Ethical Issues of ICT Use by Teacher Trainers: Use of E-books in Academic Settings

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ABSTRACT. In an attempt to address the issue of ethics in ICT use by university teacher trainers, the current study aimed to investigate academics' downloading and sharing e-books as well as the reasons that led them to be involved in this piracy. The participants included 140 teacher trainers working at faculties of education in Turkey, and a questionnaire with ten items on downloading e-books was used as the data collection instrument. The findings revealed that the downloading and sharing e-books was also a common practice among the teacher trainers, not just the students. Several reasons were provided by the participants, the main of which was found to be the participants' not reaching the books they needed in the physical and/or digital library. The findings also revealed the participants were well aware that downloading and sharing e-books without paying to the publisher was illegal.

Keywords: Ethical issues, e-books, teacher trainers, ICT use

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Öğretmen Eğitmenleri ve BİT Kullanımı Etik Konuları: Akademik Ortamlarda Elektronik Kitap Kullanımı

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ÖZ. Üniversite öğretmen eğitmenlerinin BİT kullanımlarındaki etik konusunu incelemeyi amaçlayan bu çalışmada, akademisyenlerin elektronik kitapları indirme, paylaşma ve bu kitapları izinsiz olarak kullanmalarının sebepleri araştırılmıştır. Çalışmaya, Türkiye'de eğitim fakültelerinde görev yapan toplan 140 öğretmen eğitmeni katılmıştır. Veri toplama aracı olarak, 10 maddeden oluşan bir anket kullanılmıştır. Çalışmanın sonuçları, elektronik kitapların indirilmesinin ve paylaşılmasının öğretmen eğitmenleri arasında yaygın bir uygulama olduğunu göstermiştir. Bununla ilgili olarak çeşitli gerekçeler öne sürülmüştür ve bunlardan en önemlisinin ilgili kitapların kütüphanelerde ve/veya veri tabanlarında ulaşılamamasının olduğu belirlenmiştir. Araştırma sonuçları, elektronik kitapların ilgili yayınevine herhangi bir ücret ödemeden indirilmesinin ve paylaşılmasının kanunlara ve adil kullanım ilkelerine aykırı olduğunun katılımcılar tarafından bilindiğini de ortaya koymuştur.

Anahtar Kelimeler: Etik konular, elektronik kitaplar, öğretmen eğitmenleri, BİT kullanımı

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ÖZET

Amaç ve Önem: Bilgi İşlem Teknolojilerinin (BİT) gelişmesi, internet hızının artması ve büyük bir kesime rahatlıkla ulaşılabilir olması, beraberinde bu teknolojilerin kullanımı ile ilgili çeşitli sorunların ortaya çıkmasına sebep olmuştur. Internet kullanıcıları, bilgiye ulaşmanın sağladığı imkânları kullanma fırsatına sahip olurken ve artan internet hızı ve dosya paylaşım araçları, kullanıcılar arasında çeşitli dosyaları rahatlıkla paylaşma fırsatı verirken, yasal ve etik konular göz ardı edilmeye başlanmıştır. Özellikle elektronik kitapların kullanımının yaygınlaşması, bu kitapların kullanımı ve paylaşılması konularına dikkat çekmiştir. Üniversite öğretmen eğitmenlerinin BİT kullanımlarındaki etik konusunu incelemeyi amaçlayan bu çalışmada, akademisyenlerin elektronik kitapları indirme, paylaşma ve bu kitapları izinsiz olarak kullanmalarının sebepleri araştırılmıştır.

Yöntem: Çalışmada, betimsel araştırma modeli kullanılmıştır. Çalışmaya, Türkiye'de eğitim fakültelerinde görev yapan toplam 140 öğretmen eğitmeni katılmıştır. Veri toplama aracı olarak, 10 maddeden oluşan bir anket kullanılmıştır. Anketteki maddeler, öğretmen eğitmenlerinin elektronik kitapları nasıl edindiklerine ve paylaştıklarına dair sorular içermektedir. Anket, *Google Forms* kullanılarak oluşturulmuş ve katılımcıların görüşleri elektronik ortamda elde edilmiştir.

Bulgular: Çalışmanın sonuçları, elektronik kitapların indirilmesinin ve paylaşılmasının öğretmen eğitmenleri arasında yaygın bir uygulama olduğunu göstermiştir. Bununla ilgili olarak çeşitli gerekçeler öne sürülmüştür ve bunlardan en önemlisinin ilgili kitapların kütüphanelerde ve/veya veri tabanlarında ulaşılamamasının olduğu belirlenmiştir. Araştırma sonuçları, elektronik kitapların ilgili yayınevine herhangi bir ücret ödemeden indirilmesinin ve paylaşılmasının kanunlara ve adil kullanım ilkelerine aykırı olduğunun katılımcılar tarafından bilindiğini de ortaya koymuştur.

Sonuç ve öneriler: Araştırmadan elde edilen bulgular, elektronik kitap indirmenin ve paylaşmanın, kanunlara ve adil kullanıma aykırı olduğunun bilinmesine rağmen, öğretmen eğitmenleri arasında yaygın bir uygulama olduğunu göstermiştir. Katılımcıların ankete vermiş olduğu cevaplar göz önüne alındığında, bu uygulamaya elektronik kitaplara ulaşmanın kolaylığı ve herhangi bir ücret ödeme zorunluğunun olmamasının sebep olduğu söylenebilir. Özellikle katılımcıların çalışmış oldukları kurumlardaki kütüphanenin yetersiz olmasının katkısının büyük olduğu söylenebilir. Bu

durumda, öğretmenlerin yanında üniversite eğitmenlerinin de teknoloji kullanımında yasal ve etik konular hakkında farkındalıklarının artması için lisans ve yüksek lisans programlarında bu konulara yer verilmesi ve seminerler vasıtası yoluyla da bilgilendirilmeleri önerilmektedir.

INTRODUCTION

The emergence of new technologies has changed the way users surf, download, and share digital resources. The introduction of high-speed Internet connection replacing the old 56k modem connection, along with the high-capacity hard disks, has enabled users to access, save, and share a variety of digital resources in a very short time. Armed with this high-speed connection and hard disks, users are now in a much better position compared to the past to view, save, and share resources that are of interest to both themselves and other users. As technology gets more sophisticated, we have seen a sudden boom in the number of file-sharing websites as well as the forums featuring links to digital contents such as MP3 and video files. Peer-to-peer sharing software using torrents has also contributed to saving enormous amounts of data. This piracy starting with the video and music files has found a new victim: e-books.

With constant access to the Web and its dominant use in all walks of life, Internet users often pay too little attention to the notions of security, ethics and legal regulations. If this is the case with teachers and teacher trainers, one can wonder how successful ICT-assisted language teaching may actually be designed and implemented by instructors with inadequate knowledge of legal and ethical aspects of computer use.

The current study aimed at investigating just one narrow aspect of the complex notion of digital literacy, with awareness of legal and ethical issues as one of its subcomponents. The discussion of the place of ICT in language teacher competence is followed by a report from a mini-study, which was supposed to illuminate upon teacher trainers' attitudes towards using e-books. Finally, teacher training recommendations in the area of observing copyright and increasing awareness of online piracy are given.

BACKGROUND TO THE STUDY[*]
Information Literacy As a Part of Language Teacher's Competence

There are a number of aspects involved in the competence of a foreign language teacher. If one adds to that technology as a teaching environment and a medium of classroom instruction, the range of skills becomes much

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[*] Parts of the literature review section are based on Krajka (2012).

wider. The discussion of what Information Literacy of language teachers should actually comprise has been heated over the years, with diverse views coming from language didacticians and information technology specialists. Digital literacy (also termed 'information technology competence' - Gańko-Karwowska, 2002; Kurek, 2009) can be subdivided into two areas: instrumental – encompassing hardware, software, didactics, pedagogy, ethics and axiology, and subject matter – the use of ICT in teaching a given subject. The question of how 'deep' the knowledge within the first area should be still awaits a clear and unanimous answer. Fitzpatrick and Davies (2003) make an important analysis of the redefinition of the role of the teacher in the technology-assisted environment, together with the reflection on what skills are needed in order to succeed. These are, most of all, technical, organizational, conceptual and mediation skills.

Technical Skills

According to Fitzpatrick and Davies (2003), teachers need to be completely computer-literate and have the confidence to use the available technology adequately. Technical skills encompass the ability to cope with the most common problems arising from the use of computers and effective troubleshooting behavior. Contrary to other authors, Fitzpatrick and Davies (2003) claim that "[i]t is impossible to list here what this entails, as advances in technology mean that the problems of the past are often eliminated in later generations of equipment" (p. 13).

Organizational Skills

Technology-assisted language learning requires conceptualization, application, evaluation and dissemination of new organizational and pedagogic models of ICT implementation for language learning. According to Fitzpatrick and Davies (2003), the innovative potential of computer-assisted language learning will be tapped into when teachers can "build and sustain language communities, dismantle them when they have exhausted their function and link minds and hearts in order to negotiate everyday concerns or complex vocational issues" (p. 13). In terms of the organization of the teaching process, integrating innovative procedures and new media with tried-and-trusted materials and routines will be a necessary skill to be applied by successful educators.

Conceptual Skills

This set of teacher competences guarantees a successful shift from well-tried, controllable media like the course book and its supplementary

materials to the more open and less organized world of new media. Rather than proceeding with ready-made course book units and lessons, well-described in teacher support materials, instructors need to exhibit the skills to design learning experiences and plan their learners' encounters with the target language environment (Fitzpatrick & Davies, 2003). This also involves change of classroom power and teaching philosophy, from the case of complete control of the means at the teacher's disposal to greater control of the teaching medium by the learner.

Mediation Skills

The role of cultural mediator, or an intermediary between the two cultures, raising the students' cultural awareness, is not new for language teachers (Wilczyńska, 2005). However, as opposed to the "relatively safe confines of traditional textbooks," when teachers could introduce relevant aspects of the target language and culture in "small, manageable chunks" (Fitzpatrick & Davies, 2003, p.13), computer-assisted teaching means exposing students to the 'real world' of the target culture in an unrestricted, uncensored and uncontrolled way.

Apart from the main areas of skills characterized above, the report also stresses the necessity of the possession of "new literacies" for successful execution of the role of teacher in the online environment (after Fitzpatrick & Davies, 2003, p. 14):

> **Scientific literacy** relates to the ability to think scientifically in a world which is increasingly shaped by science and technology. This kind of literacy requires an understanding of scientific concepts as well as an ability to apply a scientific perspective [...]

> **Digital literacy** relates to the ability to use ICT adequately and apply them in a principled way to the subject matter at hand. For the language teacher, it refers in particular to Web literacy, i.e. the ability to make use of the Internet for language research, to the use of linguistic tools and standard programs for exercises and testing.

> **Critical literacy** implies the ability to evaluate the credibility, usefulness and reliability of any given sources of information. It also encompasses skills of sifting and identifying what is relevant and important in the flood of information which threatens to engulf the unprepared.

> **Linguistic literacy** in this context refers to the ability to recognize different genres as they develop, to track developments in use and usage and to adapt teaching materials and approach to changing situations.
>
> **Cultural literacy** relates to observing and recording changes in the society or societies of the target language together with implications for language teaching. Such changes may be of a general nature leading to convergence between the students' own, native culture and the target culture or to changes particular to the target culture. The new media provide a greater sense of immediacy than was possible in the past since trends can now be followed as they develop.

At the same time, computer-based instruction requires the ability to present the subject matter in an attractive manner utilizing technological tools, being well-familiarized with technical and educational problems and providing solutions in both areas to benefit the learners. This is the practical 'troubleshooting' level of Information Literacy, not dealing with learning environment building but rather focusing on the effective application of ready-made applications for learning contexts.

Apart from basic technical expertise and digital authoring, Information Literacy is commonly supplemented or compensated with 'Web literacy' (Chapelle & Hegelheimer, 2004), the ability to know how to use the Internet as a resource for current authentic language materials in varied formats (text, audio, video, and image), find linguistic and other reference materials and develop interesting activities around the materials on these sites (e.g. online newspapers – Amiri, 2000). Using the Internet encompasses not only searching for information and materials and evaluating Web-based materials, but also repurposing materials for student use, adapting or decontextualizing online information if needed to suit particular learning environments or pedagogical designs (Chapelle & Hegelheimer, 2004; Kılıçkaya, 2009; Kılıçkaya, 2011). Another skill, of a more technical nature, involves troubleshooting basic browser problems to ensure smooth work, dealing with plug-ins, pop-up ads, display preferences, security issues etc.

Finally, the knowledge of legal aspects of downloading, retrieving, reusing online materials, together with the awareness of a variety of licenses allowing different amount of manipulation with content, is an essential aspect for computer-based language teaching. However, as evidenced above,

ethical and legal issues do not take prominent place in the overall description of digital teacher competence.

Ethical Aspects in Selected CALL Teacher Competence Models

'The Skills Pyramid' Model (Hampel & Stickler, 2005)

The competences required by a CALL teacher are explicitly described by Hampel and Stickler (2005) using a 'pyramid model' with seven skill levels covering technical expertise, knowledge of the affordances, socio-affective skills and subject knowledge. The skills "build on one another, from the most general skills forming a fairly broad base to an apex of individual and personal styles" (p. 316), and in this model lower-level skills are to be achieved before the higher-level skills can come to fruition (Hauck & Stickler, 2006).
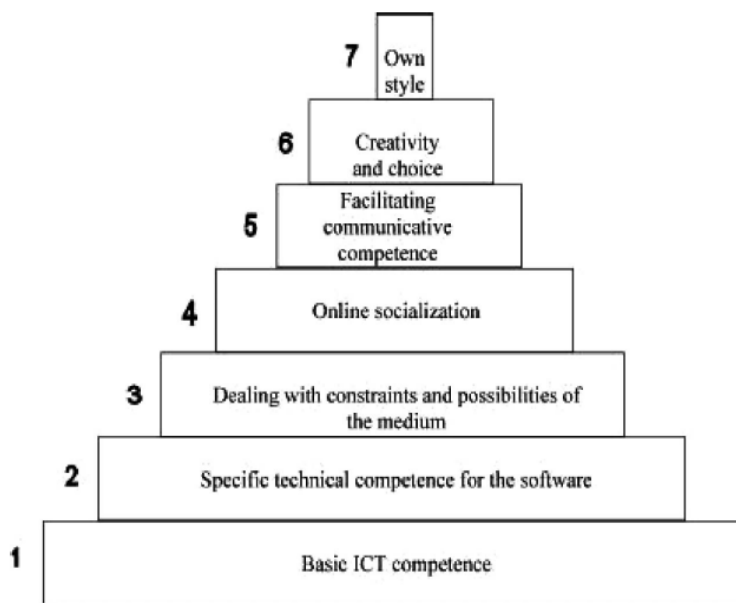
Figure 1. Skills pyramid (Hampel & Stickler, 2005, p. 317).

According to Hampel and Stickler (2005), the first level of competence relates to technological skills: the ability to deal with basic equipment such as a keyboard, a mouse, soundcards and headsets, as well as familiarity with

common problems with ISP connections, firewall, Internet browsers, plug-ins, etc., depending on the context in which the instruction is delivered.

The second and third level concern particular software applications used to teach languages with technology, such as Course Management Systems (*Moodle, WebCT*), Computer-Mediated Communication tools (*Wimba, Elluminate, Yahoo Messenger* or *Skype*), or production technologies (blogs, wikis, *PowerPoint*), both in terms of operation and understanding their affordances and constraints.

Further levels deal with the abilities to build interpersonal relations online (level 4 – 'online socialization'), promoting social cohesion and enabling effective communication in the CMC mode (level 5– 'facilitating communicative competence'). These two stages will actually come into play only in the contexts in which learning by communicating is mediated by computer technology.

The final two levels, similar to the first three, are universal no matter what particular technology or tool is to be used. Level 6 ('creativity and choice') encompasses innovative pedagogical applications of the selected technology, as well as the skill of evaluating and repurposing materials (Chapelle & Hegelheimer, 2004). The seventh and highest level of skills for online language teaching includes the ability to develop a "personal teaching style, using media and materials to their best advantage, forming a rapport with [the] students and using the resources creatively to promote active and communicative language learning" (Hampel & Stickler, 2005, p. 319).

The area of legal and ethical aspects of ICT-supported teaching recurs throughout most of the stages given above, obviously, in different ways and with different purposes. Indeed, computer-based instruction on any level needs to take the evaluation of how legal and ethical particular didactic solutions are.

'Continuum of Expertise' Model (Compton, 2009)

Compton's (2009) 'Continuum of expertise' model originated primarily from the critique of Hampel and Stickler's (2005) 'Pyramid skills' model. Compton argues that the skills necessary for a CALL teacher do not have to be acquired sequentially, but concurrently, that some of the levels (like acquiring specific technical competence and dealing with constraints and possibilities) actually merge together, and finally that it is unrealistic to expect that only the teacher who gets to the last level is ready to teach online.

In order to address these problems, Compton attempts to redefine the framework for describing CALL teacher competences. It is postulated that there are three major instantiations of online language teaching, encompassing 1) technology in online language teaching, 2) pedagogy of online language teaching and 3) evaluation of online language teaching. This framework divides online language teaching skills into three categories (technology, pedagogy, and evaluation) and describes different skills at three levels of expertise (novice, proficient and expert). Not every CALL teacher needs to achieve the expert level in all the three areas in order to be a successful teacher – on the contrary, limited expertise in one area does not exclude greater proficiency and resulting sophistication of teaching in the others.

The first set, technological skills, relates to knowledge and ability to handle hardware and software issues. For novice teachers, the ability to turn on a computer, use a mouse and a basic knowledge of simple applications such as word-processing and the Internet are a starting point, followed by learning about the differences between asynchronous and synchronous technologies and being comfortable in using text/audio/video-based Computer-Mediated Communication. Familiarity with Content Management Systems (CMSs), identifying and comparing platform functionalities and software features would also be required by novice distance or blended teachers.

At the next level of expertise, a proficient teacher is familiar with different software, capable of finding and retrieving commercial and freeware applications, has the ability to make technology choices, and is able to carefully select suitable technology to match particular language tasks. A technologically proficient teacher, according to Compton (2009), would also need to deal with the limitations of the chosen software and provide solutions to overcome them. Finally, an expert teacher is able not only to creatively use existing technologies for online language learning tasks, but also to adapt tools or recombine them to compensate for their limitations.

Compton's (2009) second category, pedagogical skills, refers to knowledge and ability to conduct and facilitate teaching and learning activities. At the novice level, the emphasis is on the teacher to acquire adequate information or knowledge; thus the teacher would need to possess the knowledge of strategies, theories and frameworks relevant for online language learning and communicative competence building. At the proficient level, the focus is on application of the knowledge that has been acquired at the novice level, choosing materials to suit tasks or assessing the effectiveness of technology-assisted learning. The expert level, finally,

centers on creativity with knowledge and application in terms of designing new online materials and tasks, online socialization and community building as well as assessment.

Lastly, the evaluative skills refer to the ability to assess tasks and courses and make necessary adjustments to make sure language learning objectives are met. Like the previous two areas, a novice teacher would need to possess the knowledge of CALL and/or online language learning tasks, software and course evaluation. A proficient teacher would find it easy to implement knowledge in the practical use of suitable evaluation frameworks (e.g. Chapelle, 2001) and use various strategies for task, software, and course evaluations. Finally, an expert teacher is able to conduct the evaluation process in an integrative way, by combining several methods of evaluation, as well as to identify the impact on learning outcomes based on their extensive knowledge of evaluative frameworks.

The very model of Compton is largely distinct from Hampel and Stickler's, however, the conclusion on the role of legal and ethical aspects of computer use in language education is similar to the one proposed above. While the distinction is made into novice, proficient and expert didactic uses, each of the levels, in each of the areas listed above, should have a set of corresponding legal issues. Teachers might need to confront these as a kind of checklist, suited in the extent of detail and amount of computer jargon to the predicted expertise level.

Use of E-books in the Research Literature

Simply stated, e-books are "basically the contents of a book made available to the reader in electronic form" (Landoni, 2011, p. 131). As a response to readers' requests, publishers have made e-books available in addition to the print books. Promising features of e-books such as instant delivery and concurrent access have also been welcomed by librarians (Estelle & Woodward, 2010). However, what went unnoticed is that users have started to share e-books. This illegal sharing has appeared in various forms, as Misener (2011) indicates.

The common practice of scanning the print books has been replaced by downloading original e-books and removing any digital lock such as DRM (Digital Rights Management), allowing other users to download these files as PDF without paying any fee through peer-to-peer sharing software as well as various websites that make these books freely available.

As a response to this piracy, several studies have investigated using and sharing digital resources, including e-books (Young, 2008; Wu, Chou, Re, &

Wang, 2010; Hsu & Chang, 2015). The study conducted by the Student Public Interest Research Groups (Young, 2008) found that a quarter of about 500 students searched for illegal copies of a textbook on the Internet. The survey given to these students also indicated that only 8 percent of them managed to download a pirated copy. Another study by Wu, Chou, Re, and Wang (2010) probed into students' use of digital resources. The findings of this study revealed the participants believed that it was reasonable to share digital resources with others. Moreover, these participants claimed that the legally downloaded resources could be shared with others for educational purposes. Similarly, a recent study conducted by Hsu and Chang (2015) investigated university students' unauthorized downloading of e-books. The findings revealed that the students downloaded e-books from various pirate websites, especially when they could not access the book(s) they needed in their physical and/or digital library.

The studies briefly outlined above suggest that downloading copyrighted resources, especially e-books, has been a common practice among students. However, to the best knowledge of the author, there is no study in the literature that analyses teacher trainers' attitudes towards downloading e-books. Therefore, it is hoped that the current study will fill this gap in the literature.

METHOD

Research Context and Methodology

The participants of this study are comprised of teacher trainers (n=140) in the faculties of education in various regions of Turkey. Of these participants, 45 are males and the rest 95 are females. These participants range in age 28-55. The method included a survey of teacher trainers in Turkey. Ten questions (see Table I) were created to explore teacher trainers' attitudes towards and habits of downloading and sharing e-books.

The questionnaire with ten questions was created online using *Google Forms*, and the responses were collected through a spreadsheet linked to the form. The questionnaire was sent to the e-mail addresses of teacher trainers working at faculties of education at various state universities in Turkey, which is comprised of seven regions. Firstly, the faculties of education located in each region were determined through cluster sampling. Secondly, of these faculties of education, three were randomly selected in each region, which is followed by obtaining the e-mail addresses of all the teacher trainers in these faculties published on the department websites. The e-mail addresses were assigned numbers starting at 1 and every third e-mail address was included in the study. Then, the questionnaire was sent to over 500

teacher trainers; however, only 140 completed the questionnaire. The information on such factors gender, years of experience, and Internet usage were not analyzed as the study was not interested in these qualities.

FINDINGS

The responses provided to the questionnaire have yielded interesting findings (Table 1). The very first findings are related to the number of the e-books as well as the sources the respondents benefit from while looking for the e-books. The average number of downloaded e-books was found to be 7.5. The participants downloaded e-books from various sources and tools, including pirate websites (n=100, 71.43%), peer-to-peer sharing software (n=70, 54.28%), and the software to remove digital locks such as DRM (n= 10, 7.14%).

Regarding how the participants share the e-books downloaded, 125 participants (89.28%) reported that they shared these books with their students, friends, and colleagues by attaching them to their e-mails, saving to USB flash and/or external disks, or uploading them to their personal or course websites. Only 8 participants (5.71%) stated that they uploaded e-books to pirate websites for other users to download. Moreover, 85 participants (60.71%) archived the downloaded e-books for later use, while 25 participants (17.85%) claimed that they read all the e-books that they downloaded.

Table 1. *Teacher Trainers' Downloading and Sharing E-books*

Items	n or %
1. Average number of downloaded e-books per month	7.5
2. Download e-books from pirate websites	71.43%
3. Download e-books using software such as peer-to-peer sharing tools	54.28 %
4. Downloading trial versions of e-books from subscribed digital libraries and removing the digital lock	7.14%
5. Sharing e-books with others (students, friends, colleagues, etc.) through e-mail or a USB/External disk, personal or course websites	89.28%
6. Uploading e-books to pirate websites for others to download	5.71%
7. Archiving downloaded e-books	60.71%
8. Reading all the e-books downloaded	17.85%
9. Reasons for downloading e-books	
Not available in the library or not have access to the digital library	92.85%
I may need it in the future	46.42%
I just need one or two chapters.	51.42%
10. Being aware that downloading and sharing e-books is illegal	96.42%

The participants were also asked to provide reasons for downloading e-books. As a response to this item on the questionnaire, 130 participants (92.85%) explained that the books were not available in the library or simply they could not have access to these books as they were not available in the collections to which their universities subscribed. In addition to this reason, 65 participants (46.42%) also stated that they downloaded e-books just in case they might need them for their future research or courses. Moreover, 72 participants (51.42%) preferred to download e-books since they only needed one or two chapters of these books, thus did not feel obliged to pay for them.

Another interesting finding generated is that 135 participants (96.42%) acknowledge that downloading and sharing e-books is illegal. That is, the participants are well aware that what they do infringes copyright.

DISCUSSION and CONCLUSIONS

The findings of this study clearly indicate that downloading and sharing e-books shared on unauthorized websites has become a common practice among the teacher trainers, not just the students. This finding is consistent with those of the studies conducted on students' using illegally downloaded e-books (Young, 2008; Hsu & Chang, 2015). The participants of the current study provided several reasons for downloading and sharing e-books. The main reason was stated to be the participants' not reaching the books they needed in the physical and/or digital library, which has also been confirmed by the study conducted by Hsu and Chang (2015). In Turkey, there are also several ways of obtaining the materials such as inter-university library loan that allows borrowing and lending books between universities. Moreover, the university libraries consider titles suggested by academicians before purchasing new books to enrich their collections. However, all these mean that some time is needed as well as several costs included such as posting these books to the borrower library and sending back to the lender and limitations on the number of books that can be borrowed or lent. Moreover, academicians working especially in countries where the level of income is low and at universities where access to the materials such as books and articles is limited, may tend to violate fair use and copyright issues to train their students as well as do research. It is not rare that an individual article on databases costs around $35 and that a course book especially written in foreign languages such as English may cost around $40 or more. This might mean huge money for both students and academicians given that they may be required to use five or six course books for a semester.

The most interesting finding obtained was related to whether the participants were aware that using e-books downloaded from unauthorized websites is illegal. The study indicated that almost all of the participants were well aware of this. Then what might be the explanation for this? Accessing e-books on the Internet, shared by other users on several websites or some others dedicated to this, can be analyzed in terms of three perspectives: publishers, readers, and copyright law. Within the publishers' perspective, it might be well stated that many authors, if they do not have some other sources of income, earn their living through the sales of their books. Researchers and/or academicians, on the other hand, when they work especially at the universities, benefit from the publications of their books or book chapters in addition to articles, for promotion purposes such as obtaining the tenure position.　It is not rare that researchers and/or academicians pay for their own research, book or book chapters to be published. There is a general belief shared by most readers that the prices are too high considering the number of pages in a publication. However, the publication process might require several costs and authors spend a great amount of time, and efforts into their work. As voiced by publishers, the income obtained from selling books is used to support authors to produce new books that will benefit readers. On the other hand, readers' perspective leads to approaching the issue in different ways. Due to working at low-resource contexts and the high prices of the books, especially textbooks written in English and published abroad, most academicians and students seem to save money by photocopying and/or downloading the electronic books as the current study indicates. The common practice for students as well as academicians to obtain the classroom materials, especially textbooks, is to photocopy the materials borrowed from the libraries, friends, or other colleagues, or alternatively, if available, to download the electronic formats without paying through some illegal websites. Fair use allows academicians and their students to use some pages or a chapter of a book or the whole article or ten percent of the whole work for classroom activities and research purposes. However, this fair use does not allow photocopying the whole work and sharing it in the classroom without first getting the permission from　　　the　　　publisher.　　　Several　　　websites　　　(e.g. https://www.copyright.com/Services/copyrightoncampus/)　　and　　some 'information' booklets (U.S. Copyright Office, 2014) are available regarding the use of print and electronic materials. Readers may refer to these for more and detailed information about fair use; however, the main point is that for educational purposes, a single copy of an article, a book chapter, etc. can be

used by teachers and students for individual work, research and/or teaching and learning. Use of multiple copies is allowed under limited conditions, and it is clearly stated that copying the entire work and or more than two excerpts from the same author or more than three from a collective work is not allowed and requires permission (U.S. Copyright Office, 2014, pp. 6-7). Moreover, there might be differences regarding copyright issues and fair use. In Turkey, on the other hand, according to the article 24 in the Law on Intellectual and Artistic works (Turkish Law on Intellectual and Artistic Works, 2008, p. 17) also allows fair use for educational and instructional purposes. Although no clear and detailed statement is provided on to what extent (a chapter, or the amount of material to be used without requesting permission) can be used regarding fair use, it can be stated that reasonable amount of work can be used for non-commercial and educational purposes. However, this fair use does not allow copying and/or sharing the entire work.

Due to the nature of the study, this finding has not been investigated; however, the authors believe that it is not possible to presume that the participants have some kind of misconceptions about the copyright laws as the study conducted by Wu, Chou, Re, and Wang (2010) indicates. A copyright message similar to the following one is found at the very first pages (giving details on publication date, publisher, etc.) of almost any printed or e-books published:

> All rights reserved. No part of this book may be reprinted or reproduced or utilized in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

The misconception is believed to be related to the fair use. As known, fair use allows people to use the copyrighted works, be it a printed, an e-book, or any other kind of work, under some limited contexts. That is, when a person buys a copyrighted work and pays for it or when a person borrows any copyrighted work from a library or anyone else; s/he is to comply with some rules. As indicated in the above copyright message, it is not possible to reprint, reproduce or utilize in any form. However, in instructional processes or academic studies, it might be possible to photocopy some pages of the copyrighted works and use these pages only in classrooms with students without commercial goals and without the permission from the publishers under limited conditions. Paying for any copyrighted works does not entitle buyers to share these works with others so that they can reproduce in any

form. Therefore, it is believed that this practice is more related to not being able to resist the offer to search, find, and obtain the book, especially when the local libraries appear to be of no help. As the current research is just a pilot study, further work is needed to investigate the issues identified in greater depth. At the same time, the notion of fair use of copyrighted materials needs to be introduced as an alternative to outright piracy of e-books. General regulations allow use of copyrighted materials for educational purposes, without republishing, without drawing profit, for the purposes of a single class. It is lawful to make use of works within the recognized limits of use on condition that the creator and the source are expressly mentioned and that the amount of the copyrighted material needs to be in balance to the whole work ("not more than it is deemed necessary"). What is crucial here is making teachers realize what "the recognized limits of use" can be and how to properly give credit to the creator and the source. At the same time, according to copyright law, teachers will be allowed to reproduce in the form of quotations fragments of disclosed works or the entire contents of short works as justified by explanation, critical analysis or teaching. Another important issue, then, is to help teacher trainees notice the distinction between the very quotation and critical analysis or explanation, as well as to see the overall balance between the quoted input and the original contribution.

The findings and discussion clearly indicate that downloading and sharing e-books is a common practice among the teacher trainers although it is widely acknowledged that it is illegal and violates fair use. Considering the participants' responses, this practice is considered to be more related to the easy and free of charge access to e-books, especially when the local libraries appear to be of no help. Piracy of e-books, selected for a questionnaire study among teacher trainers, is only a small part of the complex notion of legal and ethical online practices. It goes without saying that computer-based teaching needs to observe legal regulations as far as copyright and access are concerned. Introducing and integrating explicit instruction on copyright rules and fair use into undergraduate and graduate programs will surely help to build proper practices of teacher trainers, and, in consequence, their prospective students.

RECOMMENDATIONS

The study indicates that legal and ethical practices are essential regarding the use of materials, especially e-books in educational contexts. Teacher trainers' awareness of copyright restrictions ought to be built

throughout the training sessions, to make sure they do not approve of piracy and transfer proper ethical behaviors to their students. This awareness can be created through several in-service training as well as inclusion of courses on legal and ethical practices in undergraduate and graduate programs. In particular, practicing presentations with the following guidelines might help to increase both teachers' and students' awareness of copyright restrictions:

- ☐ Do make sure the copyrighted work
    - ■ is going to be used only for teaching,
    - ■ is not going to be republished,
    - ■ no profit is going to be derived from the use,
- ☐ Do email the copyright owner/site webmaster for permission to use the material if necessary
- ☐ Do attach the copyright owner's name, work title and publication date
- ☐ Do seek copyright-free/public-domain resources
- ☐ Do check whether the copyright period has expired (a fixed number of years after the author's death)
- ☐ Do obtain copyright permission from students for the original work (texts/artwork/pictures)

While this awareness is created, publishers should also consider taking several steps to minimize the copyright infringements. Publishers should also consider the level of income of the countries and act accordingly such as determining the prices of these materials based on the level of income. Alternatively, as in some courses selected chapters/articles are used from various books, publishers may also allow paying for individual chapters and articles at lower prices.

FURTHER RESEARCH

The current study has various limitations, two of the most important of which are noted. First, the data were collected using a questionnaire with ten questions using *Google Forms*. The findings obtained this questionnaire could have been empowered by follow-up interviews with randomly-selected respondents to triangulate the data collected. Second, no analyses were carried out concerning whether there could be any difference between teacher trainers according to their seniority, gender, use of the Internet as well as their level of income. Such analyses could provide further means for understanding teacher trainers' use of e-books in learning and research situations.

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