



folk/ed. Derg, 2022; 28(3)-111. Sayı/Issue -Yaz/Summer
DOI: 10.22559/folklor.2162

Araştırma makalesi/Research article

Literature Gathering as a Cultural Event: Booktube Participation

Kültürel Etkinlik Olarak Edebiyat Buluşması:
Booktube Katılımı

Simge Ünlü*
Lütfiye Yaşar**

Abstract

This study analyzed the tendency to participate in reading activities organized by online book clubs. The universe of the research consists of Turkish Booktube channels and their followers. Booktube channels chosen as samples in the study are Ayşe Ümit Karabacak, Kitap Dünyam, and Mine's Book Suggestions. The universe of Booktube channel followers was also limited to a sample of 549 people. The study used semi-structured interviews with Booktubers and a questionnaire with Booktube channel followers as a data collection technique. The data obtained from these data collection techniques were analyzed with the content analysis method in the 2020.2.2 version of the Maxqda program. Obtained findings; It is

Geliş tarihi (Received): 18-02-2022 – Kabul tarihi (Accepted): 25-06-2022

* Doç.Dr., Sakarya Üniversitesi Halkla İlişkiler ve Reklamcılık Bölümü / Sakarya University Department of Public Relations and Advertising. simgeunlu@sakarya.edu.tr. ORCID 0000-0002-0137-4210

** Yüksek Lisans öğrencisi / Master student. lutfiye.yasar1@ogr.sakarya.edu.tr. ORCID 0000-0001-9008-6415

seen that the motivations of the Booktubers who produce content on the Booktube channel and the followers who consume the Booktube videos differ in various aspects. In terms of booktubers, the main factor in participating in this channel is a social benefit, creating personal archives from video content and contributing to their personal development. For followers, the aim is to learn about literature, do homework/research, and gain reading habits. As a result; There are differences in the motivations of Booktube channel owners and Booktube channel viewers to participate in these channels. Accordingly, the definitions of the content followed and quality video also varies. Although participation in these channels, content followed, and quality content approaches differ in terms of Booktubers and followers, they look at the achievements of Booktube from a similar perspective.

Keywords: *online reading activities, online cultural activity, digital reading, booktube, booktuber*

Öz

Bu çalışmada online kitap kulüplerinin düzenlediği okuma etkinliklerine katılma eğilimi analiz edilmiştir. Araştırmanın evrenini, Türk Booktube kanalları ve takipçileri oluşturmaktadır. Çalışmada örneklem olarak seçilen Booktube kanalları Ayşe Ümit Karabacak, Kitap Dünyam ve Mine'nin Kitap Önerileri' dir. Booktube kanalı takipçileri evreni de 549 kişilik bir örneklemle sınırlandırılmıştır. Çalışmada veri toplama tekniği olarak Booktuber'larla yarı yapılandırılmış görüşme, Booktube kanalı takipçileriyle de anket kullanılmıştır. Bu veri toplama tekniklerinden elde edilen veriler, içerik analizi metoduyla Maxqda programının 2020.2.2 sürümünde Booktuber ve takipçilerinin Booktube mecrasına katılım motivasyonu, bu mecranın onlara sağladığı kazanımlar, takip edilen içerikler ve nitelikli olarak değerlendirilen Booktube videolarının özellikleri açısından analiz edilmiştir. Elde edilen bulgular; Booktube mecrasında içerik üreten Booktuber'ların ve Booktube videolarını tüketen takipçilerinin bu mecrada bulunma motivasyonlarının çeşitli yönlerden farklılıklar içerdiği görülmektedir. Booktuber'lar açısından bu mecraya katılımda başlıca etken sosyal fayda, video içeriklerinden kişisel arşiv oluşturmak ve kişisel gelişimlerine katkı sağlamakken takipçilerde ise amaç edebiyat hakkında bilgi edinmek, ödev/araştırma yapma ve okuma alışkanlığı kazanma isteğidir. Sonuç olarak; Booktube kanalı sahiplerinin ve Booktube kanalı izleyicilerinin bu mecralara katılım motivasyonlarında farklılık bulunduğu ve buna bağlı olarak takip edilen içerik ve nitelikli video tanımlamalarının da değişiklik göstermektedir. Her ne kadar bu mecralara katılım, takip edilen içerikler ve kaliteli içerik yaklaşımları Booktuber'lar ve takipçiler açısından farklılık arz etse de Booktube mecrasının kazanımlarına benzer perspektiften değerlendirmektedirler. Booktube kanallarına katılmanın okuma alışkanlığını geliştirdiği, bu alışkanlığı daha önce kazanmış olanların da okuma alışkanlığını disiplinize ettiği kısacası bu mecranın ve düzenlenen etkinliklere katılım sağlamanın okuma eylemi üzerinde pozitif bir katkı sağladığı sonucu dikkat çekmektedir.

Anahtar sözcükler: *çevrimiçi okuma etkinlikleri, online kültürel etkinlik, dijital okuma, booktube, booktuber*

Introduction

The act of reading is the process of extracting meaning from the written text through symbols, so this activity is a kind of habit that improves comprehension and interpretation. Reading, which has a significant effect on language use, is a behavior that can be improved with regular reading exercises and education. It is possible to say that reading is done to gain knowledge or have fun (Guthrie et al., 1996; Ashfaq and Ansari, 2020). Because reading is a mental activity, it requires deep motivation. The act of reading, which encourages the individual to learn new things, can be carried out in print and digital environments. In this context, an individual who has acquired normal reading behavior can increase the amount of reading and reinforce this habit by providing access to various content in digital environments with the help of technological opportunities.

In virtual environments, reading activities for entertainment or information can be defined as digital reading. Different names in various studies have called this way of reading. These names are; screen or screen reading, e-reading, and digital reading (Baron, 2013; Shimray et al., 2015; Baron, 2016). What distinguishes digital reading from print media reading is that reading behavior is done through an electronic device.

It is possible to say that with digitalization, the formation of reading culture is accompanied by technical materials. So much so that most individuals who read, e-book readers, smartphones, tablets or computers, etc. This new digital literacy and the new reading culture include differences from traditional reading culture and reading strategies (Maden, 2012: 3). It can be said that the differentiated reading habit brings a new reader profile, new reading skills, new critical literacy, and along with all these points, a new understanding of digital education. For this reason, digital reading is not only the cause of this difference but also the result.

In general, the 21st-century reader finds e-books reading, reading with intelligent devices, shopping for books online, and finally consuming technology intensively. This readership can be described as interactive. According to Follmer et al., reading interactive books enriches the story and reading experience, allowing interaction with the characters (2012:687). In this respect, each hero has more than one story for interactive book readers.

With e-books, e-readers, and intelligent devices replacing printed materials and books, a sensory connection cannot be established with a book. Modern-day readers who cannot establish this sensory connection forget what they read (Goldberg, 2013; Schilhab et al., 2018). In this context, the forgetfulness in the readers should be interpreted as the result of the cessation of physical contact with the book, that is, the result of digitalization.

The consumption habits of the modern time reader are temporary. A movie adapted from a book or books adapted from a movie is consumed faster. Due to the speed of this consumption, this readership is quite active. Their reading changes rapidly so does their reading routine (Waldfoegel 2017). The point that affects the reading routine of readers is participation in reading clubs in social media networks. In these networks, it can be said that the sharing of reading motivations and the sharing of reading lists connect these readers.

It is known that reading, which is an individual act, has been moved to online environments thanks to developing technology. Reading actions or activities performed in these environments; is called online reading or digital literacy (Coiro & Dobler, 2007; Keskin, 2014). As a requirement of the modern world, the use of the Internet and the reading experience it provides occur in online environments. Activities in these networks are used for social and educational purposes such as reading, research, and text production (Mills & Levido, 2011). The use of the Internet for educational purposes increases electronic materials. Acquiring and developing an online reading strategy, critical reading, and the ability to adapt to digital content are required. According to Cisco and Ünlü, the acquisition of reading skills in virtual environments develops as follows: firstly to understand the problem, secondly to access information, thirdly to critically interpret the obtained information, fourthly to synthesize the obtained information, and finally to read to disseminate this blended data to others. To do (2020: 1370). Apart from educational use, online reading activities also have socio-cultural uses.

Unlike traditional reading activities, reading activities performed on the web are seen as open to participants from all age groups, providing opportunities for socialization, entertaining, and motivating reading (Scharber, 2009). Online reading clubs have various features. These features are; It does not take place in a physical place, the free membership is provided via e-mail, it usually consists of 30 people (Balling et al., 2008). In the organization of online reading activities, communication occurs through posts on blogs. The communication process is completed when the page manager writes the followers' thoughts after sharing and contributes to the content. As a result, the online communication network of book clubs continues as long as the internet connection of the club members is not terminated.

According to Foasberg (2012), online reading activities are online socio-cultural activities that encourage book lovers to read. These activities are based on the principle of creating an environment for discussion about this work or authors online by reading the works of a specific author, only the books in one genre or the books to be read within the specified time. Therefore, having a determined author, work, or time limit is a compelling element of these activities. It contributes to the socialization of the individuals participating in the event to provide a shared reading experience. Events planned online can also be in the form of short-term periods such as one year or four weeks (Smith, 2019). In this process, individuals participating in online reading activities contribute to literacy activities by socializing and having fun in online networks and creating a reading strategy. In this context, this study aims to determine the motivations of Booktubers and Booktube followers to participate in the Booktube channel and reveal their tendency to participate in the events taking place in this channel. The study is essential in revealing the quality of the Booktube channel, which is described as a literary community of Turkish Booktubers and Booktube channel followers. In the research, the content analysis method examined semi-structured interviews with Booktubers and datasets obtained by applying a questionnaire to the audience following Booktube channels.

1. Booktube for cultural event

While social media is seen as an alternative to traditional communication methods, it provides the opportunity for all users to interact quickly. Every individual who uses social media platforms is also considered a content producer of these virtual environments. Producing and consuming content on virtual platforms creates a socio-cultural impact on internet users. These virtual environments help create an online reader network in the form of online reading clubs and book recommendations (Thomas and Round, 2016). It is seen that online reading networks created through virtual environments provide access to actual individuals and increase the interest in the act of reading in digital environments (Fuller & Directory Sedo, 2015). According to Pinder, these virtual environments eliminate the individuality of book readers in terms of both reaching individuals and increasing the interest in reading in virtual environments (2012: 68). In this context, there are Booktube channels that have developed as a sub-branch within Youtube, which was established in 2005 to bring young readers together virtually, offer them the opportunity to discuss their views on books, and also to offer book recommendations. The name Youtube users give to book pages is Booktube, and the managers of this page are called Booktuber. Content such as book reviews, what I will read, what I am reading, what I am reading are produced on the pages of Booktube. From this point of view, it can be said that Booktube is a tool that contributes to the spread of reading.

Booktube channels; it can be said that it is to draw attention to the act of reading in an aesthetic background through personalized, various objects. This act of attracting attention makes the reading activity collective and embodies it (Tolins & Samermit, 2016). Therefore, the production of book contents in this medium, the interaction of the content, that is, the receiving of comments and appreciation, is seen as an incentive to the act of reading. According to Norrick-Rühl (2019), this sharing encourages reading makes the content emotional, popularizes reading concepts, and separates book readers from other individuals. Booktube shares are criticized for commodifying books when the whole process is evaluated.

As a cultural activity, Booktube channels allow book lovers to exhibit and share the works they read and help them communicate with other social media users. This social network, which integrates sound and image due to its structure, is also crucial in analyzing reader groups' formation and relations.

2. Formation of the terminology of the microculture booktube

Although Youtube has been a medium where video sharing with entertainment content has been dominant since its establishment in 2005, educational-oriented content has started to be produced over time (Alp & Kaleci, 2018). In this process, Booktube channels and phenomena, a sub-category of Youtube, began to emerge. Booktube channels, which first started to be opened in the USA in 2008, started to spread among the countries where Spanish was accepted as the official language in 2012. By 2017, these

channels began to make their presence felt in our country. Booktubers, who publish book videos, publish content in organizing reading activities, promoting their favorite literary works and libraries (Perkins, 2017). As the length of Booktube videos differs according to the content, they have three essential features: background, fiction, and content. First, use a library as a background for video content relevance. Secondly, the selection of music to be used while editing the Booktube video and the arrangements related to the adjustment of the transition effects. The last feature is to provide information about the characters in the book, the book's emotional intensity, and the author by not including any element that misses the surprise in the content of the Booktube video. According to Suárez and González Argüello, Booktube should be considered in five structures. These dimensions are implementation, meaning, relationship building, planning, and personality. The production phase of the Booktube content starts making sense of the application, the activities of enriching the video content with music, sound, and effects. As a result of this interpretation, feedback is received on the content created by activating the stage of interacting with the environment. Planning how to respond to the received notifications comes from planning and finally adopting the Booktuber personality (2020:164). Therefore, considering its essential features and structure, Booktube is a virtual environment requiring considerable intelligence skills.

Booktube, which has created an online microculture by gaining a different place in Youtube, also draws attention with its unique terminology. First, the Book Reading Marathon: This app is the process of reading until you reach a certain number of pages that Booktuber has to read in a limited time or a targeted number of pages. Book Shopping: These are the videos where Booktuber explains which books they bought. I have Read/Will Read: These are the contents of which books it promotes at the beginning or end of the month. Thematic Question Videos: These are where booktubers ask each other questions about a particular book or author. Library Tour: These are the videos where the libraries are organized, cleaned, or just the Booktubers introduce their libraries in detail. Booktuber Chats: These are chat videos about books. Let's Read Together Activity: It is a book reading activity together on a live broadcast. Best of My Library: In this video content, Booktuber explains about the books, characters, authors it likes. Video Blogs: These are the diaries where he shares the activities he participates in, such as fairs, bookstores, second-hand bookshops, reading clubs (Tolstopyat, 2018: 91). In addition to these content types, Chronological Reading Activity is the activity of reading an author's works by following the historical timeline. Author Reading Guide: These are the posts in which an author's works should be read to be understood better, which literary understanding he belongs to, and additional reading suggestions about that author. Single Book Analysis: These are the videos in which only one book is analyzed in depth. As a result, Booktube videos can be evaluated extensively when evaluated in terms of content.

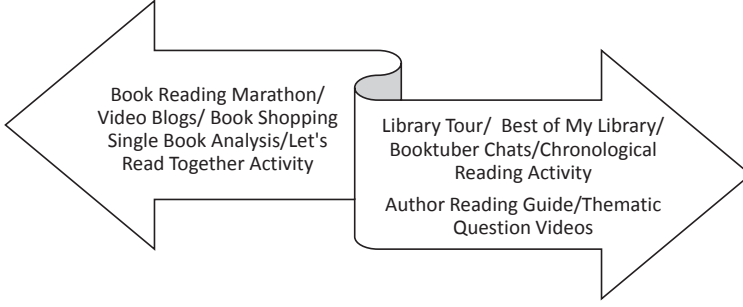


Figure 1: List of Booktube Content Terminology

Booktube can be considered an innovative environment because it has differences from the area in which it was born. These innovative media phenomena continue to offer their literature-oriented video content to people worldwide. In this respect, the characteristics of the Booktube phenomena are: having an innovative personality, reflecting his literary taste in social networks, being self-appropriate, and creating a digital niche character. Booktubers who can manipulate the masses according to their literary taste; Literary culture, qualified readership, and evaluation of the background of book criticism will help portray these phenomena.

Among the Booktube channels, which can be considered very new in our country, the most-watched ones are listed below according to the number of subscribers:

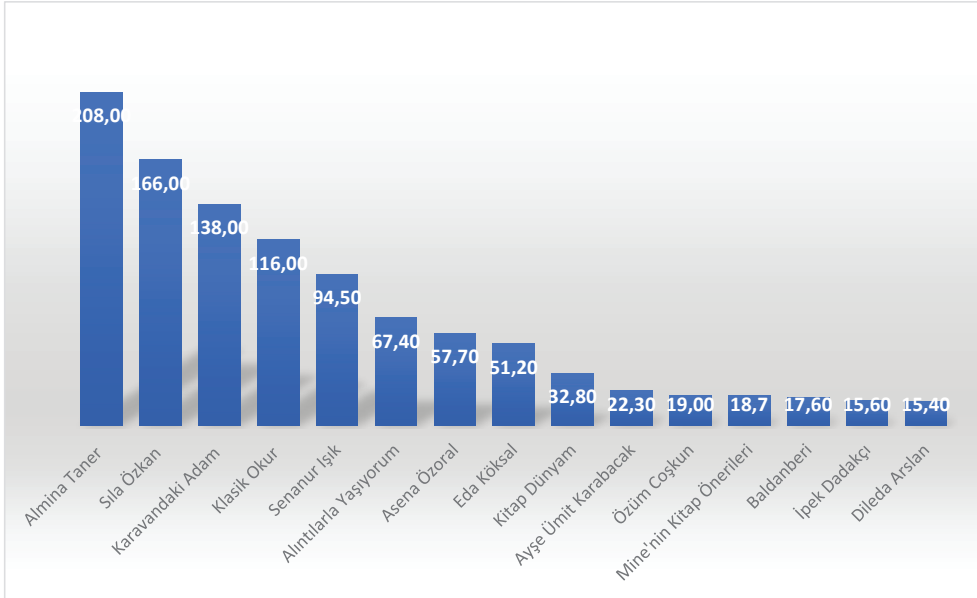


Chart 1: Subscriber Chart of Turkish Booktubers

3. Related studies

It is seen that there are studies on microculture Booktube and reading culture in the literature. These studies: Online reading culture and socialization Hagge, (2021); Birke, (2021); Cassany and Aliagas (2021); Scolari et al., (2021). Use of Booktube in Education: Ehret et al., (2018); Mateo et al., (2021); Jerasa and Boffone, (2021). Instilling a love of reading books; Zapiataia and Leyn, (2020). Books and social media interaction Sorensen and Mara, (2014); Thomas et al., (2019); Lo, (2020); Thomas, (2020); Pardey, (2020). Building reading motivation Roig-Vila et al., (2021). The commodification of reading and marketing Tolstopyat, (2018); Tezgeç, (2020).

When the literature is scanned, the studies focus on reading culture and socialization, the use of Booktube in education, motivation to read, and the commodification of reading. This study will contribute to the field in addressing the motivations of those who produce and consume content on Booktube as a cultural activity.

4. Research method

The universe of this research consists of Boktubers and Booktube followers in Turkey. In order to narrow down the selected universe, the most-watched Booktube channels in Turkey were listed according to the number of followers, and semi-structured interviews were conducted with three Booktubers who returned by contacting the Booktube channels. During these interviews, 19 questions were asked to the Booktubers. In the part of the research about Booktube followers, an open-ended questionnaire consisting of two parts and 34 questions was prepared. Five hundred forty-nine people participated in this online survey.

In this study, the findings obtained from the semi-structured interview and survey datasets will be analyzed with the content analysis method in the 2020.2.2 version of the Maxqda program. Content analysis is a method of obtaining data from a text, either qualitatively or quantitatively, visually, in writing, or verbally (Krippendorff, 2004). The basis of this analysis method is shaped by coding the content according to its categories. Content analysis is divided into two types, conceptual and relational. In conceptual analysis, content is strictly decoded into codes. The researcher can make models on the themes. In the relational analysis method, the analysis between the themes is examined in depth. This situation requires the creation of a codebook as it adds flexibility to the research (Wilson, 2016:42). This research method helps identify the trend of an event and reveal its key themes. Therefore, since this study aims to determine the tendency to participate in Booktube, the content analysis method will be used. In this context, the research questions are as follows:

- What is the motivation of Booktubers and Booktube followers to join Booktuba?
- What content do Booktube followers and Booktubers follow?
- What is the central theme of the videos that make up the contents of Booktube?

5. Findings and interpretation of the research

In this part of the study, the findings obtained from the questionnaire and semi-structured interviews were interpreted.

Definitional Findings

The participants are women, 318 while male participants are 231. The age range of the participants is between 18-70, and the most intense range is the participants in the 31-40 age group with a ratio of 28.6%. The proportion of participants aged 21-25 was 25.3%, the ratio of participants aged 26-30 was 21.5%, the ratio of participants aged 41-50 was 7.7%, while the proportion of participants aged 51-60 was 1.5% and 61- Participants in the age range of 70 are 0.4%.

Associate degree graduates constitute most of the research. While 65.2% of the participants were associate degree graduates, the rate of secondary school graduates was 13.1%, high school graduates 7.7%, undergraduate graduates 11.8%, 1.6% graduate, 0.5%. I am a Ph.D. graduate.

While 32.6% of the participants follow the Booktube channel in the range of 1-3, the density of participants who follow 4 or 5 channels is 23.1%, those who follow 6 or 7 channels are 17.3%, while the rate of those who follow Booktube channels of 8 or more is % is 27.

While 80.1% of the participants stated that they read the book recommended by the Booktubers, 19.9% said that they did not read the books recommended by the Booktubers.

When the reasons that push the participants to join the Booktube community are listed, it is stated that 37.5% know literature, 27.3% have information about the book and/or author, and 27.5% meet people. Those who want to receive reading instructions make up 3.8%. In comparison, those who follow it for homework or academic research are 0.7%, those who say book recommendations are 1.6%, those who want to acquire the habit of reading 0.2%, and finally, the rate of those who say all of these options is 1%. is 3.

The most frequently followed content by the participants in the videos I will read/what I have read with a rate of 61.7%. The rate of those who follow the contents of the book exchange is 17.5%, the rate of those who follow the author's reading guide is 11.1%. While those who watch the reading marathon are 5.5%, those who follow book recommendations are 1.6%, those who watch book reviews are 2.2%, those who watch all of these contents are 0.2%, while those who do not follow these contents are 0.2%.

While 33.9% of the participants said that the purpose of participating in the cultural activities of Booktubers is "critical reading," 27.5% of them told what they read, 11.1% of them reinforced the love of reading, 18.6% of them exchanged information, 0.7% stated that they participated in these activities in order to get book recommendations. 6% of the respondents stated that they did not participate in these activities.

While 49.7% of the participants see book recommendations as a gain from following Booktube channels, 33.7% see creating a reading culture again. 10.6% of the respondents

made a reading habit, 3.6% made friends, 1.1% made many contributions, 0.5% found the content entertaining, 0.7% did not earn any income. She was stated that it was not.

While 79.2% of the participants find the videos of Booktube channels informative, 11.3% find it entertaining, 5.3% innovative, 3.6% boring, and 0.5% enjoyable.

While 75.4% of the participants stated that they wanted to watch the content related to literary books on the Booktube channel, 11.1% were research books, 6.2% personal development books, 2.2% religious books, 0.4%. Lastly, &2.9 of the participants said they wanted to watch videos about all books.

According to 76.7% of the participants, the sine qua non of the Booktube video is the narrative format when the table is examined. According to 9.8% of the respondents, information about the author, 6.6% video editing, 3.1% the number of promoted books, 2.7% the dominance of the book, 0.9% critical opinion, and all of these relative to 0.2%.

80.9% of the participants, said that what makes the Booktube video unwatchable/unbearable is the boring narration, 7.7% is bad fiction, 4.6% does not agree with the ideological viewpoint of the viewer, 3.3% is the author. Dislike of followers. It is 1.1% in promotional content, 0.9% in consumption-oriented content and diction disorder, 0.5% in tasteless content and 0.2% in long-term content.

Inferential Findings

Cross-Table of Requirements for a Qualified Booktube Video by Education Level									Test Statistics	P Value
		Education Level						Total		
		Primary School	Secondary School	High School	Undergraduate Graduates	Graduate	Postgraduate			
What do you think is the most essential feature of a quality Booktube video?	Way of Expression.	<5	55	36	279	43	7	421	46,506	0,028
	Information about the Author	<5	13	<5	33	7	<5	54		
	Video Editing	<5	<5	5	21	5	<5	36		
	The number of promoted books	<5	<5	<5	11	5	<5	17		
	Critical View	<5	<5	<5	<5	<5	<5	5		
	Dominance of the Book	<5	<5	<5	10	<5	<5	15		
	All	<5	<5	<5	<5	<5	<5	<5		
Total		<5	72	42	358	65	9	549		

Table 1: Cross Table of Requirements for a Qualified Booktube Video by Education Level

A Crosstab of Reasons That Make Booktube Videos Unwatchable/Unbearable by Education Level										
		Education Level						Total	Test Statistics	P Value
		Primary School	Secondary School	High School	Undergraduate	Graduate	Postgraduate			
What makes the Booktube video unwatchable/unbearable for you?	Tell the author that the followers dislike.	<5	<5	<5	11	<5	<5	18	29,132	0,898
	Bad fiction	<5	<5	6	27	7	<5	42		
	Boring narration	<5	61	31	288	54	8	444		
	Do not match the viewer's ideological view of the	<5	5	<5	18	<5	<5	25		
	Tanıtım İçeriği	<5	<5	<5	<5	<5	<5	6		
	Long duration	<5	<5	<5	<5	<5	<5	<5		
	Consumption-oriented content	<5	<5	<5	<5	<5	<5	5		
	Diction disorder	<5	<5	<5	<5	<5	<5	5		
Total	<5	72	42	358	65	9	549			

Table 2: Cross Table of Reasons Which Makes Booktube Videos Unwatchable/Unattractive by Education Level

It is desired to examine whether the reasons why the Booktube Video is not watched/drawn differ depending on the education level. The value of the test statistic is 29,132. The p-value of this test statistic is 0.898. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is higher than $\alpha/2$. The reasons that make the Booktube video unwatchable/unbearable do not differ according to age.

Cross Table of Achievements Obtained by Following Booktube Channels by Age											
		Age						Total	Test Statistics	P Value	
		18-20	21-25	26-30	31-40	41-50	51-60				61-70
What did you gain by following Booktube channels?	Made friends	<5	<5	7	5	<5	<5	<5	20	29,98	0,75
	Book recommendations	41	66	54	83	23	5	<5	273		
	Reading habit	9	14	12	20	<5	<5	<5	58		
	Recreating a reading culture	29	53	41	47	11	<5	<5	185		
	Content entertaining	<5	<5	<5	<5	<5	<5	<5	<5		
	All	<5	<5	<5	<5	<5	<5	<5	6		
	Did not earn any income	<5	<5	<5	<5	<5	<5	<5	<5		
	Total	83	139	118	157	42	8	<5	549		

Table 3: Cross Table of Achievements Obtained by Following Booktube Channels by Age

The p-value of this statistic is 0.75. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is higher than $\alpha/2$. The gains obtained by following Booktube channels do not differ according to age.

The Most Followed Contents on Booktube Channels Cross Table by Education Level										
		Education Level						Total	Test Statistics	P Value
		Primary School	Secondary School	High School	Undergraduate	Graduate	Postgraduate			
Which content do you follow most on Booktube channels?	Book exchange	<5	14	8	62	8	<5	98	42,765	0,172
	I will read/what I have read	<5	37	27	228	41	5	339		
	Author's reading guide	<5	15	<5	34	8	<5	61		
	Reading marathon	<5	<5	<5	20	<5	<5	30		
	Book recommendations	<5	<5	<5	5	<5	<5	9		
	Book reviews	<5	<5	<5	9	<5	<5	12		
	All	<5	<5	<5	<5	<5	<5	<5		
None	<5	<5	<5	<5	<5	<5	<5			
Total		<5	72	42	358	65	9	549		

Table 4: The Most Followed Contents on Booktube Channels Cross Table by Education Level

We want to examine whether the most followed content on Booktube channels differs from education level. The value of our test statistic is 42,765. The p-value of this test statistic is also 0.172. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is higher than $\alpha/2$. The most followed content on Booktube channels does not differ according to education level.

A Crosstab by Age of Reasons to Join the Booktube Community											
		Age						Total	Test Statistics	P Value	
		18-20	21-25	26-30	31-40	41-50	51-60				61-70
What motivates you to join the Booktube community?	Know literature	42	40	43	59	16	6	<5	206	58,064	0,051
	Have information about the	20	40	28	47	12	<5	<5	150		
	Meet people	12	45	39	42	12	<5	<5	151		
	Okuma Talimatları	5	10	<5	<5	<5	<5	<5	21		
	Homework or academic	<5	<5	<5	<5	<5	<5	<5	<5		
	Book recommendations	<5	<5	6	<5	<5	<5	<5	9		
	Habit of reading	<5	<5	<5	<5	<5	<5	<5	<5		
	All of these options	<5	<5	<5	<5	<5	<5	<5	7		
Total		83	139	118	157	42	8	<5	549		

Table 5: Cross Table by the age of Reasons to Join the Booktube Community

It is desired to examine whether the reasons for the participants to join Booktube communities differ according to age. Our test statistic is 58,064. The p-value of this test statistic is also 0.051. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is higher than $\alpha/2$. The reasons for participants to join Booktube communities do not differ by age.

Cross Distribution of Purposes of Participating in Reading Activities by Age											
		Age						Total	Test Statistics	P Value	
		18-20	21-25	26-30	31-40	41-50	51-60				61-70
What is your purpose of participating in these reading activities?	Made friends	<5	<5	<5	<5	<5	<5	<5	12	35,131	0,51
	Told what they read	16	43	31	46	13	<5	<5	151		
	Critical reading	28	46	33	59	16	<5	<5	186		
	Reinforced the love of	11	15	16	17	<5	<5	<5	61		
	Exchanged information	19	27	29	19	5	<5	<5	102		
	Did not participate in these	5	6	5	12	5	<5	<5	33		
	Relief	<5	<5	<5	<5	<5	<5	<5	<5		
Total		83	139	118	157	42	8	<5	549		

Table 6: Cross Distribution of Purposes of Participating in Reading Activities by Age

It is desired to examine whether the purposes of participating in reading activities will differ according to age. The p-value of our test statistic is 35.131. The p-value of this test statistic is 0.51. This value ($\alpha=0.05$ and $\alpha/2=0.025$) $\alpha/2=$ When we compare it with 0.025, it is seen that the p-value is higher than $\alpha/2$. The purposes of participation in reading activities do not differ according to age.

Cross Table of Contents to be Watched on the Booktube Channel by Age											
		Age							Total	Test Statistics	P Value
		18-20	21-25	26-30	31-40	41-50	51-60	61-70			
What content would you like to watch on a Booktube channel?	Literature books	64	99	92	122	30	6	<5	414	61,508	0,026
	Research books	10	19	12	11	9	<5	<5	61		
	Religious books	<5	6	<5	<5	<5	<5	<5	12		
	Personal development	<5	8	8	13	<5	<5	<5	33		
	Philosophy books	<5	<5	<5	<5	<5	<5	<5	<5		
	Fantasy Books	<5	<5	<5	<5	<5	<5	<5	10		
	All	<5	<5	5	<5	<5	<5	<5	16		
Surreal	<5	<5	<5	<5	<5	<5	<5	<5			
Total		83	139	118	157	42	8	<5	549		

Table 7: Cross Table of Contents to be Watched on the Booktube Channel by Age

It is desired to examine whether the content watched on the Booktube channel differs according to age. Our test statistic is 61.508. The p-value of this statistic is 0.026. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, the p-value is found to be higher than $\alpha/2$. The contents watched on the Booktube channel do not differ according to age.

Cross Table of Reasons for Joining the Booktube Community by Reasons Which Makes Booktube Video Unwatchable/Unattractive											
		What makes the Booktube video unwatchable/unbearable for you?							Total	Test Statistics	P Value
		Expression	Information About the Author	Video editing	The number of promoted books	Critical view	Dominance of the book	All			
What motivates you to join the Booktube community?	Literature	154	23	11	10	<5	5	<5	206	88,202	0,000
	Have information about the book and/or author	115	15	14	<5	<5	<5	<5	150		
	Meet people	120	15	7	<5	<5	<5	<5	151		
	Reading Instructions	17	<5	<5	<5	<5	<5	<5	21		
	Homework or academic research	<5	<5	<5	<5	<5	<5	<5	<5		
	Book recommendations	9	<5	<5	<5	<5	<5	<5	9		
	Acquire the habit of reading	<5	<5	<5	<5	<5	<5	<5	<5		
All	<5	<5	<5	<5	<5	<5	<5	7			
Total		421	54	38	17	5	15	<5	549		

Table 8: Cross Table of Reasons for Joining the Booktube Community by Reasons Which Makes Booktube Video Unwatchable/Unattractive

It is desired to determine whether joining the Booktube community is different from the reasons that make Booktube videos unbearable. Our test stat is 153,382. The p-value of this statistic is 0.000. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is less than $\alpha/2$. Reasons for joining the Booktube community do not watch the Booktube video/ differs from the reasons that make it unbearable.

Cross Table of Top-Followed Contents on Booktube Channels by Qualities Must Have in a Featured Booktube Video											
		What do you think is essential in a quality Booktube video?							Total	Test Statistics	P Value
		Expression	Information About the Author	Video editing	number of promoted	Critical view	Dominance of the book	All			
Which content do you follow most on Booktube channels ?	Book exchange	73	11	6	<5	<5	<5	<5	96	74,184	0,002
	I will read/what I have read	273	24	20	11	<5	7	<5	339		
	Author's reading guide	39	13	5	<5	<5	<5	<5	61		
	Reading marathon	22	5	<5	<5	<5	<5	<5	30		
	Book recommendations	<5	<5	<5	<5	<5	<5	<5	9		
	Book reviews	8	<5	<5	<5	<5	<5	<5	12		
	All	<5	<5	<5	<5	<5	<5	<5	<5		
	None	<5	<5	<5	<5	<5	<5	<5	<5		
Total		421	54	36	17	5	15	<5	549		

Table 9: Cross Table of Top-Followed Contents on Booktube Channels by Qualities Must Have in a Featured Booktube Video

It is desired to examine whether the most followed content on Booktube channels differs from the essentials of a qualified Booktube video. Our test statistic is 74.184. The p-value of this statistic is 0.002. When we compare this value ($\alpha=0.05$ and $\alpha/2=0.025$) with $\alpha/2=0.025$, it is seen that the p-value is less than $\alpha/2$. It has been found that the most followed content on Booktube channels differs from the indispensable qualities of a qualified Booktube video.

Cross Table of Most Followed Contents on Booktube channels by Attributes that make the Booktube video unwatchable/undesirable													
		What makes the Booktube video unwatchable/unbearable for you?								Total	Test Statistics	P Value	
		Tell the author that the followers dislike.	Bad fiction	Boring narration	Do not match the viewer's ideological view of the	Promotional content	Spoiler	Long duration	Consumption-oriented content				Diction disorder
Which content do you follow most on Booktube channels ?	Book exchange	6	8	78	<5	<5	<5	<5	<5	<5	96	64,792	0,197
	I will read/what I have read	10	21	280	17	<5	<5	<5	<5	<5	339		
	Author's reading guide	<5	6	47	<5	<5	<5	<5	<5	<5	61		
	Reading marathon	<5	<5	23	<5	<5	<5	<5	<5	<5	30		
	Book recommendations	<5	<5	6	<5	<5	<5	<5	<5	<5	9		
	Book reviews	<5	<5	9	<5	<5	<5	<5	<5	<5	12		
	All	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5		
	None	<5	<5	<5	<5	<5	<5	<5	<5	<5	<5		
Total		18	42	444	25	6	<5	<5	5	5	549		

Table 10: Cross Table of Most Followed Contents on Booktube channels by Attributes that make the Booktube video unwatchable/undesirable

It is desired to find out whether the most followed content on Booktube channels is different from the reasons that make the Booktube video unwatchable/unbearable. Our test statistic is 64,792. The p-value of this statistic is 0.197. This value is ($\alpha=0.05$ and $\alpha/2=0.025$)

α When we compare it with $\alpha/2=0.025$, it is seen that the p-value is more remarkable than $\alpha/2$. The most followed content on Booktube channels does not differ according to the reasons that make the Booktube video unwatchable/unbearable.

A Cross Chart of Content You Want to Watch on the Booktube channel by reasons that drive you to join the Booktube community												
		What content would you like to watch on a Booktube channel?								Total	Test Statistics	P Value
		Literature books	Research books	Religious books	Personal development books	Philosophy books	Fantasy books	All	Surreal			
What motivates you to join the Booktube community?	Know literature	174	14	<5	<5	<5	<5	6	<5	206	211,629	0,000
	Have information about the book and/or author	103	28	5	11	<5	<5	<5	<5	150		
	Meet people	118	15	<5	8	<5	<5	5	<5	151		
	Reading instructions	13	<5	<5	5	<5	<5	<5	<5	21		
	Homework or academic research	<5	<5	<5	<5	<5	<5	<5	<5	<5		
	Book recommendations	<5	<5	<5	<5	<5	<5	<5	<5	9		
	Acquire the habit of reading	<5	<5	<5	<5	<5	<5	<5	<5	<5		
All	<5	<5	<5	<5	<5	<5	<5	<5	7			
Total		414	61	12	33	<5	10	16	<5	549		

Table 11: A Cross Chart of Content You Want to Watch on the Booktube channel by reasons that drive you to join the Booktube community

It is desired to determine whether the reasons for joining the Booktube community differ according to the content preferences on the Booktube channel. Our test statistic is 211,629. The p-value of this statistic is 0.000. This value ($\alpha=0.05$ and $\alpha/2=0.025$) $\alpha/2=0.025$ When compared with $\alpha/2$, it was seen that the p-value was less than $\alpha/2$. The reasons for joining the Booktube community differ according to the content desired to be watched on the Booktube channel.

Cross Table of the Purposes of Participation in Reading Activities According to the Contents You Want to Watch on the Booktube Channel												
		What content would you like to watch on a Booktube channel?								Total	Test Statistics	P Value
		Literature books	Research books	Religious books	Personal development	Philosophy books	Fantasy books	all	Surreal			
What is your purpose of participating in these reading activities?	Made friends	8	<5	<5	<5	<5	<5	<5	<5	12	138,755	0,000
	Told what they read	129	10	<5	7	<5	<5	<5	<5	151		
	Critical reading	147	16	<5	8	<5	<5	10	<5	186		
	Reinforced the love of reading	36	8	<5	12	<5	<5	<5	<5	61		
	Exchanged information	72	20	<5	<5	<5	<5	<5	<5	102		
	Did not participate in these activities	19	7	<5	<5	<5	<5	<5	<5	33		
	Relief	<5	<5	<5	<5	<5	<5	<5	<5	<5		
Total		414	61	12	33	<5	10	16	<5	549		

Table 12: Cross Table of the Purposes of Participation in Reading Activities According to the Contents You Want to Watch on the Booktube Channel

It is desired to determine whether the purposes of participating in reading activities are different according to the preferred content in a Booktube channel. Our test statistic is 138,755. The p-value of this statistic is 0.000. This value ($\alpha=0.05$ and $\alpha/2=0.025$) $\alpha/2=$ When we compare it with 0.025, it is seen that the p-value is less than $\alpha/2$. Participation in reading activities differs according to the content desired to be watched on the Booktube channel.

Cross Table of Achievements Obtained by Following Booktube channels according to the most followed Contents in Booktube channels											
		What did you gain by following Booktube channels?						Total	Test Statistics	P Value	
		Made friends	Book recommendations	Reading habit	Creating a reading culture again	Content entertaining	All				None
Which content do you follow most on Booktube channels ?	Book exchange	13	41	14	23	<5	<5	<5	96	259,559	0,000
	I will read/what I have read	5	189	32	113	<5	<5	<5	339		
	Author's reading guide	<5	31	<5	25	<5	<5	<5	61		
	Reading marathon	<5	7	7	14	<5	<5	<5	30		
	Book recommendations	<5	<5	<5	<5	<5	<5	<5	9		
	Book reviews	<5	<5	<5	8	<5	<5	<5	12		
	All	<5	<5	<5	<5	<5	<5	<5	<5		
	None	<5	<5	<5	<5	<5	<5	<5	<5		
Total		20	273	58	185	<5	6	<5	549		

Table 13: Cross Table of Achievements Obtained by Following Booktube channels according to the most followed Contents in Booktube channels

It is desired to examine whether the most-watched content in Booktube channels differs according to the gains obtained by following Booktube channels. Our test statistic is 259,559. The p-value of this statistic is 0.000. This value is ($\alpha=0.05$ and $\alpha/2=0.025$). When we compare it with $\alpha/2=0.025$, it is seen that the p-value is less than $\alpha/2$. The most-watched contents on Booktube channels differ according to the gains obtained by following the channels.

Findings Regarding Motivation of Booktubers to Open a Booktube Channel

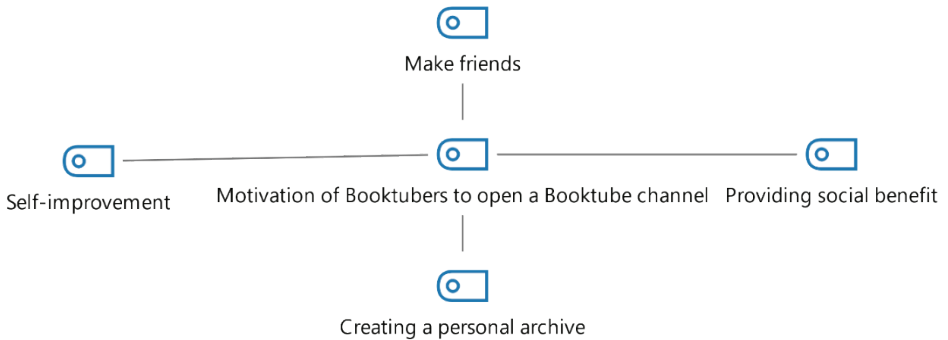


Figure 2: Themes and Frequencies Related to Motivation of Booktubers to Open Booktubes

“What was the main motivation that led you to open a Booktube Channel?” answers to the question and their frequency distributions; Personal development ($f=1$), personal archive creation ($f=1$), making friends ($f=1$), and social benefit ($f=3$).

Findings Regarding the Contributions of Being a Booktuber

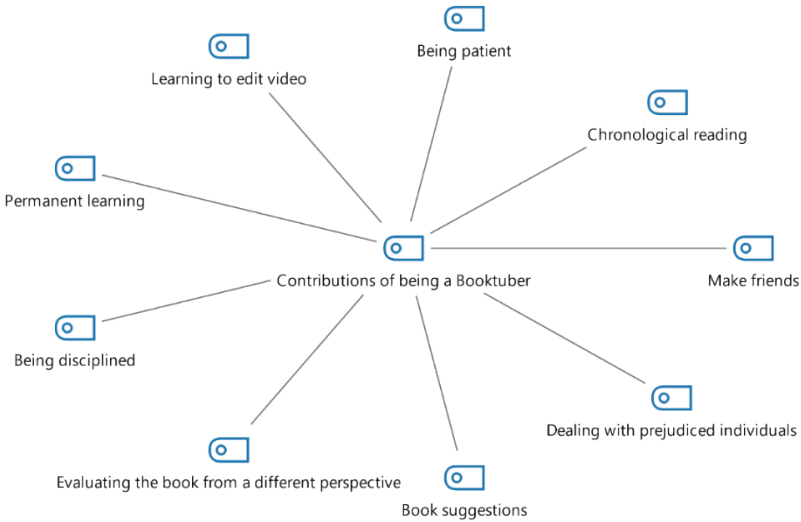
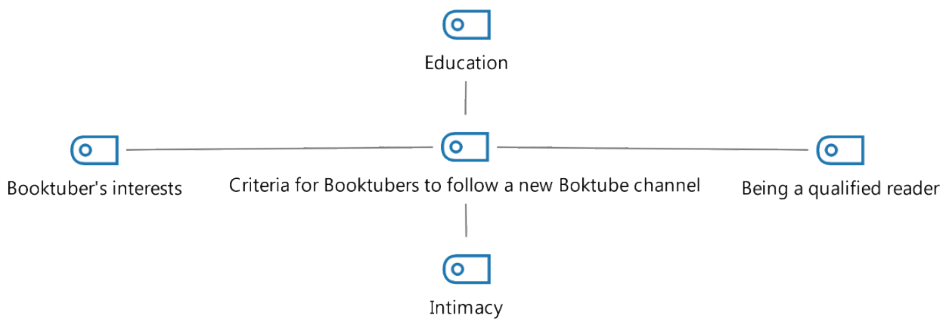


Figure 3: Themes and Frequencies of the Contributions of Being a Booktuber

“What did being a book tuber add to you? What did you learn from this channel?” Answers to the question and frequency distributions: Being patient (f=1), being disciplined (f=1), evaluating the book from a different perspective (f=2), book recommendations (f=2), coping with prejudiced individuals (f=2), friend acquisition (f=2), video editing (f=1), permanent learning (f=1), and finally chronological reading (f=1).

Findings Regarding Criteria for Booktubers to Follow a New Boktube Channel



4: Themes and Frequencies of Booktuber Tracking Criteria

“Do you have certain criteria to follow a Booktube Channel?” The answers are given to the question, and frequency distributions are Sincerity (f=2), Booktuber’s area of interest (f=1), education (f=1), and being a qualified reader (f=3), which is the theme of frequency

Findings Related to Booktube Content

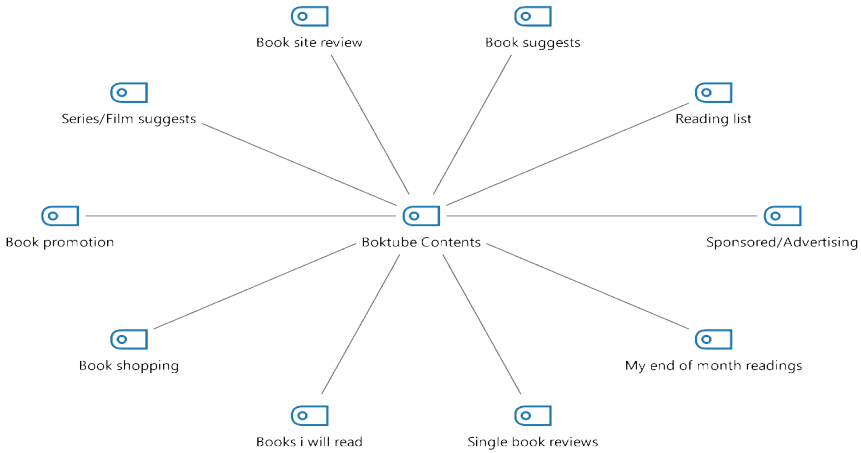


Figure 5: Themes and Frequencies Regarding Booktube Contents

What content do you produce on your Booktube channel, do you have sponsored/ advertising content? Answers to the question and frequency distributions: Books I will read (f=2), single book reviews (f=2), month-end readings (f=2), sponsored/advertisement (f=3), reading list (f=1) , book recommendation (f=1), book site review (f=1), TV series/movie recommendation (f=1), book promotion (f=1), book shopping (f=2).

Findings on Booktube Contents Favorite by Booktubers

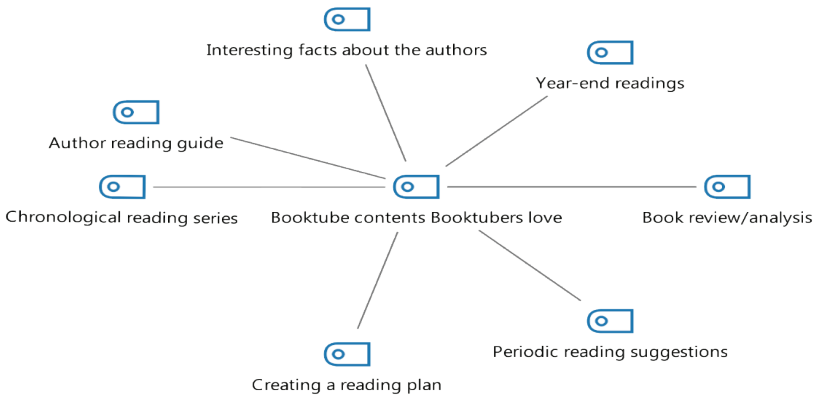


Figure 6: Themes and Frequencies of Booktube Contents Favorite by Booktubers

“What is the content you enjoy watching or producing the most?” their answers to the question and their frequency distribution: Interesting information about the authors (f=1), author reading guide (f=1), book review/analysis (f=3), chronological reading series (f=1), creating a reading plan (f=1), periodic reading recommendations (f=1), year-end readings (f=1).

Themes and Frequencies for a Quality Booktube Video

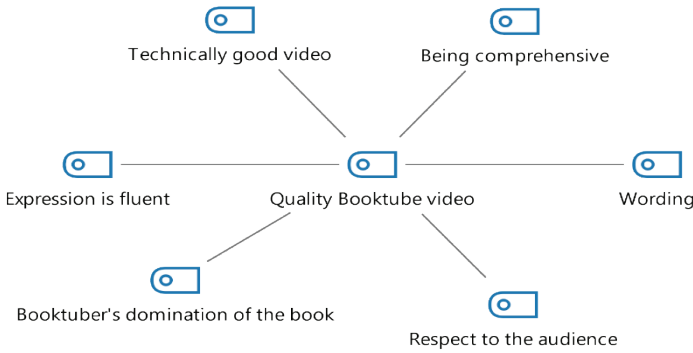
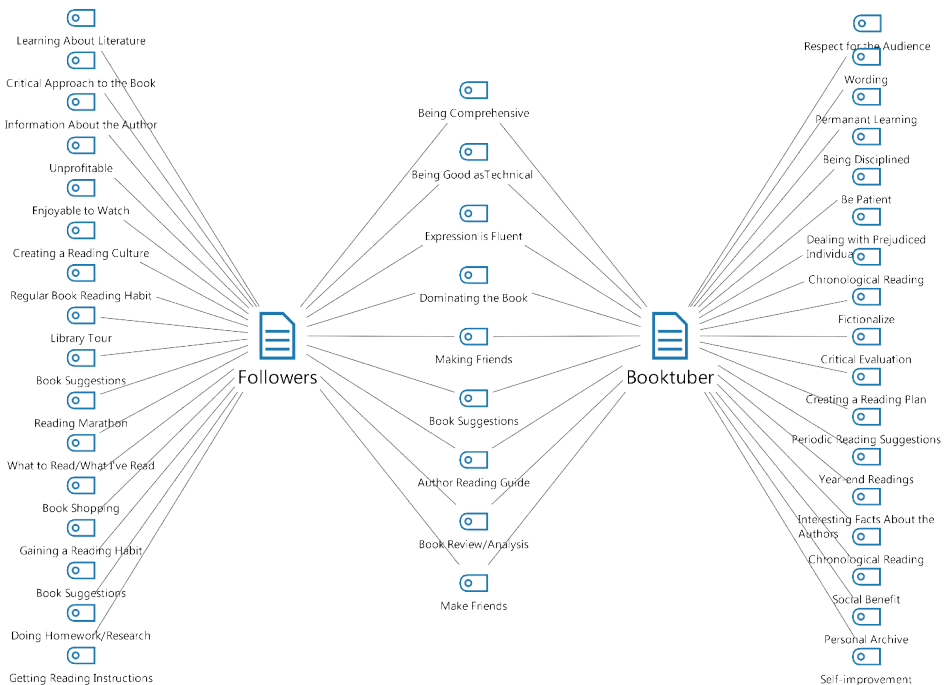


Figure 7: Themes and Frequencies for a Quality Booktube Video

“How should a quality Booktube video be?” There is no accumulation in the response frequencies of the answers given to the question, and the answers show an equal distribution. Accordingly, the answers and frequency distributions: The video must be technically sound (f=1), the narration must be fluent (f=1), Booktuber’s command of the book (f=1), respect for the audience (f=1), style (f=1) finally being comprehensive (f=1).

Comparative Analysis on Booktube Engagement Motivation of Booktuber and Booktube Channel Followers



Conclusion

In the light of the findings obtained from the survey and semi-structured interview methods of the study, the findings revealing the tendency of Booktubers and Booktube channel followers to participate in Booktube as a cultural activity were interpreted. It is seen that the reasons for Booktube participation of Booktubers and Booktube channel followers differ. When these reasons are compared, the main reason for Booktubers to participate in this medium is to provide social benefits. In addition to social benefits, it contributes to their personal development and creates a digital video archive. The primary purpose of Booktube followers is to learn about literature. Secondly, there is the desire to get information about the book/author, thirdly, get reading instructions, do homework/research, book recommendations, and finally, gain the habit of reading. In this context, the question of participation motivations, which is the first question of the research, has been determined.

When the development of reading habits and their contributions to the Booktube channel was evaluated in terms of Booktubers, they stated that this medium helped to discipline their reading habits. 10.6% of Booktube followers stated that Booktube gained the habit of reading, and 33.7% stated that they created a reading culture after joining this channel. Therefore, it is seen that participating in Booktube channels develops reading habits, and those who have this habit discipline their reading habits.

The purposes of participation in the Booktube channel do not differ in terms of age, education, and the content watched. The reasons that make the Booktube video unwatchable/unbearable do not vary according to age and earnings. In addition, the most followed content on Booktube channels does not differ according to the factors that make educational and video content unwatchable.

The purposes of participation in reading activities differ according to age, content watched, achievements, and video quality, as well as the factors that make video content unwatchable. It has been found that there is a difference between the content followed in Booktube channels and the elements of a quality Booktube video, the reasons that make it unwatchable.

Comparing the opinions of Booktuber and Booktube followers on quality Booktube video, Booktubers; The technical aspects of the video are good, the narration is fluent, Booktuber dominates the book, respect for the audience, style and content are comprehensive. According to 76.7% of Booktuber followers who participated in the survey, the most essential feature of a quality Booktube video is the way of expression. Information about the author according to 9.8%, video editing according to 6.6%, the number of books introduced by 3.1%, command of the book according to 2.7%, criticality according to 0.9% point of view and 0.2% of them are all of these. The points that Booktuber and Booktuber followers agree on are the fluency of the narration and the dominance of the book.

When Booktube content followed by Booktubers and Booktube followers is compared, Booktubers; chronological reading, exciting information about the authors, end-of-year readings, seasonal reading suggestions, and reading plan creation. The audience that follows

the Booktube videos follows the videos titled I read the most from the produced content. Book shopping videos come second, author reading guide third, reading marathon fourth, book recommendation fifth, and book review sixth. Accordingly, it can be said that Booktuber and Booktuber followers are interested in different Booktube video content. Therefore, due to the difference created by the motivations for joining the Booktuber and Boktube channel, the content followed, qualified video descriptions, Booktube gains, and the content watched have led to differentiation. In addition to these factors, the leading role mission undertaken by Booktuber is another point that reveals this difference. At this point, the second and third questions of the research were answered.

When the tendency of Booktube followers to participate in online cultural events organized by Booktubers is evaluated, 52.6% of the participants who participated in the survey stated that they participated in these events. 47.4% of the participants stated that they did not participate in these activities. When these rates are compared to recommending Booktube channels, 72.7% of the participants recommend these channels to their friends, and 80.1% of the participants read the books recommended by Booktubers. Therefore, it can be said that Booktube followers are interested in the reading activities of Booktubers and are trying to participate in these activities and recommend these social networks to their circles. Accordingly, it can be said that Booktubers are seen as leaders who shape or direct literary tastes.

Yazarların katkı düzeyleri: Birinci Yazar % 50; ikinci yazar: %50

Contribution Rates of Authors to the Article: First Author: %50; second Author: %50

Etik komite onayı: Çalışmada etik kurul iznine gerek yoktur.

Ethics committee approval: Ethics committee approval is not required for the study.

Finansal destek: Çalışmada finansal destek alınmamıştır.

Support Statement (Optional): No financial support was received for the study.

Çıkar çatışması: Çalışmada potansiyel çıkar çatışması bulunmamaktadır.

Statement of Interest: There is no conflict of interest between the authors of this article.

References

- Alp, Y., & Kaleci, D. (2018). YouTube sitesindeki videoların eğitim materyali olarak kullanımına ilişkin öğrenci görüşleri 3(1). *International Journal of Active Learning*, 3(1), 57-68.
- Ashfaq, H., & Ansari, M. N. (2020). Experiences of online reading. *Library Philosophy and Practice*, 1-15. <https://www.proquest.com/scholarly-journals/experiences-online-reading/docview/2450797825/se-2> adresinden alındı
- Balling, G., Henrichsen, L., & Skouvig, L. (2008). Digital reading groups: Renewing the librarian image. *New Library World*, 109 (1/2), 56-64.
- Baron, N. S. (2013). Do mobile technologies reshape speaking, writing or reading? *Mobile Media & Communication*, 1(1), 134-140.

- Baron, N. S. (2016). *Words onscreen: The fate of reading in a digital world*. Oxford University.
- Birke, D. (2021). Social reading? On the rise of a “Bookish” Reading culture online. *Poetics Today*, 42(2), 149-172.
- Cassany, D., & Aliagas, C. (2021). Digital literary practices: Reading, writing and speaking about creation. *Ocnos*, 20 (1), 3-5.
- Coiro, J., & Dobler, E. (2007). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the internet. *Reading Research Quarterly*, 42 (2), 214-257.
- Çifçi, M., & Ünlü, S. (2020). Türkiye’de çevrimiçi okuma üzerine yapılan çalışmaların analizi. *Ana Dili Eğitimi Dergisi*, 8 (4), 1368-1385.
- Ehret, C., Boegel, J., & Manuel-Nekouei, R. (2018). The role of affect in adolescents’ online literacies: Participatory pressures in BookTube culture. *Journal of Adolescent & Adult Literacy*, 62 (2), 151-161.
- Foasberg, N. M. (2012). Online reading communities: From book clubs to book blogs. *The Journal of Social Media in Society*, 1 (1), 30-53.
- Follmer, S., Ballagas, R., Raffle, H., Spasojevic, M., & Ishii, H. (2012). People in books: Using a FlashCam to become part of an interactive book for connected reading. In *Proceedings of the ACM 2012 conference on Computer supported cooperative work*, (pp. 687-694).
- Fuller, D., & Rehberg Sedo, D. (2015). *Reading beyond the Book: The Social Practices of Contemporary Literary Culture*. Routledge.
- Goldberg, L. J. (2013). Face recognition and the social individual. *Biosemiotics*, 6 (3), 573-583.
- Guthrie, J. T., McGough, K., Bennett, L., & Rice, M. E. (1996). Concept-oriented reading instruction: An integrated curriculum to develop motivations and strategies for reading. L. Baker, P. Afflerbach, & D. Reinking (Dü) içinde, *Developing engaged readers in school and home communities* (pp. 165-190). Mahwah, NJ: Lawrence Erlbaum.
- Hagge, J. (2021). Viral affirmation as pressure to perform: Exploring the Role of Affect in Participatory Culture. *Journal of Adolescent & Adult Literacy*, 61 (1), 17-25.
- Jerasa, S., & Boffone, T. (2021). BookTok 101: TikTok, Digital literacies, and out of school reading practices. *Journal of Adolescent & Adult Literacy*, 65 (3), 219-226.
- Keskin, H. (2014). An investigation of factors influencing online reading/çevrimiçi okumayı etkileyen bazı değişkenlerin incelenmesi. *Eğitimde Kuram ve Uygulama*, 10 (3), 723-738.
- Krippendorf, K. (2004). *Content analysis an introduction to its methodology*. Thousand Oaks: Sage Publications.
- Lo, E. Y. (2020). How social media, movies, and TV shows interacts with young adult literature from 2015 to 2019. *Publishing Research Quarterly*, 36 (4), 611-618.
- Maden, S. (2012). Ekran okuma türleri ve Türkçe öğretmenleri adaylarının ekran okumaya yönelik görüşleri. *Dil ve Edebiyat Eğitim Dergisi*, 1 (3), 1-16.
- Mateo, R. M., Martínez, M. R., Beato, M., & De Las Mercedes Chicote, B. M. (2021). Using technologies to foster the reading habit in l2. human language. *Rights, and Security*, 1 (1), 72-97.
- Mills, K. A., & Levido, A. (2011). iPed: Pedagogy for digital text production. *The Reading Teacher*, 65 (1), 81-90.
- Norrick-Rühl, C. (2019). *Book clubs and book commerce*. Cambridge University Press.
- Pardey, H. (2020). Middlebrow 2.0: The digital affect and the New Nigerian Novel. E. Christoph, & G. Jana (Dü) içinde, *Imperial Middlebrow* (pp. 218-239) Leiden: Brill.
- Perkins, K. (2017). The boundaries of booktube. *The Serials Librarian*, 73 (3/4), 352-356.
- Roig-Vila, R., Romero-Guerra, H., & Rovira-Collado, J. (2021). BookTubers as Multimodal reading influencers: An analysis of subscriber interactions. *Multimodal Technologies and Interaction*, 5 (7), 39.

- Scharber, C. (2009). Online book clubs: Bridges between old and new literacies practices. *Journal of adolescent & adult literacy*, 52 (5), 433-437.
- Schilhab, T., Balling, G., & Kuzmicova, A. (2018). Decreasing materiality from print to screen reading. *First Monday*, 23 (10), 1-12.
- Scolari, C. A., Fraticelli, D., & Tomasena, J. M. (2021). 4 A Semio-discursive analysis of Spanish-Speaking BookTubers. *Creator Culture* (75-95). New York University Press.
- Shimray, S. R., Keerti, C., & Ramaiah, C. K. (2015). An overview of mobile reading habits. *DESIDOC Journal of Library and Information Technology*, 35 (5), 343-354.
- Smith, J. M. (2019). Considerations for summer online book clubs. *The Reading Teacher*, 72 (5), 638-642.
- Sorensen, K., & Mara, A. (2014). Booktubers as a Networked knowledge community. *Emerging pedagogies in the networked knowledge society: Practices integrating social media and globalization* (pp. 87-99). IGI Global.
- Suárez, M. D., & González Argüello, M. V. (2020). Becoming a good booktuber. *RELC Journal*, 51 (1), 158-167.
- Tezgeç, M. S. (2020). Kitap okuma eyleminin metalaştırılması: Instagram paylaşımları üzerine bir inceleme. *Düşünce ve Toplum Sosyal Bilimler Dergisi*, 2 (3), 90-115.
- Thomas, B. (2020). *Literature and social media*. Routledge.
- Thomas, B., & Round, J. (2016). Moderating readers and reading online. *Language and Literature*, 25 (3), 239-253.
- Thomas, C., Jayagopi, D., & Gatica-Perez, D. (2019). BookTubing across regions: examining differences based on nonverbal and verbal cues. *Interactive Experiences for TV and Online Video (TVX '19)* Association for Computing Machinery.
- Tolins, J., & Samermit, P. (2016). GIFs as embodied enactments in text-mediated conversation. *Res. Lang. Soc. Interact.* 49 (2), 75-91.
- Tolstopyat, N. (2018). BookTube, Book clubs and the brave new world of publishing. *Satura*, 1, 91-96.
- Waldfoegel, J. (2017). How digitization has created a golden age of music, movies, books, and television. *Journal of economic perspectives*, 31 (3), 195-214.
- Wilson, V. (2016). Research methods: Content analysis. *Evidence Based Library and Information Practice*, 11 (1), 41-43.
- Zapiataia, E., & Leyn, I. M. (2020). Children's booktube as a modern technology to Promote books and reading. *Bookbird: A Journal of International Children's Literature*, 58 (2), 65-66.



Bu eser Creative Commons Atf 4.0 Uluslararası Lisansı ile lisanslanmıştır. (This work is licensed under a Creative Commons Attribution 4.0 International License).