarding the results obtained from the students and to explain the results accordingly. For this purpose, some of the data collected in the study were presented without any related interpretation to increase credibility (Wolcott, 1990). Different from scales, questionnaires do not reveal any total scores. Therefore, technically, there is no such issue as reliability and validity as in scales. As the measurement tool used in this study was a questionnaire, no reliability analysis was conducted.

Study Group

The participants of the present study were 1179 students attending the departments of Elementary School Teaching, Pre-School Teaching, Religion and Ethics Teaching, Elementary School Mathematics Teaching, French Language Teaching, English Language Teaching and Science Teaching at Education Faculty. Table 1 presents statistical information about the study group.

Table: 1
Study Group Profile

Variable		f	%
Gender	Female	660	55,98
	Male	519	44,02
Departments	Elementary School Teaching	510	43,26
	Science Teaching	138	11,70
	Pre-School Teaching	78	6,62
	French Language Teaching	48	4,07
	English Language Teaching	102	8,65
	Elementary School Mathematics Teaching	219	18,58
	Religion and Ethics Teaching	84	7,12
Total		1179	100,0

Of the all the participants in the study, 55,98% of them were female, and 44,02% of them were male students. As for the distributions of the preservice teachers with respect to their departments, 43,26% of them were from the department of Elementary School Teaching; 11,70% of them from Science Teaching; 6,62% of them from Pre-School Teaching; 4,07% of them from French Language Teaching; 8,65% of them from English Language Teaching; 18,58% of them from Elementary School Mathematics Teaching; 7,12% of them from Religion and Ethics Teaching.

Data Analysis

The data collected in the study were analyzed with the content analysis technique. The basic procedure followed within the scope of the content analysis method included gathering the similar data within the framework of certain concepts and themes and organizing and interpreting these data. In line with the purpose, the data collected were first conceptualized and then arranged logically according to the concepts obtained, and the themes explaining the data were determined (Yildirim & Simsek, 2004). In order to conduct various analyses regarding the themes determined and to make related comparisons, categories were formed (Coolican, 1992). In this way, the qualitative analyses conducted helped obtain more detailed and in-depth information.

FINDINGS

The preservice teachers' responses to the subjects found in the questionnaire were examined and divided into various categories. By gathering the similar responses to each question item, the groups were formed as a result of the analysis of the students' views about the questions directed in the questionnaire. Among these groups, the data obtained via the responses were presented in Tables including the related frequency and percentage distributions.

Besides the categories formed in line with the students' responses to the items found in the questionnaire, face-to-face interviews were held with the preservice teachers regarding the research questions related to these categories. The participants' views about the common categories were evaluated in their own categories.

Preservice Teachers' Views about e-Book

Among the education faculty students, 18% of them reported no views about the use of e-book and stated that they even did not know what it meant. One of the preservice teachers said "*During our education processes (elementary school and high school education), I never used any electronic devices. Because the schools I had attended were state schools and because these schools had limited sources, I got introduced to such technologies as the Internet and computer after I started my university education. Although I heard of FATIH Project and e-book both via the printed press and via the news of the radio or on television, I haven't needed to investigate them as they don't interest me.*" Regarding the same subject, another preservice teacher stated "*I have read or heard about them a few times before, but I don't know what they are.*" The results revealed that the students based their lack of knowledge about such technologies on certain excuses. The most popular response given by the preservice teachers regarding the reason for their lack of knowledge about e-book was "*I don't have time or money. I live in a dormitory. I'm not interested in technology at all, and technological tools terrify me. I don't need any of them.*"

Table: 2
Frequency and percentage distributions of preservice teachers
regarding the question of "What is e-book?"

What is e-book?		
Opinion	F	%
I don't know	212	18
A book that works on a computer	259	22
Electronic texts	649	55
Books in a digital environment	59	5
Total	1179	100

Some of the students defined e-book as books that worked on a computer. It was found out that 22% of all the participants thought so. One of the preservice teachers providing this definition stated

"*It's the image of a book on the computer screen. You may not always find a traditional printed book easily. However, with the help of books saved in your computer, you can easily reach the necessary information. I can keep hundreds of such books in my computer, and I will have a number of options at a time.*" Another preservice teacher said "*I read longer written texts like summaries of books, books, informative texts and articles on my computer*", while one other preservice teacher mentioned "*written texts, articles, romans and newspaper columns that I read on my computer.*"

When these definitions were taken into consideration in general, it was found out that the students regarded e-book only as software running on a computer.

Of all the preservice teachers who reported views about e-book, 55% of them stated that e-books were just electronic texts that could be obtained via the Internet and used with the help of a computer.

Therefore, they believed that e-books could be used with the help of such devices. Regarding this, one of the preservice teachers said

"They are files that we download from the Internet to do the assignments given by our teachers during the lessons. We can run these files with certain software installed on our computers."

In addition, among the participants, only 5% of them stated that they knew what e-book was.

Preservice Teachers' Views about the Features of e-Book

Among the participants, 39% of them reported that "*I know nothing about the features of e-book and I have never used it*", while 13% of the preservice teachers pointed out that e-book allowed reading even in darkness. During face-to-face interviews, one of the preservice teachers mentioned the features of e-book saying

"Thanks to their screen lights, it could be easier to read e-books saved on a computer, laptop or on a tablet computer. To me, it is impossible to read (traditional printed) books in darkness or in dim light. Thus, e-book seems to have more advantages."

Another preservice teacher, while reporting that reading printed books in daylight is much pleasing, mentioned both advantage and disadvantage of reading e-book saying

"I think e-books allow me to read articles, romans or other written texts in dark without any difficulty when I use them in my computer. However, reading a book on the computer screen is not really easy. The lighted screen tires my eyes. Thus, I don't have any pleasure reading e-book as much as I do while reading traditional printed books in daylight."

Table: 3
Frequency and percentage distributions of preservice teachers regarding the features of e-books

Features of e-book		
Opinion	F	%
I don't know	460	39
Reading in darkness	153	13
Portable	436	37
Easily accessible	130	11
Total	1179	100

Of all the participants, 37% of them stated that e-book was portable thus easy to carry. During the interviews, the preservice teachers stated that they paid special attention to the good use of their own books; that some people were not so careful in using printed books; and that they thus did not want to share their books with others. Regarding this, one of the preservice teachers reported that

"The spread and low-cost of flash memories mean that all students can buy and carry such technologies. I have at least three such flash memories in my pocket. I can easily download the files and books from the Internet and carry them in my flash memories. However, if it were a printed book, it wouldn't be possible for me to carry so many books with me."

Another preservice teacher said:

> "*I can easily save my course-related sources in portable disks and take them with me. Well, this is quite a good feature. However, this feature has a bit different importance for me. I don't fancy giving my own books to other people because I don't like other people using books carelessly. Thus, it is quite good to keep books in digital format, and I can share them with friends without any hesitation.*"

Thinking that digital copies of e-books could be given to anyone, the preservice teachers pointed out that they felt themselves in more comfort while sharing their e-books with their friends when compared to printed books.

Another feature of e-book, which was related to easy access to such books, was mentioned by 11% of the preservice teachers.

During the interviews, one preservice teacher claimed that it was quite easy to find e-books or printed books via the Internet saying

> "*I can easily access e-books at any time in any place if I have the Internet and a computer. Also, I use the Internet even to buy printed books because the book I am looking for may not always be found in the bookstore I visit. Thus, we have to order printed books via the Internet. Well actually, it is easy to search for a book on the Internet.*"

Views about where to get e-Books

Analysis of the preservice teachers' responses to the questionnaire revealed that 39,19% of them were not knowledgeable at all about how to get an e-book. It was seen that most of the participants regarded any document on the Internet as an e-book.

One of the preservice teachers interviewed stated that e-books would be provided by the Ministry of National Education saying

> "*Are you talking about the books in tablet computers which will be distributed by the Ministry of National Education to the teachers and students based on a current project supported by the government for a few years? My elder sister is a high school teacher, and a tablet computer was given to her. I had the chance to examine that tablet computer. I saw the e-books in her tablet computer, yet I didn't open them. Thus, I think we will be able to get such books from our future institutions we will be teaching in.*"

Referring to the FATIH Project, the participants pointed out that such sources would be provided by the government. Reporting a similar view, another preservice teacher said

> "*From both printed media and visual media, I have learnt that such technological devices have been given to students and teachers for free at state schools. Thus, I believe e-books will be provided by the government. However, as I haven't graduated from university or got employed as a teacher, I don't know whether I will get such books for free or not.*"

Almost half of the participants reported that they could get e-books via the Internet. Regarding this, one of the preservice teachers said

> "*Availability of the Internet in any place has made it easier to purchase such products in these environments. Especially buying books or searching via the Internet is easier. With the help of Google, I can rapidly learn where I can find a book. I don't have to visit bookstores. If variety is of concern, then I can find everything via the Internet.*"

Table: 4
Frequency and percentage distributions of preservice teacehers
regarding the question of "Where to get e-books?"

Where to get e-books?		
Opinion	F	%
No, I don't know where to get them	462	39,19
Yes, I know	717	60,81
Total	1179	100

Regarding where to get e-books from, some of the preservice teachers stated that they could save e-books for free in their computers by downloading them from download websites. During the interview, one of the preservice teachers said

> "*I am a student, and I have a limited budget. The Internet is a very important source for me. Without any payment, I can reach a number of documents, books or information I need.*"

Regarding the question of "*Then, how do you do this?*", one of the preservice teachers said

> "*There are websites where we can download such books and publications on the Internet. You just sign up these websites. Following this, you enter the information about the necessary source in the search engine available on the website. If the source you are searching for is found on the website, you immediately find it. If not, then you can reach different other sources related to the information you entered. What you are supposed to do is just to make your selection and click on 'download'.*"

Regarding another question,

> "*Such websites are generally not legal. Do you know anything about this?*", the preservice teacher said "*Yes, in general, they are not legal, but what can I do? Legal websites are generally quite expensive. Thus, I prefer to meet my needs in that way.*"

The fact that the language support of these illegal websites is generally English requires users of these websites to know at least one foreign language.

Preservice Teachers' Views about e-Book Reading Software
In the study, it was found out that the preservice teachers did not have much knowledge about the software used to read e-books. Of all the participants, 71,27% of them did not know which software to use for e-books. Among the participants, 28.73% of them, who said

"*Yes, I know*", mentioned the names of such programs as Adobe Reader, Ms Word and Ms ExcelHtlm. During the face-to-face interviews, one of the preservice teachers said

"*Based on my search on the Internet, I can say that the files found on the Internet are mostly in the file-format of "pdf". When I searched in 'Google' to learn which software to use for such files, I ended up with Acrobat Reader. I installed that program on my computer, and I no longer had problems with such files.*" In addition, when asked about the association made between this program and e-book, the same preservice teacher said "*When I opened the files I had downloaded from the Internet for my homework, I saw books included in these files. Thus, I thought this program could also be used to read e-books.*"

Table: 5
Frequency and percentage distributions of preservice teachers
regarding the software and file-formats used for e-book reading

Software used to read e-books?		
Opinion	F	%
No, I don't know which software to use	840	71,27
Yes, I know	339	28,73
Total	1179	100

In the study, it was seen that the students' insufficient knowledge about e-books influenced their responses in this category. The fact that students unable to use technological tools for educational purposes lack the necessary knowledge about information technologies explains why they are not familiar with the concept of e-book. Regarding this, one of the preservice teachers said

"*I can't make good use of even the technological tools I've got introduced to during my undergraduate education, and e-book is quite unfamiliar to me. It is impossible for me to say which software to use to run a technological tool that I haven't fully understood.*"

Preservice teachers' views about the devices used for e-books
The fact that the brand and kind of a device do not matter for the software used in technological tools allows such software to run even if they are too complex or simple. Regarding the technological devices to be used for e-books, 46,31% of all the preservice teachers were not knowledgeable at all about which devices to use for e-books. In this respect, during the face-to-face interviews held with the preservice teachers who responded as

"*Yes, I know*" (53,69%), one of the preservice teachers said "*I think e-books can run on computers and tablets. I believe so because e-books are found on the Internet. Now that these devices have Internet connection, they should allow reading e-books*", while another preservice teacher reported "*as it is possible to read e-books via the Internet, I think they can run on phones or on tablets. However, it is quite difficult to read books on phones because they have small screens, which makes my eyes tired.*"

Table: 6
Frequency and percentage distributions of preservice teachers
regarding the devices used for e-book reading

Devices that allow reading e-books	F	%
Yes, I know	633	53,69
No, I don't know	546	46,31
Total	1179	100

Due to the fact that the electronic tools used by students to reach the necessary information are quite varied with different names, the participants in the present study reported their views and made comments about such devices without knowing much about the purpose of use of these devices. In addition, none of the preservice teachers who reported their views about the devices that allowed reading e-books used the phrase 'e-book reader'.

Preservice Teachers' Views about Their Preferences of Printed Books versus e-Books
The preservice teachers' responses to the question of "Which do you prefer? e-books or printed books?" revealed that 19,15% of them did not report any preference; that 54,88% of them favored printed books; and that 25,97% of them preferred e-books. During the interviews, one of the participants who favored printed books said

"I prefer printed books because I don't enjoy reading without turning the pages of a book or without the smell of the paper. Thus, I don't like e-book at all."

Similarly, another preservice teacher said "I favor printed books because I want to touch the book while reading. Also, I don't want to spend much time in front of the computer."

Table: 7
Frequency and percentage distributions of the
preservice teachers' preferences of e-books and printed boks

e-book or printed book?		
Opinion	F	%
Those who did not make any selection	226	19,15
Printed book	647	54,88
e-book	306	25,97
Total	1179	100

One of the preservice teachers who favored printed books mentioned the health-related aspect of e-book saying

"I prefer printed books because I like turning the pages. Also, I think e-book is unhealthy as it emits radiation." Regarding the same point of view, another preservice teacher reported "*e-book is better in terms of reaching more information in a shorter period of time but I think it is harmful for health. Thus, printed books are much better in terms of health, and I also believe in the spirit of printed books.*"

One other preservice teacher mentioned both the permanency of information given in printed books and the health-related harm of e-books saying

> *"I prefer printed books because it is not possible for any information to get lost. Also, e-books are not good for eye-health. Thus, I favor printed books."*

One of the preservice teachers who preferred e-books said

> *"I prefer e-books because I can gather more than one book in a single tablet and use them practically in my daily life as well as in my education life."*

Likewise, another preservice teacher said

> *"I prefer e-book as it saves time while reaching the necessary information. Also, it helps avoid paper consumption. I think paper saving could itself be the mere cause of my preference of e-books."*

One other preservice teacher mentioned the importance of keeping pace with technology saying

> *"I don't know how to use e-book, but I would prefer to use it. To me, I can keep up with the technology if I use it."*

One preservice teacher who found himself/herself competent in Internet use said

> *"To be honest, I prefer e-books because I can buy them via the Internet and easily pay for it. Also, I may sometimes have difficulty finding a necessary printed book in our local bookstores, but it is much easier for me to get the book I want via the Internet."*

while another preservice teacher emphasized easy and practical use of the Internet and mentioned the reason for the need for e-books saying

> *"I prefer e-books because I can find more alternatives regarding the subject I am searching for on the Internet. I can also reach more detailed information about any subject via the Internet."*

In order to reveal why some of the preservice teachers did not choose either e-books or printed books, face-to-face interviews were held with them.

During the interviews, one of the preservice teachers said "in some cases, I prefer e-books, and sometimes, I prefer printed books because if I want to have more detailed information about any subject, I prefer to use e-books. However, if I just want to pass good time, then I read printed books. Thus, as the two options have different benefits and advantages for me, I haven't made any selection."
Another preservice teacher said

> *"I prefer both because e-book allows me to reach the necessary information in a shorter period of time. As for printed books, they should be read all the time, not*

just at a certain time. In villages, sometimes, there are power-cuts in electricity, and when your computer has an empty battery, you can't open and read e-books. In contrast, you can read printed books in such a case. In this respect, I didn't make any selection as I believe both have different specific advantages."

DISCUSSION

This part includes the findings obtained from the preservice teachers. The students' responses to the questionnaire and the findings obtained via the face-to-face interviews are presented under three headings.

Features and Definition of e-Book

Of all the preservice teachers, 18% of them reported that they did not have any knowledge about e-book. Among the participants who responded to the question of 'What is e-book?' as 'I don't know', 22% of them referred to it as 'books read in a computer', while 55% of them referred to e-books as 'electronic texts'. Regarding this, only 5% of the participants were found to provide satisfactory definitions of e-book. The face-to-face interviews held with the students revealed that they did not use technological tools at all before their higher education or that they were not encouraged enough to use these technological tools. The fact that the students were not able to make efficient use of the limited sources of state schools could be explained with the lack of technological tools as well as with the lack of teachers who can efficiently use such technological tools (Seferoglu 2004, Bahar et.al., 2010, Yalman et.al., 2013).

Categorization of the preservice teachers' responses to the questionnaire regarding the features of e-books revealed that 39% of all the participants reported "I don't know" and that 37% of them said they could carry hundreds of books with them in a flash memory (Mallett, 2010). While no participant reported views about paper consumption in the questionnaire, only two of those interviewed on face-to-face basis stated that e-books helped avoid paper consumption (Marshall & Ruotolo, 2002). None of the preservice teachers mentioned multiple-language support of e-books, which was the most important advantage of e-books when compared to printed books (Nathaniel, 2010). In addition, it was found out that the preservice teachers participating in the study were not much knowledgeable about e-books and e-book reader devices or about their features.

E-book Readers and File-Formats

Of all the participants, 39,19% of them did not know anything about where to buy e-books from. Most of the participants reporting "*Yes, I know*" stated that they bought e-books from "*technology stores, Ministry of National Education, bookstores, download websites and schools*". All the preservice teachers interviewed on face-to-face basis who reported their views about where to buy e-books from stated that e-books could be purchased via the Internet or from online stores.

The preservice teachers did not have much knowledge about the file-formats and software to be used for e-book reading. Of all the participants, 71,27% of them reported that they did not know anything about "*e-book readers and the related file-formats*". Categorization of the preservice teachers' responses regarding the file-formats revealed that they mentioned the file-formats of "*pdf, doc, xls and ppt*". The preservice teachers reported that they were not familiar with e-book readers and the related file-formats since they did not use them previously saying "*I didn't want to abase themselves by making comments about a subject I don't know much about*". It was found out that the preservice teachers reported their views without

having much knowledge about e-book readers and related file formats. In the study, none of the preservice teachers from the departments of Elementary School Teaching, Religion and Ethics Teaching and Pre-School Teaching reported any views in this section of the questionnaire. In addition, the interviews held with the participants from the departments in question revealed that they experienced problems even with the use of the Internet and computer and that they did not want to suffer from such tools they were not familiar with.

Preferences of e-Books and Printed Books

Of all the preservice teachers participating in the study, 19,15% of them did not make any selection regarding printed books or e-books. The interviews held with the participants who did not make any selection revealed that they did not make any selection not only because they had never used e-books but also because they did not have the habit of reading books. In addition, the interviews also demonstrated that some of the students who did not report any related views did not make any selection as they thought both e-books and printed books had advantages specific to their own.

Among the preservice teachers, 53,69% of them were knowledgeable about the devices that could be used to read e-books. The interviews held with the students who reported that they knew about these devices revealed that they mentioned such devices as tablet computers, PCs or laptop computers. It was found out that none of the participants used e-book readers to read e-books. According to the results obtained in studies in related literature, not only the failure of e-book readers to support a number of file-formats but also lack of standard user interfaces in in e-book readers hinders the use and spread of these devices (Ahlroos & Hahto 2012; Kemp, Lutz, and Nurnberger 2012).

Of all the participants in the study, 25,97% of them preferred printed books. The categorization of the preservice teachers' responses to the questionnaire revealed that the participants found printed books "*healthier, less tiring for eyes, natural, traditional, permanent, more entertaining and beautiful and easy to understand*". The interviews held with the participants who preferred printed books demonstrated that they mostly preferred printed books as these books are traditional.

In addition, the participants reported that their lack of knowledge about technology just caused them to prefer printed books. It was thus found out that the participants preferred printed books just because they were simple and easy to use when compared to e-books. It was found out that the participants who reported that e-book readers and tablet computers could be used as devices to read e-books found even these devices too complicated and thus preferred printed books. Pattuelli & Rabia, (2010), in their study, reported that e-book readers were simple and easy to use and that spread of such devices could help avoid prejudices against these devices. In studies examining students' use of e-books revealed that more than half of the participants had never used e-books (Cassidy, Martinez and Shen 2012; Smyth & Carlin, 2012). Of all the participants in the present study, 25,97% of them preferred e-books. The interviews held with the preservice teachers revealed that all the participants preferring e-books had been using the Internet and computer for a long time. It was found out that most of the participants preferred e-books as they thought it was easy to use of e-books downloaded via the Internet in their courses.

With respect to their departments, the most reasonable views reported by the preservice teachers participating in the study were reported by those from the departments of Science Teaching, English Language Teaching and French Language Teaching. As for those who did not

report any related views or reasonable views, they were from the department of Preschool Teaching.

CONCLUSION AND SUGGESTIONS

Preservice teachers' approaches to the use of technological tools and their related knowledge levels have become increasingly important both for their professional lives and for their social lives in recent years.

When preservice teachers get introduced to electronic books during their undergraduate education, this will help solve the problems to be experienced b their future students at school where they will be employed. It was seen that preservice teachers still regard e-books as documents present in computer and Internet environments.

In order to overcome students' related deficiencies and to support the use of technological tools, it is necessary for university libraries to provide preservice teachers with related facilities. When university libraries provide e-book readers, this will also help avoid the difficulties likely to be experienced while reading e-books (Rodzvilla, 2009). In addition, if students can borrow such devices, their level of knowledge about e-books may increase as well.

The fact that e-books, besides their numerous advantages, have a number of beneficial features makes it necessary for students to use this technology. Considering the fact that students can keep their course books in hand-size portable flash memories and take these e-books with them where they go, e-books will help students get rid of a big burden. Studies conducted demonstrated that students carrying heavy school bags full of books at younger ages are likely to suffer from backaches (Demir et.al., 2012).

Considering the fact that preservice teachers attending education faculties are responsible for teaching how to use tablet computers and e-books within the scope of the e-book project supported by the Ministry of National Education, it is important to determine their views and knowledge levels regarding such devices.

Determining how students adapt this type of technological tools to their own education process will help overcome future possible deficiencies. In this respect, learning environments could be established by providing students with course schedules appropriate their curricula. Projects to be developed within the body of university could help overcome students' related deficiencies by making it easier for them to obtain e-books and e-book readers.

By designing and developing university libraries in a way to provide service also in the electronic environment, it will be easier for these libraries to provide students with e-books. E-libraries could contribute to the use of the limited sources at universities (Yalman and Kutluca, 2012). Allowing students to borrow the e-books found in this digital environment will help raise students' consciousness of e-books.

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