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DEPARTMENT OF WESTERN LANGUAGES AND LITERATURE

MASTER'S PROGRAM IN APPLIED LINGUISTICS

**THE READING HABITS OF STUDENTS PREFERRING ENGLISH LANGUAGE AND
LITERATURE AND ENGLISH LANGUAGE TEACHING DEPARTMENTS**

MASTER'S THESIS

Hakan YENİÇERİ

MAY-2019

TRABZON

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TRABZON

APPROVAL

Upon the submission of the dissertation, **Hakan YENİÇERİ** has defended the study “**The Reading Habits of Students Preferring English Language and Literature and English Language Teaching Departments**” in partial fulfilment of the requirements for Master Degree in English Language and Literature at Karadeniz Technical University, and the study has been found fully adequate in scope and quality as a thesis by unanimous/ majority vote on **19/06/2019**.

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CONTENTS

ACKNOWLEDGEMENT	IV
CONTENTS	V
ABSTRACT	VII
ÖZET	VIII
LIST OF TABLES	IX
LIST OF ABBREVIATIONS.....	XI

INTRODUCTION.....	1-2
-------------------	-----

CHAPTER ONE

1. FRAMEWORK OF THE STUDY.....	3-6
1.1. Statement of the Problem	3
1.2. Purpose of the Study and Research Questions	4
1.3. Significance of the Study	5

CHAPTER TWO

2. LITERATURE REVIEW.....	7-14
2.1. Key Terms	7
2.1.1. Reading	7
2.1.2. Reading Habit	8
2.1.3. Literature.....	8
2.2. Studies on Reading Habits	9
2.2.1. Studies in Turkey	9
2.2.2. Studies on EFL Students Worldwide.....	12

CHAPTER THREE

3. METHODOLOGY.....	15-22
3.1. The Nature of the Study	15
3.2. Sample and Setting:	15
3.2.1. Sample for the Qualitative Section.....	16
3.2.2. Sample for the Quantitative Section.....	18
3.3. Data Collection Instruments.....	19

3.4. Data Analysis	20
--------------------------	----

CHAPTER FOUR

4. FINDINGS AND DISCUSSION	23-63
4.1. Results of the Qualitative Analysis	23
4.1.1. Choice of Department.....	24
4.1.2. Reading Habits	27
4.2. Results of the Quantitative Analysis	44
4.2.1. Choice of Department.....	44
4.2.2. Education Levels of the Participants' Parents	46
4.2.3. Reading Habits of DELL and ELT Group Students.....	48
CONCLUSION AND IMPLICATIONS.....	64
REFERENCES.....	71
APPENDICES	74
CURRICULUM VITAE.....	85

ABSTRACT

Reading is an indispensable part of personal development and a civilized society. It is of vital importance not only for increasing our world knowledge but also for developing our cognitive and academic skills. Consequently, developing good reading habits should be a main priority for any educational system and it is particularly important for teacher education as they are the ones who will educate future generations. Having good reading habits is probably more important for English language teachers because in addition to the benefits of reading aforementioned, it is also the basis of foreign language learning. There are two main sources for the recruitment of English teachers in Turkey, namely English Language and Literature departments (DELL) and English Language Teaching (ELT) departments; however, to the best of the author's knowledge, despite the vast body of literature on reading habits, there is no study in Turkey investigating the reading habits of these two groups comparatively. Accordingly, this study is an effort to fill the gap in this field and it aims to investigate the reading habits and attitudes of students who preferred either DELL or ELT departments as their first choices in the university entrance exam comparatively. The study used a mixed method research design: life history method was used in the qualitative section of the study and a questionnaire was used in the quantitative section as the data-gathering instruments. The sample in the qualitative and the quantitative sections of the study consisted of 298 and 294 participants respectively, from the prep classes of DELL and ELT departments of Trabzon University, Karadeniz Technical University and Atatürk University. The findings of the study yielded very similar results for both groups. Although both groups' attitudes towards reading were predominantly positive, less than half of them read one book a month on average and there was no statistically significant difference in terms of the amount of reading or the time allocated for reading by the two groups. The types of text or literary genres read were also similar and novel was found to be by far the most commonly read genre. The findings of the quantitative section indicated that the pleasure of reading, broadening one's horizon and gaining different perspectives were the major reasons for reading whereas the findings in the qualitative section suggested that learning new things, the pleasure of reading and personal development were the major reasons. As for the factors hindering reading, the internet and cellphones, the university entrance exam and the intensity of the studies came to the fore. There were only three statistically significant items in the study: the DELL group enjoyed reading more, they were more interested in literature and reading was more instrumental in their departmental preferences.

Key words: Reading, Reading Habit, Literature, Department of English Language and Literature (DELL), Department of English Language Teaching (ELT)

ÖZET

Okuma kişisel gelişim ve uygar bir toplumun ayrılmaz bir parçasıdır. Okuma hem bilgimizi arttırma hem de zihinsel ve akademik yeteneklerimizi geliştirme açısından çok önemlidir. Bu nedenle, iyi okuma alışkanlıkları oluşturmak bir eğitim sisteminin temel önceliği olmalıdır. Okuma özellikle öğretmen eğitimi açısından önemlidir çünkü gelecek nesilleri yetiştirecek olan öğretmenlerdir. İyi bir okuma alışkanlığına sahip olmak İngilizce öğretmenleri için daha da önemlidir çünkü daha önce bahsedilen faydalarının yanı sıra, okuma, yabancı dil öğreniminin temelini de oluşturur. Türkiye’de İngilizce öğretmenlerinin atanmasına kaynaklık eden iki temel bölüm vardır: İngiliz Dili ve Edebiyatı ve İngilizce Öğretmenliği. Fakat okuma alışkanlıkları hakkında yapılan pek çok araştırmaya rağmen, ülkemizde bu iki grubun okuma alışkanlıklarını karşılaştırmalı olarak araştıran, yazarın bilgisi dâhilinde herhangi bir çalışma yoktur. Bu açıdan, bu çalışma, bu alandaki boşluğu doldurmaya ve üniversite sınavında İngiliz Dili ve Edebiyatı veya İngilizce Öğretmenliği bölümleri 1. tercihleri olan öğrencilerin okuma alışkanlıklarını ve tutumlarını karşılaştırmalı olarak araştırmaya çalışmaktadır. Bu çalışmada karma araştırma modeli kullanılmıştır: çalışmanın nitel kısmında yaşam öyküsü tekniği, nicel kısmında ise bir anket veri toplama aracı olarak kullanılmıştır. Çalışmanın örneklemi Atatürk Üniversitesi, Karadeniz Teknik Üniversitesi ve Trabzon Üniversitesinin İngiliz Dili ve Edebiyatı ve İngilizce Öğretmenliği bölümlerinin hazırlık sınıflarından, nitel kısımda 298, nicel kısımda 294 öğrenciden oluşmaktadır. Çalışma her iki grup açısından çok benzer sonuçlar ortaya çıkarmıştır. Her iki grup da okumaya karşı yüksek oranda olumlu tutumlara sahip olmasına rağmen, yarıdan daha azının ayda ortalama bir kitap okuduğu görülmüştür ve iki grup arasında okudukları kitap sayısı veya okumaya ayırdıkları süre açısından istatistiksel olarak anlamlı bir fark bulunamamıştır. Bu iki grubun okudukları yazın türleri ve edebi türler de benzerlik göstermektedir ve romanın açık ara en fazla okunan tür olduğu görülmüştür. En yaygın okuma nedenleri, çalışmanın nicel kısmının sonuçlarına göre okumadan alınan haz, ufkunu genişletme ve farklı bakış açıları kazanma, nitel kısmına göre ise yeni şeyler öğrenme, okumadan alınan haz ve kişisel gelişimdir. Okumayı engelleyen faktörlere bakılınca, internet ve cep telefonları, üniversite sınavı ve derslerin yoğunluğu ön plana çıkmaktadır. Çalışmada istatistiki açıdan anlamlı olan sadece 3 madde vardır ve bunlar İngiliz Dili ve Edebiyatı grubunun okumaktan daha çok zevk aldığını, edebiyata daha fazla ilgi duyduğunu ve okumanın bölüm seçimlerinde daha etkili olduğunu göstermektedir.

Anahtar Kelimeler: Okuma, Okuma Alışkanlığı, Edebiyat, İngiliz Dili ve Edebiyatı Bölümü, İngilizce Öğretmenliği Bölümü

LIST OF TABLES

Table No.	Title of the Table	Page No.
1	Departmental Distribution of the Qualitative Sample	16
2	Gender Distribution of the Qualitative Sample	17
3	Age Distribution of the Qualitative Sample	17
4	Departmental Distribution of the Quantitative Sample	18
5	Gender Distribution of the Quantitative Sample	18
6	Age Distribution of the Quantitative Sample	19
7	The First and Second Choices of Students Attending ELT Departments in the University Entrance Exam.....	24
8	The First and Second Choices of Students Attending DELL Departments in the University Entrance Exam.....	25
9	The Minimum and Maximum Scores in the University Entrance Exam for the Departments Investigated in the Study	26
10	The Number of Books Read in a Specific Period of Time	29
11	The Number of Pages Read in a Specific Period of Time	30
12	The Time Allocated for Reading	31
13	Classification of Reading Habits According to Adverbs Modifying Reading Frequency	32
14	Attitudes or Feelings towards Reading.....	33
15	Reasons for Reading.....	35
16	School-related or Exam-related Reasons	37
17	Reasons for not Reading.....	38
18	Types of Texts and Common Themes. (Key Words)	40
19	Types of Literary Texts and Literary Themes. (Key words)	42
20	The First Choices of Students Attending DELL and ELT Departments in the University Entrance Exam.....	45
21	The Second Choices of Students Attending DELL and ELT Departments in the University Entrance Exam.....	46
22	Education Levels of the Participants' Fathers	47
23	Education Levels of the Participants' Mothers.....	47
24	The Time Allocated for Reading	48
25	Mann-Whitney U Test Results for the Time Allocated for Reading	48

26	The Number of Books Read Annually	49
27	Independent T-test Results for the Number of Books Read Annually	50
28	The Most Commonly Read Text Types (1. Choices)	51
29	The Most Commonly Read Text Types (2. Choices)	52
30	The Most Commonly Read Novel or Story Themes (1. Choices)	54
31	The Most Commonly Read Novel or Story Themes (2. Choices)	55
32	How the Books are Obtained	56
33	Reasons for Reading	57
34	Mann-Whitney U Test Results for Item 1. (I Read Because I Enjoyed Reading.)	58
35	Reasons Hindering Reading	59
36	School and Family Influence on Reading Rabbits.....	60
37	Attitudes towards Reading.....	61
38	Mann-Whitney U Test Results for Item 2. (I was Interested in Literature.).....	62
39	Mann-Whitney U Test Results for Item 6. (My Habit of Reading was Instrumental in My Decision to Enroll in This Department.)	62
40	Preferred Language in Reading	63

LIST OF ABBREVIATIONS

DELL	: Department(s) of English Language and Literature
ELL	: English Language and Literature
EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
L1	: First Language
L2	: Second Language
MEB	: The Ministry of National Education
ÖSYM	: Student Selection and Placement Center
SPSS	: Statistical Package for Social Sciences
YÖK	: The Council of Higher Education

INTRODUCTION

Reading has been an indispensable part of human civilization since the invention of writing. The importance of reading can be best understood from the saying that history starts with writing and the rest is pre-history (Goody and Watt, 1963: 304). Although the importance of writing is highlighted here, its underlying meaning also emphasizes the significance of reading for human civilization. It is not only a pleasure but also a need for an inquiring mind. Schwarz (2008: 1-3) states that “reading is the journey of the mind to understand a world beyond itself” and he further argues:

Reading takes us elsewhere, away from where we live to other places. We read to satisfy our curiosity about other times and places, to garner information about what is happening in the world beyond our lives, to gather the courage to try new things even while considering admonitions not to try dangerous ones, and to learn about experiences we might try in the future.

Reading is fundamental for academic success (McGeown et al., 2015: 546). Krashen (2004: 35) points out that reading improves cognitive development and cultural knowledge. Coşkun (2002: 234-235) suggests that most of the learning materials at schools require reading and it constitutes the backbone of teaching programs. Reading is an essential part of education and it is more so for EFL learners (Dreyer & Nel, 2003: 350; Camiciottoli, 2001: 135) and particularly for English majoring students, yet there are relatively few studies investigating the reading habits of foreign language learners and even fewer ones on the reading habits of English majoring students. Furthermore, studies on the reading habits of EFL students (Arıkan & Zorba, 2017; Akarsu & Darıyemez, 2014; İftanti 2012; Noor, 2011) have tended to focus on the general reading habits of the students, including text types such as newspapers, magazines, social media, books, rather than literary works and there has not been much research with a special emphasis on the literary backgrounds of English majoring students.

A better understanding of English Language and Literature (ELL) and English Language Teaching (ELT) students’ reading habits will give us invaluable information, particularly in Turkish context, where many students graduating from the departments of English Language and Literature are employed as English teachers at primary, secondary and high schools governed by the Ministry of National Education (MEB) and literature courses are compulsory at English Language Teaching departments. It is also from the observation of many colleagues teaching at departments of Languages and Literature, though not supported with verified data, that students are not very much interested in literature, which may be a result of the possibility that they are not in

the department to study literature. More than half of the DELL students in the prep class I am currently teaching want to be English teachers, which is not surprising because many DELL graduates in Turkey want to be teachers and are employed at the Ministry of National Education (MEB).

Many students enter English Language and Literature departments with the aim of becoming English teachers by attaining a teaching certificate during their university years or upon graduation. Therefore, it may be reasonable to assume that students enrolled in English Language and Literature departments do not necessarily have a strong literary passion or literary background. A comparison of the reading habits of students preferring English Language Teaching departments and English Language and Literature departments may shed some light on the current state of the readiness and motivation of the students in these departments, which in turn, may provide some invaluable information both for universities having English Language and Literature or English Language Teaching departments in Turkey and for the Ministry of National Education in terms of educational policy making and curriculum development. Furthermore, taking the departmental choices of students into account while investigating the reading habits and literary backgrounds of students may give us a more comprehensive picture of the situation.

CHAPTER ONE

1. FRAMEWORK OF THE STUDY

1.1. Statement of the Problem

Reading is an essential skill for personal and social development (Kamalova & Koletvinova, 2016: 474; Grabe, 2009: 5). Krashen (2004: 35) argues that reading facilitates cognitive development and those who read more are more knowledgeable. To emphasize the importance of reading on a larger scale, Grabe (2009: 5) remarks that reading is a must for an individual in a modern society to succeed. Yılmaz et al. (2009: 24) state that reading has been one of the basic needs of human beings for a long time and it provides the basis for learning. Reading is essential for learning and it is likely that it is more so for EFL learners and particularly for English majoring students as it is one of the most efficient ways of learning foreign languages (Krashen, 2004: 147) and their courses inherently require a lot of extensive reading (Noor, 2011: 1; Camiciottoli, 2001: 135). Krashen (2004) claims that free voluntary reading is the foundation of language education and argues that reading enhances vocabulary and grammar acquisition and improves writing and speaking abilities. Mokhtari and Sheorey (1994: 60) highlight the importance of reading for second language learners and they suggest that universities should have special courses to improve the reading skills of ESL students.

There is an abundance of research on the reading habits of different educational backgrounds and age groups. So far, however, there has been little discussion about ELT students' or DELL students' reading habits despite the fact that reading is a much more pivotal skill for these academic programs (Akarsu & Daryemez, 2014: 86; Iftanti, 2012: 150; Al-Nafisah et al., 2011: 2; Noor, 2011: 1; Camiciottoli, 2001: 135). Most of the studies in the field have a general focus on reading: they deal with reading activity in general such as online materials, social media, newspapers, magazines, novels, comics, books, yet, little attention has been paid to literary works or types of literary texts specifically. As literature is the main focus in ELL departments and ELT departments have compulsory literature courses in their curriculums, more research investigating not only the general reading habits but also the literary reading habits of these students is needed in order to understand the reading behavior of the students in these departments better.

1.2. Purpose of the Study and Research Questions

The purpose of the study is to investigate the general reading habits and the literary reading habits of prep class students who preferred ELL and ELT departments in the university entrance exam comparatively and whether their reading habits affected their choice of department. It was thought that using a department based comparison might not give us an accurate picture for the comparison of DELL and ELT students' reading habits because it is possible that many of the students in ELL departments are not in their current departments just because they are fond of literature. Accordingly, the participants reading habits were not analyzed according to the departments they were attending; they were analyzed based on their first preferences on their university entrance examination preference forms because the focus in this study is on not what the students were studying but on what the students wanted to study. Despite the fact that there may be many factors influencing students' decision-making during the preference period of the university entrance examination, such as family influence, geographical or economic reasons, students' first preferences are likely to be a stronger predictor of what they actually want to study than their current departments. Thus, the participants' first preferences in the university entrance examination were used as the main criterion for the comparison of reading habits and the research questions in the study are:

1. What are the similarities and differences between the reading habits and attitudes of students preferring to enroll in DELL and ELT departments in the university entrance examination prior to entering their departments?
 - 1.1. How much did DELL and ELT preference students read before entering their respective departments?
 - 1.2. What were the attitudes of the DELL group and the ELT group towards reading?
 - 1.3. What were the reasons of the DELL group and the ELT group for reading or not reading?
 - 1.4. What types of text and themes did the DELL group and the ELT group read before entering their respective departments?
 - 1.5. What types of literary texts and themes did the DELL group and the ELT group read before entering their respective departments?
 - 1.6. What language did the DELL group and the ELT group prefer in reading before entering their respective departments?
 - 1.7. What were the departmental preferences of students attending DELL and ELT departments in the university entrance examination?

1.3. Significance of the Study

As mentioned in the previous section, compared to the vast body of research on the general reading habits of students, studies concentrating on the reading habits of EFL or DELL students are very limited and they do not focus on literary texts specifically. Due to the fact that literature is the main body of the curriculums of DELL departments and an integral part of the curriculums of ELT departments, it is vital to pay special attention to the literary backgrounds of the students in these departments because the graduates of these departments make up the vast majority of the English teachers in Turkey. Despite lack of recent figures, based on an answer from MEB Directorate of Personnel in 2007, Karaata (2010: 108) asserts that 59.83% and 25.22% of English teachers in Turkey were graduates of faculties of education and faculties of science and letters respectively back then, which makes up more than 85% of the total English teacher population. It is reasonable to assume that this percentage has increased as the Council of Higher Education (YÖK), in collaboration with MEB, closed evening education ELT departments and reduced the number of students in daytime education ELT departments. Similarly, students at ELT departments may have other career choices than teaching.

DELL and ELT students' literary backgrounds and reading habits may give us a lot of insight about their motivation and dedication to their studies. It may seem common sense to assume that DELL students are highly motivated and passionate to read literary works as they have chosen to study literature, yet this doesn't always have to be the case because students enrolled in English Language and Literature departments may have some other purposes for choosing these departments, such as working in the tourism industry, becoming translators and particularly becoming teachers. Likewise, one might argue that it is probable that ELT students have a tendency to read for pleasure because their department requires a lot of reading and extensive reading helps foreign language acquisition a lot (Krashen, 2004; 147; Mokhtari & Sheorey, 1994: 60) and it is a very commonly used practice in EFL classrooms. Therefore, taking which department students want to study at university or their first preferences in the university entrance exam into account while investigating the reading habits of students in DELL and ELT departments may give us a better and more complete picture of the situation. Unfortunately, there is gap in this field and there has been no study combining the reading habits of DELL or ELT students in relation to their choices of department so far and the present study explores, for the first time, the reading habits of DELL and ELT students in relation to their departmental preferences in the university entrance examination.

To the best of the author's knowledge, this preliminary study is also the only mixed approach study that investigates the reading habits of English majoring students comparatively in Turkey. ELL and ELT departments are the major sources for the recruitment English teachers and between these two camps, there has been an ongoing discussion about whether attaining a teaching

certificate qualifies DELL students as competent teachers, which overlooks how important personal qualifications of teachers are in this profession. Having good reading habits is one of the essential personal qualifications that a teacher must have. In other words, it is not an option but a necessity for a well-qualified teacher, particularly for a social sciences teacher. Although this study is a preliminary descriptive study, it will add to the accumulation of knowledge about the reading behavior of prospective teachers, and further studies in our field or other fields might give us a more complete picture of the reading habits of prospective teachers, which in turn, might help educators in several ways. Having a better grasp of the reading habits and literary preferences of students may give us a better understanding of this vital issue, which may provide educators with invaluable information for curriculum development, educational planning and teacher guidance. Furthermore, weaknesses in their reading habits may be diagnosed and special courses may be offered to improve students' reading habits and strategies as Mokhtari and Sheorey (1994: 60) suggest. Finding out what students prefer to read may guide university libraries to enrich their libraries according to their students' interests. Besides, understanding students' literary tastes better may also enable educators to prepare the ground for their students' literary enrichment.

CHAPTER TWO

2. LITERATURE REVIEW

This chapter consists of two sections: the first section is devoted to an overview of the key terms about reading in relation to our study, and the second section is devoted to studies about the reading habits of university students or post-graduate students, which is also divided into two sections, namely “Studies in Turkey” and “Studies on EFL students worldwide”.

2.1. Key Terms

2.1.1. Reading

The verb “read” is defined as “to look at words or symbols and understand what they mean” in its simplest form and as “to understand and give a particular meaning to written information, a statement, a situation, etc.” in a more comprehensive sense on Cambridge Online Dictionary. Academic definitions of reading go way beyond these definitions. Grabe and Stoller (2013: 3) simply define reading as the ability to draw meaning from the printed page and interpret this information appropriately, yet they also argue that this definition is an oversimplification. Grabe (2009: 14) comes up with a more comprehensive definition of reading and contends that reading is a complex combination of processes and states that it is a rapid, efficient, comprehending, interactive, strategic, flexible, purposeful, evaluative, learning and linguistic process. Loan (2011: 43) defines reading as the ability to recognize, and examine words or sentences and understand the information within. One of the most comprehensive definitions of reading is given by Akyol (1997), who defines reading as a process of constructing meaning emerging from the interaction between the combination of written and unwritten sources, the reader and the environment. (as cited in Coşkun, 2002: 232). In other words, reading not only includes the text and the setting but also the ideas, beliefs and backgrounds of the readers. Schwarz (2008: 1) emphatically define reading as the journey of the mind to understand a world beyond itself and he also argues that different readers will have different responses depending on their reading and life experience.

Noor (2011: 2) maintains that reading is a key to a wealth of experience that links people in a way far beyond distance or time. Unlike oral communication, which is limited by human memory, reading gives us the opportunity to pass human knowledge onto following generations. Loan (2011: 42) points out that reading habits stimulate the promotion of one’s personal development and social

progress in general. Reading is a fundamental part of education, training and development of culture (Kamalova & Koletvinova, 2016: 480).

2.1.2. Reading Habit

Reading habit, as the name suggest implies a habitual or repeated activity (Chettri & Rout, 2013: 13). Shen (2006: 560) defines reading habit as how often, how much, and what students read. Noor (2011: 2) states that it is a pattern with which an individual organizes his or her reading.

Arıkan and Zorba (2017: 53) claim that reading habit and reading diversity, particularly when they are attained early in life, have a positive effect on individuals' mental, cultural and intellectual development, social maturation, educational life and critical and creative thinking abilities. They also suggest that reading in a foreign language improves not only reading success but also other skills. Furthermore, Yılmaz et al. (2009: 28) argue that reading habit is an indicator of the level of development both for the individual and for the society as a whole. Odabaş et al. (2008: 432) point out that reading habit is the basis for lifelong learning.

McGeown et al. (2015: 546) remark that adolescents' reading skills play a crucial role in their educational success as most curriculum subjects use text based materials for study. Furthermore, reading is an essential skill for personal and social development (Loan, 2011: 42; Noor, 2011: 2).

2.1.3. Literature

As mentioned earlier, this study aims to investigate not only the general reading habits but also the literary reading habits of students because literature is at the heart of the Language and Literature departments' curriculums and an integral part of ELT departments. However, there is not a general consensus about the definition of literature and definitions vary on a broad spectrum from more comprehensive ones to more restricted ones. Childs and Fowler state (2006: 129) that in a broad sense, literature was defined as the body of writings in a language, artistic or not before the 19th century. Baldick (2001: 141) defines literature as a body of written works related by subject-matter, by language or place of origin, or by prevailing cultural standards of merit. Quinn (2006: 243) refers to literature as "creative" works in the form of poetry, fiction, and drama, yet, he also adds that this definition excludes some non-fictional works commonly regarded as part of literature such as the essays of Montaigne and Bacon, biographies of James Boswell and diaries of Samuel Pepys and Anne Frank. Baldick (2001: 141) emphasizes the imaginative, creative, or artistic value of literature as opposed to non-fiction works' factual or practical reference.

It is important to make a distinction between literary texts and non-literary texts because it is the former that constitute the main body of English language and literature departments' curriculums and an important part of ELT departments' programs. However, a literary text is challenging to define because there is a difference of opinion about what constitutes literature. Accordingly, Quinn's (2006: 243) definition, which defines literature as "creative" works in the form of poetry, fiction, and drama will be used as a working definition for this study as it is neither too broad nor too narrow. Thus, although the general reading habits of students and their habits of reading literary text are somewhat overlapping categories, it is the latter that may give us a clearer understanding of their motivation for or commitment to their area of study particularly for departments of English Language and Literature.

2.2. Studies on Reading Habits

Mokhtari and Sheorey (1994: 48) point out that there is a vast body literature on reading habits, which goes back to the beginnings of twentieth century and "a variety of educational, social, and occupational settings have generally established that people read for a variety of purposes and functions". However, the scope of the studies on reading habits presented in this section will be limited to studies in Turkey and studies on EFL students worldwide for practical reasons as it will be more to the point and will avoid getting lost in the immense sea of research on reading habits.

2.2.1. Studies in Turkey

Akarsu and Dariyemez (2014) explored reading interests and reading mediums of university students studying English Language and Literature at Atatürk University and the influence of the internet on their reading habits by administering a questionnaire to 76 randomly selected students. The findings showed that novels, text books, and online information were the most popular written works and magazines were the least popular among the participants and facebook (27.6%) and news and media (23.7%) were the first choices of the students when they got online. Although most of the respondents pointed out that they sometimes read e-books, stories and novels were among the least frequently read items online. The most popular online activities were listening to music (93.4%), chatting with friends (84.2%) and looking at photos (82.9 %). The participants' attitudes towards reading were very positive and 88% specified that 'book reading' was the most effective method in developing reading skills.

In a similar study, Erdem (2015) investigated the reading habits of 326 students from Ankara University Department of Primary Education and Erciyes University History Department (225 students from Ankara University and 101 students from Erciyes University) using a survey and found out that the students read novels, newspapers and magazines the most and historic, romantic,

entertainment-humor, and psychology book genres were the most popular. The results also suggested that the participants obtained their books by purchasing (77,6%), followed by borrowing from friends (35,9%) and by borrowing from libraries (35%). As in the study by Akarsu and Darıyemez (2014), attitudes towards reading were positive but the percentage was lower: 62,3% of the students remarked that they enjoyed reading books and periodicals in contrast to 8,3% who reported that they did not enjoy it. The rest stated that they partially enjoyed it. The percentage of students reading more than 1 book a month was only 20,6% and the percentage of students who read 1 book a month was 42,9%. The percentage of those reading 1 book or fewer within 2 months was 30,4%. The remaining 6,1% remarked that they never read. The most popular reasons for reading were being informed (76,1%), personal development (63,2%), keeping up-to-date (55,2%) and making the best of spare time (40,2%) and the most common factors inhibiting reading were the intensity of studies (63,1%), busy social life (45,3%), preparation for examinations (43%) and spending time on the computer/the internet (35,2%).

Another related study by Yılmaz et al. (2009) on 104 students from the Faculty of Medicine at Hacettepe University and the Faculty of Arts, Design and Architecture at Bilkent University revealed that the reading habits of the participants were very poor. 25% of the participants remarked that they never read. 47,1% of the students reported that they read only one book or fewer in two months. The percentage of the participants reading one book a month was 22,1% and only 5,8% stated that they read two books or more a month. The most popular genres were novel, story and poetry for Bilkent University students and for Hacettepe University students, books on history, politics and economics were the most common. As for why the students read, studying (56,7%) was the most common response, followed by getting information (52,9%), personal development (51%), relaxing and running away from reality (45,2%), for pleasure (43,3%) and making use of their spare time (31,7). The reasons the students gave for not reading enough were mainly lack of time and the intensity of the courses. Furthermore, purchasing books (85,6%) was the most common way of obtaining books to read, followed by borrowing from other people (51,9%) and borrowing from libraries (44,2%). The time allocated for reading was limited. The results indicate that 12,5% of the participants never read, 38,5% read less than one hour, 46,2% read between 1-2 hours and 2,9% read between 3-4 hours. However, as in Akarsu and Darıyemez (2014) study, the results suggested that their attitudes about reading were very positive. 84,6% of the participants thought that it was necessary to have a reading habit although only 19,2% of them thought that they read enough compared to 55,8% of the participants, who thought that they do not read enough.

Odabaş et al. (2008) research on the reading habits of 304 Ankara University BA students from a number of science and social sciences departments revealed that although there were some relatively small improvements throughout their education, the students did not have adequate reading habits. They administered a questionnaire to 304 students and the findings demonstrated

that 4,6% of the participants never read, 46,1% of the students read less than six books a year, 38,5% read 6-11 books annually and the percentage of the students who read more than 11 books was only 10,9%. Furthermore it was shown that females devoted more time to reading than males and in total, 13,2% of the participants read between 0-30 minutes, 37,5% read between 30-60 minutes, 35,2% read between 1-2 hours and the other 14,1% read for more than two hours. The participants studying social sciences departments read more than the participants in science departments. Another finding of the study was that there was no statistically significant difference between the students' socioeconomic status and the number of books they read.

Arıkan and Zorba (2017) investigated the reading habits of 200 randomly selected BA students enrolled in English Language and Literature department of Akdeniz University using a likert scale questionnaire consisting of 20 items and the results suggested that 48,1 % of the students did not read regularly and the percentage of student who read a book every day was just 24,4%. The study also revealed that nearly half of the students (45,6%) did not read a book each month although their general attitudes towards reading were positive. This study complements Akarsu and Daryemez (2014) and Yılmaz et al. (2009) studies in that the vast majority of the students' attitudes were positive towards reading: 80,3% of the students remarked that they loved reading and 81,9% of the participants stated that reading improved their intellectual capacity and psychological well-being. They also remarked that reading and personal development were directly proportional. As for the factors negatively influencing reading, students were of the opinion that the amount of time spent online and using cellphones reduced the time allocated for reading and despite the fact that there were countless open access books online, only 24,9% had a habit of reading e-books. Besides, the majority thought that people around them did not value reading much and their parents did not read much. The students did not put forward financial difficulties as a reason for not being able to obtain books and 34,7% of the participants stated that they bought at least a book each month and 26,4% borrowed books from friends and only 23,3% specified that they borrow at least one book each year from libraries. Another finding of the study was that despite studying English literature, most of the participants preferred to read in Turkish.

Ögeyik and Akyay (2009) studied the reading habits and attitudes of 187 students from English Language Teaching and German Language Teaching departments of the Faculty of Education at Trakya University using a questionnaire. The findings suggested that the majority of the students' attitudes towards reading were positive and 73,8% of the participants stated that they liked reading in their leisure time and 98,4% of them thought that reading was an indispensable part of life. 67,9% of the participants stated that they liked reading in foreign languages. Reading for pleasure was the most common reason for reading followed by gaining real world knowledge and their heavy workload was seen as the main reason hindering their reading. Novels and short stories were the most popular genres. Most of them indicated that purchased the books they wanted to read.

Ilgar and Ilgar (2012) investigated the relationship between 227 teacher candidates' internet usage and their reading habits at Istanbul University using a personal information sheet developed by the researchers. The findings suggested that there was not a statistically significant relationship between the numbers of books they read and the time they spent on the internet. Furthermore, there was not a significant relationship between the numbers of books they read and their purpose of the internet usage, either. Another finding of the study was that Turkish language and literature and history teacher candidates read more books than mathematics, chemistry, physics and biology teacher candidates.

Higher education requires good reading skills and a lot of reading (McGeown et al, 2015; Noor, 2011); however, contrary to expectations, the studies on reading habits in Turkey have generally shown how little university students read despite the fact that their attitudes towards reading are mainly positive. The reading habit studies carried out in Turkey has mainly used a quantitative research approach, mostly with a questionnaire. Furthermore, they have investigated the general reading habits and have generally not dealt with literature specifically, so studies with a special focus on literary reading habits of students and mixed approach studies, which utilize a qualitative methodology in addition to a quantitative one, might provide a lot more useful and accurate information about the reading habits of the participants.

2.2.2. Studies on EFL Students Worldwide

There are a good deal of studies on the reading habits of university students and post-graduate students. Due to the fact that the participants in this study consist of EFL students only, in this section, only studies on EFL or ESL students will be included in order to establish a base for comparison.

Mokhtari and Sheorey (1994) investigated the reading habits of 158 ESL students at different levels of English proficiency (high vs. low) and different levels of education (graduate vs. undergraduate) in both first language (L1) and second language (L2), using a survey and found that the participants' levels of education and English proficiency were associated with their reading behavior patterns. Participants who were more proficient in English spent more time reading and read a wider variety of academic reading materials than those who were less proficient in English. The participants with higher TOEFL scores were more likely to rate their reading skills in English higher than the group whose TOEFL scores were lower. Furthermore, the participants allocated little time for extracurricular reading or reading for pleasure and they preferred their native tongue while reading non-academic materials, which might be considered as an indication of the utilitarian approach of adult readers to reading.

In a similar study, Camiciottoli (2001) studied the reading frequency and attitudes of 182 Italian EFL students in relation to extensive reading in English using a questionnaire. The results obtained suggested that although the participants' attitudes towards extensive reading in English were favorable, their frequency of extensive reading in English was quite low. Surprisingly, unlike the results of Mokhtari and Sheorey's (1994) study, the number of years of past English study was negatively correlated with reading attitude. Students' most popular reasons for extensive reading in English were improving vocabulary (31.4%), enhancing general literacy (26.1%) and its being useful for their careers (14.8%). Another finding of the study was that lack of time due to studies (29.4%) and lack of time in general (18.7%) and not knowing what to read (17.2) were considered as the main reasons limiting extensive reading in English.

Iftanti (2012) surveyed the reading habits of 546 EFL students in English, using a questionnaire and interview validation. The results suggested that although the students had positive attitudes towards reading, they had poor reading habits. 22.3% of the participants remarked that they did not read every day and 21.4% percent asserted that they read about one hour a day, followed by 17.6%, who specified that they read less than an hour. Most of the students had a utilitarian approach to reading in English: 94.5% of the students stated that they read in English in order to improve their English and 88.8% in order to improve their knowledge. 65.6% of the students pointed out that they read for pleasure. E-text reading was rare: only 3.9% of the students reported that they read e-texts.

Noor (2011) explored the reading habits and preferences of a group of 52 post-graduate students at the School of Language Studies and Linguistics using a quantitative methodology and the findings suggested that the participants read internet materials (88%) the most, followed by e-mails (85%), textbooks (81%), dictionaries (77%) and novels and storybooks (69%). The percentage of the students reading less than 1 hour daily was 27% and 38% of the participants devoted 1-2 hours to reading. 23% of the participants read between 2-4 hours and the other 12% read more than 4 hours. It was also found that the participants mostly read for studying and pleasure. Furthermore, when they read for studying, their choice of language was mainly English and they preferred their mother tongue when they read for pleasure.

Another quantitative study by Al-Nafisah et al. (2011) on the reading interests of 460 Saudi ELT students indicated that the most popular written materials were stories, adventure books, books about religion and newspapers. Not being able to go to libraries, inability to get books quickly, unavailability of the books of interest and time constraints were found to be the major factors hindering reading. The participants expressed that while choosing the books to read, the main criterion was meeting their reading interest, followed by requirements of their teachers and how interesting the main characters in the books were. The most common reasons for reading were

mainly practical ones: improving language skills, learning new things and enhancing academic performance respectively.

Similar to the studies on reading habits in Turkish context, the studies in this section utilized mostly a quantitative methodology. Again, it might be argued that there is a need for mixed approach studies to get a better insight into ESL/EFL students' reading habits on an international scale by making use of the strengths of both research approaches. Another similarity between the reading habits studies in Turkish context and studies done abroad is that the participants generally have positive attitudes towards reading. However, unlike studies in Turkey, studies on the reading habits of EFL/ESL students abroad mostly placed an emphasis on L2 reading habits in addition to L1. The results generally suggest that reading in L2 is generally utilitarian and for pleasure reading, L1 is preferred.



CHAPTER THREE

3. METHODOLOGY

This chapter provides an overview of the research approaches and the data collection instruments used in the study and gives information about the sample and setting of the study for both qualitative and quantitative sections of the study.

3.1. The Nature of the Study

A mixed-method approach combining qualitative and quantitative approaches was utilized in the study in order to benefit from the strengths of both research approaches. Dörnyei (2007:24) defines all three research approaches as follows:

Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods...Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods... Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels.

Kumar (2011: 103-104) suggests that quantitative study designs are specific, well-structured and “tested for their validity and reliability” whereas qualitative design is flexible and emergent in nature, and often non-linear in operationalization. Blaxter et al. (2010: 206) argue that combining qualitative methodology and quantitative methodology may help in several ways such as helping triangulation and generalizability, providing a general picture. They also argue that qualitative research facilitates quantitative research, which was the case in this study as the analysis of the qualitative data provided the basis for the construction of the items in the questionnaire, which was applied at a later time than the qualitative data collection phase of the study.

3.2. Sample and Setting

Convenience sampling was used in the study and voluntary prep students enrolled in English Language and Literature departments of Karadeniz Technical University (KTÜ) and Atatürk University and prep students enrolled in ELT departments of Trabzon University and Atatürk University constituted the participants of the study. Voluntary students from the prep class of English Language and Literature department of Çoruh University (AÇÜ) comprised the piloting

group for both the qualitative and quantitative sections of the study. In order for easier access and data-gathering, the universities selected were all from provinces near Artvin province apart from Çoruh University, which is in Artvin itself. Only Prep students were studied as students' reading habits may change over time and the focus of the study was on what their habits were before their higher education. As the qualitative and quantitative data were collected at different times, there might have been slight changes in the sample although the sample size very close in both sections. Accordingly, the samples of the qualitative and quantitative sections of the study are presented in different sub-categories.

3.2.1. Sample for the Qualitative Section

3.2.1.1. Departmental Distribution of the Qualitative Sample

As shown in Table 1, a total of 298 participants participated in the qualitative section of the study and 212 students (71,1%) were from English Language and Literature departments (DELL) and 86 (28,9%) of them were from English Language Teaching (ELT) departments. The number of participants from ELT departments may seem disproportionate to the number of participants from English Language and Literature departments, yet the focus of the study was not on their present departments but on their first choices in the university entrance examination because it was assumed that the students' first choices would be a better indicator of what they wanted to study at university than the actual departments they were attending. As a result, the students were evaluated mainly according to their preferences rather than the departments they were enrolled in. Accordingly, 29 participants who did not specify their first preference in the university entrance examination were excluded from some parts of the analysis in addition to the 16 students preferring departments other than English Language and Literature (ELL) and ELT due to the fact that this study is mainly a comparative study of students preferring ELL and ELT departments.

Table 1: Departmental Distribution of the Qualitative Sample

University/Department	N
Trabzon University ELT department (Daytime Education):	16 (5,4%)
Atatürk University ELT department (Daytime Education):	70 (23,5%)
ELT Total	86 (28,9%)
Karadeniz Technical University DELL (Daytime Education):	39 (13,1%)
Karadeniz Technical University DELL (Evening Education):	47 (15,8%)
Atatürk University DELL (Daytime Education):	50 (16,8%)
Atatürk University DELL (Evening Education):	76 (25,5%)
DELL Total	212 (71,1%)
Total (N)	298 (100%)

3.2.1.2. Gender Distribution of the Qualitative Sample

As can be seen from Table 2, the respondents were predominantly females and there were 149 (70,3%) female and 63 (29,7%) male participants from the departments of English Language and Literature and 57 (66,3%) female and 29 (33,7%) male participants from ELT departments.

Table 2: Gender Distribution of the Qualitative Sample

	Total	Number Of Female Participants	Number Of Male Participants
DELL	212	149 (70,3%)	63 (29,7%)
ELT	86	57 (66,3%)	29 (33,7%)
Total (N)	298	206	92

3.2.1.3. Age Distribution of the Qualitative Sample

From Table 3, we can see that the participants' ages were predominantly between 18 and 20 although when the whole sample is taken into account, the age range was between 17 and 49. The range of age is an important variable in this study due to the fact that it may have very serious implications on the reading habits of the participants. The scope of the study was limited to the last five years before the respondents' enrollment in their departments because most of the students were expected to be 18, 19 and 20 year old students and the last five years would include the last year of secondary school and high-school years for most of them. Although there were some participants in their late 20s, 30s and 40s, 90,9% of the students were in the projected age group. As outliers were observed not to have the capacity to change the distribution due to the large sample size in the study (N=298), they were not removed from the analysis.

Table 3: Age Distribution of the Qualitative Sample

Age	Total	DELL	ELT
17	8 (2,7%)	3	5
18	157 (52,7%)	109	48
19	91 (30,5%)	66	25
20	23 (7,7%)	17	6
21	3 (1%)	1	2
22	1 (0,3%)	1	-
23	5 (1,7 %)	5	-
26	3 (1%)	3	-
28	1 (0,3%)	1	-
28	1 (0,3%)	1	-
31	1 (0,3%)	1	-
38	1 (0,3%)	1	-
39	2 (0,7%)	2	-
49	1 (0,3%)	1	-
Total (N)	298 (100%)	212	86

3.2.2. Sample for the Quantitative Section

3.2.2.1. Departmental Distribution of the Quantitative Sample

Table 4 shows that 294 students participated in the quantitative part of study and 101 out of 294 students were from ELT departments, which constitutes 34,4% of the total number of participants and the remaining 193 students (65,6%) were from ELL departments. The number of participants in the qualitative section of the study was 298, which is very close to the number of participants in the quantitative section; however, it is important to bear in mind that the questionnaire was administered at a different time later, so the sample in the quantitative section might be partially different although the total numbers of participants are very close for both groups. Furthermore, in the following sections, missing data will be excluded from the analysis and only valid answers will be used. As a result, the total number of participants may be different than 294 for each section.

Table 4: Departmental Distribution of the Quantitative Sample

Department	N	%
Atatürk University ELT Department	81	27,6
Trabzon University ELT Department	20	6,8
ELT Total	101	34,4
Atatürk University DELL (Evening Education)	60	20,4
Atatürk University DELL (Daytime Education)	46	15,6
Karadeniz Technical University DELL (Evening Education):	42	14,3
Karadeniz Technical University DELL (Daytime Education):	45	15,3
DELL Total	193	65,6
Total (N)	294	100,0

3.2.2.2. Gender Distribution of the Quantitative Sample

As can be seen in Table 5, about one third the participants were females as in the quantitative section of the study: there were 195 female participants (66,8%) and 97 (33,2%) male participants.

Table 5: Gender Distribution of the Quantitative Sample

Gender	N	%
Female	195	66,8
Male	97	33,2
Total (N)	292	100,0

3.2.2.3. Age Distribution of the Quantitative Sample

From Table 6, we can see that the vast majority of the participants are between 18 and 20 years old (90,5%) and the range of age is between 17 and 49 (Mean=19,21, Std. Dev.=2,668, N=292). Again, outliers were not removed from the analysis as they were not observed to change the distribution because of the large number of participants (N=292)

Table 6: Age Distribution of the Quantitative Sample

Age	N	%
17,00	4	1,4
18,00	113	38,7
19,00	112	38,4
20,00	39	13,4
21,00	8	2,7
22,00	3	1,0
23,00	5	1,7
24,00	1	0,3
26,00	3	1,0
29,00	1	0,3
30,00	1	0,3
41,00	1	0,3
49,00	1	0,3
Total (N)	292	100,0

3.3. Data Collection Instruments

As mentioned in the nature of the study section, this study is a mixed study combining qualitative and quantitative research designs in order to make use of the strengths of both research approaches. The qualitative dimension of the study used narrative inquiry method, in which students were asked to write about their reading habits before they entered their graduate programs. The quantitative part of the study explored the same issue using a questionnaire.

Narrative inquiry, which is also known as life history method, was used on the qualitative side of the study as students' reading habits are multifaceted issues due to the fact that there might be many factors interacting with each other. Furthermore, there might be some idiosyncratic responses, which require the categorization of data to be more flexible. We should have a real grasp and in-depth understanding of the issues under inspection and using only a close-ended survey might limit the responses that the respondents give or might create response bias. As a result, it was thought that it would be more appropriate to add a qualitative dimension to the study for such a

task. Thus, using narrative inquiry method was considered to be more suitable to this study in order to achieve a more balanced and in-depth investigation of the subjects as Wicks and Whiteford (2006: 95) state:

The use of context-bound narratives in qualitative studies facilitates understanding of the complex relationship between what people do, their health and the contexts in which they live. Second, qualitative approaches provide what is referred to as an emic or insider's perspective and experience. An insider's perspective is crucial in understanding the meaning constructions of an individual, group or community in relation to a specific phenomenon.

Life history method provides a rich, insider perspective for personal matters as Wicks and Whiteford (2006: 96) suggest:

Life stories are very appropriate for understanding a life time of occupational experiences and for understanding the personal, social, economic, historical and geographical influences that shape those experiences.

Cohen et al. (2007: 317) state that questionnaires are a widely used and useful instrument for collecting survey information, providing structured, often numerical data and a questionnaire was used as the data gathering method in the quantitative part of the study. Dörnyei (2007) refers to questionnaires as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". Factual information about the students, students' past and present habits and their attitudes were investigated in the study, which made questionnaires tailored for data gathering in this study as these are exactly what questionnaires measure as Dörnyei (2007:102) suggest:

...questionnaires can yield three types of data about the respondent: Factual questions which are used to find out certain facts about the respondents, such as demographic characteristics...Behavioral questions which are used to find out what the respondents are doing or have done in the past, focusing on actions, life-styles, habits, and personal history. Attitudinal questions which are used to find out what people think, covering attitudes, opinions, beliefs, interests, and values.

3.4. Data Analysis

The life history paper inquired about the reading habits of the students for the five years before their entrance to their graduate programs. The paper was in Turkish in order to avoid problems which might otherwise arise from language barrier. At the beginning of the paper, the participants' written consents were asked and there was a demographic information section without names after it, which inquired about their genders, ages, current departments, and their first and second preferences in the university entrance examination. In the open-ended section, the students were asked to write about their reading habits for the last five years prior to their enrollments in

their departments. The piloting of the qualitative section of the study was done at Artvin Çoruh University English Language and Literature department during the fall semester of the 2018-2019 academic year. 36 students participated in the piloting and some minor changes were made in the wording of the questions in order to get some more specific answers: the participants were additionally asked how much they read in order to get the information about the number of books they read. The only difficulty the participants verbalized during piloting was not being able to remember their second choices on the university entrance exam preference forms, which was overcome by looking them up online. After the necessary changes were made, a new form was created in order to elicit information from the participants about their reading habits. Following the piloting, the paper was distributed to the participants from the DELL and ELT departments in Trabzon University, Karadeniz Technical University and Atatürk University towards the end of the fall semester. The narratives' contents were analyzed and the categories and sub-categories were determined from the data emerging. Key words were identified and their frequencies were presented in tables. Furthermore, extracts were provided for the themes emerging from the data.

On the quantitative side of the study, there was a questionnaire consisting of three pages which started with the participants' written consents, followed by some demographic information: their genders, ages, current departments and their first and second preferences in the university entrance examination were inquired in the first four sections of the questionnaire respectively. In the fifth and sixth sections, the participants were asked about the education levels of their parents. In the seventh and eighth sections their amount of reading was inquired and the following two sections inquired about the types of texts and themes they read most respectively. In the eleventh section, the students were asked about their future career plans and in the twelfth section, they were asked about their methods of obtaining books that they read. At the end of the questionnaire, there were two likert scale sections, the first of which inquired their reasons for reading and the second one asking about their past reading habits and attitudes. The students were asked to mark the sentences in the likert scale sections ranging from strongly disagree (1) to strongly agree (5) and they were asked to mark (3) if their answers were neutral. The questionnaire was in Turkish in order to avoid any confusion due to language barrier. Most of the items in the questionnaire were selected from the data which emerged from the qualitative section of the study. Expert opinions were also taken. The students were presented with choices but in order not to limit them as much as possible, there was an "other (please specify)" option for most of the questions. The piloting of the quantitative section of the study was done with 35 Artvin Çoruh University DELL students at the beginning of the spring semester of the 2018-2019 academic year and the data obtained were analyzed quantitatively using SPSS statistical program version 25. For the piloting group, Cronbach's alpha for the likert scale sections was 0,804 and for the actual sample group, it was 0,878. After the piloting, some minor changes were made again: the expression "for the last five years" was changed to "for the last five years before your enrollment in this department" and the orders of some of the items were changed. Afterwards, the questionnaire was distributed to the

participants enrolled at the DELL and ELT departments in Trabzon University, Karadeniz Technical University and Atatürk University at the beginning of the spring semester of the 2018-2019 academic year and their answers were analyzed using SPSS statistical program version 25 again.



CHAPTER FOUR

4. FINDINGS AND DISCUSSION

This chapter presents the finding of the study in two different sections in accordance with the data collection instruments used in the study. The findings emerging from the life history papers were presented in the section devoted to the results of the qualitative analysis and the results obtained from the questionnaires were presented in the results of the quantitative analysis section.

4.1. Results of the Qualitative Analysis

As mentioned earlier, narrative inquiry method, which is one of the qualitative research methods, was used in the qualitative section of the study as the issues under consideration were intertwined and multifaceted and require an in-depth understanding and an insider perspective (Wicks and Whiteford, 2006: 96). Furthermore, this method did not limit students' answers and it was possible to collect not only the recurrent themes emerging from the data but also the participants' possible idiosyncratic responses, which might have gone unnoticed otherwise. However, in order to make the data more manageable for the analysis, the qualitative data was quantified following a series of steps suggested by Braun and Clarke (2006), namely, familiarizing one-self with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report.

The students were asked about some demographic information in the first section of the papers distributed to them and then asked to write about their reading habits for the previous 5 year period before their entrance to their respective graduate programs. The period was limited to 5 years in order to cover the participants' high-school period and the last year of secondary school for most students as the age range of most of the participants in the study was expected to be between 18 and 20, which was verified by the results of the study, which indicated that 271 of the 298 participants (90,9%) were in the projected age range. The main focus of the study was on the years just before they entered university because one of the main focuses of the study was to investigate whether there was a relationship between participants' reading habits and their choice of department in the university entrance examination. One possible problem with investigating such a long time period was that the participants might not have been able to recall their past reading habits over the past five years. However, no participant mentioned about it either during the piloting or in their papers.

4.1.1. Choice of Department

As the current study aims to investigate the reading habits of the students who preferred DELL and ELT departments in the university entrance exam comparatively, the students' choice of department on the university entrance examination (YKS) preference form was the main criterion for the evaluation of the reading habits of the participants. Thus, the data and the tables in the sub-categories in this study were presented accordingly. Their preferences in the university entrance examination rather than the departments they were attending were used as the main criterion to compare the reading habits of the participants in this study because what the participants wanted to study was thought to be more important than what they were actually studying.

Table 7: The First and Second Choices of Students Attending ELT Departments in the University Entrance Exam

Department Preferred	Frequency of the First Choice	Frequency of the Second Choice
ELT	73	68
DELL	1	2
Translation and Interpreting	2	1
German Language Teaching	-	1
Dentistry	1	-
Nutrition and Dietetics	-	1
Architecture	-	1
No Second Choice	-	1
Not Specified	9	11
Total (N)	86	86

As can be seen from Table 7, when we look into the first choices of students attending ELT departments in the university entrance examination, it can clearly be seen that both the first and second choices of the participants are predominantly ELT departments. Out of the 86 participants in ELT departments, 73 students (85%) preferred ELT departments as their first choices. There were 2 students whose first choices were the departments of translation and interpreting and there was only one student who chose DELL and another one whose first preference was dentistry. 9 students did not specify their first choices.

There is a similar picture when the second choices of the respondents in ELT departments are analyzed. The vast majority of the respondents' second choices were also ELT departments. Two students preferred DELL as their second choices, yet, it should also be noted that their first choices were ELT departments in the same city, and it is probable that their second choices were affected by other factors such as geographical proximity rather than a preference for the department. The frequency for the department of Translation and Interpreting, German Language Teaching

department, Nutrition and Dietetics and Architecture was only one. 11 students did not specify their second choices and one student specified that he or she had only one choice. The fact that student's choices were overwhelmingly ELT departments may give us the general impression that most of them want to be English teachers; however, a note of caution is due here since during the preference period for the university entrance exam, many factors such as family or teacher influence might come into play and the fact that their first preferences were ELT departments does not necessarily mean that they all want to become English teachers as explained by one of the participants from a DELL department whose first choice was ELT.

During the preparation period for the exam, I changed my mind several times. While I was choosing my department in high-school, I was thinking of becoming a teacher, but then I thought "Why would I limit myself by studying ELT?" and I leaned towards (English) Language and Literature. I love reading and theatre. After reading Shakespeare's sonnets, I definitely decided to study language and literature but I could not resist the insistence of my teachers and family and wrote ELT as my first choice. (Participant 284)

Table 8: The First and Second Choices of Students Attending DELL Departments in the University Entrance Exam

Department Preferred	Frequency of the First Choice	Frequency of the Second Choice
ELT	115	74
DELL	64	89
Translation and Interpreting	7	6
English Linguistics	2	2
American Culture and Literature	2	2
Arabic language and Literature	1	-
Engineering	1	2
Japanese Language and Literature	-	1
Russian Language and Literature	-	1
No Second Choice	-	4
Not Specified	20	31
Total (N)	212	212

Almost all of the ELT students' first preferences specified were ELT departments. However, when we look into the preferences of students attending departments of English Language and Literature given in Table 8, we can see a relatively more heterogeneous picture. ELT preference was the most common first choice again but this time with a lower percentage: 115 students' (54%) declared that their first choice on the university entrance exam preference form was ELT. DELL was the second first option for 64 students (30%) and Translation and Interpreting department was the first preference for 7 students (3%). There were two students each preferring the departments of English Linguistics and the department of American Culture and Literature. Arabic Language and Literature and Engineering were the least frequent first choices with only one student preferring

each. 20 participants did not specify their first choices. The high frequency of ELT preference students in DELL departments is not surprising considering the fact that DELL students can also become English teachers after getting a teaching certificate. As one participant attending DELL put it:

First of all, I want to finish this department and get a teaching certificate and then I want to work for MEB (Ministry of National Education), in other words I want to become an English teacher. I also want to work at language schools. (Participant 232)

Due to the fact that the minimum scores for ELT departments are generally higher than English Language and Literature (ELL) departments for universities or cities where both programs are offered and the fact that minimum scores for the evening programs of English Language and Literature departments are relatively lower compared to their daytime counterparts, students might use English Language and Literature departments or evening programs of English Language and Literature departments as a path to become English teachers as stated by one participant:

I have always wanted to be a teacher and since the day I selected my department (English department in high-school), I have always wanted to be an English teacher but unfortunately because of my score in the university entrance exam, I was not able to get into an ELT department but my goal is still the same and will always be the same. (Participant 248)

Table 9: The Minimum and Maximum Scores in the University Entrance Exam for the Departments Investigated in the Study

Department	Minimum Score	Maximum Score
Trabzon University ELT	391,02249	465,97377
KTU DELL (Daytime)	362,91224	436,57673
KTU DELL (Evening)	347,27691	441,80246
ATATÜRK University ELT	365,90307	434,79361
ATATÜRK University DELL (Daytime)	336,45363	406,66837
ATATÜRK University DELL (Evening)	319,37123	419,94350

In Table 9, the minimum scores for the departments in this study are presented for the year 2018 according to ÖSYM (Student Selection and Placement Center). (Retrieved from https://dokuman.osym.gov.tr/pdfdokuman/2018/YKS/YER/Tablo4MinMax_31082018.pdf)

It is very difficult to understand what percentage of students preferring DELL did so just for the sake of studying literature due to various reasons. Some of them might have wanted to study literature while at the same time having the chance to become English teachers or the fact that some participants had a full-time job might have necessitated their DELL preferences as ELT departments have no evening education option. Nevertheless, it can be argued that DELL

departments were more diverse in their motives and more heterogeneous compared to ELT departments.

As for the second choices of DELL students, there is a noticeable change in the percentages of ELT and DELL preferences: DELL takes the lead with 89 second choices (41%) followed by 74 ELT second choices (35%). There were 6 students who preferred Translation and Interpreting as their second choice, 2 students each preferred English Linguistics, American Culture and Literature and Engineering departments and there was only one respondent each for Japanese Language and Literature and Russian Language and Literature departments. 4 students remarked that they had no second choice on their preference forms. 31 students did not specify their second choices.

There is a remarkable shift in participants' second choices from ELT to DELL. This might be partially attributed to geographical preference when the first and second choices of the students are in the same city. A total of 37 students' both choices were in the same city. 14 of these students' first choice was DELL and apart from only one them, all of them preferred DELL as their second choice, which might be interpreted as an indication of their desire to study literature. The other 23 student in this group, whose first two choices were in the same city, preferred ELT as their first choice and only 4 of them had ELT as their second choice. The remaining 19 students had ELT as their first choice and DELL as their second. A possible explanation for this might be that, in case they could not enter an ELT department in a particular city, they might have preferred to enter an English Language and Literature department in the same city.

4.1.2. Reading Habits

It should be noted again that the participants' first preferences in the university entrance examination were used as the main criterion for the comparison of reading habits. It is also important to note that reading habits investigated in this section does not make a distinction between L1 and L2; yet, the students' responses were mostly about their reading habits in L1.

4.1.2.1. The Amount of Reading by the DELL and the ELT Groups

29 participants who did not specify their first preferences in the university entrance examination and participants preferring Translation and Interpreting (9), English Linguistics (2), American Culture and Literature (2), Arabic Language and Literature (1), Engineering (1) and Dentistry (1) departments were excluded from the analysis because drawing conclusion from such small samples would not be possible and the study mainly compares DELL and ELT students. So the sample for this part of the analysis consisted of 253 participants, 188 students preferring ELT and 65 students preferring ELL departments as their first preference.

Yılmaz (2004) classified reading habits into three broad categories based on the number of books read annually by using an adaptation of American Library Association's (1978) categorization, namely poor reading habits, (up to 5 books annually) average reading habits (between 6-11 books annually) and strong reading habits (more than 11 books annually). Although this classification seems arbitrary, it will be useful to use some kind of criteria in order to quantify students' responses. However, it should be noted that to the question "How much time did you allocate for reading?", some participants responded with the number of books they read in a specific period of time, some specified the time they allocated for reading daily, some used adverbs of frequency and some others did not provide any answer at all. As a result the participants' responses were categorized into three broad categories:

1. The number of books or pages read
2. The time allocated for reading
3. Adverbs modifying their reading frequency.

When there were overlapping categories, in other words, when the student responses provided information from more than one category, the category that comes first in that particular order above was used for categorization because Yılmaz's classification (2004) of reading habits based on the number of books read annually was used as the basis for categorization. 49 students (19 from ELL departments and 30 from ELT departments) did not provide any information about how much or how often they read and they were left out in the analysis, leaving 204 participants for the analysis. It is of great importance to also note that as the answers were grouped together according to the 3 types of answers given above, the percentages given in the study are just the percentages of the responses in that particular grouping, in other words, the percentages given in a specific category should not be considered as their proportions to the whole group.

When the participants' answers regarding the number of books read in a specific period of time (Table 10) are analyzed, it can be seen that many participants specified the number of books they read in a specific time period, yet there were also some participants who gave the number of pages they read. So, the researcher used two sub-categories, namely the number of books read in a specific period of time and the number of pages read daily. A classification of the responses in relation to the amount of reading by the two groups is given in Table 10, Table 11, Table 12 and Table 13 below from the most frequent to the least frequent.

Table 10: The Number of Books Read in a Specific Period of Time

Number of Books/Time Period	TOTAL	DELL Group	ELT Group
3 books a week	1	-	1
2-3 books a week	2	1	1
1 book every three days	3	1	2
2 books a week	5	2	3
At least 1 book a week	1	-	1
1 book a week	7	1	6
1 book every 1-2 weeks	1	1	-
3 books a month	1	-	1
2-4 books a month	1	1	-
2-3 books a month	1	-	1
30 books a year	1	1	-
2 books a month	8	2	6
20-25 books every summer	1	-	1
1-2 books a month	6	1	5
At least 1 book a month	2	1	1
1 book a month	15	6	9
Strong Reading Habits	83,6%	81,8%	84,4%
6-7 books in Summers	1	-	1
6-7 books a year	1	-	1
1 book every two months	2	1	1
Average Reading Habits	6%	4,6%	6,7%
1 book in 2-3 months	1	1	-
4-5 books a year	2	1	1
3-5 books a year	1	-	1
3 books a year	1	-	1
1 book a year	2	1	1
Poor Reading Habits	10,4%	13,6%	8,9%
TOTAL (N)	67	22	45

As can be seen from Table 10, participants whose answers included 3 books a week, 2-3 books a week, 1 book every three days, 2 books a week, at least 1 book a week, 1 book a week, 1 book every 1-2 weeks, 3 books a month, 2-4 books a month, 2-3 books a month, 30 books a year, 2 books a month, 20-25 books every summer, 1-2 books a month, at least 1 book a month and 1 book a month fall into the category of students with strong reading habits according to Yılmaz's (2004) categorization because the number of books read annually adds up to at least 12 books. 81,8% of the 22 participants preferring ELL departments and 84,4% of the 45 students preferring ELT departments were in this category, which makes up a total of 83,6% of all the 67 participants in this group. These results shows that the vast majority of participants who specified the number of books they read in a specific period of time have strong reading habits according to Yılmaz's (2004) categorization. These finding are contrary to previous research results which suggested that nearly

half of the participants did not read a book a month (Arıkan & Zorba, 2017; Erdem, 2015) or that majority of the students do not read a book a month (Yılmaz et al., 2009, Odabaş et al., 2008).

Students whose answers included 6-7 books in Summers, 6-7 books a year and 1 book every two months fall into the category of students with average reading habits as they stated that they read between 6-11 books a year on average and 4,6% of the 22 students preferring DELL and 6,7% of the 45 students preferring ELT, which makes up 6% of the 67 students in total.

The total number of the participants in poor reading habits category, whose answers included 1 book in 2-3 months, 4-5 books a year, 3-5 books a year, 3 books a year and 1 book a year, was 7 and the total number of books they read annually was fewer than 6. 13,6% of the 22 students preferring DELL and 8,9% of the 45 students preferring ELT were in this category, which makes up 10,4% of the 67 students in total. These results suggest that there were not large discrepancies between the ELT and the DELL groups in terms of the books they read when we analyze the number of books read annually.

Table 11: The Number of Pages Read in a Specific Period of Time

Number of Pages/Time Period	Total	DELL	ELT Group
70 pages a day	1	-	1
30-40 pages a day	1	1	-
30 pages a day	1	-	1
Total (N)	3	1	2

As some of the students preferred to specify the number of pages they read daily rather than the number of books they read in a specific time period, their responses were shown in a different table, namely Table 11. All the same, we can also use the same categorization as in Table 10 and categorize all three students in Table 11 as students with strong reading habits because at a rate of at least 30 pages daily, it will normally take less than a month to finish a book.

Table 12: The Time Allocated for Reading

Time	Total	DELL Group	ELT Group
4-5 hours a day	1	-	1
3-4 hours a day	1	1	-
3 hours a day	2	1	1
2-3 hours a day	3	-	3
At least 2 hours a day	1	-	1
At least 12 hours a week	1	-	1
At least 1,5 hours	3	-	3
8-10 hours a week	1	-	1
1-2 hours a day	4	1	3
1 hour weekdays, 5 hours on holidays	1	-	1
At least 1 hour a day	1	1	-
1 hour a day	12	-	12
45 minutes a day	1	-	1
At least 30 minutes a day	6	1	5
30 minutes a day	1	-	1
20 minutes a day	1	-	1
2 hours a week	1	-	1
15 minutes a day	1	-	1
TOTAL (N)	42	5	37

Students' specific responses about the time they spent on reading are given from the most frequent to the least frequent in Table 12. The answers in this category were generally given on a daily basis and only three students gave answers using a weekly basis. The most common response was "1 hour a day" with a frequency of 12 (28,6%), which was followed by "at least 30 minutes a day" with a frequency of 6 (14,3%). It can easily be noticed that lower end of spectrum belongs to the responses from ELT students (from 15 to 30 minutes a day) whereas the situation in the upper part of Table 12 is comparatively more homogeneous. The results in this category suggest that the vast majority of the participants (73,6%) read one hour or more daily. This percentage is the same as that of the participants reading 1 hour or more in Noor's (2011) study, yet it differs from other previous research findings which suggest that the majority of the students allocated less than hour for reading (Iftanti, 2012; Yılmaz et al., 2009) or a bare majority (Odabaş et al., 2008) read one hour or more daily.

Some students' answers did not contain any number of books or a time period allocated for reading, instead, they used frequency adverbs such as every day, usually, generally, often, sometimes, rarely, hardly ever. For ease of classification and in order to comply with Yılmaz's (2004) categorization mentioned before, the answers were categorized into 3 broad categories, namely "rarely", "occasionally" and "often". For instance, usually generally and often were categorized as "often" and rarely or hardly ever were categorized as "rarely". The only criteria in this section were not only frequency adverbs: when there were no frequency adverbs, quantifiers

such as “few”, “many”, “some” were also translated to their frequency adverb counterparts. For example, the following student’s answer was categorized as “often” although there were not any frequency adverbs in it.

I have had a habit of reading for the last four years and I have read a lot of books and I feel that my interpretation ability has been improving, which makes me happy. (Participant 87)

Some of the responses were categorized according to the general interpretation of the answers depending on the personal judgment of the researcher even if there was no frequency adverb or quantifier. To illustrate, the following responses was classified as “often”, “sometimes” and “rarely” respectively.

I have loved reading since my childhood years. When I was a child, I used to go to the libraries and read there. Now I buy books and I am trying to create my personal library on a small scale. (Participant 129)

I am not the type of person who reads all the time. I generally read books recommended by my friends. Now that I have to read because of my department. (Participant 125)

I did not have a reading habit. I would only read books assigned by teachers. (Participant 179)

Table 13 below shows the classification of the reading frequencies of the participants from the most frequent to the least frequent according to their first preference in the university entrance examination.

Table 13: Classification of Reading Habits According to Adverbs Modifying Reading Frequency

Frequency	Total	DELL Group	ELT Group
Often	47 (51,1%)	14 (77,8%)	33 (44,6%)
Sometimes	5 (5,5%)	-	5 (6,8%)
Rarely	40 (43,5%)	4 (22,2%)	36 (48,6%)
Total (N)	92	18	74

Table 13 shows that unlike the previous tables, there is a sharp contrast between students preferring ELL and ELT departments. Only 22,2% of the students who preferred ELL departments falls into the “rarely” category whereas it is 48,6% for the students who preferred ELT departments. “Sometimes” was the least frequent category, which could have been a result of students’ perceptions or the evaluation of the researcher being skewed towards both ends of the spectrum. Despite the small sample size, Table 13 suggests that participants preferring DELL tend to perceive themselves to have read more frequently than participants preferring ELT departments.

4.1.2.2. Attitudes towards Reading

The students were not directly asked about their attitudes or feelings towards reading, yet some of them explicitly stated their attitudes and feelings. The researcher looked for positive words or phrases such as “like”, “love”, “enjoy”, “be addicted to”, or negative words or phrases such as “don’t like”, “hate”, and “don’t enjoy”. The amount or the frequency of their reading was not taken into consideration as reading a lot or often does not necessarily mean loving reading or the other way around as suggested by the following participants:

Before entering this department, I did not read much. I did not like reading but I still read because we were given marks by our teachers for reading. (Participant 181)

I believe that the habit of reading is attained in childhood. Unfortunately, I could not attain this habit in my childhood. I love books. I buy many books with great enthusiasm but I cannot read. I cannot read about other people’s lives or other characters. I get bored too much. (Participant 33)

Students may read for a variety of purposes from homework to improving their knowledge or skills and still may not like it. Conversely, a student may not read much due to reasons such as being very busy or lack of access to books and still enjoy reading.

Table 14: Attitudes or Feelings towards Reading

	Total	DELL Group	ELT Group
Positive	88 (88,9%)	22 (95,7)	66 (86,8%)
Negative	11 (11,1%)	1 (4,3%)	10 (13,2%)
Total (N)	99	23	76

It can be seen from Table 14 that when the positive and negative statements about the participants’ responses are analyzed, out of the 253 students whose first preference we know, only 99 students (39,1 percent) expressed their attitudes and feelings about reading. The results show that almost all of the negative responses came from students preferring ELT departments and only one student whose first choice was DELL (4,3%) stated that he/she did not like reading whereas for students preferring ELT, the number students with negative attitudes was 10 (13,2%). For the positive side, the picture was relatively homogeneous as the percentages were 95,7% and 86,8 for students with DELL and ELT preferences respectively and 88,9% of the total responses were positive, which is consistent with the previous research findings suggesting positive attitudes towards reading (Arıkan & Zorba, 2017; Erdem, 2015; Akarsu & Darıyemez, 2014; İftanti, 2012; Akyay & Ögeyik, 2009; Yılmaz et al., 2009; Camiciottoli, 2001). Similar results can also be seen in Table 12 and Table 13, in which students with an ELT preference have noticeably higher percentages on the negative ends of the spectrums although such differences are much smaller on the positive ends of these spectrums.

Most of the students with negative attitudes directly stated they do not like reading without making any explanations. One participant (Participant 231) only stated that he/she does not like reading. Another participant (Participant 20) remarked that he/she does not like reading and does not read much. Only two of them gave their reasons for not enjoying reading:

When I was a child, I used to read but as I grew up, I got bored of it. I would have never read if my teachers had not told me to read. I had to read for my assignments. (Participant 203)

Generally, I did not read much. I used to get bored after reading for a while. (Participant 14)

The great majority of the students who wrote about their attitudes and feeling towards reading had positive attitudes. Many students preferring either department emphasized their passion for reading.

I have loved reading since my childhood years. I have read a lot of books thanks to my grandfather. Reading is like stepping into a different world. I devote much of my time to reading because I love it very much, that's why I chose this (ELL) department. (Participant 277).

I have always loved reading since my childhood. For me, reading is more important than my school and lessons because it gives me the chance to listen to myself and it relieves my tiredness. I get aggressive if I cannot read enough when I am too busy with my lessons. Reading makes me happy, I look for myself in everything I read and I sleep less in order to be able to read more (Participant 57).

4.1.2.3. Reasons for Reading and Reasons Hindering Reading

There were many students who did not write about their reasons to read, but some other students wrote more than one reason. There were 202 reasons in total specified in the papers of the participants whose first choices were either DELL or ELT given in Table 15. The responses were categorized into broader categories. For instance, “to improve reading comprehension” and “to improve reading speed” responses were categorized as “to improve reading skills”. The most common answer for DELL students was “to learn new things” with 9 responses, which constitutes the 20% of the answers given by DELL students. It was followed by “for pleasure” and “personal development” with 5 (11,1%) and 4 (8,9%) responses respectively. The most common three responses were the same for ELT departments, yet the order was different. For pleasure was the most frequent response and 15 students remarked that they read for pleasure (9,6%), followed by “for personal development” (8,3%) and “to learn new things” (7,6%). These findings in this study support the evidence from Erdem (2015) and Yılmaz at al. (2009) studies, which revealed that being informed, personal development and making use of one's spare time were among the major reasons for reading.

Table 15: Reasons for Reading

Reason	Total	DELL Group	ELT Group
To learn new things	21	9	12
For pleasure	20	5	15
For personal development	17	4	13
To improve vocabulary	10	-	10
Teacher influence	9	1	8
To gain different perspectives	9	2	7
For homework	8	1	7
To broaden one's horizon	8	2	6
To prepare for exams	8	1	7
To relax	8	-	8
To make use of one's spare time	7	1	6
To improve intellectual capacity	6	2	4
To improve speaking ability	6	1	5
To improve English	5	-	5
To improve general culture	5	3	2
To prepare for the university entrance exam	5	2	3
To get away from the real world	5	-	5
It is a need	4	-	4
To overcome boredom	4	-	4
Family influence	3	1	2
To be happy	3	-	3
To find peace of mind	3	-	3
To improve imagination	3	1	2
To improve reading skills	3	1	2
To improve self-awareness	3	2	1
To relieve stress	3	2	1
To be guided by books	2	-	2
To improve empathy	2	1	1
To satisfy curiosity	2	-	2
Enjoying fantasy world	1	-	1
Just to be able to say "I have read this book"	1	-	1
To find oneself	1	-	1
To follow technological developments	1	1	-
To identify oneself with other characters	1	-	1
To improve language skills	1	-	1
To learn lessons about life	1	-	1
To open the door to different worlds	1	-	1
To overcome loneliness	1	1	-
To participate in reading competitions	1	1	-
Total (N)	202	45	157

Learning new things was the most common reason given for reading when both groups were combined. It is a very broad expression which may encompass not only accumulation of knowledge but also other things like general culture, new vocabulary, personal development, which makes categorization very difficult. For ease of categorization, more specific expressions such as improving general culture or improving vocabulary were given as separate entities. The following excerpts emphasize the importance of reading in increasing knowledge.

I love reading because it gives people different perspectives and encourages them to learn new things. (Participant 21)

I think that books contribute a lot to me and they increase my accumulation of knowledge. (Participant 1)

Inherent pleasure of reading was one of the most common responses, yet some of the respondents pointed out that it went well beyond a pleasure and became a need for them.

Reading gives me a lot of pleasure. It allows me to get away from the real world even if it lasts for a few hours. I try to learn lessons from the events that the characters in the book go through or from their lives. (Participant 146)

I got the habit of reading during my secondary school years. I read novels and essays on a regular basis every month because I regard reading as a need. I read 1 or 2 books every month. (Participant 39)

In line with previous research findings (Arıkan & Zorba, 2017; Erdem, 2015; Yılmaz et al., 2009), personal development was a major reason for reading and it was the third common reason in the qualitative part of the study. Many other subcategories can be included in this category, such as “to broaden one’s horizon” or “to improve intellectual capacity”, yet such common themes were listed as separate entities to give a more specific idea of why the participants read. It should also be noted that personal development books was one of the most common themes read by the participants.

I developed a habit of reading because it would contribute to me a lot. (Participant 8)

My reason for reading was to improve myself and to avoid any difficulties during university entrance examination. (Participant 82)

Another finding of the study was that there were 9 students suggesting teacher influence as a reason for reading as opposed to 3 participants suggesting family influence.

I had not been someone who used to read a lot. When I was at 11th grade, I got a habit of reading thanks to the books that my philosophy teacher recommended to me and for the last three years I have read a book each month. (Participant 118)

I started reading habitually at 10th grade thanks to activities done by my teacher at a Language and Expression course. At first, I was not aware of the benefits of reading, but I was attached to reading more and more as I noticed how wonderful and soothing reading was. (Participant 24)

Table 16: School-related or Exam-related Reasons

Reason	Total	DELL Group	ELT Group
To improve vocabulary	10	-	10
For homework	8	1	7
To prepare for exams	8	1	7
To improve English	5	-	5
To prepare for university entrance exam	5	2	3
To improve reading skills	3	1	2
Total number of school or exam related reasons	39	5	34
Total number of reasons for reading (N)	202	45	157

It can be argued from the data in Table 16 that the ELT group are more pragmatic in their reasons for reading as they gave a lot more school-related or exam-related reasons for their reading. This finding is consistent with that of Yilmaz et al. (2009), which indicated that the majority of the reasons for reading were study related. Out of the 45 answers in total by ELL students and 157 by ELT students, the number of school or exam related answers were 5 (11,1%) and 34 (21,7%) for the DELL and ELT groups respectively. These findings, which reveal the ELT group's utilitarian approach, are in accordance with the results of previous research done abroad (Iftanti, 2012; Al-Nafisah et al., 2011; Noor, 2011; Camiciottoli, 2001; Mokhtari and Sheorey, 1994) and many of these studies suggest that pragmatic reasons like improving language skills, improving vocabulary or enhancing academic performance, were the major reasons for elf learners, particularly for reading in the target language. Some of the students preferring ELT departments explicitly stated this utilitarian approach in their reasons for reading:

I did not have a habit of reading. I only read articles in English and did translations which were necessary for my department. I read in order to improve my English. I am not in favor of reading for the purpose of discovering new things or new thoughts. It is more logical to discover the world outside. Life does not ask questions to us from books. (Participant 135)

Improving English and improving vocabulary responses were exclusive to the ELT group and none of the DELL group students' responses included these reasons.

I read foreign story books: normal, ordinary story books. I read stories in English at least for 3 hours, 4 days a week. My aim in reading these was to be able to speak fluently and not to get stuck with unknown words. (Participant 145)

Having to read for assignments and preparation for exams, particularly the university entrance exam were also among the common reasons for students preferring ELT departments.

Unfortunately, I do not have a reading habit. I only read “compulsorily” thanks to the homework assigned to us at school. (Participant 228)

I read paragraphs in Turkish and English. I read English books. I did not allocate much time for reading. I did all of these for the university entrance exam. (Participant 295)

Table 17: Reasons for not Reading

	Total	DELL Group	ELT Group
Being busy studying for the university entrance exam	29	8	21
Being busy with lessons	12	3	9
Getting bored	4	-	4
Being busy	3	-	3
Being busy working	2	1	1
Dislike for reading	2	-	2
Lack of access to books	1	-	1
Lack of motivation to read	1	-	1
Total (N)	54	12	42

As can be seen in Table 17, There were only 54 reasons given for not reading in total, 42 of which were by participants preferring ELT departments and 12 by students preferring DELL. Almost all of the reasons given for not reading were related to busyness such as being busy preparing for the university entrance examination (29 responses with 53,7%), being busy with lessons (12 responses with 22,2%) or being busy working (2 responses with 3,7%). 3 students stated that busyness was a hindrance for their reading but did not state what they were busy with. 21 (50%) ELT group participants stated that studying for the university entrance exam hindered their reading whereas 8 (66,7%) DELL group students remarked that the university entrance exam interfered with their reading habits. These results are somewhat similar to the results of previous research (Erdem, 2015; Ögeyik & Akyay, 2009; Camiciottoli, 2001), in which the intensity of the studies and preparation for exams were some of the most common reasons hindering reading. Yılmaz et al. (2009) study also suggested that lack of time and the intensity of the courses were the main reasons hindering reading.

Except for being busy for various reasons, getting bored (4) was the most common response and all 4 were given by ELT group. A dislike for reading (2), a lack of access to books (1) and a lack of motivation to read (1) were the other responses. Interestingly, all of the reasons stemming from negative attitudes towards reading or a lack of motivation to read, namely a dislike for reading, getting bored and a lack of motivation to read, came from students whose first choices were ELT.

In contrast with 13 participants in total who remarked that they read in order to prepare for exams and the university entrance exam, 41 students in total remarked that exams or university entrance exam interfered with their reading habits, which might suggest that opinions vary as to the effects of reading on students' academic achievement. Many students suggested that exams hindered their reading habits.

I could not allocate much time for reading because I was too busy with my lessons but I tried to read as much as I get the opportunity. (Participant 137)

Until the last year of high-school I read a lot. I mostly read poetry and novels but in the last year of high-school, I had to discontinue because I had to study for the university entrance exam. (Participant 169)

As someone who loves reading, I read a lot of books except my last year at high-school, when I was studying for the university entrance exam. During this period, I read only one book. (Participant 42)

In contrast with the participants who stated that they could not read as a result of university entrance exam, there were some participants who used reading as a strategy to improve their performance in the university entrance exam.

I started reading regularly at eleventh grade because I was aware of the fact that it was important for the university entrance exam...Our high-school teacher told us how important it was and gave us some examples from his life. (Participant 272)

4.1.2.4. What Students Read

With regard to the types of texts and common themes read by the participants, 393 key words were specified by both groups (the ELT group and the DELL group) in total. The types of texts and themes were given in the same table (Table 18) using key words because many participants' answers were ambiguous regarding what they read. To illustrate, 12 participants specified that they read "detective novels" and 20 participants stated that they read "detective" but did not clarify whether it was detective stories or novels. Due to the fact that it was impossible to determine which of these fiction types they mean, the researcher resorted to giving them as different key words because categorizing all of them as detective novels or detective stories could have led to oversimplification. The same argument applies to many other categories such as "action" and "action novels", "adventure" and adventure novels" "thriller" and "thriller novels". Table 18 shows the types of texts and common themes in alphabetical order. In contrast, some other students just stated the type of text and did not specify any theme. For example, 53 students stated that they read novels but did not specify what kind of novels they read.

Table 18: Types of Texts and Common Themes. (Key Words)

Types of Texts and Common Themes	Total	DELL Group	ELT Group
Action	5	-	5
Action novels	5	2	3
Adventure	7	3	4
Adventure novels	8	2	6
Anime	1	-	1
Articles	7	4	3
Arts	1	-	1
Biography	7	-	7
Classic novels	2	-	2
Classics	11	4	7
Comics	1	-	1
Contemporary books	2	2	-
Crime	3	-	3
Crime novels	3	1	2
Detective	20	5	15
Detective novels	12	5	7
Drama	5	3	2
Essay	3	1	2
Exploratory writings	1	-	1
Fantastic	10	3	7
Fantastic novels	5	4	1
Historical novels	7	5	2
History	21	7	14
Horror	3	-	3
Horror novels	1	-	1
Magazines	7	3	4
Modern classics	1	1	-
Mystery	2	1	1
Mythology	5	-	5
Newspapers	3	1	2
Novels	53	10	43
Periodicals	1	-	1
Personal development	13	4	9
Philosophical novels	1	-	1
Philosophy	13	5	8
Poetry	15	5	10
Political novels	1	-	1
Politics	6	1	5
Psychological novels	6	1	5
Psychology	9	4	5
Religion	3	2	1
Romance	6	3	3
Romance novels	7	1	6
Scientific	7	3	4
Science fiction	22	5	17
Science fiction novels	3	2	1
Short stories	2	-	2
Sociology	3	2	1
Story	9	2	7
Thriller	8	1	7
Thriller novels	1	-	1
Turkish classics	4	1	3
Turkish novels	2	1	1
Underground literature	1	-	1
Utopic	2	-	2
War novels	1	1	-
World classics	23	8	15
Youth novels	2	2	-
Total Number of Key Words	393	121	272

When Table 18 is analyzed, it is salient that novel is the most common keyword for both groups; 10 out of 121 keywords (8,3%) specified by the DELL group and 43 out of 272 keywords (15,8%) specified by the ELT group were “novel”. However, it should be taken into consideration that in addition to these 53 “novel” responses in total, there were 67 other responses with a particular type of novel such as “fantastic novel”, “crime novel”, which adds up to 120. This result is in accord with previous research findings (Erdem, 2015; Akarsu & Dariyemez, 2014; Ögeyik & Akyay, 2009; Yılmaz et al., 2009) which demonstrated that novels were the most commonly read written materials. However, unlike Erdem (2015) and Akarsu and Dariyemez (2014) studies, “newspapers” was not a common keyword in the qualitative section of this study.

For the DELL group, “World classics” were the second most popular key word with 8 responses (6,6%) followed by “history” with 7 (5,8%). As for the ELT group, “science fiction” was the second most frequent response with 17 (6,2%) responses, followed by “detective” and “world classics” with 15 (5,5%) responses each.

In Table 18, types of texts and themes were given using key word technique; however, special attention should be paid to literary texts as literature constitutes the main body of DELL departments’ curriculum and in order to see whether there are any differences between the DELL group and ELT group students’ literary reading habits. As mentioned earlier, creative works in the form of poetry, fiction and drama (Quinn, 2006) were considered as literary works as a working definition in this study. In this respect, the types of texts given in Table 19 were classified as literary texts.

When Table 18 Table 19 are analyzed together, it can be seen that 288 key words out of 393 total responses (73,3%) were literary text types or themes and there are relatively lower frequencies for some non-fiction types such as newspapers or magazines than expected. One reason for this may be the widespread use of the internet for getting daily information. Furthermore, some participants might have overlooked non-fiction text types such as newspapers or magazines and might have mainly focused on literary reading habits when asked about their reading habits. The quantitative questionnaire might give a better understanding of the issue as non-fiction types were also listed in it as options. Another unanticipated finding of the study was that despite the fact that poetry is an important literary genre, there were relatively fewer mentions of it compared to Yılmaz et al. (2009) study, which suggested that poetry was one of the most commonly read text types although their participants were not from literature departments.

Table 19: Types of Literary Texts and Literary Themes. (Key words)

Types of Literary Texts and Literary Themes	Total	DELL Group	ELT Group
Action	5	-	5
Action novels	5	2	3
Adventure	7	3	4
Adventure novels	8	2	6
Anime	1	-	1
Classic novels	2	-	2
Classics	11	4	7
Comics	1	-	1
Contemporary books	2	2	-
Crime	3	-	3
Crime novels	3	1	2
Detective	20	5	15
Detective novels	12	5	7
Drama	5	3	2
Fantastic	10	3	7
Fantastic novels	5	4	1
Historical novels	7	5	2
Horror	3	-	3
Horror novels	1	-	1
Modern classics	1	1	-
Mystery	2	1	1
Mythology	5	-	5
Novels	53	10	43
Philosophical novels	1	-	1
Poetry	15	5	10
Political novels	1	-	1
Psychological novels	6	1	5
Romance	6	3	3
Romance novels	7	1	6
Science fiction	22	5	17
Science fiction novels	3	2	1
Short stories	2	-	2
Story	9	2	7
Thriller	8	1	7
Thriller novels	1	-	1
Turkish classics	4	1	3
Turkish novels	2	1	1
Underground literature	1	-	1
Utopic	2	-	2
War novels	1	1	-
World classics	23	8	15
Youth novels	2	2	-
Total Number of Literary Key Words (N)	288	84	204
Total Number of Key Words (N)	393	121	272

As shown in Table 19, interestingly enough, the ratio of literary key words to the total number of key words was 84/121 (69,4%) for the DELL group and 204/272 (75,0%) for the ELT group. However, we should not be too quick to jump to the conclusion that the ELT group read relatively more literary texts than the DELL group because as mentioned above some participants might have been more elaborate in their answers and specify every kind of text they read while some others might have written only about literary text types or mentioned about only what they read most. Again, the quantitative section of the study might shed more light into the issue as students were asked to choose and rank the most popular types of text and themes they read.

The order of the most common key words for the type of literary texts and literary themes is almost the same for both groups. For the DELL group, “novel” was the most common key word: 10 out of 84 responses (11,9%) were “novel”. “World classics” ranked second with 8 responses (9,5%) and “detective”, “detective novels”, “historical novels”, “poetry” and science fiction shared the third rank with 5 responses (6,0%) each. For the ELT group, “novel” was the most common key word again with 43 out of 204 responses (21,1%), followed by “science fiction” with 17 responses (8,3%) and “detective” and “world classics” with 15 responses (7,4%) each.

4.1.2.5. Preferred Language in Reading

Reading in the target language is a very effective in learning a foreign language (Arıkan & Zorba, 2017; Yamashita, 2013; Krashen, 2004:) and a common practice in high-school foreign languages departments. Some participants stated that they used reading as a tool for improving English and better performance in the university entrance examination. One participant commented:

One of the things to which I devote my time most is reading. While I was preparing for the English section of the university entrance exam, I studied by reading English books instead of solving grammar questions. (Participant 190)

Previous research on EFL learners suggest that students prefer their native tongue for reading for pleasure but prefer English for academic work (Noor, 2011; Mokhtari & Sheorey, 1994). In this study, there were 21 participants who stated that they read in English, only 3 of whom were from the DELL group, which may be considered consistent with data obtained in Arıkan and Zorba’s (2017) study which suggests that the majority of the students preferred to read in Turkish. However, a note of caution is due here since this does not necessarily mean that students did not read in English: they might have just seen this detail not worth mentioning. Thus, some likert scale questions were asked to the students in the quantitative part of the study, which will be discussed later.

In summary, the results of the qualitative section show that the DELL and ELT groups have similar reading habits despite some minor differences. Of the participants who specified the number of books they read in a specific time period, 81,8% of the DELL group and 84,4% of the ELT group fall into “strong reading habits” category according to Yılmaz’s classification (2004) as they stated that they read at least 12 books a year. However, these data must be interpreted with caution because these percentages are not the proportions of the students who read at least 12 books annually to the whole group: these are the proportions of the students reading at least 12 books a year to the number of students who specified the number of books they read. With regard to the time they allocated for reading daily, “1 hour” was the most common response in total (28,6%), followed by “at least 30 minutes” (14,3%). There were 99 participants in total who talked about their attitudes towards reading and 95,7% of the DELL group students and 86,8% of the ELT group students had positive attitudes towards reading. As for the reasons for reading, to learn new things, the inherent pleasure of reading and personal development were the most common responses for both groups. It was also observed that the ELT group tended to be more pragmatic as their reasons for reading were more school related than the DELL group. Being busy studying for the university entrance exam and the intensity of the courses were the major reasons hindering reading habits for both groups. Both groups read novels most and the analysis of the key words in their papers reveal that the participants read mostly literary texts (73,3%) rather than non-literary texts types such as newspapers or magazines.

4.2. Results of the Quantitative Analysis

As mentioned earlier in the methodology section, a questionnaire was used as the data gathering instrument for the quantitative section of the study because a questionnaire enables the researcher to collect demographic, behavioral and attitudinal information at the same time (Dörnyei, 2007), which makes it a perfect fit for this study as the study investigates not only the reading behavior of the participants but also their attitudes towards reading. The first section of the questionnaire was devoted to demographic information about the participants. The second part inquired how much and what the participants read. The last section of the questionnaire had two likert scale sections, the first of which investigated the students’ reasons for reading and the second one was about their past reading habits and attitudes. Again, the time period investigated was limited to the previous 5 year period before their enrollment in their graduate programs for the reasons aforementioned.

4.2.1. Choice of Department

As mentioned in the qualitative part of the study, this study is a mainly comparative study based on the first preferences of the participants in the university entrance examination. In

consequence, the reading habits of the students in the following sections will be analyzed according to the first preferences of the participants in the university entrance examination rather than their current departments. Accordingly, only the participants who preferred either ELL or ELT department as their first choices will be included in the remaining sections of the analysis, which reduces the sample to 271 participants in total (59 participants preferring DELL and 212 preferring ELT), which makes up 92,5% of the total number of participants in the study. It should also be noted that the number of participants in each section may be lower than 271 due to the fact that there may be some missing data in each section.

As shown in Table 20, most of the students attending DELL actually had ELT departments as their first choices: only 57 DELL students (29,5%) had DELL as their first choice whereas there were 119 DELL students (61,7%) whose first preferences were ELT departments in the university entrance exam. For students attending DELL, ELT and DELL choices were followed by Translation and Interpreting (4,7%) and American Culture and Literature (1,6%). One (0,5%) student preferred English Linguistics and 4 others (2,1%) preferred non-English majors. As for the participants attending ELT departments, almost all of the students preferred ELT departments: 93 ELT students' (93%) first preferences were ELT departments and there were two students each (2%) preferring DELL and Translation and Interpreting departments in addition to 3 other students (3%) who preferred non-English majors. It is also important to note that departmental choices of DELL students are more varied compared to ELT students.

Table 20: The First Choices of Students Attending DELL and ELT Departments in the University Entrance Exam

Current Department	1. Preference	N	%
DELL	DELL	57	29,5
	ELT	119	61,7
	Translation and Interpreting	9	4,7
	English Linguistics	1	0,5
	American Culture and Literature	3	1,6
	Other	4	2,1
	Total	193	100,0
ELT	DELL	2	2,0
	ELT	93	93,0
	Translation and Interpreting	2	2,0
	Other	3	3,0
	Total	100	100,0

When we look into the second preferences of the students attending DELL as shown in Table 21, we can see a reversal in the order of DELL and ELT preferences and there were 99 participants (52,7%) whose first preferences were DELL in contrast to 73 participants (38,8%) whose first choices were ELT departments, which may be partially be attributed to geographical reasons: ELT

departments generally have higher minimum scores than ELL departments and it is probable that some students preferred ELT departments as their first choices and DELL departments as their second choices in the same city or nearby provinces. 8 participants attending DELL preferred Translation and Interpreting and there were 2 participants each preferring English Linguistics and American Culture and Literature departments and the second choices of the other 4 participants were non-English majors. When the second preferences of the participants attending ELT departments are analyzed, it can be seen that an overwhelming majority of the participants' second choices were ELT departments again: 79 participants (84%) specified that their second choices were ELT departments and only 9 (9,6%) students preferred DELL as their second choice. 2 participants (2,1%) preferred Translation and Interpretation and the other 4 students preferred non-English majors.

Table 21: The Second Choices of Students Attending DELL and ELT Departments in the University Entrance Exam

Current Department	2. Preference	N	%
DELL	DELL	99	52,7
	ELT	73	38,8
	Translation and Interpretation	8	4,3
	English Linguistics	2	1,1
	American Culture and Literature	2	1,1
	Other	4	2,1
	Total	188	100,0
ELT	DELL	9	9,6
	ELT	79	84,0
	Translation and Interpretation	2	2,1
	Other	4	4,3
	Total	94	100,0

4.2.2. Education Levels of the Participants' Parents

When the education levels of the participants' fathers are analyzed according to Table 22, it can be seen that the most common educational level for DELL group was "secondary school" with 38,6%, followed by "high school" with 31,6% and "primary school" with 14% while it was "high school" for ELT group with 29,4%, followed by "secondary school" with 25,1% and "primary school" with 23,2%. 12,3% of the DELL group students' fathers were graduates of universities while the percentage was 20,9% for the ELT group. However, we must be cautious to interpret this discrepancy in the percentages of university graduates of both groups as the superior educational level on behalf of ELT groups' fathers because it is offset by the higher percentage of ELT group's fathers' "primary school" percentage to a great extent. Nonetheless, we can argue that educational

levels of the ELT group students' fathers are more evenly distributed compared to their DELL counterparts.

Table 22: Education Levels of the Participants' Fathers

Preference	Education Level	N	%
DELL	Primary School	8	14,0
	Secondary School	22	38,6
	High School	18	31,6
	University	7	12,3
	MA	2	3,5
	Total	57	100,0
ELT	None	2	0,9
	Primary School	49	23,2
	Secondary School	53	25,1
	High School	62	29,4
	University	44	20,9
	MA	1	0,5
	Total	211	100,0

It is apparent from Table 23 that the education levels of the participants' mothers are lower than those of their fathers. The most common education level for DELL group participants' mothers was "secondary school" (29,8%), followed by "primary school" (28,1%) and "high school" (19,3%) while it was "primary school" (36,5%) for the ELT group students' mothers, followed by "secondary school" (25,6%) and "high school" (22,3%). The levels of education seem more or less similar for both groups again.

Table 23: Education Levels of the Participants' Mothers

Preference	Education Level	N	%
DELL	None	5	8,8
	Primary School	16	28,1
	Secondary School	17	29,8
	High School	11	19,3
	University	7	12,3
	MA	1	1,8
	Total	57	100,0
ELT	None	16	7,6
	Primary School	77	36,5
	Secondary School	54	25,6
	High School	47	22,3
	University	17	8,1
	Total	212	100

4.2.3. Reading Habits of DELL and ELT Group Students

4.2.3.1. The Amount of Reading by the DELL and the ELT Groups

It can be seen from the data in Table 24 that interestingly, the order of the options from the most common to the least common is exactly the same and the percentages are very similar for both groups: “30-60 minutes” (36,2% for the DELL group and 32,1% for the ELT group) is the most common category followed by “1-2 Hours” (25,9% for the DELL group and 27,4% for the ELT group), “0-30 minutes” (22,4% for the DELL group and 26,4% for the ELT group), “2-3 hours” (8,6% for the DELL group and 9,9% for the ELT group) and “3 hours or more” (6,9% for the DELL group and 4,2% for the ELT group) in that particular order. These results are in agreement with Yılmaz et al. (2009) and Odabaş et al. (2008) studies which showed that 30-60 minutes and 1-2 hours were by far the most common responses.

Table 24: The Time Allocated for Reading

Preference	Time Allocated	N	%
DELL	0-30 Minutes	13	22,4
	30-60 Minutes	21	36,2
	1-2 Hours	15	25,9
	2-3 Hours	5	8,6
	3 Hours and More	4	6,9
	Total	58	100,0
ELT	0-30 Minutes	56	26,4
	30-60 Minutes	68	32,1
	1-2 Hours	58	27,4
	2-3 Hours	21	9,9
	3 Hours and More	9	4,2
	Total	212	100,0

Table 25 shows that the results of the Mann-Whitney U test suggest that there is no statistically significant relationship between the participants’ choice of department and the time they allocated for reading.

Table 25: Mann-Whitney U Test Results for the Time Allocated for Reading

Group	n	Mean Rank	Sum of Ranks	U	p
DELL	58	138,84	8052,50	5954,500	,703
ELT	212	134,59	28532,50		

As can be seen in Table 26, the most frequent responses for the number of books read each year are also strikingly similar. For the DELL group, the most common answer is 10 books each year (27,1%), followed by 5 books each year (13,6%) and 30 books each year (10,2%) and for the ELT group, 10 books annually was the most common response (14,4%), followed by 5 books annually (11,4%) and 3 books annually (7,5%).

Table 26: The Number of Books Read Annually

Preference	Number of Books	N	%
DELL	1,00	1	1,7
	2,00	1	1,7
	3,00	2	3,4
	4,00	1	1,7
	5,00	8	13,6
	6,00	1	1,7
	7,00	2	3,4
	8,00	4	6,8
	9,00	1	1,7
	10,00	16	27,1
	11,00	1	1,7
	12,00	1	1,7
	13,00	1	1,7
	17,00	1	1,7
	20,00	5	8,5
	24,00	1	1,7
	25,00	2	3,4
	30,00	6	10,2
	35,00	1	1,7
	40,00	1	1,7
	50,00	1	1,7
	90,00	1	1,7
Total	59	100,0	
ELT	1,00	6	3,0
	2,00	12	6,0
	3,00	15	7,5
	4,00	11	5,5
	5,00	23	11,4
	6,00	9	4,5
	7,00	9	4,5
	8,00	7	3,5
	9,00	3	1,5
	10,00	29	14,4
	12,00	7	3,5
	13,00	3	1,5
	14,00	1	,5
	15,00	14	7,0
	17,00	1	,5
	20,00	13	6,5
	21,00	1	,5
	24,00	2	1,0
	25,00	1	,5
	30,00	7	3,5
	33,00	1	,5
	35,00	3	1,5
	40,00	8	4,0
	48,00	1	,5
	50,00	3	1,5
	60,00	2	1,0
	70,00	2	1,0
	72,00	1	,5
	100,00	2	1,0
	120,00	1	,5
144,00	1	,5	
150,00	2	1,0	
Total	201	100,0	

When we apply Yılmaz’s (2004) classification of reading habits into three broad categories, 22% of the DELL group fall into poor reading habits category (up to 5 books annually), 42,4% of them fall into average reading habits category (between 6-11 books annually) and the remaining 35,6% fall into strong reading habits category (12 or more books annually) while for the ELT group, these percentages are 33,3%, 28,4% and 38,3% for the poor, average and strong reading habits categories respectively. These findings is contrary to previous studies by Yılmaz et al. (2009) and Odabaş et al. (2008) which have suggested that majority of the participants fell into poor reading habits category.

Table 27 shows that the means of the number of the books read annually for the DELL group (15,1864) and the ELT group (16,9353) are very close and an independent samples t-test yielded no statistically significant difference between the two groups. Overall, these results indicate that both groups are very similar in terms of the number of books they read each year.

Table 27: Independent T-test Results for the Number of Books Read Annually

Group	n	\bar{X}	S	sd	t	p
DELL	59	15,19	14,43	258	-,530	,597
ELT	201	16,93	24,10			

4.2.3.2. What Students Read

Table 28 illustrates that the most commonly read text type is novel by far for both groups: 77,6% of the DELL group participants and 72,2% of the ELT group participants reported that they read novels most. These results are in agreement with those obtained by Erdem (2015), Akarsu and Darıyemez (2014) and Ögeyik and Akyay (2009) which suggested that novels were the most popular type of text read. Fables, personal development books and scientific writings were the other popular text types with 3,4% each for the DELL group while personal development books (5,2%) and psychology books (3,8%) were the other popular first choices of the ELT group. As mentioned in the qualitative section of the study, although novel was the most common key word for the text types they read, responses such as “action” and “action novels” or “adventure” and “adventure novels”, were categorized under different categories because it was not clear whether they meant novels or stories by specifying “action” or “adventure”. However, these results suggest that it is highly probable that a great majority of the participants meant novels by specifying these themes although they did not write “novels”.

Table 28: The Most Commonly Read Text Types (1. Choices)

Preference	Type of Text	N	%
DELL	Novel	45	77,6
	Fable	2	3,4
	Personal development	2	3,4
	Scientific writings	2	3,4
	Story	1	1,7
	Drama	1	1,7
	Mythology	1	1,7
	Biography	1	1,7
	Article	1	1,7
	Psychology books	1	1,7
	Course materials	1	1,7
	Total	58	100,0
ELT	Novel	153	72,2
	Personal development	11	5,2
	Psychology books	8	3,8
	Course materials	7	3,3
	Story	6	2,8
	History books	6	2,8
	Newspaper	4	1,9
	Mythology	3	1,4
	Philosophy books	3	1,4
	Article	2	,9
	Religious books	2	,9
	Scientific writings	2	,9
	Poetry	1	,5
	Biography	1	,5
	Essay	1	,5
	None	1	,5
	Other	1	,5
	Total	212	100,0

As the vast majority of the participants pointed out that they read novels most, looking into their second choices might give us a better of idea of what other types of texts they read most. As can be seen from Table 29, apart from the “novel” category, the most popular text types for the DELL group are stories (19%), magazines (13,8%), history books (8,6%) and personal development books (8,6%) while for the ELT group, stories (16,9%), psychology books (10,6%), personal development books (8,2%) and poetry (8,2%) were the most popular second choices apart from novels.

Table 29: The Most Commonly Read Text Types (2. Choices)

Preference	Type of Text	N	%
DELL	Story	11	19,0
	Magazine	8	13,8
	History books	5	8,6
	Personal development	5	8,6
	Mythology	4	6,9
	Novel	4	6,9
	Poetry	4	6,9
	Article	3	5,2
	Essay	3	5,2
	Psychology books	3	5,2
	Drama	2	3,4
	Philosophy books	2	3,4
	Newspaper	1	1,7
	Scientific writings	1	1,7
	Political books	1	1,7
	Course materials	1	1,7
	Total	58	100,0
ELT	Story	35	16,9
	Psychology books	22	10,6
	Novel	21	10,1
	Personal development	17	8,2
	Poetry	17	8,2
	History books	14	6,8
	Magazine	12	5,8
	Scientific writings	10	4,8
	Biography	7	3,4
	Essay	7	3,4
	Philosophy books	7	3,4
	Article	6	2,9
	Course materials	6	2,9
	Mythology	6	2,9
	Political books	6	2,9
	Newspaper	5	2,4
	Fable	3	1,4
	Religious books	2	1,0
	Drama	1	,5
	Other	3	1,4
Total	207	100,0	

In accordance with Quinn's (2006) definition, poetry, fiction and drama were considered as literary works as a working definition as mentioned earlier and the results of both qualitative and the quantitative sections of the study suggest that literary texts, particularly novels constitute the bulk of what DELL and ELT students read. Literary genres such as novel, story, poetry, drama,

fable and mythology make up 86,2% of the first choices and 43,1% of the second choices of DELL group whereas they make up 76,9% of the first choices and 40,1% of the second choices of the ELT group students. In the light of these findings it might be argued that the DELL group students are slightly more inclined to read literary text types compared to the ELT group although there were not any statistically significant differences between the two groups according to the results of the Mann-Whitney U test.

As discussed above, novels were by far the most commonly read literary genre and stories were also among the most common and when we analyze the most commonly read novel or story themes, it can be seen from the data in Table 30 that science-fiction (20,7%) and world classics (15,5%) are by far the most common responses for the most commonly read novel or story themes for DELL group, followed by adventure (8,6%). For the ELT group, the results are somewhat different: romance and world classics share the first rank (12,4%), followed by adventure with a very close percentage (11,9%). Crime (9,5%) and science-fiction (9,5%) were also popular first choices for ELT group.

Table 30: The Most Commonly Read Novel or Story Themes (1. Choices)

Preference	Theme	N	%
DELL	Science-fiction	12	20,7
	World classics	9	15,5
	Adventure	5	8,6
	Romance	4	6,9
	Crime	4	6,9
	Drama	4	6,9
	Mystery	3	5,2
	Historical	3	5,2
	Psychological	3	5,2
	Social	3	5,2
	Action	1	1,7
	Detective	1	1,7
	Suspense	1	1,7
	Horror	1	1,7
	Fantastic	1	1,7
	Philosophical	1	1,7
	Turkish classics	1	1,7
	Other	1	1,7
Total	58	100,0	
ELT	Romance	26	12,4
	World classics	26	12,4
	Adventure	25	11,9
	Crime	20	9,5
	Science-fiction	20	9,5
	Detective	15	7,1
	Fantastic	10	4,8
	Psychological	10	4,8
	Turkish classics	9	4,3
	Horror	8	3,8
	Drama	6	2,9
	Historical	6	2,9
	Mystery	6	2,9
	Suspense	5	2,4
	Philosophical	4	1,9
	Social	4	1,9
	Action	3	1,4
	Biographic	2	1,0
	Religious	1	,5
	None	1	,5
	Other	3	1,4
Total	210	100,0	

When the second choices of the DELL group participants are analyzed according to Table 31, it can be seen that adventure (13,8%), crime (10,3%), science fiction (10,3%) and historical (8,6%) novels or stories are the most common themes. As for the ELT group, science-fiction (10,2%), crime (9,2%), adventure (8,7%) and romance (7,8%) are the most common themes in this particular order. The Mann-Whitney U test yielded no significant statistical difference between the two groups in terms of the novel or story themes read.

Table 31: The Most Commonly Read Novel or Story Themes (2. Choices)

Preference	Theme	N	%
DELL	Adventure	8	13,8
	Crime	6	10,3
	Science-fiction	6	10,3
	Historical	5	8,6
	Drama	4	6,9
	Fantastic	4	6,9
	Romance	3	5,2
	Philosophical	3	5,2
	Psychological	3	5,2
	Social	3	5,2
	Turkish classics	3	5,2
	World classics	3	5,2
	Action	2	3,4
	Biographic	1	1,7
	Detective	1	1,7
	Mystery	1	1,7
	Religious	1	1,7
	Suspense	1	1,7
	Total	58	100,0
ELT	Science-fiction	21	10,2
	Crime	19	9,2
	Adventure	18	8,7
	Romance	16	7,8
	Historical	15	7,3
	Psychological	15	7,3
	World classics	15	7,3
	Drama	13	6,3
	Detective	12	5,8
	Turkish classics	12	5,8
	Mystery	10	4,9
	Suspense	8	3,9
	Action	7	3,4
	Religious	6	2,9
	Social	6	2,9
	Fantastic	5	2,4
	Philosophical	4	1,9
	Biographic	3	1,5
	Horror	1	,5
	Total	206	100,0

4.2.3.3. How the Books are Obtained

As can be seen in Table 32, the number of total responses were more than the total number of the participants who answered this question (N=271) because they were allowed to select more than one item and the result indicate that in accord with recent studies indicating that purchasing books is the by far the most common way of obtaining books to read (Erdem, 2015; Yılmaz et al., 2009), out of the 271 students in total, 224 (82,7%) indicated that they buy the books they read as shown in Table 32. 128 (47,2%) participants specified that they borrowed books from libraries. Furthermore, borrowing from others was the third most common way of obtaining books to read with 97 (35,8%) responses. The number of the participants who read e-books was limited to only 46 (17%), which is very surprising considering that we are living in an age of digital technology and that many university libraries are offering a wide array of electronic books.

Table 32: How the Books are Obtained

Method of Obtaining Books	N	%
By purchasing	224	82,7
From libraries	128	47,2
By borrowing from others	97	35,8
As e-books	46	17
Other	2	0,7
Total Number of Responses (N=271)	497	100

4.2.3.4. Reasons for Reading, Reasons Hindering Reading and School and Family Influence on Reading Habits

It can be seen from the data in Table 33 that the arithmetic mean scores for both groups are remarkably close. For the DELL group, the item with the highest positive responses was item 1, “I read because I enjoyed reading.” (93,2%). Item 7, “I read in order to gain different perspectives.” (91,5%) and item 9, “I read in order to broaden my horizon.” (81,4%) were the second and third items with the most positive responses. The items with the highest negative percentages were item 12, “I read in order to follow technological developments.” (37,9%), item 8, “I read in order to improve my self-awareness.” (32,7%) and item 3, “I read in order to overcome boredom.” (26,3%) respectively.

Table 33: Reasons for Reading

Reason	Group	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)		Mean	Mann-Whitney p
		N	%	N	%	N	%	N	%	N	%		
1. Enjoying reading	DELL	1	1,7	1	1,7	2	3,4	10	16,9	45	76,3	4,64	,028
	ELT	16	7,5	13	6,1	11	5,2	39	18,4	133	62,7	4,23	
2. To relieve stress	DELL	4	6,9	6	10,3	3	5,2	22	37,9	23	39,7	3,93	,927
	ELT	13	6,1	20	9,4	29	13,7	61	28,8	89	42	3,91	
3. To overcome boredom	DELL	7	12,3	8	14	10	17,5	19	33,3	13	22,8	3,40	,927
	ELT	22	10,4	32	15,1	43	20,3	63	29,7	52	24,5	3,43	
4. To make use of my spare time	DELL	6	10,2	3	5,1	9	15,3	19	32,2	22	37,3	3,81	,974
	ELT	17	8,1	19	9	26	12,3	71	33,6	78	37	3,82	
5. To increase my knowledge	DELL	2	3,4	2	3,4	9	15,5	11	19	34	58,6	4,26	,418
	ELT	12	5,7	14	6,6	22	10,4	53	25,1	110	52,1	4,11	
6. For personal development	DELL	5	8,5	4	6,8	4	6,8	8	13,6	38	64,4	4,19	,338
	ELT	12	5,7	13	6,2	23	10,9	49	23,2	114	54	4,14	
7. To gain different perspectives	DELL	2	3,4	0	0	3	5,1	14	23,7	40	67,8	4,53	,251
	ELT	10	4,7	7	3,3	22	10,4	41	19,4	131	62,1	4,31	
8. To improve my self-awareness	DELL	9	15,5	10	17,2	11	18,6	8	13,8	20	34,5	3,34	,454
	ELT	12	5,7	32	15,1	58	27,4	48	22,6	62	29,2	3,55	
9. To broaden my horizon	DELL	2	3,4	3	5,1	6	10,2	8	13,6	40	67,8	4,37	,098
	ELT	13	6,2	9	4,3	22	10,4	54	25,6	113	53,6	4,16	
10. To get away from the real world	DELL	3	5,2	7	12,1	9	15,5	14	24,1	25	43,1	3,88	,911
	ELT	20	9,5	18	8,6	38	18,1	39	18,6	95	45,2	3,81	
11. To improve my imagination	DELL	4	6,9	2	3,4	8	13,8	20	34,5	24	41,4	4	,804
	ELT	13	6,2	25	11,8	25	11,8	44	20,9	104	49,3	3,95	
12. To follow technology	DELL	14	24,1	8	13,8	18	31	12	20,7	6	10,3	2,79	,597
	ELT	56	26,5	45	21,3	42	19,9	44	20,9	24	11,4	2,69	
13. To improve comprehension	DELL	5	8,5	2	3,4	8	13,6	9	15,3	35	59,3	4,14	,196
	ELT	20	9,5	15	7,1	19	9	58	27,5	99	46,9	3,95	
14. To improve my interpretation	DELL	2	3,4	3	5,1	6	10,2	11	18,6	37	62,7	4,32	,114
	ELT	12	5,7	16	7,5	22	10,4	55	25,9	107	50,5	4,08	
15. To gain critical thinking skills	DELL	3	5,2	3	5,2	11	19	9	15,5	32	55,2	4,10	,169
	ELT	15	7,1	26	12,3	26	12,3	51	24,2	93	44,1	3,86	
16. To improve my language skills	DELL	2	3,4	2	3,4	10	16,9	14	23,7	31	52,5	4,19	,783
	ELT	16	7,6	10	4,7	30	14,2	43	20,4	112	53,1	4,07	
17. To improve my foreign language	DELL	2	3,4	7	12,1	9	15,5	14	24,1	26	44,8	3,95	,636
	ELT	26	12,3	17	8,1	24	11,4	52	24,6	92	43,6	3,79	

The results for the ELT group were very similar to those of DELL group: the reason with the highest percentage of positive responses for the ELT group was Item 7, “I read in order to gain different perspectives.” with 81,5%. The second and third items with the highest positive

percentages were item 1, “I read because I enjoyed reading.” (81,1%) and item 9, “I read in order to broaden my horizon.” (79,2%). The item with the highest negative percentage was item 12, “I read in order to follow technological developments.” again (47,8%), followed by item 3 “I read in order to overcome boredom.” (25,5%) and item 8 “I read in order to improve my self-awareness.” (20,8%). These findings are contrary to those of previous studies on EFL learners which have suggested that language related reasons were the most popular reasons for reading (Iftanti, 2012; Al-Nafisah et al., 2011; Camiciottoli: 2001).

Item 1 “I read because I enjoyed reading.” was the only item with a statistically significant difference between the two groups according to Mann-Whitney two independent samples test, the results of which is shown in Table 34 (U: 5266, p= 0,028), and the percentage of the negative responses for this item was relatively higher on behalf of ELT students: 13,6% of the participants in ELT group either strongly disagreed or disagreed with the statement “I read because I enjoyed reading” while the percentage of the negative responses was just 3,4% for the DELL group.

Table 34: Mann-Whitney U Test Results for Item 1. (I Read Because I Enjoyed Reading.)

Group	n	Mean Rank	Sum of Ranks	U	p
DELL	59	152,75	9012,00	5266,000	,028
ELT	212	131,34	27844,00		

When the reasons hindering reading are analyzed according to Table 35, it can be seen that “the internet and cellphones” were the most common response and the majority of the participants in both groups thought that the internet and cellphones hindered their reading: 57,1% of the DELL group and 57,6% of the ELT group regarded the internet and cell phones as hindrances to their reading in contrast to the findings of previous research (Erdem, 2015; Ögeyik &, Akyay 2009; Camiciottoli, 2001) which suggested that the intensity of studies was the most common reason limiting reading. A likely explanation for this discrepancy might be the growing influence of smartphones on our lives today compared to the past when traditional cellphones were not so influential. Nonetheless, 56,2% of the DELL group and 42,4% of the ELT group considered university entrance examination as a major factor which interfered with their reading habits. However, it should also be noted that 44,3% of the ELT group’ responses were strongly disagree or disagree for the item that states that university entrance examination negatively influenced their reading habits, which suggest that there is a split in opinion on this issue as in the qualitative section of the study, in which some participants stated that they read to prepare for the university entrance exam while some others said the exam hampered their reading habits.

Table 35: Reasons Hindering Reading

Reason	Group	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)		Mean	Mann-Whitney
		N	%	N	%	N	%	N	%	N	%	\bar{x}	p
1. Getting bored	DELL	36	63,2	10	17,5	6	10,5	3	5,3	2	3,5	1,68	,066
	ELT	112	52,8	25	11,8	38	17,9	25	11,8	12	5,7	2,06	
2. University entrance exam	DELL	13	22,8	3	5,3	9	15,8	9	15,8	23	40,4	3,46	,051
	ELT	66	31,1	28	13,2	28	13,2	28	13,2	62	29,2	2,96	
3. Courses	DELL	11	19,3	8	14	10	17,5	15	26,3	13	22,8	3,19	,102
	ELT	67	31,9	33	15,7	30	14,3	33	15,7	47	22,4	2,81	
4. Lack of time	DELL	11	19,3	8	14	13	22,8	11	19,3	14	24,6	3,16	,340
	ELT	48	22,9	31	14,8	47	22,4	50	23,8	34	16,2	2,96	
5. Lack of money to buy books	DELL	33	58,9	4	7,1	8	14,3	6	10,7	5	8,9	2,4	,416
	ELT	104	49,3	38	18	24	11,4	26	12,3	19	9	2,14	
6. Inadequate use of libraries	DELL	21	36,8	8	14	11	19,3	9	15,8	8	14	2,56	,676
	ELT	85	40,1	24	11,3	43	20,3	38	17,9	22	10,4	2,48	
7. TV	DELL	20	35,7	6	10,7	9	16,1	10	17,9	11	19,6	2,75	,691
	ELT	81	38,6	27	12,9	26	12,4	36	17,1	40	19	2,65	
8. Internet and cellphones	DELL	9	16,1	4	7,1	11	19,6	12	21,4	20	35,7	3,54	,602
	ELT	42	19,8	20	9,4	28	13,2	54	25,5	68	32,1	3,41	
9. Busy social life	DELL	16	28,1	9	15,8	15	26,3	6	10,5	11	19,3	2,77	,798
	ELT	71	33,5	27	12,7	43	20,3	31	14,6	40	18,9	2,73	

For almost half of the DELL group (49,1%), the third most highly-rated factor which impeded their reading was their courses. By contrast, for the ELT group, the total percentage of strongly disagree and disagree responses for this item was 47,6% and only 38,1 % of the ELT group participants saw their courses as a hindrance. The data also suggest that most of the participants are not of the opinion that getting bored while reading or not having enough money to buy books interfered with their reading habits much: 63,2% of the DELL group's and 52,8% of the ELT group's responses for the former and 58,9% of the DELL group's and 49,3% of the ELT group's responses for the latter were "strongly disagree".

When the school and family influences are investigated in the light of the information in Table 36, what stands out in the table is that teacher influence seems to be more influential in students' reading habits than family influence: to the item "My family members were instrumental in developing my reading habit", only 28,1% of the DELL and 34% of the ELT group responded positively whereas to the item "My teachers were instrumental in developing my reading habit", the percentages were 49,2% and 52,4% respectively. Furthermore, 54,4% of DELL and 58,9% of ELT group indicated that their family members encouraged them to read in contrast with 70,2% of

the DELL group and 71,6% of the ELT group, who stated that their teachers encouraged them to read. These findings accord with the findings of the qualitative section of the study, where teachers were found to be more influential than families as also suggested by previous research findings (Al-Nafisah et al., 2011; Yılmaz, 2004).

Table 36: School and Family Influence on Reading Habits

Item	Group	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)		Mean	Mann-Whitney
		N	%	N	%	N	%	N	%	N	%		
1. My family members read books.	DELL	14	24,6	11	19,3	11	19,3	14	24,6	7	23,3	2,81	,553
	ELT	64	30,2	45	21,2	28	31,2	43	20,3	32	15,1	2,69	
2. My family members read to me.	DELL	27	47,4	6	10,5	8	14	10	17,5	6	10,5	2,33	,568
	ELT	91	42,7	29	13,7	29	13,7	31	14,6	32	15,1	2,45	
3. My family was instrumental in my reading habit.	DELL	20	35,1	6	10,5	15	26,3	13	22,8	3	5,3	2,53	,752
	ELT	81	38,2	31	14,4	28	13,2	32	15,1	40	18,9	2,62	
4. My teachers were instrumental in my reading habit.	DELL	15	26,3	3	5,3	11	19,3	12	21,1	16	28,1	3,19	,668
	ELT	38	18,1	21	10	41	19,5	56	26,7	57	25,7	3,32	
5. My family encouraged me to read.	DELL	6	10,5	10	17,5	10	17,5	14	24,6	17	29,8	3,46	,951
	ELT	44	20,8	11	5,2	32	15,1	63	29,7	62	29,2	3,42	
6. My teachers encouraged me to read.	DELL	2	3,5	9	15,8	6	10,5	17	29,8	23	40,4	3,88	,849
	ELT	22	10,4	13	6,2	25	11,8	61	28,9	90	42,7	3,87	
7. Reading hours were instrumental in my reading habit.	DELL	21	36,8	7	12,3	8	14	8	14	13	22,8	2,74	,501
	ELT	64	30,5	28	13,3	35	16,7	33	15,7	50	23,8	2,89	

Another interesting finding of the study was that only 47,9% of the DELL group pointed out that their family members read books and the percentage was even lower for the ELT group with 35,4%. Additionally, only 28% of the DELL group and 29,7% of the ELT group remarked that they were read to by their parents when they were children, which is very close to the percentage (29,1%) found by Yılmaz (2004). The evidence from this study might suggest that although parents were generally supportive of the reading behavior of their children, they did not lead by example. It is also important to note that there was no statistically significant difference between the DELL and the ELT groups in relation to the items in Table 36.

4.2.3.5. Attitudes towards Reading

The most striking result to emerge from the data in Table 37 below is that for all the items in the table inquiring the participants' attitudes towards reading, apart from item 7, "I did not like reading, which was negatively worded, the percentage of positive responses and mean scores were

higher for the DELL group. 84,2% of the DELL group, in contrast to the ELT group's 72%, either agreed or strongly agreed with the item "I loved reading". Furthermore, the responses given to the negatively worded item "I did not like reading" were similar: 80,7% of the DELL group and 68,7% of the ELT group either strongly disagreed or disagreed with statement. 77,2% of the DELL group and 76,8% of the ELT group thought that reading is a need. Overall, these results indicate that both groups' attitudes towards reading were positive as also suggested by pervious literature (Erdem, 2015; Iftanti, 2012; Ögeyik & Akyay, 2009; Yılmaz et al., 2009; Camiciottoli, 2001). However, it should be noted that, as in the qualitative section of the study, on the negative end of the continuum, the percentages are largely disproportionate: 9,5% of the ELT group strongly disagreed with the item "I loved reading" and another 8,5% disagreed with it whereas the percentages for the DELL group was 1,8% and 5,3% respectively for the same item. The same situation can also be seen in the negatively worded item 7, "I did not like reading: again 9,5 % of the ELT group strongly agreed with the item and another 8,5% agreed with it while only 5,3% of the DELL groups strongly agreed and another 5,3% agreed with it. Moreover, 59,7% of the DELL group and 59,5% of the ELT group replied negatively to item 8, "I read e-books".

Table 37: Attitudes towards Reading

Item	Group	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)		Mean	Mann-Whitney
		N	%	N	%	N	%	N	%	N	%		
1. I loved reading.	DELL	1	1,8	3	5,3	5	8,8	16	28,1	32	56,1	4,32	,122
	ELT	20	9,5	18	8,5	21	10	48	22,7	104	49,3	3,94	
2. I was interested in literature.	DELL	3	5,3	4	7	15	26,3	16	28,1	19	33,3	3,77	,005
	ELT	39	18,4	36	17	32	15,1	62	29,2	43	20,3	3,16	
3. I think I had a habit of reading.	DELL	5	8,8	5	8,8	17	29,8	12	21,1	18	31,6	3,58	,545
	ELT	30	14,2	32	15,1	42	19,8	36	17	72	34	3,42	
4. I think I read enough.	DELL	11	19,3	11	19,3	17	29,8	12	21,1	6	10,5	2,84	,314
	ELT	62	29,4	40	19	47	22,3	31	14,7	31	14,7	2,66	
5. I thought reading is a need.	DELL	4	7	1	1,8	8	14	9	15,8	35	61,4	4,23	,263
	ELT	14	6,6	11	5,2	24	11,4	55	26,1	107	50,7	4,09	
6. My reading habit was instrumental in my departmental choice.	DELL	12	21,1	7	12,3	7	12,3	14	24,6	17	29,8	3,30	,031
	ELT	58	27,5	46	21,8	34	16,1	29	13,7	44	20,9	2,79	
7. I did not like reading.	DELL	39	68,4	7	12,3	5	8,8	3	5,3	3	5,3	1,67	,099
	ELT	122	57,8	23	10,9	28	13,3	18	8,5	20	9,5	2,01	
8. I read e-books.	DELL	27	47,4	7	12,3	7	12,3	8	14	8	14	2,35	0,716
	ELT	93	44,3	32	15,2	21	10	31	14,8	33	15,7	2,42	

When the participants' self-evaluations of their reading habits are analyzed, it can be seen that the percentages are very close: 52,7% of the DELL group and 51% of the ELT group think that they had a habit of reading. All the same, only 31,6% of the DELL group participants and 29,4% of the ELT group students think that they read enough. Despite the fact that DELL group's attitudes towards reading are more positive than the ELT group's for each item, only two items were found to be statistically significant according to Mann-Whitney U test results, namely the second item, "I was interested in literature" and the sixth item, "My habit of reading was instrumental in my decision to enroll in this department."

Table 38: Mann-Whitney U Test Results for Item 2. (I was Interested in Literature.)

Group	n	Mean Rank	Sum of Ranks	U	p
DELL	57	160,21	9132,00	4605,000	,005
ELT	212	128,22	27183,00		

Table 39: Mann-Whitney U Test Results for Item 6. (My Habit of Reading was Instrumental in My Decision to Enroll in This Department.)

Group	n	Mean Rank	Sum of Ranks	U	p
DELL	58	153,74	8763,00	4917,000	,031
ELT	211	129,30	27283,00		

The descriptive statistics in Table 37 for items 2 and 6 suggest that 61,4 percent of the DELL group in contrast to the ELT group's 49,5% reported that they were interested in literature and 54,4% of the DELL and 34,6% of the ELT group indicated that their reading habits were instrumental in their choice of department.

4.2.3.6. Preferred Language in Reading

It is apparent from Table 40 that both groups are very homogeneous when it comes to their preferred language and their percentages and means are very similar and the Mann-Whitney U test did not yield any significant differences between the DELL and the ELT groups for the items concerning the preferred language while reading. It can be clearly seen from Table 40 that the vast majority of the students preferred to read in Turkish: 79% of the DELL group and 80% of the ELT group indicated that they preferred to read in Turkish, which is consistent with previous research findings which suggest that students prefer their native tongue for pleasure reading (Arıkan & Zorba, 2017; Noor, 2011; Mokhtari & Sheorey, 1994). Furthermore, the most striking result to emerge from the data is that although nearly half of the students agreed or strongly agreed with the statement that they loved reading books in English, the most commonly specified option was "neutral" for both groups and 32,1% of the DELL group and 27,8% of the ELT group were undecided about the item. These results differ from the findings presented by Ögcyik and Akyay

study, (2009) which suggested that more than two-thirds of the participants liked reading books in foreign languages. Considering how important reading in L2 is for learning foreign languages and their university education (Krashen, 2004; Camiciottoli, 2001), this result is astounding.

Table 40: Preferred Language in Reading

Item	Group	Strongly disagree (1)		Disagree (2)		Neutral (3)		Agree (4)		Strongly agree (5)		Mean	Mann-Whitney
		N	%	N	%	N	%	N	%	N	%	\bar{x}	p
1. I mostly read in English.	DELL	16	28,1	20	35,1	10	17,5	8	14	3	5,3	2,33	,706
	ELT	74	35,1	58	27,5	33	15,6	33	15,6	13	6,2	2,30	
2. I mostly read in Turkish.	DELL	2	3,5	4	7	6	10,5	12	21,1	33	57,9	4,23	,465
	ELT	18	8,6	14	6,7	10	4,8	59	28,1	109	51,9	4,08	
3. I loved reading books in English .	DELL	8	14,3	3	5,4	18	32,1	12	21,4	15	26,8	3,41	,861
	ELT	25	11,8	23	10,8	59	27,8	55	25,9	50	23,6	3,39	

Overall, the results of the quantitative section of the study indicate that a comparison of the reading habits of students preferring ELL and ELT departments yielded very similar results and there was no statistically significant difference between the two groups in terms of the time they allocated for reading, the number of books they read, the types of text or literary texts and themes they preferred most, family and school influence on their reading habits, factors hindering their reading habits and the language they preferred in reading. It was also revealed that although an overwhelming majority of the participants had positive attitudes towards reading, most of them did not have strong reading habits and did not read a book monthly and the most common response to the time allocated for reading was “30-60 minutes daily”. Novel was by far the most commonly read text type and the DELL group participants were found to have read science-fiction and world classics themes most while the ELT group preferred world classics and romance most. When their attitudes towards reading were investigated, the DELL group students were found to have had more positive attitudes on each item, yet, only two of the items were found to be statistically significant, namely “I was interested in literature” and “My habit of reading was instrumental in my decision to enroll in this department”. 84,2% of the DELL group and 72% of the ELT group indicated that they loved reading. Enjoying reading, gaining different perspectives and broadening one’s horizon were the most common reasons for reading for both groups, yet, only the first one was statistically significant. The participants were of the opinion that the internet and cell phones were the major hindrances to their reading followed by university entrance examination. Furthermore, the results also suggested that teachers were more influential in forming reading habits than families and the vast majority of both groups preferred to read in Turkish.

CONCLUSION AND IMPLICATIONS

As stated earlier, this study set out to investigate the past reading habits of students preferring to study at English Language and Literature departments and English Language Teaching departments comparatively prior to their entrance into their respective graduate programs. More specifically, it tried to find out how much they read, what they read, their reasons for reading or not reading, their attitudes towards reading and their preferred language in reading. Their preference at university entrance examination was used as the basis of comparison because it was thought that what they wanted to study was more important than what they were actually studying.

The current study is a mixed method study combining qualitative and quantitative approaches. The qualitative section of the study utilized life history method and the participants were asked to write about their past reading habits prior to their enrollment in their departments. In the quantitative section, a questionnaire was used to find out their past reading habits at a later time than the life history papers. Convenience sampling was utilized in the study and the sample consisted of DELL students from Atatürk University and Karadeniz Technical University and ELT students from Atatürk University and Trabzon University.

Research on reading habits is vital because reading is an indispensable part of human civilization and it is impossible for a society to progress without it (Grabe, 2009) and it is common sense to think that it is also a must for personal development as well. Accordingly, it will not be a far-fetched conclusion to assume that one of the main goals of education should be ensuring that students have good reading habits and this is more so for prospective teachers, who will in turn educate future generations: we cannot think of a qualified teacher with inadequate reading habits. However, the literature on the reading habits of university students in Turkey suggest that students do not have adequate reading habits (Arıkan & Zorba, 2017; Yılmaz et al., 2009; Odabaş et al., 2008) and the correct diagnosis of the problem is the first step towards an effective treatment. As a result, it is of the utmost importance to find out how much they read, what they read and the factors facilitating or inhibiting their reading.

English Language and Literature and English Language Teaching departments are the two main sources for the recruitment of English teachers in Turkey as indicated in the significance of the study section and there has been a lot of discussion between these two camps about qualifications and training necessary to become English teachers and to the best of this author's knowledge, there is a gap in this field and this study is the first one investigating the reading habits

of DELL and ELT students comparatively according to their choice of department in the university entrance examination. The amount of literature on the reading habits of Turkish EFL students is limited and it is hoped that this study will also contribute to the accumulation of knowledge in the field.

When the information accumulated through reading habits studies on English majoring students and students in other fields fit together like the pieces of a jigsaw puzzle, it might provide an invaluable opportunity for educators in their plans help students to form better reading habits on a micro level or on a macro level. For instance, on a micro level, knowing what literary themes their students generally like reading more might help in determining the books assigned for extensive reading and on a macro level knowing how reading hours influence students reading habits or how students regard them might change the policies of the Ministry of National Education (MEB). To make it more concrete, 33,7% of the participant in this study strongly disagreed with the item “The reading hours at school were instrumental in developing my reading habit” and 46,5% of their responses were negative in total as opposed to 38,2% positive responses in total. Of course, one preliminary study is far from providing enough data for a policy change on behalf of the Ministry of National Education; however, if the significant majority of further studies support the findings of the present study, the ministry might consider changing or modifying its policy on this matter.

With respect to the results of the study, the investigation of the number of books read annually has shown that only 35,6 % of the DELL group and 38,3% of the ELT group read at least one book a month. These results are in accord with previous research findings in Turkey which suggest that either just a bare majority of students read a book a monthly (Arikan & Zorba, 2017; Erdem, 2015) or the majority read fewer books than one book monthly (Yılmaz et al., 2009; Odabaş et al., 2008). The time allocated for reading by both groups was also similar. “30-60 minutes” (36,2%) was the most common response by DELL group participants followed by “1-2 hours” with 25,9% percent. The order was the same for the ELT group: 32,1% of them specified that they read between 30-60 minutes and another 27,4% responded with “1-2 Hours”. These results are also in line with the relevant literature (Yılmaz et al., 2009; Odabaş et al., 2008). Furthermore, there was no statistically significant difference between the ELT and the DELL groups in terms of the number of books they read or the time they allocated for reading.

Despite the findings suggesting that most of the participants did not have strong reading habits, both the qualitative and the quantitative data obtained in the study pointed out that an overwhelming majority of the students had positive attitudes towards reading. In the qualitative section, out of the 99 students who commented positively or negatively about reading, 95,7% of the DELL group students and 86,8% of the ELT group expressed positive feelings about reading while the percentages of negative responses were only 4,3% for the DELL group and 13,2% for the ELT

group. The results of the quantitative section further support these findings: 84,2% of the DELL group and 72% of the ELT group agreed with the statement “I loved reading”. These results corroborate the findings of a great deal of the previous studies in the literature (Erdem, 2015; Iftanti, 2012; Yılmaz et al., 2009; Camiciottoli, 2001). One of the most striking results to emerge from the data is that for all the items investigating their attitudes, the means scores and percentages of positive responses were higher for the DELL group; however, only two of the items were found to be statistically significant, namely “I was interested in literature.” and “My habit of reading was instrumental in my decision to enroll in this department.”.

As regards the participants’ reasons for reading, learning new things, intrinsic pleasure of reading and personal development were the most common reasons for both groups in the qualitative section of the study. In the quantitative section, the reasons were somewhat different, yet, the most common three items were the same again for both groups: enjoying reading, (93,2% for the DELL group and 81,1% for the ELT group), broadening one’s horizon (81,4% for the DELL group and 79,2% for the ELT group) and gaining different perspectives (91,5% for the DELL group and 81,5% for the ELT group) were the most common responses. The only statistically significant item concerning the reasons for reading between the two groups was “I read because I enjoyed reading.” according to the results of the Mann-Whitney U two independent samples test (U: 5266, $p= 0,028$). These findings are contrary to majority of the previous studies on EFL learners, which have suggested that reasons related to improving language related skills are the most prominent ones (Iftanti, 2012; Al-Nafisah et al., 2011; Camiciottoli: 2001). Furthermore, teacher influence was found to be a more important factor than family influence in developing reading habits.

As for the factors negatively affecting students’ reading habits, university entrance exam was the most common reason given for inhibiting reading habits in the qualitative section. The intensity of the lessons also came to the fore as in the studies by Erdem (2015) and Camiciottoli (2001). Despite the fact that these two reasons were also prominent in the quantitative section, the response with the highest percentage of positive answers in the quantitative section was “The internet and cellphones negatively influenced my reading habit.” (57,1% for the DELL group and 57,6% for the ELT group), which is interesting because not even a single student remembered to talk about it in the qualitative section of the study.

When we look into what students read most, both the qualitative and the quantitative results indicate that novel is by far the most popular type of text. The quantitative results suggest that it was the first choice of 77,6% of the DELL group students and 72,2% of the ELT group participants. Stories and personal development books were some of the other items coming to the fore. A thematic analysis of novel and story types read reveals that science fiction (20,7%), world classics (15,5%) and adventure (8,6%) were the most popular first options for DELL group

whereas romance (12,4%), world classics (12,4%) and adventure (11,9%) were the first preferences of the ELT group.

A considerable majority of the DELL group (79%) and the ELT group (80%) specified that they prefer to read in Turkish, which is consistent with the finding of previous studies which suggest that for pleasure reading, mother tongue is preferred (Arıkan & Zorba, 2017; Noor, 2011; Mokhtari & Sheorey, 1994). The majority of the participants' responses in both groups were either negative or neutral to the statement "I loved reading books in English." which is counterintuitive considering they are EFL students.

The findings of this study, combined with related literature, have a number of practical implications for a wide range of people and institutions connected with education including teachers, academicians, parents, libraries, the Ministry of National Education (MEB) and universities.

The results of the current study and some other studies (Erdem, 2015; Al-Nafisah et al., 2011; Yılmaz, 2004) suggest that teachers are more influential in students' forming good reading habits than families. Teachers or academicians should not only encourage students to read but also monitor their reading. As an instructor currently employed at an English Language and Literature department, who also worked at a high-school for 16 years, it is my personal experience that assigning students books to read for extensive reading, checking what they have read and providing incentives for their reading particularly during the initial stages greatly enhances their chances of forming good reading habits. Teachers or academicians should also put some extra effort into learning what their students like to read more as it may increase the chances of their success in developing better reading habits.

Although the families were found to be mostly supportive of their children's reading behavior, they did not seem to have much influence on their children's actual reading. One possible explanation for this might be the parents' own lack of adequate reading habits. They would probably have a more positive influence on their children's reading habits if they led by example. Taking their children to libraries and giving them books as presents might also help in developing good reading habits.

Libraries should follow the trends in students' reading preferences and update their collections accordingly. With the recent developments in technology, libraries offer lot of digital content to their users, which is very advantageous as it makes a wider range of books and other materials available more economically. However, print books still seem to be main preference of students for pleasure reading, so, libraries should enrich their collections with print books in line with their users' interests.

The ministry of National Education (MEB) and universities can also contribute a lot to the students' forming good reading habits. More compulsory and elective courses involving reading and literature can be included in their programs. Teaching students effective reading techniques or strategies might benefit students a lot. They could also provide incentives such as local or nationwide reading competitions or arrange autograph sessions.

University entrance examination was observed to be by far the most common reason interfering with reading in the qualitative section of this study and the second most common reason in the quantitative section. Intensity of the courses was also found to be an important factor hindering reading as also suggested by several other studies (Erdem, 2015; Ögeyik & Akyay, 2009; Camiciottoli, 2001). As mentioned earlier, I worked at a high-school for 16 years and it was my personal observation that particularly in the last year of high-school, the majority of the students only wanted elective courses from the subjects that were included in the university entrance exam and they even filled their weekends with supplementary courses for the university entrance exam, which limited their time for reading. They generally did not take courses that were not included in the university entrance exam seriously and they thought that these courses took their precious time away from their preparations for the university entrance exam, which is contrary to research findings suggesting that reading enhances academic success (McGeown et al., 2015; Krashen, 2004). It was also my personal experience that reading greatly enhances the success of social sciences students, and particularly EFL students in exams. I used to keep records of the books that our students in foreign languages departments read while I was working at a high-school and I witnessed time and again that the students success in the university entrance examination was almost directly proportional to the number of books they read: the ones who read more, got higher scores. Unfortunately, students are generally unaware of the benefits of reading and we should put more effort into showing them these benefits.

To sum up, reading is an indispensable part of not only academic life (Krashen, 2004; Mokhtari and Sheorey, 1994) but also intellectual, personal and social development (Kamalova & Koletvinova, 2016; Grabe, 2009). Furthermore, it is impossible to achieve a truly civilized society without adequate reading habits on behalf of its members as reading and literature appeal to conscience and wisdom just as maths and science appeal to reasoning. A joint effort by teachers, parents, the ministry of National Education (MEB) and universities is necessary for creating a society with good reading habits.

Despite the fact that the current study applies a mixed method approach in order to make use of the strengths of both research approaches, each has its own shortcomings. Life history method was used in the qualitative section of the study, which provides an in-depth insider perspective, yet, the respondents might have forgotten to mention some important points or have misunderstood the scope of the study (Erten, 2014: 40) because the subject was very broad and the subjects were not

given alternatives in order not to limit them. For instance, although the internet and cellphones were found to be the most common reasons hindering reading in the quantitative section of the present study, there was no mention of it in the qualitative section: the internet and cellphones might simply not have come to the participants' minds or most of them might have thought that they were supposed to write about school related reasons only. In the quantitative section of the study, a questionnaire was used, which might have limitations such as social desirability bias or self-deception (Dörnyei, 2003: 12-13). It is unfortunate that the study did not include a focus group interview or a semi-structured interview which could have compensated for the shortcomings of the data collection instruments in the study.

The scope of this study was limited in terms of the number of universities included and the number of participants. The present study was conducted with 298 participants for the qualitative section of the study and 294 participants for the quantitative section from 3 different universities in 2 different cities, namely Trabzon and Erzurum. Particularly for the quantitative section of the study, a larger sample from a number of different universities and departments might have yielded more generalizable results. This study is mainly a comparative one comparing the reading habits of the participants preferring DELL and ELT departments in the university entrance exam as their first choices because students' first preferences were thought to be a better predictor of what they wanted to study than what they were studying. However, there may be many additional uncontrolled factors contributing to their decisions about their first preferences in the university entrance exam such as minimum scores of the departments, social and economic conditions of the participants, geographical preferences and family influence. Further studies involving more universities or departments with higher or lower minimum scores could add more pieces to the puzzle and render a more complete evaluation of the subject possible. For instance, a study involving universities, where the minimum score for the DELL is higher than that for the ELT department unlike the universities investigated in the current study, might offer new insights to the issue. Furthermore, this study is a cross-sectional study, which takes a snapshot of the reading habits of the EFL students at the beginning of their higher education: in order to understand how university education influences students' reading habits better, it would be very useful to conduct longitudinal studies on the subject.

This is the first study in Turkey investigating the reading habits of students who preferred DELL or ELT departments in the university entrance exam comparatively and in spite of its limitations, the study certainly adds to our understanding of the reading habits of students who preferred DELL and ELT departments and how their reading habits affected their departmental choices. Furthermore, despite the fact that it is hard to draw general conclusions from this preliminary study, further studies not only in EFL or teacher education fields but also in other fields may provide invaluable information for educators and educational policy makers, which may guide them in their efforts to create generations with better reading habits. More research will also

give us up-to-date information about how changing trends such as how the internet, cellphones, e-books affect reading habits.



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APPENDICES

Appendix 1. Questionnaire in Turkish

Değerli Öğrenciler,

Bu çalışma, sizin okumakta olduğunuz bölüme girişiniz öncesi okuma alışkanlıklarınızı ve gelecekte yapmak istediğiniz meslek(ler)le dair tercih ve görüşlerinizi araştırmayı amaçlamaktadır. Verdiğiniz cevaplar gizli tutulacak ve sadece bilimsel amaçla kullanılacaktır. Katılırlarınız için çok teşekkürler.

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Çalışmaya katılmayı kabul ediyorsanız, lütfen aşağıdaki kutucuğu işaretleyiniz.

Bu çalışma hakkında bilgilendirildim ve çalışmaya katılmayı kabul ediyorum.

A. KİŞİSEL BİLGİLER

1. Cinsiyet:	(...) Kadın	(...) Erkek
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2. Yaş:
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3. Okumakta olduğunuz bölüm:	(...) İngiliz Dili ve Edebiyatı	(...) İngilizce Öğretmenliği
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4. Üniversite giriş sınavındaki 1. ve 2. tercihinizi belirtiniz. (Sadece bölüm)		
1. Tercihiniz.....		
2. Tercihiniz.....		
İngiliz Dili ve Edebiyatı	Mütercim Tercümanlık	Amerikan Kültürü ve Edebiyatı
İngilizce Öğretmenliği	İngiliz Dil Bilimi	Diğer: (Lütfen belirtiniz.....)

5. Babanızın tahsil durumu:	(...) Yok	(...) İlkokul	(...) Ortaokul	(...) Lise	(...) Üniversite	(...) Lisansüstü
6. Annenizin tahsil durumu:	(...) Yok	(...) İlkokul	(...) Ortaokul	(...) Lise	(...) Üniversite	(...) Lisansüstü

7. Bu bölüme girişiniz öncesi son 5 yıllık dönemde, okumaya günde ortalama ne kadar zaman ayırırdınız?				
(...) 0-30 dakika	(...) 30-60 dakika	(...) 1-2 saat	(...) 2-3 saat	(...) 3 saat üzeri

8. Bu bölüme girişiniz öncesi son 5 yıllık dönemde, yılda ortalama kaç kitap okurdunuz?
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9. Bu bölüme girişiniz öncesi son 5 yıllık dönemde, aşağıdaki türlerden en çok hangilerini okurdunuz? Sıklığına göre sıralayınız. (En fazla 5 tane yazınız.)				
1).....				
2).....				
3).....				
4).....				
5).....				
Roman	Masal	Makale	Psikoloji kitapları	Politik kitaplar
Hikâye	Mitoloji	Gazete	Tarih kitapları	Kişisel gelişim
Şiir	Biyografi	Dergi	Felsefe kitapları	Ders materyalleri
Tiyatro oyunları	Deneme	Bilimsel yazılar	Dini kitaplar	Hiçbiri
Diğer (Lütfen belirtiniz)				

10. Bu bölüme girişiniz öncesi son 5 yıllık dönemde, aşağıdaki roman ve hikâye temalarından en çok hangilerini okurdunuz? Sıhğna göre sıralayınız. (En fazla 5 tane yazınız.)

1).....				
2).....				
3).....				
4).....				
5).....				
Macera	Aşk	Suç/cinayet	Psikolojik	Sosyal
Bilim kurgu	Gerilim	Gizem	Tarihi	Türk klasikleri
Aksiyon	Korku	Dram	Felsefi	Dünya klasikleri
Polisiye	Fantastik	Biyografik	Dini	Hiçbiri
Diğer (Lütfen belirtiniz)				

11. Bu bölüme girişiniz öncesi, gelecekte yapmayı düşündüğünüz meslek(ler) aşağıdakilerden hangileriydi? İstek sıranıza göre yazınız. (En fazla 3 tane yazınız.)

1).....					
2).....					
3).....					
İngilizce öğretmenliği	Çevirmenlik	Akademisyenlik	Turist rehberliği	Uçuş görevliliği	Ticaret
Diğer (Lütfen belirtiniz)					

12. Bu bölüme girişiniz öncesi son 5 yıllık dönemde, okuyacağınız kitapları nasıl temin ederdiniz? (1'den fazla seçenek işaretleyebilirsiniz.)

(.) Satın alarak	(.) Kütüphanelerden	(.) Tamdıklardan ödünç alarak	(.) Elektronik kitap olarak	Diğer (Lütfen belirtiniz)
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13. Bu bölüme girişim öncesi son 5 yıllık süreçte, ders veya ödevler haricinde	Kesinlikle katılmıyorum	Kısmen katılmıyorum	Kararsızım	Kısmen katılıyorum	Kesinlikle katılıyorum
1. Okumaktan zevk aldığım için okurdum.	1	2	3	4	5
2. Stresten uzaklaşmak ve rahatlamak için okurdum.	1	2	3	4	5
3. Can sıkıntısından kurtulmak için okurdum.	1	2	3	4	5
4. Boş zamanlarımı değerlendirmek için okurdum.	1	2	3	4	5
5. Bilgi birikimimi arttırmak için okurdum.	1	2	3	4	5
6. Kişisel gelişimimi sağlamak için okurdum.	1	2	3	4	5
7. Farklı bakış açıları kazanmak için okurdum.	1	2	3	4	5
8. Kendimi tanımak için okurdum.	1	2	3	4	5
9. Ufkumu genişletmek için okurdum.	1	2	3	4	5
10. Gerçek dünyadan uzaklaşmak için okurdum.	1	2	3	4	5
11. Hayal dünyamı geliştirmek için okurdum.	1	2	3	4	5
12. Teknolojik gelişmeleri takip etmek için okurdum.	1	2	3	4	5
13. Okuma anlama becerimi geliştirmek için okurdum.	1	2	3	4	5
14. Yorum yeteneğimi geliştirmek için okurdum.	1	2	3	4	5
15. Eleştirel düşünce yeteneği kazanmak için okurdum.	1	2	3	4	5
16. Dil yeteneklerimi geliştirmek için okurdum.	1	2	3	4	5
17. Yabancı dilimi geliştirmek için okurdum.	1	2	3	4	5

Appendix 2. Questionnaire in English

Dear students,

This study aims to investigate your reading habits and future career plans prior to your enrollment in this department. Your answers will be kept confidential and will only be used for scientific purposes. Thanks a lot for your contribution.

Instructor: Hakan YENİÇERİ E-mail: hyeniceri@artsin.edu.tr Tel: 542 681 83 99 Thesis Supervisor: Dr. Mustafa Naci KAYAÖĞLU

If you volunteer to participate in the study, please tick the box below.

I was informed about this study and I volunteer to participate in it.

A. Personal Information

1. Gender:	<input type="checkbox"/> Female	<input type="checkbox"/> Male
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2. Age:
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3. Your department:	<input type="checkbox"/> English language and literature	<input type="checkbox"/> English language teaching
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4. Please specify your first and second preferences in the university entrance exam. (Only the department)		
1. Preference.....		
2. Preference.....		
English language and Literature	Translation and interpreting	American culture and literature
English language Teaching	English Linguistics	Other (Please specify):

5. Education level of your father:	<input type="checkbox"/> None	<input type="checkbox"/> Primary school	<input type="checkbox"/> Secondary school	<input type="checkbox"/> High school	<input type="checkbox"/> University	<input type="checkbox"/> Master's degree
6. Education level of your mother:	<input type="checkbox"/> None	<input type="checkbox"/> Primary school	<input type="checkbox"/> Secondary school	<input type="checkbox"/> High school	<input type="checkbox"/> University	<input type="checkbox"/> Master's degree

7. How much time did you allocate for reading for the five years before your enrollment in this department?				
<input type="checkbox"/> 0-30 minutes	<input type="checkbox"/> 30-60 minutes	<input type="checkbox"/> 1-2 hours	<input type="checkbox"/> 2-3 hours	<input type="checkbox"/> 3 hours or more

8. How many books did you read annually on average for the five years before your enrollment in this department?
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9. For the last five years before your enrollment in this department, which of the following kinds of written text types did you read most? Please sort by frequency. (Please write no more than five)				
1).....				
2).....				
3).....				
4).....				
5).....				
Novel	Fable	Article	Psychology books	Political books
Story	Mythology	Newspaper	History books	Personal development
Poem	Biography	Magazine	Philosophy books	Course materials
Drama	Essay	Scientific writings	Religious books	None
Other (Please specify):				

10. For the last five years before your enrollment in this department, which of the following themes of novels and stories did you read most? Please sort by frequency. (Please write no more than five)

1).....
 2).....
 3).....
 4).....
 5).....

Adventure	Romance	Crime	Psychological	Social
Science-fiction	Suspense	Mystery	Historical	Turkish classics
Action	Horror	Drama	Philosophical	World classics
Detective	Fantastic	Biographic	Religious	None

Other (Please specify):.....

11. Which of the following occupation(s) were you planning to do in the future prior to your enrollment in this department? Please sort by most wanted. (Please write no more than three)

1).....
 2).....
 3).....

English teacher	Translator	Academician	Tour guide	Flight attendant	Businessman
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Other (Please specify):.....

12. For the five years before your enrollment in this department, how did you obtain the books to read? (You can specify more than one option)

(..) By purchasing (..) From libraries (..) By borrowing from others (..) As e-books Other (Please specify):.....

13. For the last five years before my enrollment in this department, apart from my courses and my homework	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. I read because I enjoyed reading.	1	2	3	4	5
2. I read in order to relieve stress and to relax.	1	2	3	4	5
3. I read in order to overcome boredom.	1	2	3	4	5
4. I read in order to make use of my spare time.	1	2	3	4	5
5. I read in order to increase my knowledge.	1	2	3	4	5
6. I read for personal development.	1	2	3	4	5
7. I read in order to gain different perspectives.	1	2	3	4	5
8. I read in order to improve my self-awareness.	1	2	3	4	5
9. I read in order to broaden my horizon.	1	2	3	4	5
10. I read in order to get away from the real world.	1	2	3	4	5
11. I read in order to improve my imagination.	1	2	3	4	5
12. I read in order to follow technological developments.	1	2	3	4	5
13. I read in order to improve my reading comprehension.	1	2	3	4	5
14. I read in order to improve my interpretation capacity.	1	2	3	4	5
15. I read in order to gain critical thinking skills.	1	2	3	4	5
16. I read in order to improve my language skills.	1	2	3	4	5
17. I read in order to improve my foreign language skills.	1	2	3	4	5

CURRICULUM VITAE

Hakan YENİÇERİ was born in Artvin on 21.05.1976. He finished primary and secondary schools in Anbarlı Regional Boarding Secondary School in Borçka in 1987 and in 1990 respectively. He finished high school at Akpınar Anatolian Teacher Training High School in Samsun in 1994. Upon graduation from high school, he started his bachelor degree in English Language Teaching department at Boğaziçi University in 1994. He started his master's degree in Karadeniz Technical University Applied Linguistics programme in 2015. He has been working as an English instructor at Artvin Çoruh University since 2015. He is married and has a two-year-old daughter. He can speak English fluently.