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EFL STUDENTS' PERCEPTIONS TOWARDS EFFECTIVE READING EXPERIENCES: AN EXISTENTIAL-PHENOMENOLOGICAL APPROACH

PH. D. THESIS

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Reading is the most fundamental phenomenon for the students at graduate level education. Many studies related to reading have focused on student learning with regard to the text. Little research has been performed to study what reading means to a student individually and how students approach to academic reading individually; in particuar, in Turkey. This study has tried to investigate the perceptions of EFL Graduate-Level students' towards effective reading experiences in Turkey. This study comprises two types of research methods: quantitative and qualitative. An existential-phenomenological approach was used in the qualitative part of this study and, in this research, the experiences of the participants were handled individually. On the other hand, students' approaches to academic reading, the meaning of academic reading for students individually and the significance of being a graduate level student were described.

Findings and results showed that Turkish EFL graduate level learners are aware of almost all effective reading experiences while performing academic reading but do not use all of them individually. It was also found out that they use the ones that fit them individually. Additionally, the findings of the qualitative study collaborated with the findings of the quantitative one and both of researches support each other. The influences of gender, age and academic discipline variables on students' effective reading experiences were investigated and significant differences were evaluated.

Suggestions were made that the educators at universities where English is taught as a foreign language should increase students' reading experiences and should deal with the speech anxieties of the students. Moreover, the students were advised to use the other reading experiences of which they are aware. On the other hand, this study has made some recommendations such as the application of the current questionnaire in future studies, performing some researches using existential-phenomenological approaches, making researches focusing on the perceptions of students towards effective reading experiences, qualitative and quantitative investigations of speech anxiety and evaluation of students' reading proficiencies in terms of reading experiences.

Key Words: Graduate level, academic reading, reading experiences, perception, existential-phenomenological approach.

ÖZET

DOKTORA TEZİ
İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN ETKİN OKUMA DENEYİMLERİYLE İLGİLİ ALGILAMALARI: VAROLUŞÇU – FENOMENOLOJİK BİR YAKLAŞIM
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Okuma lisansüstü eğitimde öğrenciler için en önemli bir olgudur. Okumayla ilgili birçok çalışma öğrenci öğrenimlerini metin bağlamında ele almıştır. Okumanın bireysel bağlamda bir öğrenci için ne anlama geldiğini ve öğrencinin akademik okumaya bireysel olarak nasıl yaklaştığını konu edinen çok az çalışma yapılmıştır. Bu çalışma Türkiye'de Lisansüstü Eğitimde İngilizceyi Yabancı Dil olarak öğrenen öğrencilerin etkin okuma deneyimlerini algılayışlarını ortaya çıkarmayı amaç edinmiştir. Nicel ve nitel olmak üzere iki bölümden oluşmaktadır. Araştırmanın nitel bölümünde, varoluşçu-fenomonolojik bir yöntem kullanılmıştır ve bu çalışmada, adayların deneyimleri bireysel olarak ele alınmıştır. Ayrıca, öğrencilerin akademik okumaya olan yaklaşımları, akademik okumanın öğrenciler için bireysel olarak anlamı ve lisansüstü bir öğrenci olmanın önemi anlatılmıştır.

Bulgular ve sonuçlar Türkiye'deki İngilizceyi Yabancı Dil olarak öğrenen lisansüstü öğrencilerinin akademik okuma yaparken etkin olan hemen hemen bütün deneyimlerin farkında olduklarını fakat bireysel olarak hepsini kullanmadıklarını göstermiştir. Kendilerine bireysel olarak uygun olan deneyimleri kullandıkları da ortaya çıkmıştır. Ayrıca, nitel araştırmanın bulguları nicel araştırmanın bulgularıyla paralellik göstermiş ve bu iki çalışma birbirlerini desteklemiştir. Cinsiyet, yaş ve enstitü farklılıklarının öğrencilerin etkin okuma deneyimlerine olan etkileri incelenmiş ve bulunan önemli farklar ele alınmıştır.

İngilizcenin Yabancı Dil olarak öğretildiği Lisansüstü Eğitimde eğitimcilerin öğrencilerin okuma deneyimlerini artırmalarına ve öğrencilerin konuşma kaygılarını gidermelerine yönelik öneriler yapıldı. Buna ilaveten, öğrencilere farkında oldukları diğer okuma deneyimlerini de kullanmaları tavsiye edildi. Ayrıca, bu çalışma birkaç öneride bulundu: kullanılan anketin başka çalışmalarda uygulanması, varoluşçu-fenomonolojik yaklaşım metodunu kullanan çalışmalar yapılması, öğrencilerin etkin okuma deneyimlerine yönelik algı çalışmaları yapılması, konuşma kaygılarının nitel ve nicel olarak incelenmesi ve öğrencilerin okuma yeterliliklerinin okuma deneyimleri bağlamında değerlendirilmesi.

Anahtar Kelimeler: Lisansüstü, akademik okuma, okuma deneyimleri, algılama, varoluşçu-fenomonolojik yaklaşım.

ABBREVIATIONS

EFL   : English as Foreign Language

ELT   : English Language Teaching

ESL   : English as a Second Language

FL   : Foreign Language

L1   : Native Language

L2   : Second or Foreign Language

SORS : Survey of Reading Strategies

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CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND TO THE STUDY

Reading is a complex information processing skill in which the readers interact with the text in order to create meaningful discourse not just from the words and sentences but also from the ideas, memories and knowledge aroused by those words and sentences (Cziko, Greenleaf, Hurwitz & Schoenbach, 2000).

Three basic definitions of reading skill have driven literacy programs in the United States (Foertsch, 1998). According to the first definition, learning to read means learning to pronounce words. According to the second definition, learning to read means learning to identify words and get their meaning. According to the third definition, learning to read means learning to bring meaning to a text in order to get meaning from it. The definitions of reading are more than just word recognition and mastery of phonemic decoding. Contemporary definitions include - or can be replaced by - the dynamic, reciprocal interactions among reader, text, and the context of the reader's prior literacy schema (Ulmer, Timothy, Bercaw, Gilbert, Holleman & Hunting, 2002). Reading is the process through which the dynamic interaction of the reader's background knowledge, the information inferred by the written language, and the reading situation context are constructing meaning (Dutcher, 1990).

Reading is a lifelong process. Unsurprisingly, people sometimes experience difficulties in understanding the text. In other words, improving pronunciation, practicing grammatical forms, and studying vocabulary do not constitute reading at all because reading involves comprehension. Many definitions of reading comprehension have been suggested. Reading comprehension is commonly defined as "the level of understanding of a writing".

Reading comprehension has been a favourite subject among the researchers. Notions of reading comprehension have considerably changed dramatically over the decades. Theories of learning have shifted during the 20th century. Behavioural perspective dominated the field from the turn of the century to the sixties and seventies, then theories of learning moved to a holistic or interactive approach, which began in the late seventies, and continues to shape our thinking about reading comprehension today. Practitioners of the interactive model view reading as a cognitive, developmental, and

socially constructed task that goes beyond understanding the words on a page. In the past, reading was considered a relatively static activity. Meaning was imbedded in the text, and the reader's job was to understand what was being transmitted via the words on the page. Current research views reading as a more dynamic process in which the reader "constructs" meaning based on information s/he gathers from the text. Successful reading comprehension is a complete grasp of meaning in a text in which dynamic and growing appreciation of interrelationships in the text is required (Yang, 2002). Furthermore, reading comprehension depends on factors such as the levels of readers' proficiency, types of texts and task demands (Anderson, 1991). However, there has been little interest paid to reading comprehension problems.

Given the notions of reading, reading comprehension researchers have also attempted to understand the experience of readers in a foreign language (L2). There are some quotations related to the experience (http://www.quotationspage-.com/subjects/experience). Barry LePatner, a world famous New York Lawyer, quotes that good judgment comes from experience, and experience comes from bad judgment. On the other hand, Oscar Wilde says that experience is the name everyone gives to their mistakes. As understood from the given quotations, it is the very experience that affects people in the selection of strategies.

With regard to the experiences, it has been observed that readers have developed some cognitive and metacognitive strategies as relevant to L2 reading performance. Cognitive strategies are related to the target language and world knowledge of the readers whereas metacognitive strategies are self-management in reading performance (Phakiti, 2003). Metacognitive strategies comprise planning and monitoring strategies. The former one is related to the L2 learners' actions to be taken whereas the latter one is related to the learners' actions for checking, monitoring and evaluation. There are a handful of useful reading strategies that a reader can use to grasp the meaning of the text. Yet, why readers benefit certain strategies is due to the experiences of the readers. Experience is a great phenomenon that influences the readers in choosing reading strategies. As said above, there are many useful reading strategies for the readers in L2 stated by the experts; notwithstanding, it is the learner who decides which strategy to use. S/he knows the best one that fits him. Yet, why s/he chooses that certain strategy is due to the experience s/he had before. Therefore, it is clear that researching a reader's

experience plays a crucial part in understanding reading and reading comprehension process.

This study focuses on reading at graduate level. Reading at graduate level is much more sophisticated as students may encounter a plethora of literary genres. Comprehending these texts is crucial for academic success, yet in an average class, there will be little or no attention paid to the reading process or the strategy training that is so important for the learning tasks. It has been thought that reading strategies used in certain texts can be used in any other texts as well. In fact, this is not the case. Even sometimes it has been thought that reading is a generic skill. There are many materials related to the reading instructions not only in schools but also on radios and TV programmes. Yet, reading is not a generic skill, for generic skill is a kind of thing that, once learned, can be applied to any situation. You may have difficulty with riding it first but when you experience it several times, then you can ride it without any problem. As for reading, students have much more difficulties in reading content texts than fictional narratives (Feathers & Rivers, 2004). Hence, reading cannot be a generic skill, either. Graduate level learners do read for academic purposes, which require some specific strategies.

Therefore, in this study, the effects of experience upon the graduate-level reading in English as a Foreign Language (EFL) will be analyzed.

1.2. STATEMENT OF THE PROBLEM

Education has always been a great problem in societies for ages, and most of the societies handle the education as a social requirement, which ignores the very individual. In fact, today's world is strictly in need of the individual who is able to undertake his own responsibility of education. That means individual is free to make his choice and s/he is not obliged to follow the other's. The problem in education is to determine the proper knowledge not the techniques. According to the existential-phenomenology, there are some skills that cannot be acquired by means of teaching but just individual experience.

EFL learners have difficulties in almost every skill of language learning. Reading is probably the most crucial one. Graduate learners have their own ideas and strategies when they begin their graduate education which are almost impossible to

change. Especially, the advanced skill requirements can cause many problems for the learners who may have difficulties with reading before or who are not able to develop sufficient background skills before post-secondary education (Scherer, 2007 & Conley, 2007). On the other hand, it has been estimated that 25-30 percent of all students in college are underprepared for the demands of higher education (Perin, 2006). It is stated that the higher intensity of reading can be a handicap for academically vulnerable learners (Ediger, 2001).

As said, learners have their own experiences and ideas in reading although they are instructed by the teachers, and there are sufficient instructions in almost everywhere such as books, the internet and so on with regard to successful reading comprehension. Learners draw on all their relevant experiences to handle the new situation and if the new experience resembles the former one, the behaviour is the same but if the new experience is different, then the former experience is unlikely to be helpful (Feathers & Rivers, 2004). As for reading, like others, it is learned in a context. Students learn how to read texts by means of the texts and the instructions they are given. In other words, when learners come across the new materials or when they read for different purposes, they use the previous reading experiences they have learned even though these experiences do not necessarily work with all texts.

As mentioned above, reading is a complex process which the graduate level learners have to deal with. Reading is more than just decoding the words and interpreting the meanings. There are many effects that influence the performance of reader. With regard to this, many studies have been conducted up to now. Most of the studies carried out show that almost all of the readers, not only native but also the foreigners, do have reading experiences. Mokhtari & Sheorey (2002) carried out a research study investigating the metacognitive awareness and perceived reading strategies. They categorized the strategies in three sections: global reading strategies, support strategies and problem solving strategies. The studies investigating reading strategies have dealt with the subject from different aspects: variety of reading strategies, their classifications, distinctions between cognitive and metacognitive processes, problems encountered in reading process, the implementation of these reading strategies by different individuals or good and poor readers. Some of these studies are mentioned in the literature section of this dissertation. Yet, this dissertation

mainly focuses on the readers' perceptions towards reading experience. In other words, this study is on how learners approach to academic reading individually as learning is unique to individual human being.

1.3. AIM OF THE STUDY

The aim of this study is to investigate both qualitatively and quantitatively the graduate-level EFL learners' perceptions towards reading experiences at Atatürk University, Erzurum in order to grasp the pedagogical aspects of reading styles and implications about them.

1.4. RESEARCH QUESTIONS OF THE QUANTITATIVE STUDY

The following research questions are expected to be answered by means of this research:

1. What are the reading experiences of graduate-level EFL learners in academic reading materials?
2. Do these reading experiences vary with regard to the learners' genders, ages and academic disciplines?
3. Which ones of these experiences are of most importance and are of less importance?

1.5. IMPORTANCE OF THE STUDY

Reading process is crucial for graduate level readers in academic education. They are strongly in need of reading much more than before. Researchers have focused on nearly all aspects of reading such as reading comprehension, reading anxiety, reading problems, reading strategies and so on throughout the world. Alsamadani (2009) conducted a research called "The relationship between Saudi EFL college-level students' use of reading strategies and their EFL reading comprehension". Alsamadani (2009) found out that EFL learners in Saudi Arabia used more planning strategies than attending strategies and evaluating strategies. Alsamadani (2009) also pointed out that the environment affected the learners' reading comprehension, but there was no significant relationship between the learners' comprehension level and their use of reading strategies. Reading in academic education is regarded as the most needed skill for EFL learners as their inability to read L2 texts may impede academic and

professional development of those whose academic programs require information from the target language (Alderson, 1984). So, it is important for graduate EFL programs in Turkey to design reading courses for their students to improve their reading ability. Yet, in Turkey, there is a gap in this area. This study aims to fill in this gap.

Experience is of much significance because it is directly related to the individual own self. S/he is assessed within her/his own progress since learning is unique to individual, and so is experience. S/he has her/his own experiences related to the target item. For instance, in many proficiency-reading tests, readers are assessed with regard to the given values, which means that the learner's own improvement is not taken into account. The most crucial significance of the study is that it is related to the life experiences of the participants. This study focuses on the realities that what reading means to a learner individually and how students approach to academic reading individually. As it can be understood from the participants' experiences for dealing with the reading materials, perhaps some fundamental things may be learned about the art of understanding of the reading experiences each learner has. This study reviews historical background of predominant learning theories in Reading Education. In the theory section, the existential phenomenology has also been explained with its historical background and case studies.

This study is important because it involves both quantitative and qualitative researches in order to have reliable results. In the qualitative section of this study, a new approach, existential phenomenological approach, was used. There is almost no study related to existential phenomenology in academic reading although there are several existential phenomenological studies in medical areas such as psychology and nor is tere in Turkey. We intend to perform in order to fulfil this gap in literature, a qualitative research. In the theory section, initially existentialism and phenomenology are handled separately with their followers. Secondly, the existential-phenomenology is treated as an interdisciplinary area. The relation between existentialism, phenomenology and existential phenomenology is explained in detail. This study is intended to make implications about the differences between learners' approaches to the target items. It is a cross sectional research at graduate level. The genders and the academic fields of the participants were taken into account while evaluating the reading experiences.

The other gratitude of this study is to show the general types of reading experiences that EFL Graduate Level learners have when confronting academic texts. This study will help the EFL Graduate Level learners succeed in their academic and professional futures. Furthermore, this study intends to make the EFL Graduate Level learners notice and gain different reading experiences.

In conclusion, after analysing the data, the results of this study are evaluated to see whether they provide the followings:

1. To provide a baseline for more comprehensive evaluations of reading experiences of the learners at graduate level in English. With regard to this information, programs can be improved to address the needs of the individuals. Following these implementation processes, learners can be evaluated with surveys again to see whether there have occurred any changes or not.

2. To provide educators with insights into regarding how different groups of learners perceive effective reading experiences and how they approach to academic reading individually.

3. To lead to further researches of the relationship among readers' experiences, knowledge and other skills of English language.

4. To help Turkish graduate-level EFL learners in their academic education to gain different reading experiences.

1.6. SCOPE OF THE STUDY

This study comprises two researches: quantitative and qualitative. It is stated that the quantitative and the qualitative research share common grounds and they both focus on the reliability and study designs, and their approaches are similar (Glassford, 1987., Pickett & Burrill, 1994). In this study, the subjects and the contexts of the study, data collection instruments, the methods and techniques used in both the collection and analyses of the data are introduced. Firstly, the subjects and contexts; secondly, the materials used in data collection process; thirdly, data collection; and finally, data analysis procedures of the dissertation will be described.

The instrument for the quantitative data was the Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002), which was modified by the researcher. The purpose of this instrument is to collect data about the reading experiences EFL learners perceived as more effective and their approaches when they read academic materials in English. This survey is intended to find out the type and frequency of reading experiences and also to find out whether these vary with regard to gender, age and institute. It investigates 37 items, each of which uses 5 degree-scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

As for the qualitative data instrument, the existential phenomenological approach was used. It consisted of four steps: Problem and Question Formulation, Data-Generating Situation, Data Analysis and Presentation of Results (von Eckartsberg, 1998. p. 22-23). These four steps will be explained in detail in the related chapter. With regard to this approach, semi-structured interviews along with seven questions were used. During the data collection process, some necessary spontaneous questions also occurred in the flow of the interview.

The participants were all from the School of Foreign Languages, at Atatürk University in Erzurum, Turkey. Atatürk University including 16 faculties, 5 high schools, 8 vocational high schools, 6 academic disciplines and 15 research centres. It had 33.544 students for the 2008-2009 academic year. The School of Foreign Languages had 659 students for the same year. The education period lasts for one year. The participants of this study were of graduate learners of English. They were from three different academic disciplines: Natural and Applied Sciences, Social Sciences and

Health Sciences. In addition, the consents (Appendix 1, 4 and 5) for both researches were taken before the application.

1.7. DEFINITIONS OF THE TERMS

This study investigates the perceptions of the participants towards reading experiences in academic materials in English as a foreign language (EFL). Thus, this section includes the most recurrent terms in the study which are academic reading, EFL, professional reading, reading, reading comprehension, reading experience and existential phenomenological approach.

Academic Reading: Sengupta (2002) described academic reading as "complex, multi-level and different from other kinds of reading and as purposeful and critical reading of a range of lengthy academic texts for completing the study of specific major subject areas".

EFL: EFL is an acronym used for English as a Foreign Language which refers to learning or teaching English in non-English countries. In this study, the setting is Turkey. In Turkey, English is neither the daily language nor the official language. Hence, English is a foreign language learned by the participants.

Existential Phenomenological Approach: It dates back to Martin Heidegger's *Sein und Zeit (1923),* whose main concept is to use an analysis of human being as a basis to a fundamental ontology. This tendency mostly deals with conflict, desire, finitude, oppression, and death. In other words, it focuses on the experiences of the human beings.

Professional Reading: Using some sort of reading experiences or stratgies while trying to grasp the meaning of the text via interaction of complex cognitive, metacognitive and social processes.

Reading: Reading is regarded as one of the most crucial skills of any language both in daily and academic life. Reading is referred to, in this study, understanding the text via interaction of complex cognitive, metacognitive and social processes.

Reading Comprehension: It is the level of understanding of writing, or decoding the symbols for grasping the meaning of the text.

Reading Experience: Reading experience is the notion that each learner has in order to achieve desired objectives in reading. Reading experience is unique to the individual.

Survey of Reading Strategies (SORS): The instrument was originally developed by Mokhtari & Sheorey (2002). SORS is intended to measure adolescent and adult English as a Second Language (ESL) students' metacognitive awareness and perceived use of reading strategies.

CHAPTER TWO
LITERATURE REVIEW

Reading dates back to the invention of writing in Mesopotamia during the 4th millennium BC. Throughout the history, humans have developed written symbols to present their spoken words. Sumerian logographs during 4000 BC were just pictures of activities and objects. Aristotle indicated the relationship between spoken language and written language as: "Spoken words are the symbols of mental experience, and written words are the symbols of spoken words." Speech is a natural and biological form of human beings over 6000 million years whereas reading is an invention synchronized with the invention of writing.

Reading research and theory are becoming increasingly sophisticated. The earliest experimental study of reading was carried out by Anisson, the director of the French National Printing Office at the end of the 18th century (Venezky, 1975). The initial object of the experiment was to find out the most readable method. Experts were given two specimens written in two different types of styles: one in a modern Roman style (Didot), the other one in a late Renaissance style (Garmond). It was found out that the Garmond type was more readable. Systematic study of human reading behavior synchronized with the experimental study of human psychology: Wundt's laboratory in Leipzig in the late 1870's (Venezky, 1975). This study focused on sensation, perception, and reaction of the learners. The last one of these, reaction experiment, led to a focus on reading: Eye movements and oral responses to given items in order to see the speeds of various mental events.

Contemporary reading research has turned from basic process to teaching and testing. It is a mixture of influences from different areas such as cognitive psychology, linguistics, anthropology, computer science, social psychology, learning theory, educational practice and so on (Pearson, 2002, p.39). These influences may range from the most abstract to applied situations. It is stated that current research in reading has at least two definable thrusts (Pearson, 2002): The first one is the attempt to grasp the basic nature of reading processes and the second one is the increasingly intense search for better methods of teaching for the goal of improving education. There are four common goals of reading research (Pearson, 2002, p.45): First, research to generate a theory of reading, second, research to generate a model of reading, third, research to

collect data to generate a theory of reading and the fourth one, research to make instructional decisions.

Written texts are now important for the humans to access information. "There is nothing outside the text." a pronouncement by Jacques Derrida (1930-2004), a French philosopher, shows the importance of written text. According to this pronouncement, humans perceive the world through the texts but each text means different things to each person. There are many reasons why human beings feel need to read. For example, people read for some specific purposes such as pleasure, academic, information and so on. For instance, people who read for pleasure use books or newspapers. They follow the latest books and novels. As for the academic purpose, academicians have to follow the update articles or books as regards their topics. People reach the information through the texts. They read newspapers, books and they sometimes use the internet

This study focuses on the EFL learners' experiences towards effective reading with an existential phenomenological approach. Academic reading is different from other reading processes, in that it requires specific techniques such as highlighting, paraphrasing and so on. Most researches are still given in journals and book chapters. Academicians should follow these journals and books day by day. There is no other way to reach the researches performed in the world. Learners apply some strategies that they have experienced while reading and they improve themselves and use different strategies when they experience different things. It is their experience that leads them to use the strategies, and the strategies applied vary from learner to learner. In other words, the learners should be evaluated one by one. Therefore, the existential phenomenological approach was performed to see the differences among the learners.

This chapter reviews an overall theoretical framework of two major phenomena: reading and existential-phenomenology. Nine different predominant theories in reading education, their attributes, effective reading techniques and educational studies of learners' experiences towards effective reading will be examined with some basic issues to grasp the progression of learning theories applied throughout the centuries to assist learners and instructors to overcome difficulties with reading. Literature on existential phenomenology will be reviewed to display this approach and its importance in a research. The reviews of these theories and the approach lead to the proposal for the studies outlined subsequently in the thesis.

2.1. THE REASON WHY EXPERIENCE IS USED IN THIS STUDY

Learning possesses human value or meaning only if human being engages in it existentially (Colaizzi, 1978a). Postman & Egan (1949, as cited in Colaizzi 1978a, p. 120) stated that "Learning is defined and measured as progressive improvement in performance as a result of practice". This shows that learning theory is derived from performance data. Due to the freedom by inferential reasoning and diverse types of performance data investigated, the psychology of learning is characterized by many theories which allow the fact that a single type of performance data is available to some theoretical explanations (Colaizzi, 1978a). Learning is sometimes a slow process and sometimes the vice-versa. Hence, there is a real problem for experiment. It will be better to describe the genuine learning of the individual own self first. Colaizzi (1978a) defined the structure of genuine learning as:

> " ...that activity whereby the learner extracts from material his learned-content, which is a meaning-idea of which he had no previous knowledge and which he posits as true" (p. 125)

Colaizzi (1978a) also stated that traditional learning experiments do not investigate genuine learning as it is not an easy task that can be evaluated in laboratories. Yet, this is not the case. In fact, genuine learning, as mentioned above, is an individual concept, and it is difficult to evaluate all the learners within a same test or so on. In other words, learning is something related to the individual learner and should be evaluated with regard to the individual.

Some people say that experience does not exist. They argue that s/he has experience but inside him/her. Yet, this is not the case. Colaizzi (1978b) described experience as:

> "(a) objectively real for myself and others, (b) not an internal state but a mode of presence to the world, (c) a mode of world presence that is existentially significant, and (d) as existentially significant, it is a legitimate and necessary content for understanding human psychology" (p. 52).

As seen above, experience is real and unique to the individual and is not an internal situation; on the contrary, it is a mode of presence to the world. Each learner has his/her own experience. Thus, experience is existentially significant and a necessary

content for understanding human psychology. In other words, experience is very crucial for every individual as s/he approaches the target item from his/her own experience of perspective.

As for the perception, Merleau-Ponty (1962) described perception as the form of consciousness. Perception is a conscious event; hence, if there is a perception towards something, it means that s/he has learned consciously and there is an authentic learning or genuine learning. In other words, in order to say that something is genuine learning, there must be perception by the individual own self, and this perception can be evaluated through the existential individual's approaches and experiences with regard to the target task.

The reason why the term 'experience' was preferred to the term 'strategy' is that there are several, sometimes even many strategies for any task but not all of them are available to each individual. Some certain strategies do not make any sense to some whereas they make sense to the others. Strategies are very crucial and beneficial in any case but it does not mean that if a person uses that sort of strategy, s/he will succeed. On the other hand, experience is the thing which shows the way by which each person approaches to the target task. People approach situations in different ways. Each person's approach will show how s/he perceives the target task. In other words, individual's experiences could be flexible depending on her/his perception of the particular task.

On the other hand, as this is an existential phenomenological study, it highlights the individual's experience. This study aims to describe how each student approaches the reading or what reading means to him or her and to show what it means to be learner engaged in academic reading and to reveal existential dimension of reading. The focus is on the relationship between learner's approaches to reading and different assumptions, expectations and purposes. This study also focuses on reading experiences and tries to reveal the complexity of the picture of reading at graduate level. Each student will be evaluated one by one since learning is unique to individual human beign, for each human being has different types of learning styles. Even in Turkey, in some education units, Teaching Methods for Specific Learner has just started to be applied. In such educational units, Individual Learning Style Tests are applied before the teaching

and learning processes start in order to find out the way s/he learns. Student who knows his/her individual learning style better performs better.

In conclusion, the term 'experience' is preferred instead of the term 'strategy' since the main attention will be paid to each learner and his/her experiences individually with an existential-phenomenological point of view.

2.2. READING

It is usually considered that reading as a simple process and see it just reading the words in linear fashion and accept their meaning one at a time. In fact, it is more than this. In order to have a better understanding of how much complex the reading is, it will be useful, if not essential, to see what some experts have said about the reading. It was stated that (Gee, 1996):

> *Literacy practices are almost always fully integrated with, interwoven into, constituted as part of, the very texture of wider practices that involve talk, interaction, values, and beliefs* (p. 41).

Another expert argued that (Harris, 2005):

> *Reading "...leads to recognizing 'the message' not as something given in advance - or given at all - but as something created by interaction between writers and readers as participants in a particular communication situation* (p. 214).

One of the earliest definitions of comprehension of process was made by Thorndike (1917) by using the thought process employed in mathematics:

> Understanding a paragraph is like solving a problem in mathematics. It consists in selecting elements of the situation and putting them together in the light relations, and also with the right amount of weight or influence or force for each...all under the influence of the right mental set or purpose or demand" (p. 431).

As it can be understood, reading is not just reading words, it is a complex process involving varieties of skills coming together. What might be the characteristics of a reader? It is stated that proficient readers are those who are aware of the purpose for reading and approach the reading with that purpose in their minds and they use variety of strategies that have attested useful for them in the past when reading similar texts for similar purposes, which puts the importance of the experience forward (Irvin, 1990). Reading is also a complex process in that being a good reader also requires vocabulary usage strategy (Irvin, 1990). They are well aware of when unknown words may affect their purpose for reading and when they may not. In such a situation, good readers have

some strategies to decipher the meaning of the words by means of the whole text. They try to guess the meaning from the text by using their prior knowledge and experiences. Proficient readers make predictions which are made available by their prior knowledge and experiences (Irvin, 1990).

Reading in L2 is a dynamic and interactive process in which learners make use of L1 related knowledge and real-world knowledge as well as their own personal purposes and goals, to arrive at an understanding of written material (Aebersold & Field, 1997: ix). On the other hand, reading comprehension is "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (RAND Reading Study Group, 2002, p. 11).

Reading is described as having three stages: logographic, alphabetic and orthographic. In the logographic stage, readers apply non-phonemic visual, contextual or graphic cues to read words (Frith, 1985). Logographic readers associate the words with colour or shape (Bryne, 1992 & Ehri, 1994). They are not aware of grapheme-phoneme correspondence.

In the alphabetic stage, readers are aware of grapheme-phoneme relations. In other words, they make correspondence between the spelling and pronunciations of words. Alphabetic stage learners are those who are able to use phonological knowledge (Ehri, 1994). The last stage, orthographic stage, grows thanks to the sound understanding of the alphabetic principle and understanding of the grapheme-phoneme correspondence. An orthographic knowledge of a reader grows when s/he starts to decode words comprising of the same patterns.

In Wikipedia, the free encyclopaedia in the Internet, reading comprehension is defined as the level of understanding of a writing. Regardless of which ethnic groups and socio-economic levels are the readers, as reading failure is experienced by many people, it is more than poverty, migration or first language interference (Lyon, 1997). Some researchers have studied the reading difficulties which stem from the deficits in phonemic awareness, poor decoding skills or word recognition problems (Adams, 1990, Bryne, 1992 & Ehri, 1994). Another reason for which the readers experience difficulties in reading comprehension is poor word recognition or an inability to decode (Kingham, 2003). The general belief is that poor oral reading fluency is the primary cause of reading

comprehension failure (Kingham, 2003). Notwithstanding, there were others who fail to comprehend in spite of being able to read accurately and fluently (Kingham, 2003).

According to Snow, Burns & Griffin (1998), in order to prevent reading difficulties, every child ought to take high quality balanced reading instruction at elementary levels. Torgesen (2002) carried out a research to provide practical advice about methods to prevent reading failure that is grounded in the new knowledge. Reading comprehension counts on readers' experiences, knowledge of language and syntactic structure and the redundancy of the text (Lipson, Mosenthal, & Mekkelsen, 1999). Hence, reading comprehension is a complex and difficult task which requires grasping the normal process and background before focusing on reading comprehension failure.

Reading has never been away from humans' lives due to the many reasons, some of which were stated above. It has always drawn researchers and language researchers' noteworthy attention since the advent of the alphabet. In today's information age, it is of crucial importance to make reading owing to the increasing globalization and need to gain information. Below, some major issues related to L2 reading and reading instructions will be explained.

2.2.1. Reading Education

Despite the many theories, some of which date back to ancient time, "yet no theories exist which sufficiently describe and explain how people accomplish the complete task of reading real-world texts" (Moorman & Ram, 1994, p. 646). Most of the researches have been carried out over the last three decades have altered our view of reading as a sole process of decoding (Ball & Blachman, 1991). In the last few years, the phonological awareness and decoding skills of readers with reading disabilities have been identified as serious. In an attempt to improve comprehension, several theories have occurred to influence understanding of the teaching reading comprehension: schema theory, reader-response theory, and direct instruction. Brief descriptions of these theories will provide the background knowledge for interpreting the instructional practices related to teaching reading comprehension.

Schema theory (Anderson & Pearson, 1984) suggests that the amount of our knowledge about a topic influences how much we can learn by reading the target

passage. In other words, our knowledge and experiences related to key ideas of the target text influence what we learn and recall about the text. The more the reader knows and learns about the topic, the easier s/he understands the latter passages on that topic. As for the reader-response theory (Beach, 1993), learners' experiences and interpretations of these experiences are put into initial point. The understanding of the reader is related to his/her experiences. Hence, readers' learning and their responses to texts are individualistic. The third one, direct instruction approach is associated with improved outcomes in reading comprehension for students with learning disabilities (Darch & Kameenui, 1987). This approach is more explicit and systematic. For instance, since the text is composed of words and word meanings are related to understanding, it is required from the instructions or teachers to indentify key words in a passage and to give their meaning before the reading.

However, despite these recent reading theories, the reading education dates back to ancient times. Thus, it will be useful to give a brief picture of these theories (Tracey, 2006) from ancient times onwards.

2.2.1.1. Predominant Learning Theories in Reading Education

There are many learning theories in reading education but the dominant ones will be explained in this chapter. These theories are named as Mental Discipline Theory, Associationism, Unfoldment Theory, and Structuralism. Some sub-theories will also be mentioned here.

2.2.1.2. Mental Discipline Theory

Mental Discipline Theory was one of the first crucial historical theories. It dates back to the writings of the ancient philosophers like Plato and Aristotle. Despite the fact that many philosophers in ancient Greece tried to understand the universe, they were Plato and Aristotle who first tried to explain the universe by means of relational items (Gutek, 1972). Aristotle enlarged the theory of mind developed by Plato. They compared the mind to a muscle. A muscle needs to be practiced at regular intervals in order to function well and become strong, which has an important role for the sportsmen. They have to exercise regularly so as to function well and become strong. According to Plato and Aristotle, like muscle, mind also needs to be practiced regularly in order to function well, and become strong, which can be regarded as the earliest definition of Mental Discipline Theory. This theory is summarized as (Bigge & Shermis, 1992:

> "The central idea in mental discipline is that the mind, envisioned as a nonphysical substance, lies dormant until it is exercised. Faculties of the mind such as memory, will, reason, and perseverance are the "muscles of the mind"; like physiological muscles, they are strengthened only through exercise, and subsequent to their adequate exercise they operate automatically. Thus, learning is a matter of strengthening, or disciplining, the faculties of the mind, which combine to produce intelligent behaviour. (p. 21)"

This theory has been widely accepted and used by most of the educators since ancient times. Educators and learners are of the opinion that learners' minds need to be exercised and strengthened in order to develop like muscles. Philosophy has also dealt with the subject that learning occurs.

2.2.1.3. Associationism

Associatinism is the second educational and psychological theory, which can also be traced back to ancient times, and it deals with the subject how learning occurs. Again the earliest philosopher of this theory was Aristotle. There are three kinds of associations with regard to this theory identified by Aristotle: contiguity, similarity and contrast (Tracey, 2006).

Contiguity is related to things that occur together in space or time. These things can become associated with each other in mind. For instance, student, teacher, class,

blackboard, director, school, oral exam, written exam and so on are the things that are associated with each other. These are very common at school. We can say that when we think of an item, we can remember other things that are related to the items we have in our mind. In other words, we think what the new item reminds us of. Similarity is the second type of association. Here people can easily remember the things that have common properties. For instance, if one has difficulty in remembering the names of family names, he can organize them: female ones and male ones. In other words, he can categorize them according to their characteristics. The third type of association is contrast. Learners learn the items with their contrasts: long with short, beautiful with ugly, strong with weak and so on. These associations are interwoven, so people sometimes could use all these three types at the same time.

John Locke (1632-1704) was one of the most associationists (Tracey, 2006). He challenged the idea that humans are born with the knowledge. His theory of learning was Tabula Rasa – "Black Tablet" Theory. What brings to this Black Tablet is the experience. People are born without any knowledge. According to this theory, all kinds of learning occur as a consequence of his / her interactions with the environment. To Locke, there are two kinds of experience: internal and external experience. In external experience, human beings experience the external world by means of his five sense organs. Here the human brain is totally a receiver and in a passive manner. On the other hand, human beings experience what goes on in his mind. According to him, all the ideas in human mind stem from either the first one or the second one. Unlike Aristotle, John Lock focused on the importance of external factors in learning more (Tracey, 2006). However, they both dealt with the knowledge on the grounds that the crucial issue was the way by which knowledge is constructed. Today most of the books, especially the vocabulary ones, are prepared with regard to associationism, which proves that a 2000 year-old- theory is still applicable.

2.2.1.4. Unfoldment Theory

From the 18th century onwards, some theorists have argued that learning occurs through a natural unfolding of the mind, which put the individual curiosity and interest into the initial point and J. J. Rousseau (1712-1778) was one of the earliest theorists who studied this theory (Tracey, 2006). According to this theory, educators should

follow children's leads with regard to learning. As he clearly showed in his prominent novel *Emile,* if a child is forced to learn something that does not interest him, he will not learn sufficiently. In his novel, a child away from the society is left to follow his own instincts and curiosity. The novel, *Emile,* consists of two parts. In the first part, Emile is a child living in a rural area and is breastfed. In the second part of the novel, Emile, who becomes an orphan child, is now given to a teacher who is regarded as a social representative and a social leader. In this part, he is let free in nature. Emile is to follow the nature in order to survive. In other words, J. J. Rousseau put the nature into the initial point, that is, children learn by means of play.

Tracey (2006) states that Pestalozzi (1746-1827) was influenced by Rousseau and he added the importance of informal instruction from adults. Furthermore, he built a school to implement his theory. In this school, everything designed for the needs of students and teachers was provided with necessary instructions. To Pestalozzi, children need formal instructions from the adults. He argued that it is not the nature that gives the social morality, intellectual information and good behaviours to human beings. According to him, the child takes instructions from his parents and teachers. Froebel (1782-1852) developed Pestalozzi's theory after his death and added the importance of play in children's learning (Tracey, 2006).

2.2.1.5. Structuralism

Structuralism is regarded to be the first major school in psychology. Structuralism was introduced to linguistics by Ferdinand de Saussure (1857–1913). It is an approach to analyze a specific field as a complex system of interrelated parts. This theory was soon applied to nearly all other fields, and became popular in the second quarter of the twentieth century. This theory focused on the structure of mind through perception. Early scientific studies of research by Wilhelm Wundt dates back to the late 1870s. He dealt with the reading process such as letters and word recognition and so on. Raphael (1996, as cited in Tracey, D. 2006, p. 23-24) summarized the structuralism as:

> From the late 1800s through the early 1900s, psychologists focused on
> reading as a perceptual process, primarily measuring perception of print
> (i.e., single letters, words) through reaction time studies, or focused on
> areas such as eye– voice span, speed of reading, and lip movements
> during silent reading (see Venezky, 1984, for a review of this research).
> Within these lines of research, virtually no attention was paid to whether

> or not the readers had comprehended the text— either because connected text was not used or because meaning construction was beyond the purview of the study. Thus, despite research reflecting what Venezky termed "the golden years" (1984, p. 7), in hindsight, psychology had little to say about the complex processes of literacy that must be understood to influence the development of literate youngsters through formal education. . . . (p. 553)

According to this theory, someone's problem may derive from the factors that are related to the quality of print. This theory suggests that a learner's reading problem may derive from the factors related to print perception changing the size of the print and the type and colour of the font in the text may facilitate learner's reading.

2.2.1.6. Behaviourism

Behaviourism focused on the observable changes. There are three types of theories with regard to this theory: Classical Conditioning Theory, Connectionism and Operant Conditioning Theory (Tracey, 2006).

Classical Conditioning Theory is famous for Pavlov's dogs. Dogs begin to salivate when they hear the bell because they are always given the food after the bell. So, they associate the bell with the food. For instance, three years ago, I had five or six keys that were attached to my trousers, and the classes were at the ground floor of the Social Institute. I usually went down the stairs fast and my students got used to the sound of keys and they said that we could understand that you were coming as Pavlov's dogs in a humorous way. So, they could associate the sound of keys with me.

According to connectionism by Edward Thorndike, if stimuli occur after behaviour, it means that it has influence on future behaviours. Connectionism comprised four laws (Tracey, 2006):

1. The law of effect: If satisfying events follow behaviours, they are probably repeated and vice versa. For example, if a parent gives presents for the success of his child, this success is likely to repeat.

2. The Law of Readiness: According to this law, task should follow an order from the easiest ones to the most difficult ones. In other words, easiest aspects of any task should be given first, and then the difficult ones should come. For instance, a primary school child who is learning the four basic arithmetic operations should start the process with the addition, and subtraction. Then multiplication and division come.

Anyone can do simple additions and subtractions by dint of help. For example, 2+2=4 (two plus two is equal to four) can be done by means of hand, and this operation can also be done in mind. The child adds two. In fact, multiplication and division require more than this: 3*3=9 (three times three is equal to nine). Here the learner can do addition in a different way. He should add three to three and then once more. It is a bit difficult process.

3. The Law of Identical Elements: Here the transfer of identical elements from situation to another one is the main point. According to this theory, the mind consists of some powers such as reasoning, attention, judgment, and the memory.

4. The Law of Exercise: It means that the more you exercise, the easier you learn. It reminds of the Mental Discipline Theory. Mind needs exercising to improve.

Operant Conditioning Theory by Skinner extended the behavioural approach by dint of focusing on the relationships between behaviour and its consequences (Tracey, 2006). In other words, it deals with the use of reinforcement and punishment. According to this theory, the antecedents of the new behaviour involve the consequences of the previous behaviour. It can be shown as in figure 2.1.
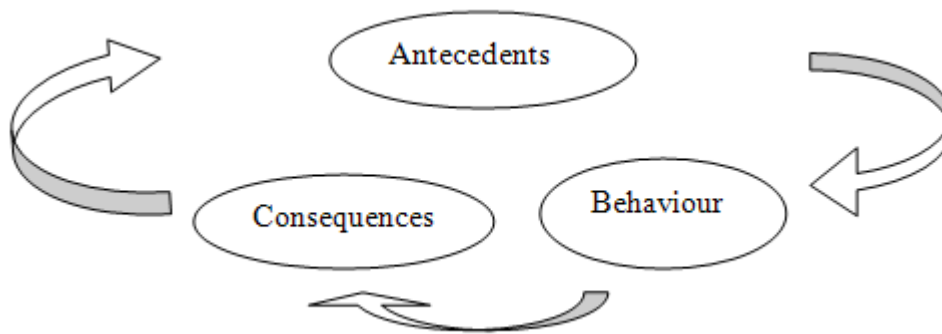
Figure 2. 1 Operant Conditioning Theory

Theories of Behaviourism dominated the American education system from 1900 to 1950. All the same, it still has some applications.

2.2.1.7. Constructivism and Reading

This theory focuses on the magnitude of active construction of knowledge by individuals (Woolfolk, 1998). In short, the desired learning occurs when the learners

integrate the knowledge with the former one and of course when s/he participates actively in the learning process.

John Dewey, one of the first American constructivists, stressed the importance of anything that has influences in learning process such as learner himself, environment, teacher and so on (Tracey, 2006). Everything influences the learning process. So, we cannot distinguish one from the others. All these factors are interwoven.

Another Constructivist Theory is Schema Theory by Anderson and Pearson (1984). According this theory, the readers should have adequate background knowledge that he can use when reading the tests. This theory deals with different types of schemas such as content schema and cultural schema, namely the effects of content and culture on learning process. However, this theory is strictly criticized due to its deficiency to assess reading skills. This theory ignores the effect of motivation and the possible reflective thoughts of the people who prepare reading tests.

According to another constructivist theory, Psycholinguistic Theory (Goodman 1967), reading is a primarily learning process in which learners rely on cueing systems such as syntactic system (grammar structure and syntax of language), semantic systems (meaning of the words and sentences).

2.2.1.8. Developmental Theories

Developmental Theorist Piaget (1969) created Cognitive Development Theory. He put the maturity in the centre of learning. The more the child grows, the easier he can acquire the difficult tasks. Maturation Theory, on the other hand, suggested that the learning process should be waited until the child grows into a developmentally old stage. For instance, the primary school learners start with the alphabet, words and then simple sentences. The words are daily used ones. The sentences are simple. Complex sentences are taught in the second class, and nowadays many reading books are published in accordance with this understanding.

The final developmental theory is Family Literacy Theory (Tracey, 1995). This theory emphasized the importance of parents in learning process. The richer the environment is, the more the learning is. Family should provide their child with a literacy-rich environment so that their child can become familiar with school tasks.

2.2.1.9. Social Learning Theories

These theories focus on the importance of social influences and social interactions in field (Tracey, 2006). The first social learning perspective was Sociolinguistic Theory. It stresses the role of learner's language in reading. On the other hand, socio-Cultural Theory (Bronfenbrenner, 1979, as cited in Tracey, 2006) focuses on the roles of society, culture and history in learning. According to Social Constructivism (Vygotsky, 1978), learners' development of knowledge is due to their interactions with others. Bandura (1969, as cited in Tracey, 2006) developed Social Learning Theory. According to this theory, people learn more from their observations of others rather than their experiences.

2.2.1.10. Cognitive Processing Perspectives

In the second half of the 20th century, there was a tendency from the study of observable thoughts to unobservable ones and they tried to study the knowledge in mind, and the storage of the data in mind. Holmes's (1953, as cited in Tracey, 2006) theory of Substrata-Factor was the first to put the specific application of cognitive approach into reading. It has variables and sub-variables. According to him, sub-variables and variables are correlated with each other. He stated sub-variables in the category of variables as individual factors such as eye movements, fine motor skills.

As for Rauding Theory (Carver, 1977), the texts level should be available to the learners. If it is more difficult than the learner's knowledge or above the maturity of the learner, it is likely that the learner has difficulty with understanding this text.

Interactive Model (Rumelhart, 1977) is a kind of interactive theory. For instance, it is better to evaluate the learner's reading with regard to the processing rather than one by one such as syntax, semantics and vocabulary. Stanovich's (1980) widened Rumelhart's model and renamed it as Interactive-Compensatory Model. According to this model, if there is something with one processor, then the others compensate for it. For instance, if the learner has difficulty with the meaning of the words, then he should try to guess the meaning of those from the text.

Construction-Integration Model (Kintsch, 1994) comprised of three levels: linguistic, conceptual and situational. Linguistic level deals with the word meaning,

conceptual level deals with the sentence meaning and the last situational one is about the message integrated to the text.

Parallel Distributed Processing Model (Rumelhart & McClelland, 1986) suggested that successful reading is related to the reader's abilities in four areas: automatic letter recognition, accurate phonemic processing, strong vocabulary knowledge, and the ability to construct meaningful messages during reading. In contrast to this model, the Dual-Route Cascaded Model (Coltheart, Curtis, Atkins & Haller, 1993) focused on the known and unknown words.

The Double-Deficit Hypothesis (Wolf & Bowers, 1999) deals with the reading disabilities. This hypothesis classifies the disabilities of reading into three categories for the children who have phonological deficits, children who have speeding problem and children who have both deficits at the same time. So, in order to cope up with the reading problems steming from these problems, something should be done immediately to overcome, at least to decrease the deficiency.

The last and the recent theoretical model is neuroscience that examines the functions of the brain (Tracey, 2006). The role of the brain in any learning process is of the most crucial importance in any learning. For instance, neurolinguistics is one of the recent sub-branches which investigate the connection between language and brain in terms of where various aspects of language are localized in the brain.

2.2.1.11. Conclusion

In this section, a short and semi historical background of the major perspectives such as models and theories are given. Most of the theories stated here are based on the work of Tracey (2006): "Lenses on Reading". Each learner uses at least one of these theories, but some use several of them. As mentioned above, though some of these theories date back to ancient times, they are still applicable in reading classes nowadays. There is no exact theory that can identify the learning process totally. Each has focused on one aspect of the reading process. Moreover, some certain theories such as behaviourism which claims that language is a habit and so is learnt like other habits, cognition which holds the fundamental view that language learning should be viewed within the perspective of human's cognitive and intellectual development, socialization which claims that learning is not enough by exposing or listening to the target language

output but the available input should be practiced in a social setting and so on (Tracey, 2006).

2.3. EFFECTIVE READING

It is not a secret anymore: Some learners may have difficulty in learning to read. Manroe (1932, as cited in Schumm, 2006) stated that there is no one reason for this. This statement is, of course, valid today. There is no one cause of learning difficulty in reading. Some learners may have psychical problems, whereas others may have cognitive or language disorders. Others may have language or cultural differences and some may experience home situations that are not proper for learning. On the other hand, the most crucial reason may be due to teaching deficiency. However, there are numerous causes for learners' difficulties (Schumm, 2006).

Schumm (2006) stated that "according to the 1992 National Adult Literacy Survey (http://nces.ed.gov/naal/), low literacy skills can have dire consequences, including increased changes for incarceration, likelihood of unemployment, and lower potential for higher wages (p. 4)". Thus, in order to overcome these possible troubles which may stem from lack of efficient literacy, people should learn how to read and how to write well. In other words, they should be effective readers and writers.

Irvin (1990) sets some characteristics of being an effective reader in comparison with the ineffective one (See in figure 2.2.). Irvin (1990) divides the strategies of the readers into three groups: before reading, during reading and after reading. In fact, reading process has three stages: Before, during and after. In the first stage, the reader makes preparations for the reading. S/he uses her/his background knowledge as regard the target topic. Above all, effective reader has a purpose in mind. S/he never reads aimlessly. In the next stage, the reader focuses on the text, and tries to do best in order to grasp the meaning of the text. S/he adjusts reading speed according to the level of the passage and is able to match her/his reading strategies. In the last stage, so–called after reading, effective reader assesses her/his comprehension of the passage, summarizes the major ideas, asks questions and, the most crucial one, decides whether s/he has achieved his/her goal for reading.

As for the ineffective readers, they lack either all or some of these strategies. They just think of the reading as decoding one word at a time and they read without any

purpose in mind. Additionally,while they are reading, they do not pay any attention to what they are reading and do not monitor their own comprehension. When it comes to the last, after reading stage, they do not know what they have read and do not make any self-check of their comprehension.

Proficient Readers (Good Readers)	Ineffective Readers (Poor Readers)
Before Reading	
• Build up their background knowledge on the subject before they begin to read. • Know their purpose for reading. • Focus their complete attention on reading	• Start reading without thinking about the subject • Do not know why they are reading.
During Reading	
• Give their complete attention to the reading task. • Keep a constant check on their own understanding. • Monitor their reading comprehension and do it so often it becomes automatic. • Stop only to use a fix-up strategy when they do not understand.	• Do not know whether they understand or do not understand. • Do not monitor their own comprehension. • Seldom use any of the fix-up strategies.
After Reading	
• Decide if they have achieved their goal for reading. • Evaluate comprehension of what was read. • Summarize the major ideas. • Seek additional information from outside sources.	• Do not know what they have read. • Do not follow reading with comprehension self-check.

Figure 2. 2 Characteristics of Proficient Readers (Irvin, 1990, p. 29)

In conclusion, being a proficient reader is necessary, if not crucial, in this information age, and people should use some techniques both in reading and writing in order to make best of their time; otherwise, they cannot keep up with the rapidly changing world. Within this context, readers' experiences affect their preference of which strategy to use and what to do when they come across a familiar topic or an

unfamiliar topic. The strategies used by the effective readers help them to consider their background knowledge on the topic they are reading, summarize key ideas and self-question while reading (Klingner, Vaughn & Boardman, 2007).

2.4. EDUCATIONAL STUDIES ABOUT STUDENTS' EXPERIENCES TOWARDS READING EXPERIENCES

Reading has been one of the most important issues for ages. Human beings feel obliged to read for many purposes such as religion, academic, communication, pleasure and so on. Reading has been the subject of many philosophers and thinkers since the Greek times as mentioned above. A short and semi-historical background of the major perspectives such as models and theories were given in that part of this study. Though some of reading theories date back to ancient times, they are still applicable nowadays in reading classes. There is no exact theory that can identify the learning process totally. They are interwoven. Each has focused on one side of the reading process. The most recent one is the neurological reading theory, but we do not know much enough about the brain to make much assessment about this theory.

Most of the scientific studies about reading strategies started with the advent of Applied Linguistics in the late 1950s. Even though the field of applied linguistics started from Europe and the United States, it rapidly became an international concern. As the world has become global, human beings need to learn new languages apart from their native one. For instance, in the Second World War, the soldiers needed to learn English especially readymade sentences. Secondly, the technology has developed greatly, and the internet flourished greatly. That's why, human beings also need to learn foreign languages. Thirdly, after the Second World War, immigration has flourished throughout the world. The immigrants also needed to learn the target language. Fourthly, human beings have travelled around the world for learning purposes, and when they arrive the target country, they feel the need to learn the target language.

These requirements lead to systematic approach to language learning and teaching. Due to this fact, applied linguistics has occurred. It is an interdisciplinary area that tries to identify, investigate, and offer solutions to language-related real-life problems. Applied Linguistics is interconnected with the fields such as education, linguistics, psychology, anthropology, and sociology.

Within the applied linguistics, scientists have also studied the reading skills. As it is well known, language learning process comprises four skills: reading, writing, speaking and listening. Learners have always suffered from reading comprehension and they have tried to deal with these problems by dint of the instructors, instructions and themselves. During the process of language learning, learners try many strategies, and they choose and find their strategies by heuristic method. Each learner has her/his own strategies in any subject and, of course, in reading. Language learning is not an easy task and it is not merely a classroom activity. It is more than this. The learner is under the influence of his / her own culture, the culture of the target language, environment, and his / her own thoughts and so on.

In order to understand the reading experiences of the learners, we should start with the reading strategies. For, reading strategies are gained through learner's experiences. By strategy, researchers suggest that the strategies that the learners select vary from person to person, culture to culture and so on. Researching foreign language reading strategies has also showed that it is difficult to define, observe, measure, describe, and classify. Garner (1987) suggested that reading strategies are deliberate and planned activities used by readers. Reading strategies are the actions that readers select and control to achieve desired goals or objectives (Carell, Gajdusek & Wise, 1998). Young & Oxford (1997) classified them according to the part of the text on which they focus as global and local.

The classification of the reading strategies as planning strategies (before reading), attending strategies (while reading), and evaluating strategies (after reading) has flourished too much and has become more acceptable. Planning strategies section contains selecting goals, preparing, gauging, and estimating by looking at the topic. In the attending strategies category, readers focus on the target text, search, and contrast and validate the presented knowledge with their existing knowledge. At last, evaluating strategies contain evaluating, judging, testing, repeating, and revising the target text.

The comparison of first language learners' reading strategies and second language learners' strategies has drawn the attention of researchers. Reading strategies in first language are naturally transferred into target language learning process. Cheng (1998) studied 10 Taiwanese students to learn their reading strategies while reading in English. Two different types occurred: integrating and non-integrating. Whereas

integrators used more general or top down types of strategies, non-integrators used local or bottom-up types. Cheng (1998) also indicated the importance of other factors such as personality, exposure to strategy training, language proficiency, reading interests, and academic major.

When the congress in the United States declared The No Child Left Behind Act of 2001 (NCLB), sometimes shortened in pronunciation to "nicklebee" and proposed by President George W. Bush immediately after taking office, Americans started to understand the importance of being a good reader. The aim of this act is to develop the performance of U.S. primary and secondary schools by increasing the standards such as school districts, and schools. This act also gave the parents flexibility in choosing which schools their children will attend.

In the last half century, many studies have been carried out with regard to reading strategies. Many strategies have also been put forward by several thinkers and philosophers under some classifications such as making connections, questioning, visualizing, inferring, synthesizing and assessing. Moore (2005, as cited in Landford, 2009) classified these categories slightly different as questioning, visualizing, connecting, inferring, predicting, and concluding. No matter what the strategy or the terminology is, all readers need some concrete methods to start reading and understand the meaning.

McConachie, Hall, Resnick, Ravi, Bill & Bintz (2006) argue that knowledge and thinking are interwoven. According to McConachie, there is no hard, fast or best rule for reading. Learners use some certain strategies for certain reading purposes and some for other purposes. After the Higher Education of 1998, reading strategies have become great important in language teaching programs, and within this regard, reading and language teaching methods were started to be given in many teacher education institutions (Lefever-Davis & Heller, 2003). According to Kletzien (1991) good readers use a variety of strategies to comprehend difficult reading contexts: a) rereading preceding text, b) reading subsequent texts, c) recognizing text structure, d) using prior knowledge, e) using the main idea, f) making inferences about the text, and g) focusing on vocabulary meanings. On the contrary, poor readers have difficulty in understanding the meaning of target item. On the other hand, The National Reading Panel report put forward five reading skills: 1) phonemic awareness, 2) phonics, 3) vocabulary

instruction, 4) text comprehension strategies, and 5) reading fluency (National Reading Panel, 2000).

There have occurred many studies related to reading strategies. Some common reading strategies are described as skimming, scanning, guessing, predicting, activating general knowledge, making inferences, separating main ideas from supporting ideas (Barnett, 1988).

Abbot (2006) describes some common examples as bottom of local and top-down, global reading strategies as:

1. Breaking words into smaller parts
2. Using knowledge of syntactic structures or punctuation
3. Scanning for specific details
4. Paraphrasing or rewarding the original text
5. Looking for key vocabulary or phrases

As for the specific studies, Cheng (1998) argued that socio-cultural factors have impacts on participants' reading purposes, especially on their English – learning perceptions. He also observed that his participants used different types of strategies to achieve their purposes. According to him, there are also some other factors, apart from these, which affect the development of his participants, such as personality, exposure to strategy training, language proficiency, reading interests, and academic major.

Wu (2002, as cited in Alsamadani, 2009) carried out a research to find out the difference between younger and older students' perceptions about reading, and she also looked for whether there is a distinction between native and foreign language reading strategies. Findings suggested that older and more proficient ones were more aware of their meta-cognitive skills whereas the younger and low-proficient readers usually used bottom-up strategies more. Chern (1994) also studied Chinese readers' meta-cognitive awareness when reading both in Chinese and English. He founded out that Chinese readers were dictionary dependent while reading in English, but did not have enough awareness of comprehending the meaning of the text. In another study of Cheng (2000, as cited in Alsamadani, 2009), he looked for metacognitive awareness of Taiwanese EFL College students. He founded out that the participants used global or top down strategies while reading Chinese. On the contrary, they used local reading strategies such as reading, structure syntax and word meaning when reading English texts.

There are also other researches related to strategies and meta-cognitive awareness between the first language and the second language. Yang (1996, as cited in Alsamadani, 2009) tried to find out the differences of 90 EFL Taiwanese College fishermen's strategies when reading Chinese and English. The participants used more strategies and macro-linguistic level strategies such as guessing and making inferences when reading Chinese. On the other hand, the participants used more local and micro-linguistic strategies such as looking up vocabulary when reading English. In 2002, Al-Sheikh also studied the meta-cognitive knowledge and reading strategies of native-Arabic speakers. Background and reading strategies were applied to 90 participants. These participants used mostly more strategies in English than Arabic, which coincided with the studies of Yang (1996, as cited in Alsamadani, 2009) and Chern (1994).

As for the recent studies about reading strategies, Chiu, Chow & Mcbride-Chang (2007) conducted a comprehensive study about universal and specific learning strategies for reading, science and mathematics achievement across 34 countries. They examined effects of strategies of memorization, transfer, and metacognition for reading, science, and mathematics achievement across 34 countries. There were 158.848 fifteen-year-old participants who completed a reading literacy test and a questionnaire. 88.401 of them completed a science test, and 88.590 completed a mathematics test. Students using memorization strategies often scored lower in all subjects. Transfer was not an effect for any achievement scores. Students using metacognitive strategies often scored higher. Collective cultures had more effects on students' selection of metacognitive strategies and less effects on their own use of metacognitive strategies. Their findings show that cultural contexts can moderate the links between adolescents' learning strategies and their academic achievement.

Boulware-Gooden, Carreker, Thornhill & Joshi (2007) also made a study of metacognitive strategies for reading and vocabulary achievement. The study was related to classroom instruction using metacogntive strategies. Within this regard, Mrs. Thornton's class was studied. In the reading section of her lesson, the students were reminded to think out loud while they read. In short, they founded that the metacognitive reading comprehension instruction dramatically improved the academic achievement of their participants.

Şen (2009) conducted a study which examined the relationship between the use of metacognitive strategies and the reading comprehension levels of students. The participants consisted of 228 individuals. The aim of the study was to find out the differences between the reading comprehension skills of students with regard to finding the main idea, guessing the end of the text and achievement scores. Some of the participants were instructed how to use metacognitive strategies and the others continued using traditional educational methods. No statistically significant difference was found for the level of student skills in "finding the main idea" and "guessing the end of the text. Yet, statistically significant increase was found in the reading comprehension achievement scores of the participants who were instructed to use metacogntitive strategies when compared with those who continued to use traditional methods.

2.5. EXISTENTIALISM AND PHENOMENOLOGY
EXISTENTIAL-PHENOMENOLOGY

Due to the industrial revolution in the 19th century, there appeared numerous approaches, critical movements or schools such as Marxism, which might be considered as a kind of reaction against class-system and exploitation and which stressed the experiences of alienated individual. In the modernist period, especially in the 1940s and 1950s, existentialism emerges as another dominant philosophical movement with similar concerns approached from a broader perspective. Nevertheless, it is possible to claim that existentialism dates back to the thoughts of Socrates (Flynn, 2006). Existentialism can be defined as a philosophical movement that regards philosophy as a way of life. Its main concern is the search for an ethical and at the same time proper way of living for a human being and has a great emphasis on human freedom. Human's respect for and care of himself is another point of consideration in existentialism. "Existentialists tend to emphasize the unique and particular in human experience; they place the individual person at the centre of their pictures of the world, and are suspicious of philosophical or psychological doctrines that obscure this essential individuality by speaking as if there were some abstract 'human nature', some set of general laws or principles, to which men are determined or required, by their common humanity, to conform" (Eagle, 1987. p. 187). In addition, it problematizes man's relationship to the world surrounding him and to God and, while doing so, it challenges

traditional metaphysical concepts relating man's place and being as well as those that place much emphasis on reason as the source of all actions. The image of the world as an ordered place to be discovered "through objective observation" (Childers and Hentzi, 1995. p. 103) is another view existentialism rejects. Such philosophers as Kierkegaard and Nietzsche might be considered the pioneering figures behind the birth of the ideas of existentialism, which found expression in the writings of Heidegger, Sartre, Gabriel Marcel and Karl Jaspers. Signifying individual's rebel against the negligence of his subjective experience, existentialism has stressed the role of the experience in education many times. Actually, all existentialists dealt with the problems of their own age.

Some philosophers assert that existentialism dates back to Socrates. According to Sartre (1996), existentialism dates back to Blaise Pascal (1623-1662). After Blaise Pascal comes Main de Biran (1766-1824) and then Søren Kierkegaard (1813-1855). Existentialism is classified into two types (Sartre , 1996):

1. Theist
2. Atheist

Existentialism follows a different way from the traditional philosophy. It questions 'who is human?' rather than 'what is human?'. The thing and the object that the human investigates is himself. In short, what he should ask is who I am. Does the ego just consist of physical characteristics or the roles I have in society, the people I like or hate and so on? Existentialists try to grasp the meaning and the importance of existentialism with different approaches. There is a generation gap between today's people and the former ones. In this respect, today's generation is more difficult to understand. In this very case, existentialism will help the parents and educators understand the young. Existentialism enables to handle the identity of human being with new terms and phenomenological approach instead of the terms "traditional thinking animal and autonomous man". Philosophy of existentialism is defined as human consciousness and puts the human into the centre of thinking.

On the other hand, existentialist writers study the loneliness and despair of the individual and, in addition to this; they want the individual to recognise himself and to become himself (Sartre, 1996). In short, they try to prevent him from becoming a cog of a machine. As mentioned above, though existentialism emerged from the same source as did other movements, it has focused on different aspects. On the other hand, even

existentialism shows discrepancies within itself. Thus, it will be better to study the varieties of existentialism. With regard to this movement, six existentialist philosophers, who are regarded as prominent figures in this field (Blackham, 2005) should be mentioned.

2.5.1. Søren Kierkegaard (1813-1855)

Kierkegaard, a Danish philosopher, under the influence of a theist father, grew up in a religious atmosphere and was influenced by it. He stressed that Christianity had been corrupted and should be immediately renewed thoroughly. In other words, Kierkegaard handled God and religion from the perspective of the individual. Kierkegaard, placing the individual into the centre of philosophy, is regarded as one of the pioneers of existentialism. On the other hand, though he is said to have criticised Hegel's rationalist and systematic philosophy, he is said to be sometimes more rationalist and systematic than Hegel. Besides this, most of the terms related to existentialism have been seen in the products of Kierkegaard, such as absurd, depression, fear and anxiety.

2.5.2. Friedrich Nietzsche (1844-1900)

A philosopher who is known to have made fame for his nihilistic ideas and devotion to distraction, Nietzsche remains to be the major figure behind not only existentialism but many contemporary movements of literary criticism with his radical and questioning views. On the one hand, there is a close relationship between Nietzsche and Kierkegaard: Both were handicapped and stood for respect. Both refused the culture of their own ages and turned to the Greeks. Both were existentialists and dealt with the battle of life under the light of thought. However, unlike Kierkegaard, Nietzsche dealt with mundane things.

"A mystic and an opponent of rationalism and science" (Allen and Clark, 1970. p. 511), Nietzsche came from a Protestant family. Still, his account of God ignored ethic considerations of Schopenhauer, whom he chose as a master. He also tried hard to overcome nihilism, doubt, and pessimism.

Nietzsche believed in human will and and his power and his approach to philosophy and philosophers is mainly psychological. Through his writings, as

Blackham (1961) said, Nietzsche became an example enlarging the resources of existentialism that some philosophers have used for their interests.

2.5.3. Karl Jaspers (1883-1969)

Jaspers was influenced by such philosophers as Kant, Kierkegaard and Nietzsche but in his masterpiece "Philosophy" (1932), he put forward his own conception of existentialism. This work was banned in Nazi Germany. Karl Jaspers put forward many effective and interesting ideas: in the theoretical philosophy 'transcendentalism', 'code', 'philosophical belief', in historical belief 'period of axes' and in philosophy of politics, 'new politics conception'. Karl Jaspers, regarded as one of the pioneers of the existentialist philosophy, developed an existentialist philosophy that can analyze the potential human attitudes towards the problems of the age and the attitudes that s/he should do when s/he is subjected to death, war and crime. This philosophy can help to solve the problem of human being by means of mind. According to Jaspers, who knew the ideas and thoughts of the individual in such situations, suggested that these situations can be ignored as they cannot be made concrete. Jaspers also added that politics and the church do not provide freedom for the people but they make people equal. To him, human being should reject this and in order to deal with the world there are three rules by which an individual can grab his own ego or being: Loneliness, courage and war. The human who loses respect to social problems should be alone. Later, he has to overcome this loneliness problem by means of courage. Finally, the human being who experiences the former two has three things to deal with: death, affliction and crime. According to Jaspers, existence requires responsibilities. Jaspers also argued that the individual should reach 'the absolute' by going beyond the scholarship in order to effectuate his own existence.

2.5.4. Gabriel Marcel (1889-1973)

Marcel, a French existentialist philosopher, ignored idealism due to paradox when the fact is associated with the rational one. He stressed the importance of belief and tried to reveal ontological gravity of human experience. Although Marcel is known to have been a theist existentialist, it is known that there are both theist and atheist bases in existentialism. In short, Marcel has his own theology based on experience.

Whereas Jaspers investigated the existence of knowledge philosophy but failed to ask the question of 'who am I?', Marcel stressed that there is no evidence for being an individual but there are success and aim for this. Marcel is also different from Jaspers in that whereas Jaspers' philosophy is the thinking of thought, which means to make the thought concrete not abstract, Marcel studied the individual in accordance with his relations with the environment he lives in. According to Marcel, the function of philosophy is not to get rid of problems but to create thoughts emerging from experience. In short, Marcel's philosophy is based on experience.

According to Marcel, one can separate metaphysical experience and religious belief from each other. According to him, one cannot infer from nature that 'there is God', for the rational clues of God's existence do not mean anything for the atheist. In other words, guises are against belief. In short, it is human's experience that provokes hope and belief.

2.5.5. Martin Heidegger (1889-1976)

According to Heidegger, a concise explanation to the question of what existence means in modern times is not given and this shows that there have been still many questions concerning the meaning of existence. Since the pre-historic times, ontological obsessions and prejudices against it led this interrogation much harder. The question of existence has been even forgotten and there have been lots of metaphysical speculations concerning this concept. Since pre-historic times and periods of Plato and Aristotle, the idea of existence which philosophers interrogate is getting more complex and complicated rather than clarified and explicit. The main reason for this stems from the fact that Antique Greek philosophers have dealt with existence as the most universal and futile concept. Thus, today, the question of "what is the meaning of existence?" is to be requestioned.

In this regard, Heidegger, focusing on the sense of "the problem of existence", puts emphasis on the necessity and lack of existence problem. This necessity has turned up in accordance with these three incorrect prejudices which brought about ambiguity.

1. Existence is a universal term of all the concepts and Heidegger regards this as the continuation of Antique period ontological point of view for all of the categorical explanations, starting with Aristotle in the philosophy of Middle

Ages and especially keeping on Thomas Aquinas and with the work of Hegel's "logic". Though existentialism is a universal term, it cannot be explained without any further explanations.

2. Existence cannot be defined. This supposition arises from universality of existence, because the definition of existence can be given neither with inferior nor superior concepts. Yet, hereby, it cannot be said that existence is not a problematic area. Heidegger, in this point, mentions that he sees the other philosophers rightly in the sense of the unidentified aspect of existence, but he also asserts that it should be tried to pose a question which is bound to clarify existence.

3. Existence is the most comprehensible of all concepts. The concept of existence has the meaning within itself and it can be deemed without any other things. According to Heidegger, this judgment conveys the indefinable side of the existence, because in each relationship with the existing, a priori is present.

Heidegger, who introduces the necessity of existence as mentioned above, has the understanding of existence connected to its ontological priority. As for Heidegger, the question of existence is shaped independently with its leading position among the other concepts.

In this respect, the question enlightening the meaning of existence should be considered directly by basic ontology, not by theological, mathematical, social and natural sciences that consider existence as the object of knowledge. Heidegger defines the term "existence" by the word *Dasein,* meaning the existence existing there. To make *Dasein* the object of knowledge is not to explain it from its existential character, but from its conceptual character. However, *Dasein* is not primarily the object of knowledge, but the existence which gives the shape of existing within itself. Because of that reason *Dasein*'s existence can only be given by its existence. In this respect, as mentioned above briefly, the priority of the existence problem is based on the fact that it is basic, original, and has its own meaning.

Within the scope of the project of "releasing the meaning of the existence", Heidegger emphasizes upon the need for a particular method and plan to expose the meaning of existence for its character. Accordingly, *Dasein*'s ontic existence as an

ontic-ontological existence is the closest to him and the ontological existence is the furthest to him. Heidegger aims to find *Dasein*'s character that is mentioned here in the daily life situations and temporalities. Therefore, Heidegger's aim on ontology project is to search for the meaning of existence with obligatory phenomenon such as time and to point out the temporality of existence. Heidegger, who defends the view that traditional meta-physics and the researches being carried out to abstract and conceptualize the existence via ontology's research methods of existence are false and insufficient, emphasizes upon the fact that with those methods it is impossible to reach the question "What is the meaning of existence?"; that is, the basic problem of philosophy. According to him, that question can only be answered by pointing out the existential character of existence and with the leadership of the question "What is the meaning of existence?" and for Heidegger, that question can only be solved with a methodology.

Phenomenology refers to a kind of method in terms of conceptualization and cannot determine the objects of a philosophical research in terms of its contents but can determine the method of such a research. While the contents of the method are being determined, the closer it is to reality and the more comprehensively the method's general basic character and content are determined, the higher possibility occurs to encounter the things in itself in an original way. In this respect, Heidegger, who proposes to understand the inner face of the concept of "phenomenon" as a prerequisite and apply its typical use in a legal way, emphasizes upon how the concept of "logos" should be considered to mention that how phenomenology would be the science of phenomena. According to Heidegger, the traditional concept of "logos" was not used in its original sense and meaning by the classical philosophers. "Logos" is the statement which makes the existence clear that is being discussed about during the conversation. In this respect, "logos" makes the thing that is being discussed visible and the thing that is discussed is derived from the thing that is discussed about in accordance with the authenticity of the discourse. In conclusion, the thing that is discussed turns into reality and makes itself visible for the speakers. In this respect, "logos" is considered in terms of utterance. Phenomenon is not the object of appearance or experimental instinct in Kantian view, it is to show something in itself. In this respect, phenomenology consists of logos and phenomena and it is the science of understanding the existence which gives itself to itself directly.

Because Heidegger refers to the existence with the term *Dasein* which means the existence itself. His making *Dasein* the object of the knowledge is not because of its existential structure but theoretical one. *Dasein*, first of all, is not an object of knowledge but it is an existence that gives existing structure to oneself. For this reason, only *Dasein*'s existence can give existence to itself. To Heidegger, *Dasein* can be with own self or alien. In other words, *Dasein* is the only creature that is able to select to be own self or not. As for phoneme, it has two conceptual meanings: first, the thing that makes oneself certain; second, the thing that points out oneself. In short, phoneme is the thing that shows oneself and makes this appear.

In this respect, the concepts of traditional philosophy cannot explain the temporality of *dasein*. For this reason, the existential analysis of the existence should be made and this is only possible by dint of phenomenological method which gives things directly to conscious and makes them obvious. Phenomenology is a method which leads to existence in terms of hermeneutic existential respect and historical respect by going through ontology. Thus, ontology is possible with phenomenology. In this respect, philosophy is a method and uses the early principles of hermeneutic approach. In short, Heidegger suggested that phenomenology is to discover the meaning of existence.

Sein und Zeit (1927). He tries to introduce the metaphysical dimension of the existence in his *Sein und Zeit*. It also shows that he was influenced by the great philosophers like Kierkegaard, Nietzsche, Bergson, Dilthey and Husserl. The first volume of this work is an introductory part for the metaphysical dimension and second volume of it put his real ideas and trends. On the other hand, he stayed out of the existential philosophy and dealt with the problem of being. However, the way he approaches the events makes him existentialist.

Heidegger's philosophy, his questions of 'what is existence?', 'what is what?' and the method he used originated from Husserl. However, Husserl's method was not existentialist, it has had influence upon the existentialists. In short, his method is to put the world in parenthesis and focus on the experience with regard to individual perception.

2.5.6. Jean-Paul Sartre (1950-1980)

Jean – Paul Sartre may be the first figure when the term "existentialism" is uttered. According to Sartre, being conscious means being conscious of something. In fact, being conscious of something means being aware of this consciousness. Consciousness, which he called pour-soi, is beyond the world and it is not a phoneme. Phoneme is the existence, called en-soi, and the source of complete existence. The relationship between pour-soi and en-soi constitutes the knowledge and activity. Knowledge is essentially an intuition which is a consciousness towards an abstract object. This is the fundamental rule of all experience.

When it comes to phenomenology, the term itself sounds a bit peculiar, and some people say that they hear the word phenomenology for the first time. Even some of them have difficulty in pronouncing this term. The term was started to be used approximately a hundred years ago. It will be better to start with answering: what is phenomenology?

Phenomenology is a philosophical doctrine which was proposed by Edmund Husserl. This doctrine is based on the study of human experience, and the considerations of objective reality are not taken into considerations in this type of study. In psychology, phenomenology is used to refer to subjective experiences or study of these experiences. Here the experiencing subject can be regarded as the person or self. It tries to describe the structures of experience as they present themselves to consciousness, without the help of a theory, deduction, or assumptions from other disciplines. In short, phenomenology is a qualitative research which deals with the understanding of a certain group's behaviours from that group's point of view.

As can be understood from above, phenomenology is closely related to the experience of the human beings. Phenomenological approach focuses on the experienced fact that the world appears to human beings through their stream of consciousness. According to von Eckartkartsberg (1998), the acts of consciousness give us access to our inner world, such as; perceiving, willing, thinking and remembering. Phenomenology became the study of human beings created by the stream of consciousness which is intentional. Phenomenologists have the saying: 'Consciousness is always conscious of something'. Consciousness realizes and creates meanings for the world through experience.

Even though phenomenology can be traced back to Immanuel Kant, Georg Wilhelm Friedrich Hegel and Ernst Mach, the term 'phenomenology' was formally first used by Edmund Husserl (1859-1938) in the Introduction to the Second Value of the First Edition of his *Logiesche Untersuchungen* (*Logical Investigations*, 1900 – 1901) (Moran, 1999). Here he mentions the phenomenology of the experiences of thinking and knowing. In 1913, in the second edition of the same work he adds (as cited in Moran, D., 1999. p. 1-2):

> This phenomenology, like the more inclusive pure phenomenology of experiences in general, has, as its exclusive concern, experiences intuitively seizable and analysable in the pure generality of their essence, not experiences empirically perceived and treated as real facts, as experiences of human or animal experients in the phenomenal world that we posit as an empirical fact. This phenomenology must bring to pure expression, must describe in terms of their essential concepts and their governing formulae of essence, the essences which directly make themselves known in intuition, and the connections which have their roots purely in such essences. Each such statement of essence is an a priori statement in the highest sense of the word (LI, Intro. 1, p. 249; Hua XIX/1 6).

Here he suggested that the experience of the human cannot be observed by means of experiments but by means of his own observation. The improvement of the person is in direct proportion with the experience and while the phenomenology describes this, it focuses on person's relation with conscious of being and his environment. According to Husserl, he himself was the founder of a new discipline; namely, a self-styled 'radical beginner'. He tried to find out phenomenology of the sub-divisions, of the field of consciousness. Husserl (1970, as cited in von Eckartkartsberg, 1998. p. 9) created his idea of "life – world": the world of everyday activities and common sense meanings. As the life – world is unexamined part of human psychology, phenomenology tries to investigate this phenomena.

Husserl was not the only one to study phenomenology. There are some other important figures as well. While Husserl focused on how we construct our reality, Alfred Schutz (1962, as cited in von Eckartkartsberg 1998. p. 9) focused on especially the construction of social reality. He challenged the phenomenology of Husserl and put the sociology and social psychology into initial point. Von Eckartkartsberg (1998) stated that Max Scheler (1874-1928) and Martin Heidegger (1889-1976) were two of

the prominent practitioners who studied phenomenology from different aspects. Scheler (1961, as cited in von Eckartkartsberg 1998. p. 10) studied the phenomenological description and analyses of the irrational essences in experience in emotional life. His main concern was to determine the place of human being in cosmos. His phenomenology deals with the sudden apperception and emotional cognition of values: value-awareness and value-perception. His great contribution to this area was that he described the key inter-human phenomena of love, and hate and the varieties of sympathy. After Heidegger wrote *Being and Time,* phenomenology has begun to be understood through Heidegger and Husserl's works.

Phenomenology is a philosophy of practice rather than system. According to Kant, phenomenology is the science which focuses on the things apparent to human observer. Hegel is considered as true progenitor of phenomenological method. However, in addition to pioneers such as Kant and Hegel, it was Franz Brentano who influenced Edmund Husserl's use of the term. Husserl took the British tradition of empiricism from Brentano. Brentano suggested a kind of philosophical psychology or philosophy of mind. As a successive of Descartes, Brentano stated the self-evidence of our understanding the inner mental life-inner perception. Brentano focused on the relation between the object and the act with regard to the part and the whole. In other words, when we know the complex phenomenon, and then comes the part understandable though it is not explicit. In his *Descriptive Psychology* (1889), Brentano used the phrase 'descriptive psychology' or 'descriptive phenomenology' so as to show the difference between the phenomenology and genetic or physiological psychology (Moran, 1999).

The phenomenology has grown beyond the recognition of Husserl. It has become the key concept approximately in all sciences for the knowledge as a concern of critique of reason. Phenomenology puts the intuitions to the top stage of knowledge, so they become difficult to understand. Later, Husserl mentioned these intuitions as 'originary giving' or 'presentive' in his mature works. In his work, *Ideas I* (1913), he states (as cited in Moran, 1999. p. 10) his principle of all principles as:

> *...that every originary presentive intuition is a legitimizing source of cognition, that everything originarily (so to speak in its "personal" actuality) offered to us in "intuition" is to be accepted simply as what it*

is presented as being, but also only within the limits in which it is presented there.

Original representative intuition is at the centre of Husserl's philosophy. Husserl also believed that the researches of experiences were sometimes in ordinary life. On the other hand, it should not be only regarded as that the mind is a container and memories are like pictures' images, nor should we think that conscious events are only brain events. Moran (1999) stated that according to Husserl (1913), whereas the world of our ordinary experience is a set of formed objects of universal laws, the foundational experiences are different. In order to understand the life-world, one has to grasp the scientific world-view on one's consciousness and phenomenology is a kind of 'God's Eye' perspective or the 'view from nowhere' (Moran, 1999).

Phenomenology focuses on the aspects of experience which are ignored by empiricism. Empiricism states that the knowledge can be gained by senses and the experience. According to this theory, human beings are born without knowledge. Human brain is a tabula rasa. Humans gain the knowledge later. Neverthless, this theory ignores the aspects of experience. In short, one's horizons and background assumptions are taken into account of understanding and interpreting.

In *Phenomenology of Perception* (1962), Maurice Merleau-Ponty accounted for phenomenology as 'a matter of describing, not of explaining or analyzing'. Phenomenology deals with the role of subjectivity and consciousness in all knowledge. The central point of phenomenology is that we should also take the role of subjectivity into account while evaluating the experiences as scientific naturalism has done. Husserl (2003) stated that the method of information criticism is the phenomenological method..

There are seven widely accepted characteristics of Phenomenological Approach as stated by Embree (1997, http://www.phenomenologycenter.org) :

"1. Phenomenologists tend to oppose the acceptance of unobservable matters and grand systems erected in speculative thinking;

2. Phenomenologists tend to oppose naturalism (also called objectivism and positivism), which is the worldview growing from modern natural science and

technology that has been spreading from Northern Europe since the Renaissance;

3. Positively speaking, phenomenologists tend to justify cognition (and some also evaluation and action) with reference to what Edmund Husserl called Evidenz, which is awareness of a matter itself as disclosed in the most clear, distinct, and adequate way for something of its kind;

4. Phenomenologists tend to believe that not only objects in the natural and cultural worlds, but also ideal objects, such as numbers, and even conscious life itself can be made evident and thus known;

5. Phenomenologists tend to hold that inquiry ought to focus upon what might be called "encountering" as it is directed at objects and, correlatively, upon "objects as they are encountered"

6. Phenomenologists tend to recognize the role of description in universal, a priori, or "eidetic" terms as prior to explanation by means of causes, purposes, or grounds;

7. Phenomenologists tend to debate whether or not what Husserl calls the transcendental phenomenological epochê and reduction is useful or even possible."

As understood from the definitions above, phenomenology is against the unobservable subjects and the naturalism. By putting the cognition to the front, phenomenologists argue that not only the object should be known but also the conscious life itself. They also suggest that the research studies should focus on accidental encounters. Most importantly, they tend to explain the events in the universe with descriptions rather than with reasons and facts. Moreover, they discuss whether Husserl's metaphysical phenomenological period and reduction is useful, even possible or not.

More to the point, Embree (1997, http://www.phenomenologycenter.org) divides philosophical phenomenology into four distinct stages: Realistic phenomenology, Constitutive phenomenology, Existential phenomenology and Hermeneutical phenomenology

1. Realistic phenomenology: This tendency developed in Germany from the 1920s onwards and still continues today. It focuses on the universal essences such as human actions, motives, selves and so on. The philosophers of this tendency and their contributions to phenomenology are: Adolf Reinach (philosophy of law), Max Scheler (ethics, value theory, religion, and philosophical anthropology), Edith Stein (philosophy of human sciences) and Roman Ingarden (aesthetics, architecture, music, literature, and film). Alexander Pfänder, Herbert Spiegelberg, Karl Schumann and Barry Smith have been the successive representatives of this tendency (Embree, 1997, http://www.phenomenologycenter.org).

2. Constitutive phenomenology: Husserl's *Ideen zu einer Phänomenologie und phänomenologischen Philophie I* of 1913 triggered this movement. The central concept of this tendency is philosophy of natural sciences. The followers of this tendency are Oskar Becker, Aron Gurwitsch, and Elizabeth Ströker.

3. Existential phenomenology: It dates back to Martin Heidegger's *Sein und Zeit (1923),* whose main concept is to use an analysis of human being as a basis to a fundamental ontology different from the ones described by Husserl. The successive representatives of this tendency are Hannah Arendt, Karl Jaspers, John Compton, Michel Henry, Maurice Natanson, and Bernhard Waldenfels. This tendency mostly deals with conflict, desire, finitude, oppression, and death.

4. Hermeneutical phenomenology: It drives from the work of Heidegger, *Sein und Zeit.* According to this tendency, human existence is interpretative. The figures of this tendency are Hans-Georg Gadamer, Paul Ricoeur, Patrick Heelan, Don Ihde, Graeme Nicholson, Joseph J. Kockelmans, Calvin O. Schrag, Gianni Vattimo, and Carlo Sini.This tendency is the harmony of the former three ones.

Realistic and constitutive phenomenology first appeared and developed in Germany before and after World War I whereas existential phenomenology appeared in France after World War II. The last one (hermeneutical phenomenology) flourished in the United States during the 1970s and 1980s.

Actually, existentialism is a 20th century movement despite Kierkegaard and other philosophers of the 19th century. Yet, these philosophers influenced the latter philosophers of existentialism in the 20th century in terms of the sense of thinking. There are many commonalities among the 20th century existentialist thinkers such as Heidegger, Sartre, Buber, Merleau-Ponty and De Beauvoir despite great diversity. The common themes of existentialism by referring to the mainstream of this approach are as follows:

1. The human being is at the centre of universe and he is always in relation with the others and the things.

2. The human being is thrown into the world and s/he is not allowed to choose parents. People are born and they die. Actually, s/he is free to make his choices.

3. As we all know, human beings are not infinite. The death is inevitable.

4. Experience is the most essential thing for the human being. It is over beyond the theoretical assumptions.

5. As all experience is physical and mental, they vary from one person to another.

As for the term existential-phenomenology, it is mainly associated with Heidegger, Sartre, and Merleau-Ponty. It focused on the preconscious lived-experience, namely, the phenomenon of the 'lived-body.' According to this theory, being in the world requires more than human consciousness which is human response to a perceived situation. To Spielberg (1963, as cited in von Eckartkartsberg 1998. p. 11), the aim of the existential-phenomenology is "the awakening to a special way of life, usually called authentic existence"

The contribution of Heidegger (1962, as cited in von Eckartkartsberg, 1998, p. 11) was his questioning of the traditional Cartesian subject-object distinction. Within the comparison of subject and object, there is always a gap between realms of matter and consciousness; otherwise, it leads to unsolvable epistemological difficulties. If the human being is completely aware of his own existence within the world, then he can abstain from the problem. Human beings are not separated from the world; on the contrary, they are totally involved in a complex network of independent relationships that require response and participation (von Eckartkartsberg, 1998. p. 11).

According to Jean-Paul Sartre, the person is totally responsible for his or her own choices. He claimed that each person choose himself or herself. This can be

explained by existential psychoanalysis. Sartre tried to comprehend the existence of the other in intuitive and emphatic behaviours.

Maurice Merleau-Ponty (1968, as cited in von Eckartkartsberg 1998. p. 12) enlarged the meaning of the term 'intentionality' to contain preverbal thought or the prepersonal dimension of bodily intentions and meaning. He states that the human being is the part of the world and the world is an extension of his / her body. The body and the world are interwoven.

Although Søren Kierkegaard is the father of existentialism, one can hardly call him as phenomenologist and though Husserl started phenomenology, one cannot call him existentialist. So what is the difference between these two terms and how can such a movement, existential-phenomenology, can exist?

First of all, they both tried to study man and things in the same atomistic way. According to them, man is not more or less like an atom. The way they differ from each other is that Kierkegaard speaks of man whereas Husserl focuses on just consciousness or knowledge. Kierkegaard saw the existence of 'human being' as a subject-in-relationship-to God. According to Kierkegaard, the existence of any human being in the universe is original and unique. He claimed that regardless of what the philosophers think about the existence of human beings, it is just applicable to himself / herself. They are not valid for the others. Thus he is not so scientific and his way of thinking is monologue and the solitary mediation. In fact, his followers rejected the reproach of being unscientific as existentialism deals with the man. Philosophers cannot abstain from the universal judgments while studying the human being, so s/he is scientific in this sense.

While Husserl tried to focus on the problems of the knowledge, Kierkegaard focused on the theological- anthropological concerns. In fact, these two different thoughts occurred as a whole in Heidegger's work *Being and Time.* On the other hand, phenomenology developed itself by borrowing many topics from existentialism. So, the unified movement existential-phenomenology occurred. In other words, the pure phenomenology of Husserl was enlarged by the existentialist movement.

2.6. EXISTENTIALISM AND EXISTENTIAL- PHENOMENOLOGY AND EDUCATION

In our age, education is handled for society and it usually ignores the individual. Actually, it is essential to describe this traditional concept in education system based on humanism that focuses on individual person. Yet, today's world requires people who take the responsibilities of their education and future. This necessitates an education system focusing on learning rather than teaching, because education is a comprehensive subject that cannot be restricted to school. According to existentialism, education is a vital process that cannot be left to only teachers and trainers. In this respect, to associate the individual with his own development as 'ego' and to show him how to become himself should be the basic function of the school.

Existentialists follow a different method from those of traditional philosophers. They react especially Plato and Hegel's philosophy of understanding 'individual'. In such perceptions, person gets lost in the abstract of thinking man or 'universal individual'. On the other hand, existentialism is a reaction against the industrial conception of the modern age and the absorbing nature of the technological world. In short, existentialism is a reaction against the trends of abolishing and smashing the individual in public.

When speaking about good life in the past, delight, comfort and proud life comes to mind. But today, 'social acceptance' has taken place them. At this very moment, existentialists advocate human values against social acceptance. For instance, for Kierkegaard, "comfort", "money" and "social acceptance" are trivial values. Such kind of approach to earthly values and traditional messages can be regarded as nihilist. All the same, nihilism is not the origin of existentialism.

What is existentialist education? It is not impossible to deal with the education independently from philosophy. There are some different approaches to existential philosophy. Thus, the important thing is to display these approaches and consider them as a whole and supply the deficiencies.

The concept of freedom has been under debate among the philosophers for centuries. Existentialism mentions about a thorough and absolute freedom. Human is free to choose his activities. He constantly tries different methods: religious deliverance, cultural escape and so on, for human cannot be free under the influence of environment.

In fact, humans are not obliged to follow the methods the other people do. There is nothing to force the human to behave in such a way. On the other hand, even though sociologists and anthropologists see the man as a member of a certain culture, human sometimes objects to these cultural values. Human is the very creature who chooses what to do, which differs him from the others. Sartre's main concept is consciousness as Husserl. Actually, unlike Husserl's 'transcendental consciousness', her/his consciousness has no essence and it is based on his relationships with the universe. In Sartre's philosophy, it is not possible to improve the student's ability of choice because the person is the creature who can already make choices. Teacher can just help him for his good choice. The problem is that the education aims to evaluate the student with the predetermined measures and assessments but these are not acquirements since they are predetermined. The fact is to observe the improvement in the individual.

Whereas John Dewey focused on the human and his habitat, Heidegger just focused on the experience of the human. Both dealt with the life but considered different phonemes while handling human and the universe. John Dewey approach resembles the naturalists', but Heidegger focused on the individual whereas John Dewey focused on the experience. According to existential phenomenology, human is not a biological, social, functional and philosophical abstraction but it is a constantly developing 'ego;' that continually occurs with his relation with his habitat, other people, his culture, society and history. Humans are always in need of ego and freedom. So he is not a complete creature.

The basic function of school is to improve individual autonomy. Actually, the problem is to select the knowledge not the educational techniques. According to existentialists, not all the things are acquired by means of education, some are by experience. In this respect, phenomenology intervenes and completes this relation. In other words, existential phenomenology has made existentialism and phenomenology come together, and it demands educational to deal with individual's experience. This complex movement accepts experience as the basis of human life according to movement. To examine experience is different from that of physical and biological analysis. In this respect, some of the studies carried out will be told in the following section in detail.

2.6.1. Studies of Experiences from Phenomenological and Existential-Phenomenological Perspective

Despite many studies about reading strategies, there are few studies about phenomenological ones. However, very few existential phenomenological studies have been conducted up to now. This is because these terminologies are very recent as mentioned before in this chapter. However, this approach is in the ascendancy.

Von Eckartsberg (1998) states there are two general approaches in existential-phenomenological research: empirical and hermeneutical phenomenological studies.

2.6.2. Empirical Existential Phenomenological Studies

This is a structural organization which aims to reveal the existential general meaning of the given phenomenon in answer to the implicit research-guiding question. Empirical existential studies deal with the analysis of protocol data provided by research subjects in response to a question.

Colaizzi (1973, as cited in von Eckartkartsberg 1998) published *Reflection and Research in Psychology*: A Phenomenological Study of Learning, in which he criticized the work of Kaam (1958, as cited in von Eckartkartsberg 1998). Colaizzi regarded Kaam's work as empirical and phenomenal but not fully completed and he also stated that Kaam's work lacked implicit horizon descriptions gathered (von Eckartkartsberg, 1998).

 Colaizzi (1973, as cited in von Eckartsberg, 1998, p.30) states that the fundamental structure of a phenomenon could be categorised into two groups: individual phenomenological reflection (IPR) and empirical phenomenological reflection (EPR). In the first one, the researcher uses only her/his personal experiences but in the later one, the researcher applies her/his systematic reflections by means of descriptive protocols collected from the participants

Colaizzi (1973, as cited in von Eckartkartsberg 1998. p. 31) puts forward his organization for the empirical phenomenological research as follows and these are going to be described in detail in the related section.

1. Discovering a fundamental structures of learning by IPR
2. Obtaining a fundamental description of learning by the method of phenomenal study (PS)

3. Obtaining a fundamental description via EPR

4. Discovering a fundamental structure via EPR

How Colaizzi applied these steps are as follows:

2.6.3. Hermeneutical – Phenomenological Studies

Hermeneutical – Phenomenological Studies focus on the human experience as well. Here the data is collected from a spontaneous production of speech, of writing, or of art. These data vary from personal documents to literature and to art. Hermeneutical phenomenological research is broader than the empirical existential phenomenological one. There are two types of Hermeneutical phenomenological research according to Eckarstberg (1998): actual life text studies and studies of recollection and literary texts.

2.6.4. Actual Life-Text Studies

Actual life texts studies focus on the data and life texts collected through tape-recording such as a speak aloud, therapy transcripts, interview transcripts and dialogic ones.

2.6.5. Studies of Recollection and Literary Texts

This type of hermeneutical – phenomenological studies comprise the draws on personal experience in an illustrative way. The researchers try to investigate the human experience by means of the draws that the subjects draw.

Cashin, Small & Solberg (2008) carried out a research on the lived experience of fathers who have children with asthma: a phenomenological study. Eight fathers were interviewed for their experience. Their children aged between 7 and 11 years. They identified five themes: feeling relief in knowing the diagnosis, learning the ropes, being vigilant, living with concern, and being comfortable with asthma management. This study was conducted to understand the experience of fathers who have children with asthma and facilitate essential first steps to providing supportive nursing care. The findings revealed various feelings and thoughts that the fathers who have children with asthma. In other words, the findings provide new insight into the experience of beign the father of a child with asthma.

Felton, Nickols-Richardson, Serrano & Hosig (2008) conducted a study on African-American students' perceptions of their majors, future professions, and the dietetics major and profession: a qualitative analysis. 28 women and 12 men participated in the study. Phenomenological analysis method was used to identify common themes and meanings. Findings revealed that African-American students in fields of study other than dietetics in this study did not choose dietetics as the most important ones for a variety of reasons. One of these reasons was a lack of awareness of the dietetics major. By means of culturally contextual targeted messages, the profession should make known the advantages of the dietetics major, careers, and profession.

Beitin, Duckett & Fackina (2008) carried out a research titled as Discussion of Diversity in a classroom: A Phenomenological Study of Students in an MFT Training Program. Their qualitative study consisted of phenomenological interviews focusing on discussions of diversity by six students from a marriage and family therapy program. They found out that students' reactions to these discussions were complex and they were under the influence of their families of origin, their perceptions of other students, their views of the professor, and their race.

As for the existential-phenomenology, there are several studies. One of the main reasons is that it is recent term. Furthermore, most of the people do not know even the meaning of the term existential-phenomenology.

Lecovin (1994) carried out an existential-phenomenological study. The purpose of this study was to investigate the meaning of an emotional abuse experience. Lecovin (1994) used an existential-phenomenological approach. There were two co-researchers. They were asked to discuss the events before, during, and after the emotional abuse experience. The two interviews tape-recorded and transcribed were given to each co-researcher. They analyzed the transcripts according to the method described by Colaizzi (1978a). Both themes and transcripts were given to the co-researchers for validation. The researchers hoped that this study would help clients who have been emotionally abused, for counseling techniques.

Claspell (1984) carried out a research titled as An Existential - Phenomenological Approach to Understanding the Meaning of Grief. The aim of this study was to investigate the experience of grief with the aim of understanding the meaning of the phenomenon. 4 men and 4 women whose ages varied from 33 to 50

were the participants. Each participant was asked to describe his or her own grief experience and to validate the analysis within the three interviews. These interviews were firstly taped, then transcribed and lastly used as the data for the study. The meaning of the grief was examined by means of existential-phenomenological approach the Giorgi's descriptive methodologies and Colaizzi's existential-phenomenological method. The results of the study were described into a phenomenological description of grief.

Lecovin (1990) also conducted a research with the existential-phenomenological approach: An existential-phenomenological approach to understanding the experience of romantic love. The aim of the study was to investigate this experience by using existential-phenomenological approach. Again the researchers were interviewed. The transcripts were also analyzed according to the method by Colaizzi (1978a).

As can be understood from the aforementioned studies, the method of Colaizzi (1978a) is mostly used in existential-phenomenological studies. The participants are given interviews and then the interviews are analyzed.

CHAPTER THREE
METHODOLOGY

3.1. INTRODUCTION

The main purpose of this study, as mentioned previously, is to find out the EFL learners' perceptions towards effective reading experiences without any control or manipulation on the subjects. This dissertation comprises both the quantitative and qualitative approaches. The steps of both quantitative and qualitative researches will be described in detail within the related sections.

The data of the study were collected from the students of the School of Foreign Languages of Atatürk University in 2008-2009 Academic Year. The learners were Graduate Education students who were taking all skills courses: writing, speaking, reading and listening.

For the quantitative data collection, the instrument based on the survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002) was modified and applied. After the analysis of the quantitative research, a random selection was made from the participants of the quantitative research for the interviews on a voluntary basis.

Before the data collection, written permissions for the application of both researches were requested from the administration of School of Foreign Languages (Appendix 4). Moreover, the participants were given a consent form explaining the purpose of the research in order to ensure them that their responses would be confidential and would be only used for scientific objectives and the participation was thoroughly autonomous.

The instruments used in both researches of the study, the participants and the data collection procedures will be explained in detail, and a brief explanation of data analysis procedure will be given in this chapter.

3.2. MATERIALS

As emphasized before, two types of instruments, questionnaire and interview, were used to collect the data of the study. First, the questionnaire comprising 37 statements was administered to the participants and some participants were selected randomly for the interview. For the quantitative data collection, as mentioned above, the instrument SORS by Mokhtari & Sheorey (2002) was modified and applied. For the

qualitative part of this study, an interview based on an existential-phenomenological approach was made.

3.2.1. Instrument Used in the Collection of the Quantitative Data

There are several advantages for using the questionnaires in the data collection. Seliger & Shohamy (1990, p. 172) stated the benefits of questionnaires as "a) They are self-administered and can be given to large group of subjects at the same time. They are therefore less expensive to administer than other procedures such as interviews. b) When anonymity is assured, subjects tend to share information of a sensitive nature more easily. c) Since the same questionnaire is given to all subjects, the data are more uniform and standard. d) Since they are usually given to all subjects of the research at exactly the same time, the data are more accurate."

Observing these benefits, the questionnaire was used in the collection of data. The statements were designed in a way to make the participants show their agreement or disagreement. The survey uses a 5-point Likert scale ranging from 1 to 5. The response "I Strongly Disagree" was corresponded to 1, "I Disagree" to 2, "I have no idea" to 3, "I Agree" to 4, "I Strongly Agree" to 5. The participants were requested to circle the number which best fitted their opinions on agreement levels for each statements. The Survey of Reading Strategies (SORS) was modified and applied. For the adaption and direct use of this survey, permissions were obtained from the researchers who designed it.

The instrument of this study is based on the Survey of Reading Strategies (SORS) by Mokhtari & Sheorey (2002). The SORS was made use of in measuring the frequenies of reading strategies that EFL learners use while reading academic materials in English. SORS is fairly easy to read and administer (Flesch reading Ease= 34.7; Flesch-Kincaid Grade Level Equivalent= 4.5-6.0) (Mokhtari & Sheorey, 2002). It consists of 30 statements which were classified as Global Reading Strategies, Problem Solving Strategies and Support Strategies. The items 1, 3, 4, 6, 8, 12, 15, 17, 20, 21, 23, 24 and 27 had the statements designed to measure the Global Reading Strategies of the learners; 2, 5, 10, 13, 18, 22, 26, 29 and 30 aimed to measure the supporting strategies whereas the items 7, 9, 11, 14, 16, 19, 25 and 28 had the statements to measure the problem solving strategies. However, in this study, 26 of these statements (1, 2, 3, 4, 5,

6, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29 and 30) were used and there was no classification as global, problem solving and support strategies. A short background questionnaire including age, gender, and academic discipline was administered along with the survey.

The purpose of quantitative research is to collect data about the experiences College-Level students have when they read academic materials in English and find out the type and frequency of reading experiences and also to find out whether they vary with regard to gender, age, and academic discipline. It consists of 37 items, each of which uses 5 degree-scales ranging from 1 (I Strongly Disagree) to 5 (I Strongly Agree). Students were asked to read each statement and then circle the number that applied to them most. Thus, it means that the higher the number is, the more frequently it is used.

3.2.1.1. Reliability of the Instrument in the Quantitative Research

Having collected the data, the cronbach's alpha was measured to see the reliability of the questionnaire. The cronbach's alpha for the questionnaire (37 items) was found as 0.89, which is considered as a high level of reliability (Mueller, 1986). On the oher hand, the reliability (the cronbach's alpha) for the SORS was .93 (Mokhtari & Sheorey, 2002)

3.2.2. Instrument Used in the Collection of the Qualitative Data

This study is an existential phenomenological one which aims to describe the effective experiences of the participants, that is, whether they had the experiences they have in their mind or they acquired them later or they had but named later. In order to have a good understanding of the methodology of the study, there is need to enlighten the qualitative research.

Denzin & Lincoln (1994, as cited in Trumbull, 2005. p, 101) defined the qualitative study as "Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret phenomena in terms of the meanings people bring to them. Qualitative research involves the studies use and collection of a variety of empirical materials –

case study, personal experience, introspective, life story, interview, observational, historical, interactional and visual texts – that describe routine and problematic moments and meanings in individuals' lives."

This phenomenological study attempts to explore the structures of consciousness in human experiences. As mentioned before, the lived experiences of people are the main concept of phenomenology. This study has a structural orientation that aims to reveal the essential general meaning structure of a given phenomenon for the research guiding questions: How do graduate-level EFL Turkish students' perceptions towards effective reading experiences contribute to their reading process? In order to understand this, seven preset questions (Appendix 3) were addressed to the participants. However, some extra questions were also asked in the course of interviews. The questions were formulated to learn participants' perceptions towards effective reading experiences. The participants were also informed about the process and the written consent of the interviewees was taken (Appendix E). A digital audio recorder was used to record the interviews. The data were then transcribed and turned into written data, and then shown to the interviewees to ensure accuracy.

As emphasized previously in the literature review section, the method of Colaizzi (1978a) is mostly used in existential-phenomenological studies. In this qualitative research, an empirical existential phenomenological approach was used. The steps will be described in detail in the data analysis section.

3.2.2.1. Trustworthiness of the Qualitative Research

Trustworthiness is the most crucial concept of any qualitative study. For the evaluation of the trustworthiness of any qualitative study, Lincoln & Guba (1985) suggested four criteria: credibility, confirmability, transferability, and dependability.

Tercanlioğlu (2008) stated that credibility is the confidence that a reader can have in the truth of the findings while reading. For the credibility, transcriptions and themes were got back to the participants: member-checking (Creswell, 2003). After the data were collected from the participants, they were transcribed. These transcriptions were given to the participants for the credibility of the qualitative research. All the participants confirmed that these transcriptions were accurate. The participants were also assured that they might reach the data whenever they wanted.

As for the confirmability, the results of the study should be agreed by others. In other words, for the trustworthiness of the qualitative research, the results of the study should be shown to other researchers for the confirmability. Within this regard, the data collected from the participants were translated into English and then two researchers were requested to check the accuracy of the translations. Moreover, the results of the study were shown to two researchers for the confirmability.

The transferability is the criterion to show whether the findings can be generalized or not. The findings related to effective reading experiences in academic reading can also be generalized in any discipline although it was carried out in local setting. In other words, regardless of reading for any purpose, one can use the effective reading experiences for his/her purpose.

As for the last one, dependability, the whole study should be in coherence. The dependability of the qualitative research was assured by the descriptions of methodology, participants, context, data analysis stages, and results of the study.

3.3. PARTICIPANTS

The participants selected will be described in detail under two different headings: the participants of the questionnaire and the participants of the interview. The details of the participants will be supported with the tables showing demographic and educational information of the participants.

3.3.1. Participants of the Questionnaire

The participants of this study consisted of 69 male and 75 female graduate students. There were totally 144 participants. The number of the female participants was six number higher above the number of male participants. Demographic information of the participants was given in Table 3.1.

Table 3.1. Demographic Information of the Participants

		f	p	vp	cp
Valid	Male	69	47.9	47.9	47.9
	Female	75	52.1	52.1	100.0
	Total	144	100.0	100.0	

f=frequency   p=percent   vp=valid percent   cp=cumulative percent

Participants of this study are from the School of Foreign Languages, Atatürk University, Turkey. Erzurum is located in eastern part of Turkey. The school provides dual (day-time and night-time) education for approximately one thousand students. The school provides 1-year full time preparatory class for two-year-degree, undergraduate and graduate departments determined by the University Senate. The preparatory class education is not compulsory, it is voluntary. Only those whose all lessons are taught in English in their own department are compulsory to take the preparatory class. If they cannot pass within two years, they are terminated from the university.

The courses that English preparatory class students take are based on four skills of language: writing, speaking, reading and listening. Within this regard, the lessons comprise grammar, vocabulary, reading, speaking and listening all of which are between 20 and 28 hours and vary according to the levels of the students. A sample of weekly schedule was given in Appendix 6. The number of English instructors is 30 in the School of Foreign Languages. They take four visa exams during the year and a final exam at the end of the second semester. Those who are not compulsory to take the preparatory class are given a preparatory class proficiency certificate if they get over 60points. Yet, those who are compulsory to take the preparatory class are given a preparatory class proficiency certificate if they get between 60 and 100 and they become freshmen. Otherwise, they have to take the preparatory class one more time or have to pass the make-up exams during the following year.

Access to graduate education at university requires some certain sets of prerequisites. Graduate-Level students should graduate with a good level grade point average and they have to enter The Academic Personnel and Entrance Examination for Graduate Studies (ALES) in order to be accepted graduate studies. They have to get at least 55 points from The Inter-university Foreign Language Examination (ÜDS), as well.

In this study, the ages of the participants vary. The density was between the ages 21 and 30. The number of the participants between 21 and 25 was 87, and the number between 26 and 30 was 49. The frequencies of the ages are given in Table 3.2.

Table 3.2. Participants by Age

		f	p	vp	cp
Valid	17 – 20	2	1.4	1.4	1.4
	21 – 25	87	60.4	60.4	61.8
	26 – 30	49	34	34	95.8
	31 – 35	3	2.1	2.1	97.9
	36 – 40	2	1.4	1.4	99.3
	Over 40	1	0.7	0.7	100
	Total	144	100	100	

Although there was found meaningful significance among the age groups, the groups were relabelled as there were much difference between the second group (21-25) and the last group (over 40) in terms of the number. So, a different grouping was made. The groups 1 (17-20) and 2 (21-25) were relabelled as 1 (17-25) and the groups 3 (26-30) and 4 (31-35) were relabelled as 2 (26-35) and the groups 5 (36-40) and 6 (Over 40) were relabelled as the group 3 (Over 36). The frequencies of the ages used in this study are given in Table 3.3.

Table 3.3. Participants by Age

		f	p	vp	cp
Valid	17 – 25	89	61.8	61.8	61.8
	26 – 35	52	36.1	36.1	97.9
	Over36	3	2.1	2.1	100
	Total	144	100	100	

These students ranged from different Academic disciplines: 60 from Natural and Applied Sciences, 58 from Social Sciences and 26 from Health Sciences (See in Table 3.4.). Considering the average levels of these mean scores, it can be inferred that there were different frequency levels among the target groups.

Table 3.4. Participants by Academic Discipline

		f	p	vp	cp
Valid	Natural and applied sciences	60	41.7	41.7	41.7
	Social sciences	58	40.3	40.3	81.9
	Health sciences	26	18.1	18.1	100
	Total	144	100	100	

When it comes to cross tabulation by gender and age, the density is between 21-25 (Male 38, Female 49). The cross tabulations of age, gender and academic discipline are given in Tables 3.5. and 3.6.

Table 3.5. Age and Gender Cross Tabulation

		Gender		
		M	F	Total
Age	17 – 25	39	50	89
	26 – 35	29	23	52
	Over 36	1	2	3
	Total	69	75	144

M=Male   F=Female

As seen in Table 3.5, the density in terms of age in the target table is between 21 and 30. The number of male participants between 21 and 25 was 38 and between 26 and 30 was 27. While the number of female participants considering the gender between 21 and 25 was 49, the number between 26 and 30 was 22.

Table 3.6. Academic Discipline and Gender Cross Tabulation

		Gender		Total
		M	F	
Academic discipline	Natural and applied sciences	32	28	60
	Social sciences	28	30	58
	Health sciences	9	17	26
	Total	69	75	144

Taking the scores with regard to the gender into account, it can be observed that the distribution among the target groups was different from each other

3.3.2. Participants of the Interviews

Like in all qualitative researches, participant selection is of paramount importance is the most crucial aspect of this study. In order to get reliable results from this research, the participants were selected from the previous quantitative research. There were 144 students at graduate level in the quantitative study. All these participants were the students of School of Foreign Languages. The samples of this

qualitative study were 15 students, which reflects the whole students of the School of Foreign Languages. The details about the participants were given in Table 3.7. False names were used for each participant. Five of the participants were from the Natural Sciences, five of them were from the Social Institute, and five of them were from the Health Science Institute. The distribution of the participants was equal and the selection was random.

As for the criteria of the participant selection, three prominent criteria were applied: first, all of the interviewees were attending the same English preparatory class; second, they were having the same reading classes, and the last one is that the participants were taken from three different academic disciplines (Natural and Applied Sciences, Social Sciences and Health Sciences).

As graduate students have to make academic reading in their further academic career, they have to learn how to read in academic materials. Therefore, they were included in the interview part of the study. All the same, the age, the gender and the differences were not taken into account for sampling the interviews. On the other hand, these differences were analyzed in the quantitative section.

Table 3.7. Descriptive Statistics

	Name	Gender	Age	Academic Disciplines
1.	Ali	M	21 – 25	natural and applied sciences
2.	Ahmet	M	21 – 25	natural and applied sciences
3.	Mehmet	M	21 – 25	natural and applied sciences
4.	Osman	M	26 – 30	natural and applied sciences
5.	Jale	F	21 – 25	social sciences
6.	Meryem	F	21 – 25	social sciences
7.	Hasan	M	26 – 30	social sciences
8.	Ozan	M	21 – 25	health sciences
9.	Ezgi	F	21 – 25	health sciences
10.	Ayşe	F	21 – 25	health sciences
11.	Veysel	M	26 – 30	natural and applied sciences
12.	Mevlüt	M	26 – 30	social sciences
13.	Melek	F	26 – 30	social sciences
14.	Feyyaz	M	26 – 30	health sciences
15.	Esra	F	26 – 30	health sciences

3.4. ETHICAL ISSUES

Taylor (2005, p. 14) suggested four specific guidelines for the researchers to follow as regards ethical issues: (1) consent, (2) harm, (3) privacy and (4) deception.

In order to get the consent, the participants must be informed about the choice to determine whether they are willing to participate in the study or not. In both studies, the consent of the participants was taken. In the quantitative research, a consent form was added to the questionnaire. (See in Appendix 1). For the qualitative research, the written consents of the subjects were taken (Appendix 5). A written permission was also taken from the administration of School of Foreign Languages.

Participants should also be guaranteed that there will be no harm when they participate in researches. Harm could be defined as physical and psychological factors that may affect them negatively. The participants of this study were assured that there would be no harm and in order to support this, some results of other experiments were shown to the participants to prove how those experiments safeguarded their participants.

As for the privacy, participants should be given guarantee for the confidence of the data so as to protect the participants' anonymity (Kurtines, Azmitia & Gewirtz, 1992). In this study, the participants were assured about the confidence of the data collected in both researches. Whereas no name was used in the quantitative research, false names were used in the qualitative research.

Last but not least, all related issues as regards the data collection and analysis process should be shown to the participants when requested. If there should be any deception within the study, it should be explained to the participants. The participants of this study were all informed and assured that they could read the data and data results whenever they wanted and also given the right to quit the research in order to make them feel relaxed.

In conclusion, the consent of the participants was taken and they were assured that there would be no harm, no deception and there would be confidence in their data.

3.5. DATA COLLECTION PROCEDURE

The data of the study were collected from graduate-level students. They were all students at Atatürk University. Their areas vary: Natural and Applied Sciences, Social Sciences and Health Sciences. Before starting to collect the data of the study, required written permission (see Appendix 4) was obtained from the director of School of

Foreign Languages. More importantly, the necessary explanations were made at the beginning of the survey. Participants were told that participation in this survey is completely voluntary. (See Appendix 1)

Scoring the survey was quite simple and could be done by the students themselves. There was a background information section attached to the survey searching information about their genders, ages and academic disciplines. They were given 35-40 minutes to complete the survey and even some of the participants were allowed to complete the survey at home.

Subsequent to the previous quantitative data collection from the graduate-level participants who were taking English Preparatory Class, fifteen of these participants were invited to participate in a semi-structured interview to get deeper insights about their experiences, difficulties and needs in academic reading. The most common interview is face to face verbal interchange as it can be unstructured, semi-structured or structured. Semi-structured interview approach was used in this study.

In order to get further insights as for the academic reading experiences, seven interview questions were addressed to the interviewees. As this study is a semi-structured interview, the scope of the interview could be extended in a conversation environment. The one-to-one interview started after taking the consent of each interviewee orally and interview data were gathered. The participants were posed seven general questions about reading experiences in academic reading listed in Appendix 3. During the interview, some spontaneous follow-up questions relevant to interviewees' responses also addressed to the participants.

The approximate duration of the interview was 10 minutes for each interviewee. Before the interview, each of the participants was told about the research to get their consent. They were informed about the details of the interview and analysis of the texts and the consents of them was taken in written (See in Appendix 5). On the other hand, the consent of the School of Foreign Languages was taken and the document was given in the Appendix 4. The interviews were recorded and transcribed later. Data collection and transcriptions lasted for approximately four weeks.

To make the participants feel relaxed, the interview was carried out in Turkish. None of the participants wanted to have the interview in English. They were asked to feel free while speaking. All the interviews were tape-recorded, then transcribed and

finally coded in categories. During the interviews some notes were taken, which helped with the data analysis. Later, their responses in Turkish were then translated into English, and the reliability of the translation was checked by some experienced area researchers as well.

In this existential phenomenological approach, as in most existential phenomenological approaches, four steps (Von Eckartsberg, 1998) were applied. The procedure in the qualitative data collection analyses are as follow:

1) Problem and Question formulation (The Phenomenon): In this process, the research question was produced. The researcher formulates a question, a "hypothesis." The phenomenon should be universally recognizable and easy to understand. The phenomenon of this study is: How do graduate-level EFL Turkish students' perceptions towards effective reading experiences contribute to their reading process?

2) Data – Generating Situations (Protocol Life Text): In the empirical existential-phenomenological approaches, the researcher requires the subjects, so-called co-researcher in existential phenomenological studies, to report her/his own experience or the researcher engages in dialogue. In this study, the latter one (dialogue) was performed. With regard to this research question, seven interview questions were addressed to the participants in their own language. The questions were:

   a) According to you, who is a good reader? Please describe.

   b) Before reading, do you make any preparations?

   c) While reading, what do you do in order to understand the text better?

   d) What do you do after reading the text?

   e) Have you learned these experiences at preparatory class?

   f) Do you agree that reading experiences contribute to the reader's understanding of the text?

   g) How does the evaluation of whether you grab the text or not affect your reading?

   Some random questions were also produced according to the stream of the interview.

3) Data Analysis (Explication and Interpretation) Von Eckartsberg (1998, p.22) suggested that "In the qualitative existential-phenomenological approach, emphasis is on the study of configurations of meaning in the life-text involving both the structure of meaning and how it is created. This explication brings out implicit meanings by means of systematic reflection. Reflection is the return in consciousness to scrutinize a particular event via its record in memory or as a life-text. As we reflect, we are guided by questions such as: "In what way is this description revelatory of the phenomenon I am interested in?"" In order to approach this, in the data analysis process, the researcher must ask explication-guiding question as it gives focus while questioning the meaning of the text (Von Eckartsberg, 1998, p. 22). Von Eckartsberg (1998 p. 22) suggested some explication-guiding questions:

> *How is what I am reading revelatory of the meaning of the phenomenon in the situation?... What does the text and/or the situated structure tell me about the phenomenon in its generality and universality? What is meaning essence?*

These questions help the researcher with the data analysing process. In this study, once the data were collected, they were transcribed verbatim, and to assure the accuracy, these transcriptions were returned to the participants. Each of the participants confirmed the transcriptions. Later, these transcriptions were translated into English, and these translations were checked four other English instructors, at School of Foreign Languages, Atatürk University. Then, the researcher grouped the statements into meaningful units.

4) Presentation of Results (Formulation): In this stage, in order to share the results and the findings, they are presented in public form. In the last stage of this qualitative existential-phenomenological study, the findings were presented in public form for sharing and criticism.

3.6. DATA ANALYSIS

In the preceding sections, the methodology of the study was explained in detail. The participants, the procedures, the instrument of the research were given in detail, and some tables related to the participants, their ages and their academic disciplines were

also added. Each research, qualitative and quantitative, was analyzed separately and then the results obtained from these two different sources were assessed in terms of their relation with each other.

3.6.1. Analysis of the Quantitative Data

All statistical calculations in this research were perfomed with the Statistical Package for the Social Sciences (SPSS) for Windows 15.00. Chi-Square Test was used for the statistical calculations in the analysis of the data collected in this research as known the dependability of the variables (age, gender and academic discipline) were tried to be investigated. Signifance level is approved as p= 0.05. Means for each item, for their sub-dimensions, the descriptive statistics (descriptives, frequencies, cross-tabulation, etc), were calculated. Correlation analyses between the means of the scores were carried out.

By the questionnaire, it was intended to find out the reading experiences of Turkish EFL learners in academic reading materials and variances with regard to their genders, ages and academic disciplines and the most scored experience and the least scored experience.

3.6.2. Analysis of the Qualitative Data

The data in the qualitative research were analyzed to find out whether the results would confirm the findings from the quantitative research and to see whether there was any other further information different from or in addition to quantitative research. All findings and discussions presented here originate from the existential phenomenological approach presented in literature review section. Like in all other qualitative studies investigating the lived experiences of the participants, the analysis began with repeated listening to the participants' verbal descriptions on the tape recorder.

The data collected for this research were analyzed by means of existential-phenomenological method with its four steps (Von Eckartsberg, 1998, p. 22-23). In short, first, problem and question formulation was made, then data-generating situation was applied, third, data analysis was carried out, and finally presentations of results were made.

3.7. CONCLUSION

In this chapter, the information about the instruments, participants, data collection procedures and brief summary of data analyses for both researches were given.

In the following section, the analyses of both quantitative and qualitative data will be presented in detail. First, the statements in the quantitative research will be discussed one by one and the findings by age, gender and academic discipline will be presented in detail. The results will be shown in tables. Having examined the data analysis of the quantitative section completely, the analysis, a brief outline was given above, of the qualitative data will be given in detail, as well. Finally, the results and findings of both researches will be harmonized.

CHAPTER FOUR
DATA ANALYSIS

4.1. INTRODUCTION

In the preceding sections, the methodology of the study was described. The participants, the procedures, the instruments of the research and data analysis were presented in detail, and some tables related to the participants, their ages and their academic disciplines were also added. As explained in the previous section, the data of the study were collected through an instrument and the data collection procedures. First, a questionnaire inspired from the SORS (the Survey of Reading Strategies) by Mokhtari & Sheorey (2002) with a section of background information was given to the participants. The data were gathered from the graduate-level EFL learners of The School of Foreign Languages, and finally, some participants of the quantitative research were interviewed to find out their perceptions towards effective reading experiences with an existential phenomenological approach, the steps of which were presented in detail in the previous section.

In this section, the analyses of the data will be presented. First, the data of the quantitative research will be given and then those of the qualitative data. After the analyses of these two types of data, their harmony will be discussed to contribute to the process of the research questions of this study.

4.2. ANALYSIS OF THE QUANTITATIVE DATA

As mentioned before, the quantitative data were collected by the instrument inspired by SORS. By this instrument, it was intended to find out the perceptions of graduate-level EFL learners towards effective reading experinces in academic materials and the variables with regard to their genders, ages and academic disciplines.

All statistical calculations in this research were performed with the Statistical Package for the Social Sciences (SPSS) for Windows 15.00. Chi-Square Test was used for the statistical calculations in the analysis of the data collected in this research. Significance level is approved as p= 0.05. Most importantly, this instrument had a reliability index of .94 Cronbach's alpha coefficient, which is considered as a high level of reliability (Mueller, 1986). All the findings related to the quantitative research were given in Appendix 7.

4.2.1. Findings

4.2.1.1 General Findings on the Perceptions of Learners towards Effective Reading of Academic Materials and on What Experiences They Use

General findings on the perceptions of learners towards effective reading of academic materials and on what experiences they use are demonstrated in Table 4.1.

Table 4.1. General Findings

		SD		D		NI		A		SA	
		n	%	n	%	n	%	n	%	n	%
1.	When I read, I keep paper and pen within reach.	7	4.9	7	4.9	11	7.6	69	47.9	50	34.7
2.	Before reading, I do skimming.	5	3.5	9	6.3	24	16.7	77	53.5	29	20.1
3.	Before reading, I do predicting by looking at the title.	4	2.8	9	6.3	26	18.1	72	50.0	33	22.9
4.	While reading, I do scanning.	4	2.8	19	13.2	30	20.8	67	46.5	24	16.7
5.	While reading, I do skimming.	5	3.5	25	17.4	26	18.1	65	45.1	23	16.0
6.	When text becomes difficult, I do read too slowly for my study needs.	4	2.8	5	3.5	15	10.4	60	41.7	60	41.7
7.	While reading, I try to find out the main ideas.	1	.7	4	2.8	10	6.9	64	44.4	65	45.1
8.	I have a purpose in mind while reading.	4	2.8	9	6.3	24	16.7	72	50.0	35	24.3
9.	I read the introduction and conclusion, then go back and read the whole assignment.	19	13.2	29	20.1	29	20.1	42	29.2	25	17.4
10.	I take marginal notes to help me understand what I read.	3	2.1	23	16.0	26	18.1	57	39.6	35	24.3
11.	I think about what I know to help me understand what I read.	5	3.5	6	4.2	20	13.9	70	48.6	43	29.9
12.	When text becomes difficult, I read aloud to help me understand what I read.	23	16.0	33	22.9	34	23.6	35	24.3	19	13.2
13.	I think about whether the content of the text fits my reading purpose.	13	9.0	15	10.4	38	26.4	59	41.0	19	13.2
14.	I try to get back to trace when I lose concentration.	2	1.4	11	7.6	16	11.1	59	41.0	56	38.9
15.	I highlight the text to help me what I read.	3	2.1	7	4.9	23	16.0	62	43.1	49	34.0
16.	I adjust my reading speed according to what I am reading.	3	2.1	22	15.3	28	19.4	54	37.5	37	25.7
17.	When reading I decide what to read closely and what to ignore.	9	6.3	16	11.1	34	23.6	61	42.4	24	16.7
18.	I use reference materials (e.g. dictionary) to help me understand what I read.	5	3.5	10	6.9	21	14.6	47	32.6	61	42.4
19.	I stop from time to time and think what I am reading.	4	2.8	18	12.5	32	22.2	62	43.1	28	19.4
20.	I use context clues to help me better understand what I read.	2	1.4	9	6.3	21	14.6	80	55.6	32	22.2
21.	I paraphrase (restate ideas on my own words) to better understand what I read.	10	6.9	23	16.0	29	20.1	51	35.4	31	21.5
22.	I try to picture or visualize information to help remember what I read.	17	11.8	21	14.6	37	25.7	49	34.0	20	13.9

		SD		D		NI		A		SA	
		n	%	n	%	n	%	n	%	n	%
23.	I use typographical features like bold face italics to identify key information.	11	7.6	25	17.4	32	22.2	48	33.3	28	19.4
24.	I critically analyze and evaluate the information presented in the text.	4	2.8	14	9.7	33	22.9	64	44.4	29	20.1
25.	I go back and forth in the text to find relationships among ideas in it.	2	1.4	13	9.0	29	20.1	72	50.0	28	19.4
26.	I check my understanding when I come across new information.	3	2.1	9	6.3	21	14.6	72	50.0	39	27.1
27.	When the text becomes difficult, I reread it to increase my understanding.	3	2.1	8	5.6	12	8.3	68	47.2	53	36.8
28.	I do sometimes read aloud to increase my understanding.	20	13.9	28	19.4	28	19.4	50	34.7	18	12.5
29.	I ask dense questions that I like to have answered in the text.	10	6.9	20	13.9	46	31.9	45	31.3	23	16.0
30.	I check to see if my guesses about the text are right or wrong.	3	2.1	8	5.6	28	19.4	71	49.3	34	23.6
31.	When I read, I guess the meaning of unknown words or phrases.	3	2.1	8	5.6	32	22.2	55	38.2	46	31.9
32.	When reading, I translate from English into my native language.	2	1.4	10	6.9	21	14.6	50	34.7	61	42.4
33.	When reading, I think about the information in both English and my mother tongue.	8	5.6	17	11.8	16	11.1	66	45.8	37	25.7
34.	I do also read for pleasure to improve my reading skills.	12	8.3	15	10.4	33	22.9	53	36.8	31	21.5
35.	I follow some special techniques such as QAP (Question – answer – Relationships: right there questions, think and search, author and you, on my own), reciprocal teaching (predicting, questioning, clarifying and summarizing).	12	8.3	15	10.4	46	31.9	43	29.9	28	19.4

SD=Strongly Disagree   D=Disagree   NI=Have no idea   A=Agree

SA= Strongly Agree

All these statements will be discussed here one by one with the findings calculated by the Chi-Square Test in order to grasp the usage frequencies of the items. The table shows that, for the item "*When I read, I keep paper and pen within reach*"; 47.9% of learners answered "I agree", and 34.7% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners keep paper and pen within reach while reading. In other words, learners try to find something important while reading and in case they come accross some special knowledge, they put it down.

The table shows that, for the item "*Before reading, I do skimming*", 16.7% of the learners answered "I have no idea", 53.5% answered "I agree" and 20.1% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners do skimming before reading. Most of the learners do fast reading first in oder to understand what the text is about. There are some types of skimming that can be used. For example, learners read the first and last paragraphs using headings. This technique is useful when the learner is seeking specific information rather than reading for comprehension. Furthermore, skimming works well to find dates, names, and places, and it could be used to review graphs, tables, and charts.

The table shows that, for the item "*I do predicting by looking at the title*", 13.2% of the learners answered "I disagree", 20.8% of the learners answered "I have no idea", 46.5% answered "I agree", and 16.7% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners do predicting by looking at the title before reading. Here the learners try to guess what the whole text is about, which help them understand the content of the text before reading.

The table shows that, for the item "*While reading, I do scanning*", 18.1% of the learners answered "I have no idea", 50% answered "I agree" and 22.9% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners do scanning while reading. Scanning requires moving eyes quickly down the text while looking for specific infrmation, words and phrases. Readers scan the entire text, then focus on the most important and relevant parts in detail.

The table shows that, for the item "*I do skimming*", 18.1% of the learners answered "I agree", 45.1% answered "I strongly agree". Based upon these answers, it can be argued that great majority of the learners do skimming while reading. As mentioned above, skimming technique is useful when the learner is seeking specific information. Graduate learners do skimming before reading and during reading in order to find dates, names, and places, and then to concentrate on the specific parts of the text.

The table shows that, for the item "*When text becomes difficult, I read too slowly for my study needs*", 41.7 % of the learners answered "I agree", and 41.7% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners read too slowly for their study needs when text becomes difficult. Graduate

education students read for academic purposes; that's why, the text might sometimes be difficult. So, they try to read slowy in order not to miss the point.

The table shows that, for the item "*While reading, I try to find out the main ideas*", 44.4% of the learners answered "I agree", 45.1% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners try to find out the main ideas while reading. Graduate readers read for academic purposes; hence, they try to find the main ideas of the text in order to reach the main point.

The table shows that, for the item "*I have a purpose in mind while reading*", 50% of the learners answered "I agree", 24.3% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners have a purpose in their mind while reading. As mentioned above several times, Turkish graduate learners of EFL read for academic purposes, so they do have purposes in their mind.

The table shows that, for the item "*I read the introduction and conclusion, then go back and read the whole assignment*", 29.2% of the learners answered "I agree" and 17.5% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners read the introduction and conclusion, then go back and read the whole assignment. They do this in order to see whether the text fits their purpose.

The table shows that, for the item "*I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on*", 25.7% of the learners answered "I agree", and 8.3% answered "I strongly agree". In fact, 28.5% of the learners answered "I disagree". Based upon these answers, it can be concluded that marginal amount of learners break the text into pieces while reading, read 10 pages first, then switch to the next ten after completing the first portion. In other words, the learners try to finish the text immediately once they start to read it.

The table shows that, for the item "*I take marginal notes to help me understand what I read*", 39.6% of the learners answered "I agree", 24.3% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners take marginal notes to help them understand what they read. As mentioned above, most of the learners keep paper and pen within reach and they take notes in order not to miss the point and in order to use them for their academic purposes.

The table shows that, for the item "*I think about what I know to help me understand what I read*", 48.6% of the learners answered "I agree", 29.9% answered "I

strongly agree". Based upon these answers, it can be concluded that great majority of the learners think about what they know to help them understand what they read. Since graduate learners are academic people, they use their background information with regard to the text.

The table shows that, for the item "*When text becomes difficult, I read aloud to help me understand what I read*", 24.3% of the learners answered "I agree", and 13.2% answered "I strongly agree". Based upon these answers, it can be concluded that very marginal percentage of the learners read aloud to help them understand what they read when the text becomes difficult. In other words, most of te learners prefer silent reading.

The table shows that, for the item "*I think about whether the content of the text fits my reading purpose*", 41% of the learners answered "I agree", and "13.2% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners think about whether the content of the text fits their reading purpose. As mentioned above, they have purposes in their mind and they do seek for it.

The table shows that, for the item "*I try to get back to trace when I lose concentration*", 41% of the learners answered "I agree", 38.9% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners get back to trace when they lose concentration while reading. As graduate learners are academic people, they read for specific information, and sometimes they loose concantration and have to get back to the trace.

The table shows that, for the item "*I highlight the text to help me what I read*", 43.1% of the learners answered "I agree", 34% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners highlight the text to help them understand what they read. As mentioned above, the learners have pen and they use it to highlight the text.

The table shows that, for the item "*I adjust my reading speed according to what I am reading*", 37.5% of the learners answered "I agree", 25.7% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners adjust their reading speed according to what they are reading. As graduate learners are academic people, they read some specific texts, and the difficulties of the text change from time to time and they adjust their reading speed within this regard.

The table shows that, for the item "When *reading I decide what to read closely and what to ignore*"; 42.4% of learners answered "I agree", and 16.7% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners decide what to read closely and what to ignore while reading. In other words, most of the learners prefer reading the text which fits their academic purposes.

The table shows that, for the item "*I use reference materials (e.g. dictionary) to help me understand what I read*", 32.6% of the learners answered "I agree", 42.4% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners use reference materials (e.g dictionary) to help them understand what they read. As they are foreign learners, they have some difficulty with the target language, and that is very natural to use such items.

The table shows that, for the item "*I use tables, figures, and pictures in text to increase my understanding*", 36.8% of the learners answered "I agree" and 20.1% answered "I strongly agree". Based upon these answers, it can be concluded that majority of the learners use tables, figures, and pictures in text to increase their understanding while reading. Such items give information that will be difficult to be told by written texts.

The table shows that, for the item "*I stop from time to time and think what I am reading*", 43.1% of the learners answered "I agree" and 19.4% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners stop from time to time and think what they are reading. Since they read for academic purposes, they stop from time to time and think what they are reading.

The table shows that, for the item "*I use context clues to help me better understand what I read*", 55.6% of the learners answered "I agree" and 22.2% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners use context clues to help them better understand what they read. In other words, they focus on the clues to help them grasp the text.

The table shows that, for the item "*I paraphrase (restate ideas on my own words) to better understand what I read*", 35.4% of the learners answered "I agree" and 21.5% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners paraphrase (restate ideas on their own words) to better

understand what they read. They do this especially to see whether they understand the text or not.

The table shows that, for the item "*I try to picture or visualize information to help remember what I read*", 34% of the learners answered "I agree" and 13.9% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners try to picture or visualize information to help remember what they read. In other words, picturising or visualising the information given in the text is a common effective experience of the learners have.

The table shows that, for the item "*I use typographical features like bold face italics to identify key information*", 33.3% of the learners answered "I agree" and 19.4% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners use typographical features like bold face italics to identify key information while reading. These features help the readers what to focus on most.

The table shows that, for the item "*I critically analyze and evaluate the information presented in the text*", 44.4% of the learners answered "I agree" and 20.1% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners critically analyze and evaluate the information presented in the text while reading in order to see what they have understood.

The table shows that, for the item "*I go back and forth in the text to find relationships among ideas in it*", 50% of the learners answered "I agree" and 19.4% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners go back and forth in the text to find relationships among ideas in it while reading. As mentioned above, they have purpose in their mind, and they try to understand the coherence of the text see whether the text fits the purpose.

The table shows that, for the item "*I check my understanding when I come across new information*", 50% of the learners answered "I agree" and 27.1% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners check their understanding when they come across new information while reading. Academic papers offer new information and the learners do read them for this.

The table shows that, for the item "*When the text becomes difficult, I reread it to increase my understanding*", 47.2% of the learners answered "I agree", and 36.8% answered "I strongly agree". Based upon these answers, it can be concluded that great

majority of the learners reread the text to increase their understanding when it becomes difficult. Since graduate learners do read the academic papers, they might be difficut and that's why, they reread the text.

The table shows that, for the item "*I do sometimes read aloud to increase my understanding*", 34.7% of the learners answered "I agree" and 12.5% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners do sometimes read aloud to increase their understanding. Sometimes they miss the point and have difficulty with understanding the text. In order to increase their understanding, they read aloud.

The table shows that, for the item "*I ask dense questions that I like to have answered in the tex*t", 31.3% of the learners answered "I agree" and 16% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners ask dense questions that they like to have answered in the text while reading, which shows they read for a purpose.

The table shows that, for the item "*I check to see if my guesses about the text are right or wrong*", 49.3% of the learners answered "I agree" and 23.6% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners check to see if their guesses about the text are right or wrong while reading.

The table shows that, for the item "*When I read, I guess the meaning of unknown words or phrases*", 38.2% of learners answered "I agree", and 31.9% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners guess the meaning of unknown words or phrases while reading.

The table shows that, for the item "*When reading, I translate from English into my native language*", 34.7% of the learners answered "I agree" and 42.4% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners translate from English into their native language while reading, which shows that they want to use the information within their native language.

The table shows that, for the item "*When reading, I think about the information in both English and my mother tongue*", 45.8% of the learners answered "I agree" and 25.7% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners think about the information in both English and their mother tongue while reading. In other words, while reading the text in the target

language, they want to know whether they undersand the text and check it in their native language.

The table shows that, for the item "*I do also read for pleasure to improve my reading skills*", 36.8% of the learners answered "I agree" and 21.5% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners do also read for pleasure to improve their reading skills. Graduate learners try to improve their target language reading skills, and they read for pleasure.

The table shows that, for the item "*I follow some special techniques such as QAP*", 29.9% of the students answered "I agree" and 19.4% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners follow some special techniques such as QAP. They read for purpose and in order to achieve this they try to understand the text thoroughly.

4.2.1.2. Findings by Learner Genders

Each item of the questionnaire has separately been examined to identify perceptions, on gender basis, of learners in reading academic materials effectively and on what experiences they use. The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by gender, for the questionnaire items. In this section, just the ones whose chi-square value for the difference between the answers of learners, by gender, on the questionnaire items has been found significant across the significance level p>0.05 will be presented in detail. Only the fourteenth item of the questionnaire has been found significant across the significance level p>0.05 for the learners' perceptions towards effective reading experiences by gender.

4.2.1.2.1. Findings derived from learners' answers by gender for the questionnaire item "I think about whether the content of the text fits my reading purpose"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by gender, for the questionnaire item "I think about whether the content of the text fits my reading purpose" (Table 4.2.).

Table 4.2. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I think about whether the content of the text fits my reading purpose"

Sex		Statement 14					Total
		SD	D	NI	A	SA	
Male	Count	6	10	11	35	7	69
	% within gender	8.7%	14.5%	15.9%	50.7%	10.1%	100.0%
Female	Count	7	5	27	24	12	75
	% within gender	9.3%	6.7%	36.0%	32.0%	16.0%	100.0%
Total	Count	13	15	38	59	19	144
	% within gender						100.0%

D.f.= 4 χ^2=11.617 p=.020

The table shows that, the chi-square value for the difference between the answers of learners, by gender, on the questionnaire item, "*I think about whether the content of the text fits my reading purpose*" is 11.617, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by gender, for the questionnaire item "I think about whether the content of the text fits my reading purpose". The table further shows that, for the item "I think about whether the content of the text fits my reading purpose", 50.7% and 10.1% of the male learners answered "I agree" and "I strongly agree" respectively; whereas 32% and 16% of the female learners answered "agree" and "I strongly agree" respectively. Based upon these answers, it can be concluded that male learners think about whether the content of the text fits their reading purposes much more than the female learners.

4.2.1.3. Findings by Learner Ages

Each item of the questionnaire has separately been examined to identify perceptions, on age basis, of learners in reading academic materials effectively and on what experiences they use. The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by age, for the questionnaire items. In this section, as the previous one, the ones whose chi-square value for the difference between the answers of learners, by age, on the questionnaire items have been found significant across the significance level p>0.05 will be described in detail.

4.2.1.3.1. Findings Derived from Learners' Answers by Age for the Questionnaire Item "Before reading, I do skimming"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by age, for the questionnaire item "I *Before reading, I do skimming*" (Table 4.3.).

Table 4.3. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "Before reading, I do skimming"

Age		Statement 2					
		SD	D	NI	A	SA	Total
17-25	Count	1	8	19	49	12	89
	% within gender	1.1%	9.0%	21.3%	55.1%	13.5%	100.0%
26-35	Count	4	1	5	26	16	52
	% within gender	7.7%	1.9%	9.6%	50.0%	30.8%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.612   p=.048

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, *"Before reading, I do skimming"* is 15.612, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by age, for the questionnaire item *"Before reading, I do skimming"*. The table further shows that, for the item *"Before reading, I do skimming"*, nearly 69% of the learners between 17-25 answered "I agree" and "I strongly agree" whereas nearly 81% of the learners between 26-35 answered "I agree" and "I strongly agree", and 100% of the leaerners above 36 years old answered "I agree" and "I strongly agree". Based upon these answers, it can be concluded that learners between 17-25 do skimming before reading less than the other groups.

4.2.1.3.2. Findings derived from learner answers by age for the questionnaire item "While reading, I do scanning"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by age, for the questionnaire item "*While reading, I do scanning*" (Table 4.4.).

Table 4.4. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "While reading, I do scanning"

Age		Statement 4					Total
		SD	D	NI	A	SA	
17-25	Count	3	14	14	48	10	89
	% within gender	3.4%	15.7%	15.7%	53.9%	11.2%	100.0%
26-35	Count	1	5	15	19	12	52
	% within gender	1.9%	9.6%	28.8%	36.5%	23.1%	100.0%
Over 36	Count	0	0	1	0	2	3
	% within gender	.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.524   p=.050

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, "*While reading, I do scanning*" is 15.524, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by age, for the questionnaire item "*While reading, I do scanning*". The table further shows that, for the item "*While reading, I do scanning*", nearly 65% of the learners between 17-25 answered "I agree" and "I strongly agree" whereas nearly 60 % of the learners between 26-35 answered "I agree" and "I strongly agree", and nearly 67 % of the leaerns above 36 years old answered "I agree" and "I strongly agree". Based upon these answers, it can be concluded that learners between 26-35 do scanning while reading less than the other groups.

4.2.1.3.3. Findings Derived from Learner Answers by Age for the Questionnaire Item "I read the introduction and conclusion, then go back and read the whole assignment"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by age, for the questionnaire item "*I read the introduction and conclusion, then go back and read the whole assignment*" (Table 4.5.).

Table 4.5. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I read the introduction and conclusion, then go back and read the whole assignment"

Age		Statement 9					Total
		SD	D	NI	A	SA	
17-25	Count	11	20	21	28	9	89
	% within gender	12.4%	22.5%	23.6%	31.5%	10.1%	100.0%
26-35	Count	8	9	8	14	13	52
	% within gender	15.4%	17.3%	15.4%	26.9%	25.0%	100.0%
Over 36	Count	0	0	0	0	3	3
	% within gender	.0%	.0%	.0%	.0%	100.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=20.767 p=.008

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, "*I read the introduction and conclusion, then go back and read the whole assignment*" is 20.767, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by age, for the questionnaire item "*I read the introduction and conclusion, then go back and read the whole assignment*". The table further shows that, for the item "*I read the introduction and conclusion, then go back and read the whole assignment*", 31.5% and 10.1% of the learners between 17-25 answered "I agree" and "I strongly agree" respectively; whereas 26.9% and 25% of the learners between 26-35 answered "I agree" and "I strongly agree" respectively, and 100% of the learners above 36 answered "I strongly agree". Based upon these answers, it can be concluded that learners above 36 read the introduction and conclusion, then go back and read the whole assignment much more than the other groups.

4.2.1.3.4. Findings Derived from Learner Answers by Age for the Questionnaire Item "I think about whether the content of the text fits my reading purpose"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by age, for the questionnaire item "*I think about whether the content of the text fits my reading purpose*" (Table 4.6.).

Table 4.6. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I think about whether the content of the text fits my reading purpose"

Age		SD	D	NI	A	SA	Total
		\multicolumn{5}{c}{Statement 14}		Total
17-25	Count	6	8	31	36	8	89
	% within gender	6.7%	9.0%	34.8%	40.4%	9.0%	100.0%
26-35	Count	7	7	7	20	11	52
	% within gender	13.5%	13.5%	13.5%	38.5%	21.2%	100.0%
Over 36	Count	0	0	0	3	0	3
	% within gender	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=16.079   p=.041

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, "*I think about whether the content of the text fits my reading purpose*" is 16.079, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by age, for the questionnaire item "*I think about whether the content of the text fits my reading purpose*". The table further shows that, for the item "*I think about whether the content of the text fits my reading purpose*", 40.4% and 9% of the learners between 17-25 answered "I agree" and "I strongly agree" respectively; whereas 38.5% and 21.2% of the learners between 26-35 answered "I agree" and "I strongly agree" respectively, and 100% of the learners above 36 answered "I agree". Based upon these answers, it can be concluded that learners above *36* think about whether the content of the text fits their reading purpose much more than the other groups.

4.2.1.4. Findings by Learner Academic Disciplines

Each item of the questionnaire has separately been examined to identify perceptions, on age basis, of learners in reading academic materials effectively and on what experiences they use. The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by academic discipline, for the questionnaire items. In this section, as the previous ones, the ones whose chi-square value for the difference between the answers of learners, by age, on the questionnaire items have been found significant across the significance level p>0.05 will be described in detail.

4.2.1.4.1. Findings Derived from Learners' Answers by Academic Discipline for the Questionnaire Item "While reading, I do scanning"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by academic discipline, for the questionnaire item "*While reading, I do scanning*" (Table 4.7.).

Table 4.7. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "While reading, I do scanning"

Academic discipline		Statement 4					
		SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	0	4	6	38	12	60
	% within gender	.0%	6.7%	10.0%	63.3%	20.0%	100.0%
Social Sciences	Count	3	12	16	19	8	58
	% within gender	5.2%	20.7%	27.6%	32.8%	13.8%	100.0%
Health Sciences	Count	1	3	8	10	4	26
	% within gender	3.8%	11.5%	30.8%	38.5%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=20.396   p=.009

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, "*While reading, I do scanning*" is 20.396, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by academic

discipline, for the questionnaire item "*While reading, I do scanning*". The table further shows that, for the item "*While reading, I do scanning*", nearly 83% of the learners of Natural and Applied Sciences answered "I agree" and "I strongly agree"; whereas nearly 46% of the learners of Social Sciences answered "I agree" and "I strongly agree" and nearly 54% of the learners of Health Sciences answered "I agree" and "I strongly agree". Based upon these answers, it can be concluded that learners of Natural and Applied Sciences do scanning while reading much more than the other groups.

4.2.1.4.2. Findings Derived from Learners' Answers by Academic Discipline for the Questionnaire Item "I think about what I know to help me understand what I read"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by academic discipline, for the questionnaire item "*I think about what I know to help me understand what I read*" (Table 4.8.).

Table 4.8. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I think about what I know to help me understand what I read"

Academic Discipline		Statement 12					
		SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	1	3	9	34	13	60
	% within gender	1.7%	5.0%	15.0%	56.7%	21.7%	100.0%
Social Sciences	Count	4	0	7	23	24	58
	% within gender	6.9%	.0%	12.1%	39.7%	41.4%	100.0%
Health Sciences	Count	0	3	4	13	6	26
	% within gender	.0%	11.5%	15.4%	50.0%	23.1%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.661   p=.047

The table shows that, the chi-square value for the difference between the answers of learners, by age, on the questionnaire item, "*I think about what I know to help me understand what I read*" is 15.661, and has been found significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by academic discipline, for the questionnaire item "*I think about what I*

know to help me understand what I read". The table further shows that, for the item "*I think about what I know to help me understand what I read*", nearly 78% of the learners of Natural and Applied Sciences answered "I agree" and "I strongly agree"; whereas nearly 81% of the learners of Social Sciences answered "I agree" and nearly 73% of the learners of Health Sciences answered "I agree" and "I strongly agree". Based upon these answers, it can be concluded that learners of Health Sciences think about what they know to help them understand what they read much more than the other groups.

4.2.1.4.3. Findings Derived from Learner Answers by Academic discipline for the questionnaire item "I try to picture or visualize information to help remember what I read"

The chi-square analysis has been applied to determine whether there is any difference between the learner answers, by academic discipline, for the questionnaire item "*I try to picture or visualize information to help remember what I read*" (Table 4.9.).

Table 4.9. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I try to picture or visualize information to help remember what I read"

Academic Discipline		Statement 24					
		SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	5	9	17	24	5	60
	% within gender	8.3%	15.0%	28.3%	40.0%	8.3%	100.0%
Social Sciences	Count	9	8	18	17	6	58
	% within gender	15.5%	13.8%	31.0%	29.3%	10.3%	100.0%
Health Sciences	Count	3	4	2	8	9	26
	% within gender	11.5%	15.4%	7.7%	30.8%	34.6%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=16.409   p=.037

The table shows that, the chi-square value for the difference between the answers of learners, by academic discipline, on the questionnaire item, "*I try to picture or visualize information to help remember what I read*" is 16.409, and has been found

significant across the significance level p>0.05. This finding reveals that there is difference between the learner answers, by academic discipline, for the questionnaire item "*I try to picture or visualize information to help remember what I read*". The table further shows that, for the item "*I try to picture or visualize information to help remember what I read*", nearly 48% of the learners of Natural and Applied Sciences answered "I agree" and "I strongly agree"; whereas nearly 40% of the learners of Social Sciences answered "I agree" and "I strongly agree", and nearly 64% of the learners of Health Sciences answered "I agree" and "I strongly agree". Based upon these answers, it can be concluded that learners of Health Sciences try to picture or visualize information to help them remember what they read much more than the other groups.

4.2.2. Conclusions Related to the Findings from the Analysis of the Quantitative Data

To find answers to the research questions, a survey, inspired by the SORS, was modified and then was applied to the Turkish graduate-level learners of English. There were 144 participants. There were 69 male participants and 75 female participants. All statistical calculations in this research were performed with the Statistical Package for the Social Sciences (SPSS) for Windows 15.00.

In this section, the findings attained through the quantitative data collection procedure will be presented. They will be discussed with regard to the answer they supplied to the research questions of the study.

The research questions are as follows:

1. What are the reading experiences of graduate-level EFL learners in academic reading materials?
2. Do these reading experiences vary with regard to the learners' genders, ages and academic disciplines?
3. Which ones of these experiences are of most importance and are of less importance?

4.2.2.1. What are the Reading Experiences of Graduate-Level EFL Learners in Academic Reading Materials?

With regard to the first research question, the most scored and the least scored reading experiences were computed as the seventh item "While reading, I try to find out the main ideas" and the tenth question "I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on", respectively. The mean for the seventh question is 4.0278 whereas the mean for the tenth question is 2.8611. On the other hand, the means of all experiences were found and they were presented in Table 4.10.

Table 4.10. The Descriptive Statistics of Reading Experinces by Means

	min.	max.	m.	sd
STATEMENT 1	1	5	4.0278	1.03061
STATEMENT 2	1	5	3.8056	0.94815
STATEMENT 3	1	5	3.8403	0.94361
STATEMENT 4	1	5	3.6111	1.00426
STATEMENT 5	1	5	3.5278	1.064
STATEMENT 6	1	5	4.1597	0.94361
STATEMENT 7	1	5	4.3056	0.778
STATEMENT 8	1	5	3.8681	0.94792
STATEMENT 9	1	5	3.1736	1.30266
STATEMENT 10	1	5	2.8611	1.19211
STATEMENT 11	1	5	3.6806	1.07517
STATEMENT 12	1	5	3.9722	0.96036
STATEMENT 13	1	5	2.9583	1.28398
STATEMENT 14	1	5	3.3889	1.12263
STATEMENT 15	1	5	4.0833	0.9644
STATEMENT 16	1	5	4.0208	0.94216
STATEMENT 17	1	5	3.6944	1.07922
STATEMENT 18	1	5	3.5208	1.09013
STATEMENT 19	1	5	4.0347	1.0801
STATEMENT 20	1	5	3.4306	1.22704
STATEMENT 21	1	5	3.6389	1.02152
STATEMENT 22	1	5	3.9097	0.86026
STATEMENT 23	1	5	3.4861	1.19431
STATEMENT 24	1	5	3.2361	1.21175
STATEMENT 25	1	5	3.3958	1.20151
STATEMENT 26	1	5	3.6944	0.99142
STATEMENT 27	1	5	3.7708	0.91391
STATEMENT 28	1	5	3.9375	0.92531
STATEMENT 29	1	5	4.1111	0.9245
STATEMENT 30	1	5	3.125	1.26201
STATEMENT 31	1	5	3.3542	1.11862
STATEMENT 32	1	5	3.8681	0.91029
STATEMENT 33	1	5	3.9236	0.97579
STATEMENT 34	1	5	4.0972	0.98463
STATEMENT 35	1	5	3.7431	1.13277
STATEMENT 36	1	5	3.5278	1.1823
STATEMENT 37	1	5	3.4167	1.16174
Valid Number=144				

min.=Minumum   max.Maximum   m.=Mean   sd=standard deviation

The table shows that most of Turkish graduate-level learners of English try to find out the main ideas in academic reading materials. Since they read academic materials, they should focus on the main ideas. In addition to this, they have to enter the Interuniversity Foreign Language Examination (ÜDS). Most of the questions in this exam are based on reading. On the other hand, they do not break the long academic materials into small segments, which shows that once they start to read, they want to finish it immediately instead of giving any break. It is probably because that they think if they give break, they may forget and miss the point.

The nearest scored experiences for the seventh and the tenth ones are, the sixth one "When text becomes difficult, I do read too slowly for my study needs" and the thirteenth one "When text becomes difficult, I read aloud to help me understand what I read" respectively. The mean score for the sixth item is 4.15 and for the thirteenth items 2.96. The mean score of the sixth statement shows that Turkish graduate-level learners of English prefer reading slowly when the text becomes difficult. As most of the academic materials include some facts of science, they should be read more carefully than other texts. As for the thirteenth item, the participants prefer not to read loud. They prefer reading silently.

In the lights of findings, participants use most of the reading experiences given to them in the survey. As they are graduate-level learners of English, they have to deal with reading in order to improve themselves in their study areas. Because most of the academic materials are presented in English throughout the world. The most scored and the least scored experiences were presented above and they are going to be also discussed in the conclusion part with regard to the other two research questions.

In short, all participants use various experiences with regard to their perceptions and needs. Some experiences are used more and some are less. The variances of these experiences with regard to their ages, genders and academic disciplines are going be discussed in the following part.

4.2.2.2. Do These Reading Experiences Vary with regard to the Learners' Genders, Ages and Academic Disciplines?

Chi-Square Test was used for the statistical calculations in the analysis of the data collected in this research to find answers to this research question. Significance level is approved as $p= 0.05$. The data collected through the survey (Appendix 1) showed that the graduate-level EFL learners use reading experiences with regard to their background knowledge, which allows us to discuss the variances by gender, age and academic discipline.

As mentioned in the data analysis section, significance by gender was found in just one statement "*I think about whether the content of the text fits my reading purpose*". Based upon the data in Table 2, it can be said that male learners think about whether the content of the text fits their reading purposes more than the female learners. Yet, there was not found any difference among the participants by gender with regard to their perceptions towards effective reading experiences in academic reading, which means that both male and female EFL learners prefer almost the same experiences.

As for the age, there were found four statements in which there were differences across the significance level $p>0.05$. Those findings reveal that there are differences between the learners' answers, by age, for the four questionnaire items. Based upon the data obtained from the SPSS for Windows 15.00, for the second statement "Before reading, I do skimming" it can be said that learners between 17-25 do skimming before reading less than the other groups. As for the forth statement "While reading, I do scanning", the learners between 26-35 can be said to do scanning while reading less than the other groups. For the nineth statement "I read the introduction and conclusion, then go back and read the whole assignment", learners above 36 read the introduction and conclusion, then go back and read the whole assignment much more than the other groups. Finally, again the learners above 36 think about whether the content of the text fits their reading purposes much more than the other two groups

Finally, there were found differences across the significance level $p>0.05$ in three statements, which shows that there are differences between the learners' answers, by academic discipline, for the three questionnaire items. Based upon the findings derived from the learners' answers by academic discipline, as mentioned before, learners of Natural and Applied Sciences can be said to do scanning while reading much

more than the other groups whereas the learners of Health Sciences think about what they know to help them understand what they read much more than the other groups. The last but not the least, the learners of Health Sciences try to picture or visualize information to help them remember what they read much more than the other groups.

In conclusion, it can be claimed that all of the EFL learners have some reading experiences in academic reading. Based upon the results obtained from the quantitative research, there are some differences among the EFL learners' perceptions towards effective reading experiences by gender, age and academic discipline.

4.2.2.3. Which Ones of These Experiences are of Most Importance and are of Less Importance?

In the lights of findings, as mentioned above, the most scored reading experience was found as the seventh statement "*While reading, I try to find out the main ideas*" and the least scored item was found as the tenth statement "*I break long texts into segments. I read 10 pages, and then do something else*". The mean for the seventh question is 4.03 whereas the mean for the tenth question is 2.87.

As understood from these findings, Turkish graduate-level EFL learners use the experience of finding the main idea most. This may be because they are doing graduate studies and they have to focus on the main ideas. This may also because they have to enter the Interuniversity Foreign Language Examination (ÜDS), and they have to get at least 55 points in order to continue their PhD studies. In this exam, most of the questions are based on reading. The reading skill of the applicants is questioned most. Most of these questions focus on the main ideas. So if they want to get high mark from the Interuniversity Foreign Language Examination (ÜDS), they have to focus on the main ideas of the texts.

The least scored experience was the tenth statement "*I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on*". The mean is 2.87. This means that Turkish EFL learners prefer reading the material as whole instead of breaking it into small sections although it is long. They might lose concentration when they give break, and it may require reading the previous sections once more.

The nearest scored experiences are the sixth one "*When text becomes difficult, I do read too slowly for my study needs*" and the thirteenth one "*When text becomes difficult, I read aloud to help me understand what I read*". The mean score for the sixth statement is 4,16 and for the thirteenth statement is 2.96. Based upon these findings, Turkish graduate-level EFL learners prefer reading slowly when the text becomes difficult. As most of the academic materials include some facts of science, they should be read more carefully, and most of the participants of this survey take marginal notes. The mean for this experience is 3.68. This is the eleventh item "*I take marginal notes to help me understand what I read*". The mean for this item also gives us a clue for the seventh statement "*While reading, I try to find out the main ideas*". As for the thirteenth item "*When text becomes difficult, I read aloud to help me understand what I read*", the participants prefer not reading aloud. They prefer reading silently and focus on the main idea. It can be said that when they read aloud, they could lose the concentration.

In conclusion, based upon the data obtained from this research, some experiences have come forward. Yet, graduate-level EFL learners do have many reading experiences in academic materials in order to save time and for better understanding.

4.3. ANALYSIS OF THE QUALITATIVE DATA

In this section, the findings of the qualitative research will be presented and discussed. The discussions and findings will be performed in the lights of the literature review. The qualitative research of this study, as mentioned in the previous chapter, is an existential phenomenological one which aims to describe the reading experiences of the participants with regard to their perceptions. The goal of the qualitative section was to investigate graduate-level English learners' perceptions of L1 reading comprehension experiences with an existential phenomenological approach.

Actually, this qualitative section of the study was carried out to support the data of the quantitative research. For this reason, qualitative data were obtained by interviewing 15 graduate-level EFL learners from the participants of the quantitative research. The sample consisted of 15 graduate-level EFL Turkish learners: nine males and six females. Moreover, the participants are from three academic disciplines (five from Natural and Applied Sciences, five from Social Sciences and five from Health

Sciences). The aim was to obtain a representative of the population. The researcher made sure that each interviewee was clear on the seven questions before the interview.

An existential-phenomenological methodology in a research requires four steps by Von Eckartsberg (1998) as mentioned before. They are as follows:

1) Problem and Question formulation: The Phenomenon:

2) Data – Generating Situations: Protocol Life Text

3) Data Analysis: Explication and Interpretation:

4) Presentation of Results: Formulation:

The research phenomenon, as was indicated in the methodology section, was "How do graduate-level EFL Turkish students' perceptions towards effective reading experiences contribute to their reading process?". With regard to this phenomenon, in the datagenerating situation step, seven interview questions were addressed to the participants in their own language. The researcher engaged in dialogue with the subjects, so-called co-reseaerches. None of the participants wanted to speak in the target language. The questions were:

a) According to you, who is a good reader, please describe.

b) Before reading, do you make any preparations?

c) While reading, what do you do in order to understand the text better?

d) What do you do after reading the text?

e) Have you learned these experiences at preparatory class?

f) Do you agree that reading experiences contribute to the reader's understanding of the text?

g) How does the evaluation of whether you grab the text or not affect your reading?

Of course some random questions were produced according to the stream of the interview. The data were transcribed verbatim once they were collected. However, to assure the accuracy, these transcriptions were returned to the participants for the confirmation by each participant. Later, these transcriptions were translated into English, and four other English instructors, at School of Foreign Languages, Atatürk University were made to check these translations. Later, the researcher grouped the statements into meaningful units, and in the last stage, the findings were presented in public for sharing and criticism.

4.3.1. Presentation of Results

Presentation of results is the last step of the existential phenomenological methodology. Results and findings are presented here for sharing and criticisim. Having analyzed the data obtained from the interviews, the participants' perceptions towards effective reading experiences in English were categorized into meaningful units with regard to the addressed questions. These are as follows: 1) description of a good reader, 2) reading experiences used in English, 3) contribution of schools, 4) contributions of the reading experiences, 5) the effects of evaluation.

4.3.1.1. Description of a Good Reader

First of all, the participants were required to describe a good reader, and eight of fifteen participants described a good reader as: a good reader is a person who knows why and what s/he reads. For example, Mevlüt said:

A good reader is the one who knows what he reads, what he wants to read.

Mevlüt described a good reader as the one who knows what to read, which means that a good reader does not read aimlessly. S/he has aim in her/his mind and s/he chooses what to read. This expression supports the eighth statement of the quantitative research "*I have a purpose in mind while reading*", the mean of which is 3.8681 (See Table 10). This mean shows that more than 50% of the participants do use this item. Some of the expressions of the interviewees also almost agree with Mevlüt's. For instance,Hasan expressed his thoughts of being a good reader as

A good reader is the one who reads with patience, with care, knows what to read.

whereas Meryem described a good reader as:

To me, a good reader isn't the one who reads randomly what he finds but is the one who reads for a certain goal, reads to improve himself.

As it is clear from these expressions, a good reader is the one who has purpose in mind while reading. A good reader is selective. S/he should know what to read, how to

read and why to read. Most of the participants pointed out that: "*A good reader should have a purpose in his/her mind; s/he shouldn't read whatever s/he finds.*" Additionally, the participants described a good reader who has reading experiences. With regard to this concept, all of them stated different kinds of experiences for a good reader. Ayşe described a good reader as:

> *A good reader tries to understand what the title means first . A general idea occurs in his mind and continues according to it. S/he tries to guess from the title....*

As understood from the expressions of Ayşe, a good reader is the one who focuses on the title, which coincides with the third statement of the quantitative research" *Before reading, I do predicting by looking at the title*". The mean of this statement was found as 3.8403 (See Table 10). Based up on this mean, it can be said that great majority of the students do predicting by looking at the title.

All of the interviewees stated that a good reader do have reading experiences. Ezgi elaborated his thoughts of being a good reader as such:

> *First of all, s/he underlies the introduction, development and conclusion, especially the sentences. Paragraph takes some time. Because these sentences can give us information about the generality of the paragraph. Additionally, in all likelihood, certain questions stem from the introduction, development and conclusion. So, I guess these can be asked while reading. So, I especially pay attention to those.*

Based upon these expressions, it can be said that a good reader tries to find out the main ideas while reading. These expressions also coincide with the seventh statement of the quantitative research *"While reading, I try to find the main ideas"*, the mean of which is 4.3056 (See Table 10). As mentioned in the previous section, this statement is the most scored one within the questionnaire of the quantitative study. For the item "*While reading, I try to find out the main ideas*", 44.4% of the learners answered "I agree" and 45.1% answered "I strongly agree". Based upon these answers, it can be concluded that great majority of the learners try to find out the main ideas while reading.

In conclusion, it can be said that all readers do have reading experiences to perform better understanding and to save time. Yet, almost all the participants described the good reader with different reading experiences although they have something in common. In other words, they do not use the same experiences at the same rate.

4.3.1.2. Reading Experiences in English

The results of both quantitative and qualitative researches showed that Turkish graduate-level students are aware of all types of reading experiences. Yet, some perceive some experiences much more important than the others. Some students mentioned different combinations of reading experiences. Why do people perceive reading experiences? As mentioned before, people have reading experiences to save time and to comprehend the text better. For example, if you look at the title, and if you think it interests you, then you read. Otherwise, you do not waste your time. In order to see the reading comprehension experiences by the participants of the study, they were asked what they do before, during and after reading the text in English.

4.3.1.2.1. Reading Experiences before Reading the Text

The participants were asked "what do you do before reading?" Since they do read for academic purpose, all of the participants began this question approximately in the same way, which again coincides with the seventh statement of the quantitative research "*I have a purpose in mind while reading*" (See Table 1). They said that they read for academic purposes. Second, they said they took a pen or a pencil and a paper or a small notebook in order to take necessary notes while they were reading. This is also confirmed with the results of quantitative research. The first statement of the quantitative research "When I read, I keep paper and pen within reach" suggests that the students have purpose in their mind and they want to be active while reading.

What the other consensus by the participants is that they all take dictionaries with them. On the other hand, some of them use online dictionaries. This expression also coincides with the nineteenth statement of the quantitative research "*I use reference materials (e.g. dictionary) to help me understand what I read*". According to the data obtained from the quantitative research, nearly 75% of the learners do use dictionaries. Meryem stated that:

> *I absolutely open my dictionary when I am reading a foreign text. I make preparation by reading introduction and conclusion...*

As seen from the expression, Meryem does use dictionary and also she added that she first read the introduction and conclusion part then go back to read the whole text. She does it in order to prepare herself for the text or probably to check whether the context of the text fits her reading purpose. This expression also coincides with the fourteenth statement of the quantitative research "*I think about whether the content of the text fits my reading*". Moreover, the expressions of Meryem also means that she uses two reading experiences at the same time. Feyyaz also supported the ideas of Meryem when he was asked the question "what do you do before reading?". He said:

> *I take the necessary equipment such as dictionary. And I prepare myself to the reading psychologically.*

However, as for using the dictionary, four of the participants said that they prefer online dictionaries since it saves time. For instance, Ahmet stated:

> *As my vocabulary knowledge is not so good, I feel obliged to use dictionary. I prefer online dictionary.*

Osman also added related to this issue that:

> *I prepare a pen and a paper. My dictionary is usually online. Because the computer provides you so much time. Computer, pen, paper. I use pen and paper in order to write the unknown words and then learn them.*

Esra elaborated that her selection was also online dictionary, but she also added that she kept the booklet form of the dictionary within reach in case she could not find the word from the online one. She said that:

> *Paper, pen, dictionary, but I prefer online dictionary. But if I can't find, then I use the booklet form.*

In conclusion, all of the learners use some reading experiences. They have developed some experiences on their own or they grasp the ones that fit them. In fact, the crucial influence on this selection is because they perceive certain experience beneficial when they come across it or when they need to use it. For instance, Mehmet elaborated his reading experiences before reading as

> *I look at the titles and try to guess the meaning first. I skim and I scan the text for the vocabulary.*

whereas Meryem did as:

> *I look at the title, introduction, development and conclusion sections first. Then I have something in my mind about the text.*

On the other hand, Hasan said:

> *...when I look at the text, if there are unknown words for me, then I prepare the online dictionary.*

They believe that doing these activities provide them time and help them to understand the difficulty level of the text. It also shows them that what the text is about.

4.3.1.2.2. Reading Experiences Used during the Reading

The participants were asked "what do they do while they are reading?". All of them elaborated that they use some experiences. Actually, some of them also stated that these experiences can vary from person to person with regard to their background knowledge and the environment he was brought up and so on. This means that each learner approaches rading differently thanks to his or her experiences. On the other hand, there are, of course, some experiences that might be used by all the learners. All of the learners stated that they have purpose in their mind while reading. Yet, all of the learners said that they underline some parts of the text which they think are important except for Meryem. Meryem said that:

I reread and reread but not from the beginning to the end just where I couldn't understand. I think about the main ideas, but I don't write down or underline.

This expressions show that when she has problem with the target item, she rereads it, but not from the beginning. She rereads where she misses the point. On the other hand, Hasan said that "*he underlines the unknown words*". He also added that "*he reads the text slowly and he shares the ideas of the text with his friends and lecturers*". He suggests that he wants to share his understanding with both his friends and his instructors. In other words, she wants to share his experiences with other people.

What the other thing that the participants have consensus is that they do reread for better understanding. As they are English preparatory class students, they have very limited vocabulary. So, it is natural that they sometimes have difficulty in understanding the text, so that's why they reread it several times. As mentioned above, Meryem elaborated that she rereads again and again.

Some of the participants prefer reading aloud. Hasan, Melek, Osman, Feyyaz, Esra and Ayşe prefer reading aloud for better understanding. Notwithstanding, the others prefer silent reading. For instance, Hasan elaborated that:

... In particular, I try to read aloud the text

whereas Jale stated that:

...... it may be beneficial to prefer a silent place for him/her. Because s/he can focus on the text better. S/he can observe what s/he reads better.

As it is clear from the statements, the reading experiences that the learners use vary from person to person with regard to their background knowledge. In addition to these experiences, most of the participants take notes while they are reading. In other words, they put tick near the sentences that they think are important. For example, Veysel said that:

During reading, I underline the text and circle the unknown words and then go back to these marks.

As seen above, Veysel does underline the text. What is more, all of the participants look up the unknown words from the dictionaries. Yet, sometimes in order to save time they try to predict the meaning of the unknown words from the text as it takes too much time when s/he looks up all the unknown words from the dictionary, especially from the booklet forms. Ahmet stated that:

...I try to guess the meaning of the words through the text.

In short, based upon the data obtained from the participants with regard to this issue, it can be said that each person has his/her own reading experience. S/he uses that s/he thinks is beneficial to him/her.

4.3.1.2.3. Reading Experiences after Reading the Text

All the participants were asked "what do they do after reading the text?". The data suggest that most of the participants stop and think for a while to check their understanding of the text. Some of them summarize the text mentally whereas some do this job in written. Some of them said that they analyze the text, determine the important parts of the text. For example, Ezgi said:

After finishing the reading, I create a general concept: introduction, development and conclusion, for instance. What is the text about?

while Meryem stated as such:

I think of the main ideas. I do not take notes but mentally: what kinds of main ideas can stem from here? What did it give to me?

As understood from the expressions of Ezgi and Meryem, when they finish reading the text and they check their understanding of the text, they check whether the context fits their purpose. The analyzed data shows that the participants take notes after reading a paper or a small notebook with a pen or pencil that they take in the preparation process.

In conclusion the experiences of the learners, which are obtained from the qualitative data, can be classified as in the Figure 4. 1.

Time of Use of Reading Experiences	Experiences Identified
Before Reading	Preparation (pen, paper, dictionary,...
	Skimming
	Activating prior knowledge
	Reading the title
	Scanning
During Reading	Underlining the unknown words and important parts of the text
	Highlighting
	Reading Aloud
	Looking up unknown words
	Note taking
	Prediction Parsing
	Rereading
	Monitoring Comprehension
After Reading	Summarizing
	Evaluating the text
	Analyzing the text

Figure 4. 1 Identified Reading Experiences

4.3.1.3. Contribution of School

Most of the interviews agreed on the statement that they use these experiences randomly before the preparation class. On the other hand, after taking a professional help, they choose the one which best fits them. On the other hand, some of them lacked these reading experiences before. Jale elaborated her thoughts of this issue:

> *I had no idea about reading* experiences*, but I read some books about fast reading techniques and I attend such conferences. Here after taking this education, I have become more professional.*

Yet, Ezgi stated that she had some experiences in her mind but, of course, the preparatory class has contributed to her reading performance. However, Meryem stated that:

> *I used to use such some techniques taught in preparatory class. The technique is that we have learnt dividing the text into small pieces. Namely, when we have difficulty, we divide the sentences into its smallest units.*

Here, Meryem wanted to say that she did know the most of the experiences she came across. Yet, there was something that she had learnt from the preparatory class, which is dividing a passage or a sentence into its smallest units.

On the other hand, Ayşe said that taking reading courses had contributed to her ALES (Academic Staff and The Entrance Examination for Graduate Studies). She said:

> *......one is Turkish but the other is English but the method is the same. Questions are the same. For instance, the teacher said "you read the title, you create main idea or you read the conclusion...*

She suggests that taking reading courses has not only contributed to her reading performance in academic materials in English but also to the ALES (Academic Staff and The Entrance Examination for Graduate Studies). In short, it can be said that after taking a professional help the students have improved themselves. They have improved the experiences they have had in their minds and have added more.

4.3.1.4. Contribution of the Reading Experiences

As in all studies carried out by different researchers, almost all readers use reading experiences while they are reading, especially the ones who read for academic purpose. While reading, they have to take notes and they have to conclude something from the text. They could not read aimlessly. As mentioned before, even the ordinary man reading a newspaper uses some special techniques. No one is able to read the whole newspaper. Even all the newspapers are prepared with a special technique. They sometimes use big letters, and they classify the news into sub groups: sports, economy, politics and so on. The readers look at the first page of the newspaper and try to understand what has happened throughout the world. If something important draws her/his attention, then s/he focuses on it and then reads it.

All of the participants of this study agreed on that using reading experiences absolutely contributes to one's reading performance. For instance, Veysel stated that underlining and taking notes would be very useful.

> *...underlying the text....absolutely absolutely taking notes...*

He suggests that using pen, underlying the text and, most importantly, taking notes are some of crucial reading experiences that could be applied.

4.3.1.5. The Effects of Evaluating

The interviewees were asked whether exams affected them in a positive manner or a negative manner. Whereas some were against exams, some supported the idea of exam. The supporters said that what you read should be evaluated in some way. Yet, the ones who were against the exams said that having exams always make us feel excited. Hasan said:

> *It varies from age to age. For the university exam when I was at high school, I was 18, it was very different. I was excited. I couldn't do the question even I could do. But apart from university exam such as KPSS (The Selection Examination for Professional Posts in Public Organizations), ÜDS (The Interuniversity Foreign Language Examination) and so on, I have gradually dealt with this excitement and motivation has improved.*

whereas Ezgi said:

> *To me, it should be evaluated. Because there should be a distinction between the ones who understand and who doesn't understand. It doesn't stress.*

These expressions suggest that taking more exams will prepare you for the future exams you have to take in your life. On the other hand, from what Ezgi said, it can be concluded that there must be exams for the differentiations between the learners who understand the text and the one who does not understand the text.

4.4. SUMMARY OF MAJOR FINDINGS

In this chapter, the researcher has attempted to analyze all the available results obtained from both the quantitative and qualitative researches to answer the research questions. Some major findings from both analyses will be presented here:

1. Each student has different approaches to reading experiences though they have something in common.

2. Learners' experiences may be flexible depending on their definition of the particular task.

3. In the qualitative research, each learner's approach showed how s/he perceives academic reading and what s/he thinks is the best to meet his/her requirements.

4. Academic reading is significant for each individual.

5. Turkish graduate-level EFL learners are aware of almost all reading experiences examined in this study but they perceived some as their own experiences that best fitted them.

6. Turkish graduate-level EFL learners showed more perceived use of before, during and after reading experiences.

7. The quantitative data revealed that some Turkish graduate-level EFL learners do read for pleasure whereas some do not.

8. There have been found some differences between the learners' perceptions towards effective reading experiences by gender, age and academic discipline.

9. A good percentage of Turkish graduate-level EFL learners reported the same reading experiences. Both quantitative and qualitative data confirmed this.

10. The quantitative data revealed that EFL learners know the importance of having a purpose in mind before reading.

11. Turkish graduate-level EFL learnershave speech anxiety as none of the participants wanted to speak English during the interviews.

12. Both quantitative and qualitative data revealed that a great majorty of the Turkish graduate-level EFL learners do use dictionaries. On the other hand, the qualitative data revealed that some of the EFL learners use online dictionaries in order to save time.

13. The findings (See in Table 4.1) revelaed that, for some statements, the learners are under uncertainty. The rate is over 30% percent. They have no idea about the target statement or have not practised whether it works or not.

4.5. CONCLUSION

In this section, the findings from the quantitative and the qualitative research were analyzed. The qualitative data were discussed with reference to the existential phenomenological approach indicated in the literature review and methodology section. It was investigated that whether the qualitative and the quantitative data were consistent with each other and whether they support each other or not. The data obtained from both the qualitative and the quantitative researches were found to be, to large extent, consistent with each other.

The general results of this study will be presented in the *Conclusion Chapter.* Some pedagogical implications, in line with these implications, and some suggestions for the learners and the instructors of graduate-level English preparatory classes wil be provided. Last but not least, some assumptions related to the further researchers will be conveyed.

CHAPTER FIVE
CONCLUSIONS

5.1. INTRODUCTION

Reading is a crucial phenomenon for the graduate learners of EFL. It requires an essential effort on the readers' part if they want to grasp what they are reading. A considerable amount of research has been performed to investigate the processes that contribute to reading comprehension. This study was conducted to explore the perceptions of Turkish Graduate learners of EFL towards effective reading experiences. The study has two different research aprroaches: quantitative and qualitative. The research questions of the study were as:

1. What are the reading experiences of graduate-level EFL learners in academic reading materials?

2. Do these reading experiences vary with regard to the learners' genders, ages and academic disciplines?

3. Which ones of these experiences are of most importance and are of less importance?

The research question of the qualitative research was as:

1. How do graduate-level EFL Turkish students' perceptions towards effective reading experiences contribute to their reading process?

Chapter five starts with an overview of the study. The chapter then presents discussion of the findings obtained in the study. Finally, the chapter provides some pedagogical implications for reading instruction in Turkey, the conclusion of the study, and recommendations for further research.

5.2. SUMMARY OF THE STUDY AND DISCUSSION OF FINDINGS

The purpose of this study, as mentioned in 1.3, was to investigate and determine Turkish graduate-level EFL learners' perceptions towards effective reading experiences. This study also aimed at exploring other factors such as gender, age and academic discipline that might affect Turkish graduate-level EFL learners' reading experiences.

Both quantitative and qualitative researches were employed. The quantitative data were collected through a questionnaire and it was completed by the Turkish graduate-level EFL learners of School of Foreign Languages, at Atatürk University. The

qualitative data were collected through a semi-structured interview comprising of seven open-ended questions. The entire sample of the study was 144. All these participants completed the questionnaire but 15 of them were selected randomly for the interviews. The results of the study suggest that Turkish graduate-level EFL learners are experienced readers.

With regard to the first research question of the quantitative research "What are the reading experiences of graduate-level EFL learners in academic reading materials?", the data obtained from this research shows that Turkish graduate-level EFL learners are aware of most of the reading experiences and some of these reading experiences (See Table 4.1) are used much more than the others though these reading experiences sometimes vary from learner to learner. This result was obtained from the questionnaire. However, both quantitative and qualitative data revealed that Turkish graduate-level EFL learners perceive some experiences more important than the others. For instance, the most scored one was "*While reading, I try to find out the main ideas*" whereas the least scored one was "*I break long texts into segments. I read 10 pages, and then do something else*". These findings suggest that they read for a purpose, which corroborates one of the other reading experiences stated in the questionnaire "*I have a purpose in mind while reading*". They all have their purpose in their mind before reading. Almost none of them read aimlessly. On the other hand, they do not want to lose concentration. They feel that when they start reading, they feel they should finish it completely instead of breaking it into small units.   These findings also revealed that all learners perceived a range of reading experiences: before, during and after.

With regard to the second research question "Do these reading experiences vary according to their genders, ages and academic disciplines?"**,** the data collected through the survey showed that the graduate-level EFL learners use reading experiences with regard to their background knowledge, which allows us to discuss the variances by gender, age and academic discipline. These factors, in particular for some reading experiences, affect the selection of Turkish graduate-level EFL learners' perceptions towards effective reading. The quantitative data revealed that male learners think about whether the content of the text fits their reading purposes more than the female learners. Yet, in most cases both male and female EFL learners prefer almost the same experiences.

As for the age, based upon the data obtained from the quantitative research learners between 17-25 do skimming before reading less than the other groups and the learners between 26-35 can be said to do scanning while reading less than the other groups. On the other hand, the data also revealed that learners above 36 read the introduction and conclusion, then go back and read the whole assignment much more than the other groups. Finally, last but not least, the learners above 36 think about whether the content of the text fits their reading purposes much more than the other two groups. This could show that older learners are more experienced readers than the others.

With regard to the academic discipline factor, the findings derived from the learners' answers by academic discipline, as mentioned before, showed that learners of Natural and Applied Sciences do scanning while reading much more than the other groups whereas the learners of Health Sciences think about what they know to help them understand what they read much more than the other groups. These findings also revealed that the learners of Health Sciences try to picture or visualize information to help them remember what they read much more than the other groups.

With regard to the third research question "Which ones of these experiences are of most importance and are of less importance?", as mentioned above, there are some reading experiences that are most scored and least scored, which shows the Turkish graduate-level EFL learners' perceptions towards effective reading. They do want to be very active and they use dictionary, pen and a paper within reach and so on. The data revealed that Turkish graduate-level EFL learners perceive some reading experiences more effective than the others, which shows their personal choice.

As for the data obtained from the qualitative research, first of all, the findings corroborated with the quantitative research. With regard to the research question of the qualitative research "How do graduate-level EFL Turkish students' perceptions towards effective reading experiences contribute to their reading process?", seven interview questions were addressed to the participants and the data collected through these seven questions were anlayzed in detail. Here, Turkish graduate-level EFL learners elaborated their perceived reading experiences. They stated their reading experiences nearly as same as the ones in the quantitative research. The findings revealed that each student has different approaches to reading experiences and these reading experiences may be

flexible depending on their definition of the target task. However, Turkish graduate-level EFL learners who participated in the qualitative research have speech anxiety.

In conclusion, it can be claimed that all of the EFL learners perceived some reading experiences more important than others in academic reading and there are some differences among the EFL learners' perceptions towards effective reading experiences by gender, age and academic discipline.

5.3. PEDAGOGICAL IMPLICATIONS

This study has pedagogical implications for teaching reading to Turkish graduate-level EFL learners in Turkey. These findings can be helpful to teachers in helping their learners perceive more experiences which best fit them.This study shows that graduate EFL learners have different approaches to reading. In other words, their reading experiences change from person to person. Although they know almost all the reading strategies, they just use the ones they think essential. That's why, the learners should be handled with regard to their approaches to reading. Teachers should take the learners' individual experiences and approaches into account while teaching reading.

The information obtained from this study can be helpful to learners' increasing their perceptions of experiences while reading. Experience instruction can help all the learners become more active readers. Findings shows that there are some differences among the reading experince selection by gender, age and academic discipline. As stated in the 4.2.2.2 secion, the experiences vary with regard to the gender, age and academic discipline. This shows that gender issue may affect learners' perceptions towards effective reading experiences. Hence, gender issues should be taken into consideration when teching reading and also other language skills.

As for the age variable, there were found differences among the participants. Learners' ages are important factors for the selection of reading experience. The reading instructors should also pay attention to the age factor. The learners may be classified according to their ages during classes and this can also be applied when the neccessary researches are perfomed.

Academic discipline is also an important factor that affects learners' selection of reading experiences. Academic discipline is a very important issue since all the students are graduate learners and they read for academic purposes. English preparatory class

schedule should be prepared within this regard. In particular, reading classes should be distinguished from each other. Graduate learners of Social Sciences should deal with social tasks whereas the others deal with their target subjects.

In conclusion, it would be beneficial for English Foreign Language learners, whether they are proficient in the target language reading or not, to be aware of the experiences that proficient readers have.

The recommendations are following:

1. Turkish graduate-level learners should practice other reading experiences to improve their reading experiences.
2. Teachers should know how to instruct reading.
3. Teachers should also take the variables (age, gender and academic discipline) into account while teaching reading.
4. Turkish graduate-level learners should also be encouraged to overcome their speech anxieties.

5.4. STRENGTHS AND LIMITATIONS OF THE STUDY

Several major strengths distinguish the current research from previous efforts. The most important strength of the current study lies in the methodology of the study. The study combines qualitative and quantitative approaches in the study. This study has also strength because it involves both quantitative and qualitative researchers in order to have reliable results. They support each other. The participants of the qualitative research were selected from the participants of the quantitative research randomly. In conclusion, this study presents the general types of reading experiences that EFL graduate learners have when confronting academic texts and it provides insights to educators regarding how different groups of learners percieve effective reading experiences and how they approach to academic reading individually.

Second major strength of the study is that in the qualitative research an existential phenomenological approach was used, which is very new to the area. By means of this method, the experiences and the approaches of the learners were tried to be explored as experience is real and unique to the individual. Secondly, although it is very nature, phenomenological inquiry limits the generalizability, the quantitative part of this study fill in this gap. The quantitative research of this study presents a wide

perspective of participants. The quantitative research also gives a clear picture of the graduate-level EFL learners' perceptions towards effective reading experiences. This research has not just put the frequencies, minumum and maximum points of the experinces but also the differences among the analyses of the data by gender, age and academic disciplines.

Third strength of this study lies in the setting of the study. The participants were all from the School of Foreign Languages, at Atatürk University in Erzurum, Turkey. The findings revealed the reading experiences of graduate students at Atatürk University, which gives a considerable picture of the learners' reading experiences in the School of Foreign Languages at Atatürk University. This study also gives information about the foreign language theaching at Atatürk University.

Fourth   strength of this study lies in the population of the study. This study focused on the reading experiences of graduate EFL students. Academic reading is much more sophisticated than any other reading since comprehending the texts is crucial for academic success. Reading is not a generic skill and improves when the one practices it. These EFL learners have difficulties in almost every skill of language learning. Graduate learners have their own ideas when they start their academic education. This study gives a picture of the graduate learners' experiences.

Another   strength of this study lies in the research topic reading experience of the learners. Little or no study has been performed within this subject. Experience is important as it is real and unique to the individual and is a mode of presence to the world. Expereince is existentially significant as the individual approaches the target item from his/her own experiences of perspective. Colaizzi (1978a) stated that learning possesses meaning of the individual and engages in it existentially. This study has strenght thanks to its being pioneer within this area.

This study has also some limitations related to the participants, research designs, data collection procedures and instruments. Firstly, the population of the study are Turkish graduate-level EFL learners. In other words, this study is limited to the students who were taking reading courses at the School of Foreign Languages, Atatürk University. As for the data collection, the data were collected through only a questionnaire and interviews. So, in the future, graduate-level EFL learners' perceptions towards effective reading experiences could be investigated through different research

designs, data collection procedures and instruments and with more participants. Although 15 participants are enough for a qualitative study, one person is enough for an existential phenomenological study. Giorgi (1975b, as cited in Eckartsberg, 1998. p. 39) "no longer considers it fruitful to attempt any form of quantification in terms of frequencies of statements, nor does he think it necessary to collect data descriptions from a large number of subjects". In further researches, keeping up a diary method could be used for the data collection procedure in an existential phenomenological approach.

5.5. FURTHER RESEARCH

The following are suggested for further studies:

1. The current instrument indicates significant reliability (The cronbach's alpha is 0.89). It is recommended that this questionnaire be used for the different levels of EFL learners.

2. Qualitative studies, based on existential-phenomenological approach could be performed not only in English Language Teaching (ELT) but also in most areas apart from ELT.

3. It is recommended that more studies investigate the learners' perceptions towards effective reading experiences.

4. Turkish graduate-level EFL learners' speech anxieties are recommended to be investigated both in quantitative and qualitative studies.

5. Some other factors such as Turkish graduate-level learners' level of English proficiencies could be investigated with regard to the selection of the reading experiences.

6. It is recommended that more studies be made with regard to the teaching reading.

7. Variables such as age, gender and academic disciplines could be investigated more in all langauge skills in order to understand the way the learners apporach to target language.

8. Learners' being uncertainity could be investigated wih regard to the reading experience selection.

5.6. WHAT EMERGES FROM THE STUDY?

This study tried to investigate the Turkish graduate-level learners' perceptions towards effective reading experiences. It was found out that Turkish graduate-level learners are of the reading experiences and do use some reading experiences more than others. This study showed that there are some factors that affect Turkish graduate-level learners' perceptions of reading experiences such as gender, age and academic discipline. This study focused on describing the different aspects of the individual student's experience and exploring these within the range of learners. This study also revealed that each learner approach his/her learning in different way. Such studies have showed that learners approach their learning in different ways (Pask & Scott, 1972, as cited in Mann, 2000, p. 298).

Based upon the findings obtained from the data, it can also be concluded that for some statements, the rate of the learners who have no idea constitutes over 30 percent (See Table 4.1), which means in these statements learners either have no idea or are not sure about the use of that item. S/he may not know whether these statements will work or not. In other words, the learner can be said not to have made enough practice as regard the target items. The srategies are strategies and common to all learners, but learners need to practice these strategies many times in order to make them their experiences

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APPENDICES

Appendix 1.

Instrument Used in the Collection of Quantitative Data

Dear Friends,

This is a survey consisting of 37 statements. The purpose of this survey is to find out the College-Level EFL students' perceptions towards effective reading experiences in academic materials and their approaches to reading. This survey also aims to see whether there is difference among these experiences used by College-Level EFL learners studying Natural and Applied Sciences, Social Sciences and Health Sciences. The researcher undertakes to respect the confidentiality of the participants and the information obtained will not be identified as to any students. Participation in this research is completely voluntary.

NAME: _____

SURNAME: _____

GENDER:

Male   Female

◯   ◯

AGE:

◯	17 – 20	◯	26 – 30	◯	36 – 40
◯	21 – 25	◯	31 – 35	◯	Over 40

UNIVERSITY:

_____

INSTITUTE:

Natural and Applied Sciences   Social Sciences   Health Sciences

◯   ◯   ◯

After reading each statement, please indicate the degree to which you agree with each of the statements by circling the following scale:

1. I strongly disagree   (SD)
2. I disagree   (D)
3. I have no idea   (NI)
4. I agree   (A)
5. I strongly agree   (SA)

Statements	SD	D	NI	A	SA
1. When I read, I keep paper and pen within reach.	1	2	3	4	5
2. Before reading, I do skimming.	1	2	3	4	5
3. Before reading, I do predicting by looking at the title.	1	2	3	4	5
4. While reading, I do scanning.	1	2	3	4	5
5. While reading, I do skimming.	1	2	3	4	5
6. When text becomes difficult, I do read too slowly for my study needs.	1	2	3	4	5
7. While reading, I try to find out the main ideas.	1	2	3	4	5
8. I have a purpose in mind while reading.	1	2	3	4	5
9. I read the introduction and conclusion, then go back and read the whole assignment.	1	2	3	4	5
10. I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on.	1	2	3	4	5
11. I take marginal notes to help me understand what I read.	1	2	3	4	5
12. I think about what I know to help me understand what I read.	1	2	3	4	5
13. When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
14. I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
15. I try to get back to trace when I lose concentration.	1	2	3	4	5
16. I highlight the text to help me what I read.	1	2	3	4	5
17. I adjust my reading speed according to what I am reading.	1	2	3	4	5
18. When reading I decide what to read closely and what to ignore.	1	2	3	4	5
19. I use reference materials (e.g. dictionary) to help me understand what I read.	1	2	3	4	5

20. I use tables, figures, and pictures in text to increase my understanding.	1	2	3	4	5
21. I stop from time to time and think what I am reading	1	3	4	4	5
22. I use context clues to help me better understand what I read.	1	2	3	4	5
23. I paraphrase (restate ideas on my own words) to better understand what I read.	1	2	3	4	5
24. I try to picture or visualize information to help remember what I read.	1	2	3	4	5
25. I use typographical features like bold face italics to identify key information.	1	2	3	4	5
26. I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
27. I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
28. I check my understanding when I come across new information.	1	2	3	4	5
29. When the text becomes difficult, I reread it to increase my understanding.	1	2	3	4	5
30. I do sometimes read aloud to increase my understanding.	1	2	3	4	5
31. I ask dense questions that I like to have answer red in the text.	1	2	3	4	5
32. I check to see if my guesses about the text are right or wrong.	1	2	3	4	5
33. When I read, I guess the meaning of unknown words or phrases.	1	2	3	4	5
34. When reading, I translate from English into my native language.	1	2	3	4	5
35. When reading, I think about the information in both English and my mother tongue.	1	2	3	4	5
36. I do also read for pleasure to improve my reading	1	2	3	4	5

skills.

37. I follow some special techniques such as QAP   1   2   3   4

      (Question – answer – Relationships: right there   5

      questions, think and search, author and you, on

      my own), reciprocal teaching (predicting,

      questioning, clarifying and summarizing).

Appendix 2.

Permission from Kouider Mokhtari and Ravi Sheorey to Use or Modify SORS

From:**oktay akarsu** (oktayakarsu@hotmail.com)

Sent: Thursday, May 06, 2010 3:25:06 PM

To: kouiderm@iastate.edu

Dear sir,

I am a PhD student at Atatürk University in Turkey. I am studying perceptions of college level students in Foreign Language and I want to use your instrument SORS (The Survey of ;Reading Strategies) that I saw in the article
 "Mokhatri, K., & Sheorey, R. (2002). Measuring ESL Students' Awareness of Reading Strategies. *Journal of Developmental Education*, *25*(3), 2. Retrieved from Professional Development Collection database."
 I would like to take your permission to use this instrument.
 I am looking forward to hearing from you soon.

 Yours sincerely.

Oktay Akarsu

Atatürk University

School of Foreign Language

Erzurum / Turkey

From:**oktay akarsu** (oktayakarsu@hotmail.com)

Sent: Thursday, May 06, 2010 3:33:04 PM

To: ravi_sheorey@yahoo.com

Dear sir,

I am a PhD student at Atatürk University in Turkey. I am studying perceptions of college level students in Foreign Language and I want to use your instrument SORS (The Survey of Reading Strategies) that I saw in the article
"Mokhatri, K., & Sheorey, R. (2002). Measuring ESL Students' Awareness of Reading Strategies. *Journal of Developmental Education*, *25*(3), 2. Retrieved from Professional Development Collection database."

I would like to take your permission to use this instrument.

I am looking forward to hearing from you soon.

Yours sincerely.

Oktay Akarsu

Atatürk University

School of Foreign Language

Erzurum / Turkey

From:**Mokhtari, Kouider [C I]** (kouiderm@iastate.edu)

Sent: Thursday, May 06, 2010 6:12:59 PM

To: oktay akarsu (oktayakarsu@hotmail.com)

Cc: Ravi Sheorey (ravi_sheorey@yahoo.com)

Dear Oktay,

Thanks for your interest in using our SORS instrument in your doctoral research work. As authors, we are pleased to grant you permission to do so. However, please note that you may need to also seek permission from the copyright holder, the Journal of Developmental Education, if you decide to modify the instrument in any way. I

If you have questions, do not hesitate to contact us. Best of luck in your research.

Kouider Mokhtari (and Ravi Sheorey)

Appendix 3.

Interview Questions

1. According to you, who is a good reader, please describe.

2. Before reading, do you make any preparations?

3. While reading, what do you do in order to understand the text better?

4. What do you do after the reading the text?

5. Have you learned these s experiences at preparatory class?

6. Do you agree that reading experiences contribute to the reader's understanding of the text?

7. How does the evaluation of whether you grab the text or not affect your reading?

Appendix 4.

Permission for the Application of Questionnaires and Interviews from the Administration of the School Of Foreign Languages

<div style="text-align:center">

T.C.
ATATÜRK ÜNİVERSİTESİ
YABANCI DİLLER YÜKSEKOKULU MÜDÜRLÜĞÜ

</div>

SAYI : B.30.2.ATA.0.Y5.71.00/ 2 85

KONU: Anket.   19/06/2009

<div style="text-align:center">

Sayın Okt.Oktay AKARSU

</div>

İlgi: 05.06.2009 tarihli dilekçe yazınız.

Yüksekokulumuz öğretim elemanlarından Okt.Oktay AKARSU'nun doktora tez çalışmasına yönelik ilgide kayıtlı yazı ekindeki hazırlamış olduğu anket formunu Yüksekokulumuz İngilizce Hazırlık Sınıfı öğrencilerine uygulamak ve anket sonuçlarına göre 20 öğrenciyle görüşme yapması Yüksekokulumuzca uygun görülmektedir.

<div style="text-align:right">

Prof.Dr.Mehmet TAKKAÇ
Müdür

</div>

Appendix 5.

Informed Consent Form

Title: "EFL Students' Perceptions towards Effective Reading Experiences: An Existential-Phenomenological Approach"

PhD Student: Oktay AKARSU

Atatürk University

School of Foreign Languages

Phone: 4442 2314671

The following information is provided to help you whether you want to participate in this interview or not. You should be aware that you are free to decide not to participate or to withdraw whenever you want without affecting your relationships with the School of Foreign Languages or the University.

The purpose of this study is to find out the perceptions of Turkish College-EFL learners towards effective reading experiences. In other words, the purpose is to look for the approaches of learners to academic reading individually. Data will be collected through interviews, lasting approximately half an hour. You are free to speak in your native language. Your responses to the interviews questions will be audio recorded and subsequently transcribed into text format. You will also be requested to see these text formats for the accuracy.

Please do not hesitate to ask any question at any time. I would be happy to share the findings with you after the research is completed. I undertake to respect the confidentiality of your information and the information obtained will not be identified as to any students. You will be identified by a pseudonym. There are no risks/or discomforts associated with this study.

Please sign this consent form. You are signing it just for nature and purpose of the procedures. A copy of this form will be given to you to keep.

…………………………………

……………………………………

Date   Date:

Participant's Signature   Researcher Signature

Appendix 6.

Weekly Schedule

ATATÜRK UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
INSTITUTE OF SOCIAL SCIENCES
ENGLISH PREPARATORY CLASSES 2008 - 2009 EDUCATION YEAR 1st TERM WEEKLY SCHEDULE

INTERMEDIATE (Morning)

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
08:00 – 08:50	WRITING	G. Yüksel	VOCABULARY	C. Yükselir	GRAMMAR	J. Güney	GRAMMAR	J. Güney	READING	M. E. Öztürk
09:00 – 09:50	WRITING	G. Yüksel	VOCABULARY	C. Yükselir	GRAMMAR	J. Güney	GRAMMAR	J. Güney	READING	M. E. Öztürk
10:00 – 10:50	GRAMMAR	J. Güney	READING	M. E. Öztürk	READING	M. E. Öztürk	SPEAKING	Z. Alan	VOCABULARY	C. Yükselir
11:00 – 11:50	GRAMMAR	J. Güney	READING	M. E. Öztürk	READING	M. E. Öztürk	SPEAKING	Z. Alan	VOCABULARY	C. Yükselir
12:00 – 12:50										

BEGINNER (Morning) B 1

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
08:00 – 08:50	READING	M. E. Öztürk	GRAMMAR	O. Akarsu	READING	M. E. Öztürk	READING	M. E. Öztürk	WRITING	G. Yüksel
09:00 – 09:50	READING	M. E. Öztürk	GRAMMAR	O. Akarsu	READING	M. E. Öztürk	READING	M. E. Öztürk	WRITING	G. Yüksel
10:00 – 10:50	VOCABULARY	C. Yükselir	SPEAKING	Z. Alan	VOCABULARY	C. Yükselir	GRAMMAR	O. Akarsu	GRAMMAR	O. Akarsu
11:00 – 11:50	VOCABULARY	C. Yükselir	SPEAKING	Z. Alan	VOCABULARY	C. Yükselir	GRAMMAR	O. Akarsu	GRAMMAR	O. Akarsu
12:00 – 12:50										

BEGINNER (Morning) - B 2

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
08:00 – 08:50	GRAMMAR	J. Güney	READING	M. E. Öztürk	WRITING	G. Yüksel	VOCABULARY	C. Yükselir	GRAMMAR	M. E. Öztürk
09:00 – 09:50	GRAMMAR	J. Güney	READING	M. E. Öztürk	WRITING	G. Yüksel	VOCABULARY	C. Yükselir	GRAMMAR	M. E. Öztürk
10:00 – 10:50	READING	M. E. Öztürk	VOCABULARY	C. Yükselir	GRAMMAR	J. Güney	READING	M. E. Öztürk	SPEAKING	M. E. Öztürk
11:00 – 11:50	READING	M. E. Öztürk	VOCABULARY	C. Yükselir	GRAMMAR	J. Güney	READING	M. E. Öztürk	SPEAKING	M. E. Öztürk

Yrd. Doç. Dr. Muzaffer BARIN
Atatürk Üniversitesi
Yabancı Diller Okulu
Müdür Yardımcısı

PRE-INTERMEDIATE (Afternoon)

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
13:00 – 13:50	GRAMMAR	J. Güney	READING	A. Kara	WRITING	G. Yüksel	READING	A. Kara	VOCABULARY	E. Çadırcı
14:00 – 14:50	GRAMMAR	J. Güney	READING	A. Kara	WRITING	G. Yüksel	READING	A. Kara	VOCABULARY	E. Çadırcı
15:00 – 15:50	SPEAKING	Z. Alan	VOCABULARY	E. Çadırcı	READING	A. Kara	GRAMMAR	J. Güney	GRAMMAR	J. Güney
16:00 – 16:50	SPEAKING	Z. Alan	VOCABULARY	E. Çadırcı	READING	A. Kara	GRAMMAR	J. Güney	GRAMMAR	J. Güney

BEGINNER (Afternoon) - B 3

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
13:00 – 13:50	VOCABULARY	C. Yükselir	READING	M. E. Öztürk	READING	M. E. Öztürk	GRAMMAR	J. Güney	GRAMMAR	J. Güney
14:00 – 14:50	VOCABULARY	C. Yükselir	READING	M. E. Öztürk	READING	M. E. Öztürk	GRAMMAR	J. Güney	GRAMMAR	J. Güney
15:00 – 15:50	GRAMMAR	J. Güney	VOCABULARY	C. Yükselir	WRITING	G. Yüksel	READING	M. E. Öztürk	SPEAKING	Z. Alan
16:00 – 16:50	GRAMMAR	J. Güney	VOCABULARY	C. Yükselir	WRITING	G. Yüksel	READING	M. E. Öztürk	SPEAKING	Z. Alan

BEGINNER Afternoon - B 4

	MONDAY		TUESDAY		WEDNESDAY		THURSDAY		FRIDAY	
13:00 – 13:50	SPEAKING	Z. Alan	GRAMMAR	O. Akarsu	VOCABULARY	E. Çadırcı	GRAMMAR	O. Akarsu	GRAMMAR	O. Akarsu
14:00 – 14:50	SPEAKING	Z. Alan	GRAMMAR	O. Akarsu	VOCABULARY	E. Çadırcı	GRAMMAR	O. Akarsu	GRAMMAR	O. Akarsu
15:00 – 15:50	READING	M. E. Öztürk	READING	M. E. Öztürk	READING	M. E. Öztürk	WRITING	G. Yüksel	VOCABULARY	E. Çadırcı
16:00 – 16:50	READING	M. E. Öztürk	READING	M. E. Öztürk	READING	M. E. Öztürk	WRITING	G. Yüksel	VOCABULARY	E. Çadırcı
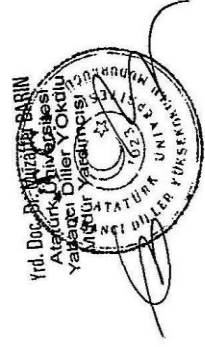
Appendix 7.

Findings

FINDINGS BY GENDER

Table 1. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "**When I read, I keep paper and pen within reach.**"

Sex		S1					Total
		SD	D	NI	A	SA	
Male	Count	4	2	9	30	24	69
	% within gender	5.8%	2.9%	13.0%	43.5%	34.8%	100.0%
Female	Count	3	5	2	39	26	75
	% within gender	4.0%	6.7%	2.7%	52.0%	34.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 4 χ^2=6.899 p=.141

Table 2. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "Before reading, I do skimming."

Sex		S2					Total
		SD	D	NI	A	SA	
Male	Count	2	3	12	37	15	69
	% within gender	2.9%	4.3%	17.4%	53.6%	21.7%	100.0%
Female	Count	3	6	12	40	14	75
	% within gender	4.0%	8.0%	16.0%	53.3%	18.7%	100.0%
Total	Count	5	9	24	77	29	144
	% within gender	3.5%	6.3%	16.7%	53.5%	20.1%	100.0%

D.f.= 4 χ^2=1.103 p=.894

Table 3. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "Before reading, I do predicting by looking at the title."

Sex		S3					Total
		SD	D	NI	A	SA	
Male	Count	3	5	11	34	16	69
	% within gender	4.3%	7.2%	15.9%	49.3%	23.2%	100.0%
Female	Count	1	4	15	38	17	75
	% within gender	1.3%	5.3%	20.0%	50.7%	22.7%	100.0%
Total	Count	4	9	26	72	33	144
	% within gender	2.8%	6.3%	18.1%	50.0%	22.9%	100.0%

D.f.= 4 χ^2=1.732 p=.785

Table 4. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "While reading, I do scanning."

Sex		S4					Total
		SD	D	NI	A	SA	
Male	Count	3	10	9	38	9	69
	% within gender	4.3%	14.5%	13.0%	55.1%	13.0%	100.0%
Female	Count	1	9	21	29	15	75
	% within gender	1.3%	12.0%	28.0%	38.7%	20.0%	100.0%
Total	Count	4	19	30	67	24	144
	% within gender	2.8%	13.2%	20.8%	46.5%	16.7%	100.0%

D.f.= 4 χ^2=8.326 p=.080

Table 5. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "While reading, I do skimming."

Sex		S5					Total
		SD	D	NI	A	SA	
Male	Count	2	12	11	35	9	69
	% within gender	2.9%	17.4%	15.9%	50.7%	13.0%	100.0%
Female	Count	3	13	15	30	14	75
	% within gender	4.0%	17.3%	20.0%	40.0%	18.7%	100.0%
Total	Count	5	25	26	65	23	144
	% within gender	3.5%	17.4%	18.1%	45.1%	16.0%	100.0%

D.f.= 4 χ^2=2.081 p=.721

Table 6. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When text becomes difficult, I do read too slowly for my study needs."

Sex		S6					Total
		SD	D	NI	A	SA	
Male	Count	2	4	8	23	32	69
	% within gender	2.9%	5.8%	11.6%	33.3%	46.4%	100.0%
Female	Count	2	1	7	37	28	75
	% within gender	2.7%	1.3%	9.3%	49.3%	37.3%	100.0%
Total	Count	4	5	15	60	60	144
	% within gender	2.8%	3.5%	10.4%	41.7%	41.7%	100.0%

D.f.= 4 χ^2=5.159 p=.271

Table 7. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "While reading, I try to find out the main ideas."

		S7					Total
Sex		SD	D	NI	A	SA	
Male	Count	0	2	6	32	29	69
	% within gender	.0%	2.9%	8.7%	46.4%	42.0%	100.0%
Female	Count	1	2	4	32	36	75
	% within gender	1.3%	2.7%	5.3%	42.7%	48.0%	100.0%
Total	Count	1	4	10	64	65	144
	% within gender	.7%	2.8%	6.9%	44.4%	45.1%	100.0%

D.f.= 4　　　χ^2=1.907　　　p=.753

Table 8. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I have a purpose in mind while reading."

		S8					Total
Sex		SD	D	NI	A	SA	
Male	Count	3	4	13	36	13	69
	% within gender	4.3%	5.8%	18.8%	52.2%	18.8%	100.0%
Female	Count	1	5	11	36	22	75
	% within gender	1.3%	6.7%	14.7%	48.0%	29.3%	100.0%
Total	Count	4	9	24	72	35	144
	% within gender	2.8%	6.3%	16.7%	50.0%	24.3%	100.0%

D.f.= 4　　　χ^2=3.348　　　p=.501

Table 9. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I read the introduction and conclusion, then go back and read the whole assignment."

		S9					Total
Sex		SD	D	NI	A	SA	
Male	Count	10	12	17	19	11	69
	% within gender	14.5%	17.4%	24.6%	27.5%	15.9%	100.0%
Female	Count	9	17	12	23	14	75
	% within gender	12.0%	22.7%	16.0%	30.7%	18.7%	100.0%
Total	Count	19	29	29	42	25	144
	% within gender	13.2%	20.1%	20.1%	29.2%	17.4%	100.0%

D.f.= 4　　　χ^2=2.272　　　p=.686

Table 10. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on."

Sex		S10					Total
		SD	D	NI	A	SA	
Male	Count	10	18	17	17	7	69
	% within gender	14.5%	26.1%	24.6%	24.6%	10.1%	100.0%
Female	Count	10	23	17	20	5	75
	% within gender	13.3%	30.7%	22.7%	26.7%	6.7%	100.0%
Total	Count	20	41	34	37	12	144
	% within gender	13.9%	28.5%	23.6%	25.7%	8.3%	100.0%

D.f.= 4 χ^2=.938 p=.919

Table 11. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I take marginal notes to help me understand what I read."

Sex		S11					Total
		SD	D	NI	A	SA	
Male	Count	1	15	12	27	14	69
	% within gender	1.4%	21.7%	17.4%	39.1%	20.3%	100.0%
Female	Count	2	8	14	30	21	75
	% within gender	2.7%	10.7%	18.7%	40.0%	28.0%	100.0%
Total	Count	3	23	26	57	35	144
	% within gender	2.1%	16.0%	18.1%	39.6%	24.3%	100.0%

D.f.= 4 χ^2=3.932 p=.415

Table 12. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I think about what I know to help me understand what I read."

Sex		S12					Total
		SD	D	NI	A	SA	
Male	Count	3	3	10	31	22	69
	% within gender	4.3%	4.3%	14.5%	44.9%	31.9%	100.0%
Female	Count	2	3	10	39	21	75
	% within gender	2.7%	4.0%	13.3%	52.0%	28.0%	100.0%
Total	Count	5	6	20	70	43	144
	% within gender	3.5%	4.2%	13.9%	48.6%	29.9%	100.0%

D.f.= 4 χ^2=.889 p=.926

Table 13. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When text becomes difficult, I read aloud to help me understand what I read."

Sex		SD	D	NI	A	SA	Total
				S13			Total
Male	Count	13	14	20	15	7	69
	% within gender	18.8%	20.3%	29.0%	21.7%	10.1%	100.0%
Female	Count	10	19	14	20	12	75
	% within gender	13.3%	25.3%	18.7%	26.7%	16.0%	100.0%
Total	Count	23	33	34	35	19	144
	% within gender	16.0%	22.9%	23.6%	24.3%	13.2%	100.0%

D.f.= 4 χ^2=3.995   p=.407

Table 14. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I think about whether the content of the text fits my reading purpose."

Sex		SD	D	NI	A	SA	Total
				S14			Total
Male	Count	6	10	11	35	7	69
	% within gender	8.7%	14.5%	15.9%	50.7%	10.1%	100.0%
Female	Count	7	5	27	24	12	75
	% within gender	9.3%	6.7%	36.0%	32.0%	16.0%	100.0%
Total	Count	13	15	38	59	19	144
	% within gender						100.0%

D.f.= 4 χ^2=11.617   p=.020

Table 15. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I try to get back to trace when I lose concentration."

Sex		SD	D	NI	A	SA	Total
				S15			Total
Male	Count	0	7	6	33	23	69
	% within gender	.0%	10.1%	8.7%	47.8%	33.3%	100.0%
Female	Count	2	4	10	26	33	75
	% within gender	2.7%	5.3%	13.3%	34.7%	44.0%	100.0%
Total	Count	2	11	16	59	56	144
	% within gender	1.4%	7.6%	11.1%	41.0%	38.9%	100.0%

D.f.= 4 χ^2=6.195   p=.185

Table 16. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I highlight the text to help me what I read."

		S16					Total
Sex		SD	D	NI	A	SA	
Male	Count	3	3	9	31	23	69
	% within gender	4.3%	4.3%	13.0%	44.9%	33.3%	100.0%
Female	Count	0	4	14	31	26	75
	% within gender	.0%	5.3%	18.7%	41.3%	34.7%	100.0%
Total	Count	3	7	23	62	49	144
	% within gender	2.1%	4.9%	16.0%	43.1%	34.0%	100.0%

D.f.= 4 χ^2=4.171 p=.383

Table 17. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I adjust my reading speed according to what I am reading."

		S17					Total
Sex		SD	D	NI	A	SA	
Male	Count	0	13	16	23	17	69
	% within gender	.0%	18.8%	23.2%	33.3%	24.6%	100.0%
Female	Count	3	9	12	31	20	75
	% within gender	4.0%	12.0%	16.0%	41.3%	26.7%	100.0%
Total	Count	3	22	28	54	37	144
	% within gender	2.1%	15.3%	19.4%	37.5%	25.7%	100.0%

D.f.= 4 χ^2=5.487 p=.241

Table 18. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When reading I decide what to read closely and what to ignore."

		S18					Total
Sex		SD	D	NI	A	SA	
Male	Count	5	9	12	35	8	69
	% within gender	7.2%	13.0%	17.4%	50.7%	11.6%	100.0%
Female	Count	4	7	22	26	16	75
	% within gender	5.3%	9.3%	29.3%	34.7%	21.3%	100.0%
Total	Count	9	16	34	61	24	144
	% within gender	6.3%	11.1%	23.6%	42.4%	16.7%	100.0%

D.f.= 4 χ^2=7.059 p=.133

Table 19. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender " "I use reference materials (e.g. dictionary) to help me understand what I read."

		S19					Total
Sex		SD	D	NI	A	SA	
Male	Count	2	8	8	24	27	69
	% within gender	2.9%	11.6%	11.6%	34.8%	39.1%	100.0%
Female	Count	3	2	13	23	34	75
	% within gender	4.0%	2.7%	17.3%	30.7%	45.3%	100.0%
Total	Count	5	10	21	47	61	144
	% within gender	3.5%	6.9%	14.6%	32.6%	42.4%	100.0%

D.f.= 4 χ^2=5.575   p=.233

Table 20. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I use tables, figures, and pictures in text to increase my understanding."

		S20					Total
Sex		SD	D	NI	A	SA	
Male	Count	7	16	13	22	11	69
	% within gender	10.1%	23.2%	18.8%	31.9%	15.9%	100.0%
Female	Count	5	9	12	31	18	75
	% within gender	6.7%	12.0%	16.0%	41.3%	24.0%	100.0%
Total	Count	12	25	25	53	29	144
	% within gender	8.3%	17.4%	17.4%	36.8%	20.1%	100.0%

D.f.= 4 χ^2=5.311   p=.257

Table 21. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I stop from time to time and think what I am reading."

		S21					Total
Sex		SD	D	NI	A	SA	
Male	Count	2	8	18	28	13	69
	% within gender	2.9%	11.6%	26.1%	40.6%	18.8%	100.0%
Female	Count	2	10	14	34	15	75
	% within gender	2.7%	13.3%	18.7%	45.3%	20.0%	100.0%
Total	Count	4	18	32	62	28	144
	% within gender	2.8%	12.5%	22.2%	43.1%	19.4%	100.0%

D.f.= 4 χ^2=1.198   p=.878

Table 22. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I use context clues to help me better understand what I read."

Sex		SD	D	NI	A	SA	Total
				S22			Total
Male	Count	2	5	8	38	16	69
	% within gender	2.9%	7.2%	11.6%	55.1%	23.2%	100.0%
Female	Count	0	4	13	42	16	75
	% within gender	.0%	5.3%	17.3%	56.0%	21.3%	100.0%
Total	Count	2	9	21	80	32	144
	% within gender	1.4%	6.3%	14.6%	55.6%	22.2%	100.0%

D.f.= 4 χ^2=3.257   p=.516

Table 23. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I paraphrase (restate ideas on my own words) to better understand what I read."

Sex		SD	D	NI	A	SA	Total
				S23			Total
Male	Count	8	10	16	21	14	69
	% within gender	11.6%	14.5%	23.2%	30.4%	20.3%	100.0%
Female	Count	2	13	13	30	17	75
	% within gender	2.7%	17.3%	17.3%	40.0%	22.7%	100.0%
Total	Count	10	23	29	51	31	144
	% within gender	6.9%	16.0%	20.1%	35.4%	21.5%	100.0%

D.f.= 4 χ^2=5.941   p=.204

Table 24. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I try to picture or visualize information to help remember what I read."

Sex		SD	D	NI	A	SA	Total
				S24			Total
Male	Count	9	10	12	29	9	69
	% within gender	13.0%	14.5%	17.4%	42.0%	13.0%	100.0%
Female	Count	8	11	25	20	11	75
	% within gender	10.7%	14.7%	33.3%	26.7%	14.7%	100.0%
Total	Count	17	21	37	49	20	144
	% within gender	11.8%	14.6%	25.7%	34.0%	13.9%	100.0%

D.f.= 4 χ^2=6.288   p=.179

Table 25. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I use typographical features like bold face italics to identify key information."

		S25					Total
Sex		SD	D	NI	A	SA	
Male	Count	6	13	15	20	15	69
	% within gender	8.7%	18.8%	21.7%	29.0%	21.7%	100.0%
Female	Count	5	12	17	28	13	75
	% within gender	6.7%	16.0%	22.7%	37.3%	17.3%	100.0%
Total	Count	11	25	32	48	28	144
	% within gender	7.6%	17.4%	22.2%	33.3%	19.4%	100.0%

D.f.= 4 χ^2=1.485   p=.429

Table 26. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I critically analyze and evaluate the information presented in the text."

		S26					Total
Sex		SD	D	NI	A	SA	
Male	Count	3	8	13	28	17	69
	% within gender	4.3%	11.6%	18.8%	40.6%	24.6%	100.0%
Female	Count	1	6	20	36	12	75
	% within gender	1.3%	8.0%	26.7%	48.0%	16.0%	100.0%
Total	Count	4	14	33	64	29	144
	% within gender	2.8%	9.7%	22.9%	44.4%	20.1%	100.0%

D.f.= 4 χ^2=4.390   p=.356

Table 27. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I go back and forth in the text to find relationships among ideas in it."

		S27					Total
Sex		SD	D	NI	A	SA	
Male	Count	2	5	18	29	15	69
	% within gender	2.9%	7.2%	26.1%	42.0%	21.7%	100.0%
Female	Count	0	8	11	43	13	75
	% within gender	.0%	10.7%	14.7%	57.3%	17.3%	100.0%
Total	Count	2	13	29	72	28	144
	% within gender	1.4%	9.0%	20.1%	50.0%	19.4%	100.0%

D.f.= 4 χ^2=7.009   p=.135

Table 28. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I check my understanding when I come across new information."

Sex		S28					Total
		SD	D	NI	A	SA	
Male	Count	2	5	11	35	16	69
	% within gender	2.9%	7.2%	15.9%	50.7%	23.2%	100.0%
Female	Count	1	4	10	37	23	75
	% within gender	1.3%	5.3%	13.3%	49.3%	30.7%	100.0%
Total	Count	3	9	21	72	39	144
	% within gender	2.1%	6.3%	14.6%	50.0%	27.1%	100.0%

D.f.= 4　　χ^2=1.557　　p=.817

Table 29. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When the text becomes difficult, I reread it to increase my understanding."

Sex		S29					Total
		SD	D	NI	A	SA	
Male	Count	1	3	6	33	26	69
	% within gender	1.4%	4.3%	8.7%	47.8%	37.7%	100.0%
Female	Count	2	5	6	35	27	75
	% within gender	2.7%	6.7%	8.0%	46.7%	36.0%	100.0%
Total	Count	3	8	12	68	53	144
	% within gender	2.1%	5.6%	8.3%	47.2%	36.8%	100.0%

D.f.= 4　　χ^2=.662　　p=.956

Table 30. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I do sometimes read aloud to increase my understanding."

Sex		S30					Total
		SD	D	NI	A	SA	
Male	Count	12	13	13	25	6	69
	% within gender	17.4%	18.8%	18.8%	36.2%	8.7%	100.0%
Female	Count	8	15	15	25	12	75
	% within gender	10.7%	20.0%	20.0%	33.3%	16.0%	100.0%
Total	Count	20	28	28	50	18	144
	% within gender	13.9%	19.4%	19.4%	34.7%	12.5%	100.0%

D.f.= 4　　χ^2=2.841　　p=.585

Table 31. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I ask dense questions that I like to have answered in the text."

Sex		S31 SD	D	NI	A	SA	Total
Male	Count	8	10	20	20	11	69
	% within gender	11.6%	14.5%	29.0%	29.0%	15.9%	100.0%
Female	Count	2	10	26	25	12	75
	% within gender	2.7%	13.3%	34.7%	33.3%	16.0%	100.0%
Total	Count	10	20	46	45	23	144
	% within gender	6.9%	13.9%	31.9%	31.3%	16.0%	100.0%

D.f.= 4 χ^2=4.740 p=.315

Table 32. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I check to see if my guesses about the text are right or wrong."

Sex		S32 SD	D	NI	A	SA	Total
Male	Count	1	5	15	33	15	69
	% within gender	1.4%	7.2%	21.7%	47.8%	21.7%	100.0%
Female	Count	2	3	13	38	19	75
	% within gender	2.7%	4.0%	17.3%	50.7%	25.3%	100.0%
Total	Count	3	8	28	71	34	144
	% within gender	2.1%	5.6%	19.4%	49.3%	23.6%	100.0%

D.f.= 4 χ^2=1.552 p=.817

Table 33. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When I read, I guess the meaning of unknown words or phrases."

Sex		S33 SD	D	NI	A	SA	Total
Male	Count	2	4	15	27	21	69
	% within gender	2.9%	5.8%	21.7%	39.1%	30.4%	100.0%
Female	Count	1	4	17	28	25	75
	% within gender	1.3%	5.3%	22.7%	37.3%	33.3%	100.0%
Total	Count	3	8	32	55	46	144
	% within gender	2.1%	5.6%	22.2%	38.2%	31.9%	100.0%

D.f.= 4 χ^2=.575 p=.966

Table 34. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When reading, I translate from English into my native language."

Sex		S34					Total
		SD	D	NI	A	SA	
Male	Count	1	5	10	25	28	69
	% within gender	1.4%	7.2%	14.5%	36.2%	40.6%	100.0%
Female	Count	1	5	11	25	33	75
	% within gender	1.3%	6.7%	14.7%	33.3%	44.0%	100.0%
Total	Count	2	10	21	50	61	144
	% within gender	1.4%	6.9%	14.6%	34.7%	42.4%	100.0%

D.f.= 4 χ^2=.208   p=.995

Table 35. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "When reading, I think about the information in both English and my mother tongue."

Sex		S35					Total
		SD	D	NI	A	SA	
Male	Count	3	8	7	34	17	69
	% within gender	4.3%	11.6%	10.1%	49.3%	24.6%	100.0%
Female	Count	5	9	9	32	20	75
	% within gender	6.7%	12.0%	12.0%	42.7%	26.7%	100.0%
Total	Count	8	17	16	66	37	144
	% within gender	5.6%	11.8%	11.1%	45.8%	25.7%	100.0%

D.f.= 4 χ^2=.864   p=.930

Table 36. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I do also read for pleasure to improve my reading skills."

Sex		S36					Total
		SD	D	NI	A	SA	
Male	Count	5	8	14	28	14	69
	% within gender	7.2%	11.6%	20.3%	40.6%	20.3%	100.0%
Female	Count	7	7	19	25	17	75
	% within gender	9.3%	9.3%	25.3%	33.3%	22.7%	100.0%
Total	Count	12	15	33	53	31	144
	% within gender	8.3%	10.4%	22.9%	36.8%	21.5%	100.0%

D.f.= 4 χ^2=1.370   p=.849

Table 37. The Chi-square Analysis on the Item of the Questionnaire by Learner Gender "I follow some special techniques such as SAP (Question – answer – Relationships: right there questions, think and search, author and you, on my own), reciprocal teaching (predicting, questioning, clarifying and summarizing)."

Sex		SD	D	NI	A	SA	Total
				S37			Total
Male	Count	7	6	23	19	14	69
	% within gender	10.1%	8.7%	33.3%	27.5%	20.3%	100.0%
Female	Count	5	9	23	24	14	75
	% within gender	6.7%	12.0%	30.7%	32.0%	18.7%	100.0%
Total	Count	12	15	46	43	28	144
	% within gender	8.3%	10.4%	31.9%	29.9%	19.4%	100.0%

D.f.= 4　　　χ²=1.267　　　　p=.867

FINDINGS BY LEARNER AGE

Table 38. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When I read, I keep paper and pen within reach."

Age		SD	D	NI	A	SA	Total
				S1			Total
17-25	Count	5	5	6	41	32	89
	% within gender	5.6%	5.6%	6.7%	46.1%	36.0%	100.0%
26-35	Count	2	2	5	27	16	52
	% within gender	3.8%	3.8%	9.6%	51.9%	30.8%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　　χ²=2.836　　　　p=.944

Table 39. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "Before reading, I do skimming."

Age		SD	D	NI	A	SA	Total
				S2			Total
17-25	Count	1	8	19	49	12	89
	% within gender	1.1%	9.0%	21.3%	55.1%	13.5%	100.0%
26-35	Count	4	1	5	26	16	52
	% within gender	7.7%	1.9%	9.6%	50.0%	30.8%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　　χ²=15.612　　　　p=.048

Table 40. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "Before reading, I do predicting by looking at the title."

Age			SD	D	NI	A	SA	Total
					S3			Total
17-25	Count		2	7	21	44	15	89
	% within gender		2.2%	7.9%	23.6%	49.4%	16.9%	100.0%
26-35	Count		2	2	5	26	17	52
	% within gender		3.8%	3.8%	9.6%	50.0%	32.7%	100.0%
Over 36	Count		0	0	0	2	1	3
	% within gender		.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count		7	7	11	69	50	144
	% within gender		4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.443   p=.306

Table 41. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "While reading, I do scanning."

Age			SD	D	NI	A	SA	Total
					S4			Total
17-25	Count		3	14	14	48	10	89
	% within gender		3.4%	15.7%	15.7%	53.9%	11.2%	100.0%
26-35	Count		1	5	15	19	12	52
	% within gender		1.9%	9.6%	28.8%	36.5%	23.1%	100.0%
Over 36	Count		0	0	1	0	2	3
	% within gender		.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count		7	7	11	69	50	144
	% within gender		4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.524   p=.050

Table 42. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "While reading, I do skimming."

Age			SD	D	NI	A	SA	Total
					S5			Total
17-25	Count		2	14	19	43	11	89
	% within gender		2.2%	15.7%	21.3%	48.3%	12.4%	100.0%
26-35	Count		3	11	6	21	11	52
	% within gender		5.8%	21.2%	11.5%	40.4%	21.2%	100.0%
Over 36	Count		0	0	1	1	1	3
	% within gender		.0%	.0%	33.3%	33.3%	33.3%	100.0%
Total	Count		7	7	11	69	50	144
	% within gender		4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.232   p=.512

Table 43. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When text becomes difficult, I do read too slowly for my study needs."

Age		S6					Total
		SD	D	NI	A	SA	
17-	Count	2	3	9	39	36	89
25	% within gender	2.2%	3.4%	10.1%	43.8%	40.4%	100.0%
26-	Count	2	2	6	20	22	52
35	% within gender	3.8%	3.8%	11.5%	38.5%	42.3%	100.0%
Over	Count	0	0	0	1	2	3
36	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=1.662   p=.990

Table 44. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "While reading, I try to find out the main ideas."

Age		S7					Total
		SD	D	NI	A	SA	
17-	Count	1	1	8	42	37	89
25	% within gender	1.1%	1.1%	9.0%	47.2%	41.6%	100.0%
26-	Count	0	3	2	22	25	52
35	% within gender	.0%	5.8%	3.8%	42.3%	48.1%	100.0%
Over	Count	0	0	0	0	3	3
36	% within gender	.0%	.0%	.0%	.0%	100.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=8.604   p=.377

Table 45. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I have a purpose in mind while reading."

Age		S8					Total
		SD	D	NI	A	SA	
17-	Count	3	8	18	44	16	89
25	% within gender	3.4%	9.0%	20.2%	49.4%	18.0%	100.0%
26-	Count	1	1	6	26	18	52
35	% within gender	1.9%	1.9%	11.5%	50.0%	34.6%	100.0%
Over	Count	0	0	0	2	1	3
36	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.156   p=.329

Table 46. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I read the introduction and conclusion, then go back and read the whole assignment."

Age		S9 SD	D	NI	A	SA	Total
17-	Count	11	20	21	28	9	89
25	% within gender	12.4%	22.5%	23.6%	31.5%	10.1%	100.0%
26-	Count	8	9	8	14	13	52
35	% within gender	15.4%	17.3%	15.4%	26.9%	25.0%	100.0%
Over	Count	0	0	0	0	3	3
36	% within gender	.0%	.0%	.0%	.0%	100.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　χ^2=20.767　　p=.008

Table 47. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on."

Age		S10 SD	D	NI	A	SA	Total
17-	Count	12	24	23	23	7	89
25	% within gender	13.5%	27.0%	25.8%	25.8%	7.9%	100.0%
26-	Count	8	16	11	13	4	52
35	% within gender	15.4%	30.8%	21.2%	25.0%	7.7%	100.0%
Over	Count	0	1	0	1	1	3
36	% within gender	.0%	33.3%	.0%	33.3%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　χ^2=4.110　　p=.847

Table 48. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I take marginal notes to help me understand what I read."

Age		S11 SD	D	NI	A	SA	Total
17-	Count	2	16	17	34	20	89
25	% within gender	2.2%	18.0%	19.1%	38.2%	22.5%	100.0%
26-	Count	1	7	9	20	15	52
35	% within gender	1.9%	13.5%	17.3%	38.5%	28.8%	100.0%
Over	Count	0	0	0	3	0	3
36	% within gender	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　χ^2=5.720　　p=.679

Table 49. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I think about what I know to help me understand what I read."

Age		S12					Total
		SD	D	NI	A	SA	
17-25	Count	4	5	16	46	18	89
	% within gender	4.5%	5.6%	18.0%	51.7%	20.2%	100.0%
26-35	Count	1	1	4	22	24	52
	% within gender	1.9%	1.9%	7.7%	42.3%	46.2%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=13.062 p=.110

Table 50. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When text becomes difficult, I read aloud to help me understand what I read."

Age		S13					Total
		SD	D	NI	A	SA	
17-25	Count	11	22	26	19	11	89
	% within gender	12.4%	24.7%	29.2%	21.3%	12.4%	100.0%
26-35	Count	12	11	8	14	7	52
	% within gender	23.1%	21.2%	15.4%	26.9%	13.5%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=10.769 p=.215

Table 51. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I think about whether the content of the text fits my reading purpose."

Age		S14					Total
		SD	D	NI	A	SA	
17-25	Count	6	8	31	36	8	89
	% within gender	6.7%	9.0%	34.8%	40.4%	9.0%	100.0%
26-35	Count	7	7	7	20	11	52
	% within gender	13.5%	13.5%	13.5%	38.5%	21.2%	100.0%
Over 36	Count	0	0	0	3	0	3
	% within gender	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=16.079 p=.0.41

Table 52. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I try to get back to trace when I lose concentration."

Age				S15			Total
		SD	D	NI	A	SA	
17-25	Count	1	8	13	34	33	89
	% within gender	1.1%	9.0%	14.6%	38.2%	37.1%	100.0%
26-35	Count	1	3	3	24	21	52
	% within gender	1.9%	5.8%	5.8%	46.2%	40.4%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=4.771 p=.782

Table 53. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I highlight the text to help me what I read."

Age				S16			Total
		SD	D	NI	A	SA	
17-25	Count	1	6	19	37	26	89
	% within gender	1.1%	6.7%	21.3%	41.6%	29.2%	100.0%
26-35	Count	2	1	4	24	21	52
	% within gender	3.8%	1.9%	7.7%	46.2%	40.4%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.660 p=.290

Table 54. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I adjust my reading speed according to what I am reading."

Age				S17			Total
		SD	D	NI	A	SA	
17-25	Count	1	15	21	32	20	89
	% within gender	1.1%	16.9%	23.6%	36.0%	22.5%	100.0%
26-35	Count	2	7	7	20	16	52
	% within gender	3.8%	13.5%	13.5%	38.5%	30.8%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=5.975 p=.650

Table 55. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When reading I decide what to read closely and what to ignore."

Age		SD	D	NI	A	SA	Total
				S18			Total
17-25	Count	5	11	25	37	11	89
	% within gender	5.6%	12.4%	28.1%	41.6%	12.4%	100.0%
26-35	Count	4	5	9	22	12	52
	% within gender	7.7%	9.6%	17.3%	42.3%	23.1%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.524   p=.589

Table 56. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I use reference materials (e.g. dictionary) to help me understand what I read."

Age		SD	D	NI	A	SA	Total
				S19			Total
17-25	Count	3	7	15	30	34	89
	% within gender	3.4%	7.9%	16.9%	33.7%	38.2%	100.0%
26-35	Count	2	3	6	15	26	52
	% within gender	3.8%	5.8%	11.5%	28.8%	50.0%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=4.093   p=.849

Table 57. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I use tables, figures, and pictures in text to increase my understanding."

Age		SD	D	NI	A	SA	Total
				S20			Total
17-25	Count	7	17	17	33	15	89
	% within gender	7.9%	19.1%	19.1%	37.1%	16.9%	100.0%
26-35	Count	5	8	7	20	12	52
	% within gender	9.6%	15.4%	13.5%	38.5%	23.1%	100.0%
Over 36	Count	0	0	1	0	2	3
	% within gender	.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.290   p=.506

Table 58. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I stop from time to time and think what I am reading."

Age		SD	D	NI	A	SA	Total
				S21			Total
17-25	Count	3	13	23	36	14	89
	% within gender	3.4%	14.6%	25.8%	40.4%	15.7%	100.0%
26-35	Count	1	5	9	23	14	52
	% within gender	1.9%	9.6%	17.3%	44.2%	26.9%	100.0%
Over 36	Count	0	0	0	3	0	3
	% within gender	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=8.254   p=.409

Table 59. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I use context clues to help me better understand what I read."

Age		SD	D	NI	A	SA	Total
				S22			Total
17-25	Count	2	6	17	49	15	89
	% within gender	2.2%	6.7%	19.1%	55.1%	16.9%	100.0%
26-35	Count	0	3	4	29	16	52
	% within gender	.0%	5.8%	7.7%	55.8%	30.8%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.955   p=.438

Table 60. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I paraphrase (restate ideas on my own words) to better understand what I read."

Age		SD	D	NI	A	SA	Total
				S23			Total
17-25	Count	5	16	18	32	18	89
	% within gender	5.6%	18.0%	20.2%	36.0%	20.2%	100.0%
26-35	Count	5	7	11	18	11	52
	% within gender	9.6%	13.5%	21.2%	34.6%	21.2%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=5.441   p=.710

Table 61. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I try to picture or visualize information to help remember what I read."

Age		S24					Total
		SD	D	NI	A	SA	
17-25	Count	10	13	26	32	8	89
	% within gender	11.2%	14.6%	29.2%	36.0%	9.0%	100.0%
26-35	Count	7	8	10	17	10	52
	% within gender	13.5%	15.4%	19.2%	32.7%	19.2%	100.0%
Over 36	Count	0	0	1	0	2	3
	% within gender	.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=12.071   p=.148

Table 62. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I use typographical features like bold face italics to identify key information."

Age		S25					Total
		SD	D	NI	A	SA	
17-25	Count	6	17	24	30	12	89
	% within gender	6.7%	19.1%	27.0%	33.7%	13.5%	100.0%
26-35	Count	5	8	7	18	14	52
	% within gender	9.6%	15.4%	13.5%	34.6%	26.9%	100.0%
Over 36	Count	0	0	1	0	2	3
	% within gender	.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.838   p=.159

Table 63. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I critically analyze and evaluate the information presented in the text."

Age		S26					Total
		SD	D	NI	A	SA	
17-25	Count	3	11	25	37	13	89
	% within gender	3.4%	12.4%	28.1%	41.6%	14.6%	100.0%
26-35	Count	1	3	8	26	14	52
	% within gender	1.9%	5.8%	15.4%	50.0%	26.9%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.486   p=.176

Table 64. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I go back and forth in the text to find relationships among ideas in it."

Age		S27					Total
		SD	D	NI	A	SA	
17-	Count	1	10	20	45	13	89
25	% within gender	1.1%	11.2%	22.5%	50.6%	14.6%	100.0%
26-	Count	1	3	9	25	14	52
35	% within gender	1.9%	5.8%	17.3%	48.1%	26.9%	100.0%
Over	Count	0	0	0	2	1	3
36	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=5.684 p=.683

Table 65. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I check my understanding when I come across new information."

Age		S28					Total
		SD	D	NI	A	SA	
17-	Count	2	7	13	48	19	89
25	% within gender	2.2%	7.9%	14.6%	53.9%	21.3%	100.0%
26-	Count	1	2	7	24	18	52
35	% within gender	1.9%	3.8%	13.5%	46.2%	34.6%	100.0%
Over	Count	0	0	1	0	2	3
36	% within gender	.0%	.0%	33.3%	.0%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.723 p=.461

Table 66. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When the text becomes difficult, I reread it to increase my understanding."

Age		S29					Total
		SD	D	NI	A	SA	
17-25	Count	2	7	6	46	28	89
	% within gender	2.2%	7.9%	6.7%	51.7%	31.5%	100.0%
26-35	Count	1	1	6	21	23	52
	% within gender	1.9%	1.9%	11.5%	40.4%	44.2%	100.0%
Over 36	Count	0	0	0	1	2	3
	% within gender	.0%	.0%	.0%	33.3%	66.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.708 p=.568

Table 67. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I do sometimes read aloud to increase my understanding."

Age		S30					Total
		SD	D	NI	A	SA	
17-25	Count	11	16	23	25	14	89
	% within gender	12.4%	18.0%	25.8%	28.1%	15.7%	100.0%
26-35	Count	9	12	5	23	3	52
	% within gender	17.3%	23.1%	9.6%	44.2%	5.8%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=14.112   p=.079

Table 68. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I ask dense questions that I like to have answered in the text."

Age		S31					Total
		SD	D	NI	A	SA	
17-25	Count	4	15	34	25	11	89
	% within gender	4.5%	16.9%	38.2%	28.1%	12.4%	100.0%
26-35	Count	6	5	12	18	11	52
	% within gender	11.5%	9.6%	23.1%	34.6%	21.2%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.396   p=.180

Table 69. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I check to see if my guesses about the text are right or wrong."

Age		S32					Total
		SD	D	NI	A	SA	
17-25	Count	3	6	21	41	18	89
	% within gender	3.4%	6.7%	23.6%	46.1%	20.2%	100.0%
26-35	Count	0	2	7	27	16	52
	% within gender	.0%	3.8%	13.5%	51.9%	30.8%	100.0%
Over 36	Count	0	0	0	3	0	3
	% within gender	.0%	.0%	.0%	100.0%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=8.943   p=.347

Table 70. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When I read, I guess the meaning of unknown words or phrases."

Age		S33					Total
		SD	D	NI	A	SA	
17-25	Count	2	6	23	31	27	89
	% within gender	2.2%	6.7%	25.8%	34.8%	30.3%	100.0%
26-35	Count	1	2	9	22	18	52
	% within gender	1.9%	3.8%	17.3%	42.3%	34.6%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=3.823 p=.873

Table 71. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When reading, I translate from English into my native language."

Age		S34					Total
		SD	D	NI	A	SA	
17-25	Count	0	6	17	32	34	89
	% within gender	.0%	6.7%	19.1%	36.0%	38.2%	100.0%
26-35	Count	2	4	4	16	26	52
	% within gender	3.8%	7.7%	7.7%	30.8%	50.0%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.462 p=.305

Table 72. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "When reading, I think about the information in both English and my mother tongue."

Age		S35					Total
		SD	D	NI	A	SA	
17-25	Count	7	12	5	40	25	89
	% within gender	7.9%	13.5%	5.6%	44.9%	28.1%	100.0%
26-35	Count	1	5	10	25	11	52
	% within gender	1.9%	9.6%	19.2%	48.1%	21.2%	100.0%
Over 36	Count	0	0	1	1	1	3
	% within gender	.0%	.0%	33.3%	33.3%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=10.729 p=.218

Table 73. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I do also read for pleasure to improve my reading skills."

Age		S36					Total
		SD	D	NI	A	SA	
17-25	Count	6	8	22	34	19	89
	% within gender	6.7%	9.0%	24.7%	38.2%	21.3%	100.0%
26-35	Count	6	7	10	17	12	52
	% within gender	11.5%	13.5%	19.2%	32.7%	23.1%	100.0%
Over 36	Count	0	0	1	2	0	3
	% within gender	.0%	.0%	33.3%	66.7%	.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=4.406 p=.819

Table 74. The Chi-square Analysis on the Item of the Questionnaire by Learner Age "I follow some special techniques such as SAP (Question – answer – Relationships: right there questions, think and search, author and you, on my own), reciprocal teaching (predicting, questioning, clarifying and summarizing)."

Age		S37					Total
		SD	D	NI	A	SA	
17-25	Count	7	10	29	29	14	89
	% within gender	7.9%	11.2%	32.6%	32.6%	15.7%	100.0%
26-35	Count	5	5	17	12	13	52
	% within gender	9.6%	9.6%	32.7%	23.1%	25.0%	100.0%
Over 36	Count	0	0	0	2	1	3
	% within gender	.0%	.0%	.0%	66.7%	33.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=5.895 p=.659

FINDINGS BY LEARNER ACADEMIC DISCIPLINE

Table 75. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "**When I read, I keep paper and pen within reach.**"

Academic Discipline		S1					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	5	6	3	30	16	60
	% within gender	8.3%	10.0%	5.0%	50.0%	26.7%	100.0%
Social Sciences	Count	2	1	7	24	24	58
	% within gender	3.4%	1.7%	12.1%	41.4%	41.4%	100.0%
Health Sciences	Count	0	0	1	15	10	26
	% within gender	.0%	.0%	3.8%	57.7%	38.5%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=14.271   p=.075

Table 76. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "Before reading, I do skimming."

		S2					Total
Academic Discipline		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	3	4	10	34	9	60
	% within gender	5.0%	6.7%	16.7%	56.7%	15.0%	100.0%
Social Sciences	Count	2	2	12	29	13	58
	% within gender	3.4%	3.4%	20.7%	50.0%	22.4%	100.0%
Health Sciences	Count	0	3	2	14	7	26
	% within gender	.0%	11.5%	7.7%	53.8%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.810   p=.557

Table 77. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "Before reading, I do predicting by looking at the title."

Academic Discipline		SD	D	NI	A	SA	Total
				S3			Total
Natural and Applied Sciences	Count	2	6	12	30	10	60
	% within gender	3.3%	10.0%	20.0%	50.0%	16.7%	100.0%
Social Sciences	Count	2	1	9	30	16	58
	% within gender	3.4%	1.7%	15.5%	51.7%	27.6%	100.0%
Health Sciences	Count	0	2	5	12	7	26
	% within gender	.0%	7.7%	19.2%	46.2%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.441   p=.598

Table 78. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "While reading, I do scanning."

Academic Discipline		SD	D	NI	A	SA	Total
				S4			Total
Natural and Applied Sciences	Count	0	4	6	38	12	60
	% within gender	.0%	6.7%	10.0%	63.3%	20.0%	100.0%
Social Sciences	Count	3	12	16	19	8	58
	% within gender	5.2%	20.7%	27.6%	32.8%	13.8%	100.0%
Health Sciences	Count	1	3	8	10	4	26
	% within gender	3.8%	11.5%	30.8%	38.5%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=20.396   p=.009

Table 79. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "While reading, I do skimming."

Academic Discipline		S5 SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	1	12	10	31	6	60
	% within gender	1.7%	20.0%	16.7%	51.7%	10.0%	100.0%
Social Sciences	Count	4	10	12	21	11	58
	% within gender	6.9%	17.2%	20.7%	36.2%	19.0%	100.0%
Health Sciences	Count	0	3	4	13	6	26
	% within gender	.0%	11.5%	15.4%	50.0%	23.1%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　　χ^2=8.778　　　　　p=.361

Table 80. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When text becomes difficult, I do read too slowly for my study needs."

Academic Discipline		S6 SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	2	2	8	28	20	60
	% within gender	3.3%	3.3%	13.3%	46.7%	33.3%	100.0%
Social Sciences	Count	2	2	3	21	30	58
	% within gender	3.4%	3.4%	5.2%	36.2%	51.7%	100.0%
Health Sciences	Count	0	1	4	11	10	26
	% within gender	.0%	3.8%	15.4%	42.3%	38.5%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8　　　χ^2=6.784　　　　　p=.560

Table 81. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "While reading, I try to find out the main ideas."

Academic Discipline		SD	D	NI	A	SA	Total
				S7			Total
Natural and Applied Sciences	Count	0	2	3	32	23	60
	% within gender	.0%	3.3%	5.0%	53.3%	38.3%	100.0%
Social Sciences	Count	1	2	6	18	31	58
	% within gender	1.7%	3.4%	10.3%	31.0%	53.4%	100.0%
Health Sciences	Count	0	0	1	14	11	26
	% within gender	.0%	.0%	3.8%	53.8%	42.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.497   p=.302

Table 82. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I have a purpose in mind while reading."

Academic Discipline		SD	D	NI	A	SA	Total
				S8			Total
Natural and Applied Sciences	Count	1	3	13	29	14	60
	% within gender	1.7%	5.0%	21.7%	48.3%	23.3%	100.0%
Social Sciences	Count	3	3	6	31	15	58
	% within gender	5.2%	5.2%	10.3%	53.4%	25.9%	100.0%
Health Sciences	Count	0	3	5	12	6	26
	% within gender	.0%	11.5%	19.2%	46.2%	23.1%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.346   p=.609

Table 83. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I read the introduction and conclusion, then go back and read the whole assignment."

Academic Discipline		S9					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	3	11	14	25	7	60
	% within gender	5.0%	18.3%	23.3%	41.7%	11.7%	100.0%
Social Sciences	Count	11	10	12	14	11	58
	% within gender	19.0%	17.2%	20.7%	24.1%	19.0%	100.0%
Health Sciences	Count	5	8	3	3	7	26
	% within gender	19.2%	30.8%	11.5%	11.5%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=17.364   p=.027

Table 84. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I break long texts into segments. I read 10 pages, and then do something else. Later, I read the next 10 pages and so on."

Academic Discipline		S10					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	9	18	16	12	5	60
	% within gender	15.0%	30.0%	26.7%	20.0%	8.3%	100.0%
Social Sciences	Count	7	15	14	17	5	58
	% within gender	12.1%	25.9%	24.1%	29.3%	8.6%	100.0%
Health Sciences	Count	4	8	4	8	2	26
	% within gender	15.4%	30.8%	15.4%	30.8%	7.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=2.790   p=.947

Table 85. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I take marginal notes to help me understand what I read."

Academic Discipline		S11					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	0	13	12	22	13	60
	% within gender	.0%	21.7%	20.0%	36.7%	21.7%	100.0%
Social Sciences	Count	3	9	11	21	14	58
	% within gender	5.2%	15.5%	19.0%	36.2%	24.1%	100.0%
Health Sciences	Count	0	1	3	14	8	26
	% within gender	.0%	3.8%	11.5%	53.8%	30.8%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.083   p=.197

Table 86. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I think about what I know to help me understand what I read."

Academic Discipline		S12					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	3	9	34	13	60
	% within gender	1.7%	5.0%	15.0%	56.7%	21.7%	100.0%
Social Sciences	Count	4	0	7	23	24	58
	% within gender	6.9%	.0%	12.1%	39.7%	41.4%	100.0%
Health Sciences	Count	0	3	4	13	6	26
	% within gender	.0%	11.5%	15.4%	50.0%	23.1%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.661   p=.047

Table 87. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When text becomes difficult, I read aloud to help me understand what I read."

Academic Discipline		S13					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	8	14	12	19	7	60
	% within gender	13.3%	23.3%	20.0%	31.7%	11.7%	100.0%
Social Sciences	Count	9	14	16	11	8	58
	% within gender	15.5%	24.1%	27.6%	19.0%	13.8%	100.0%
Health Sciences	Count	6	5	6	5	4	26
	% within gender	23.1%	19.2%	23.1%	19.2%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=4.520   p=.807

Table 88. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I think about whether the content of the text fits my reading purpose."

Academic Discipline		S14					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	5	2	16	28	9	60
	% within gender	8.3%	3.3%	26.7%	46.7%	15.0%	100.0%
Social Sciences	Count	5	11	16	20	6	58
	% within gender	8.6%	19.0%	27.6%	34.5%	10.3%	100.0%
Health Sciences	Count	3	2	6	11	4	26
	% within gender	11.5%	7.7%	23.1%	42.3%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.192   p=.326

Table 89. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I try to get back to trace when I lose concentration."

Academic Discipline		S15					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	0	4	7	29	20	60
	% within gender	.0%	6.7%	11.7%	48.3%	33.3%	100.0%
Social Sciences	Count	1	7	7	21	22	58
	% within gender	1.7%	12.1%	12.1%	36.2%	37.9%	100.0%
Health Sciences	Count	1	0	2	9	14	26
	% within gender	3.8%	.0%	7.7%	34.6%	53.8%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.256   p=.321

Table 90. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I highlight the text to help me what I read."

Academic Discipline		S16					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	2	3	13	22	20	60
	% within gender	3.3%	5.0%	21.7%	36.7%	33.3%	100.0%
Social Sciences	Count	1	2	4	29	22	58
	% within gender	1.7%	3.4%	6.9%	50.0%	37.9%	100.0%
Health Sciences	Count	0	2	6	11	7	26
	% within gender	.0%	7.7%	23.1%	42.3%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=8.603   p=.377

Table 91. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I adjust my reading speed according to what I am reading."

		S17					Total
Academic Discipline		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	2	9	14	23	12	60
	% within gender	3.3%	15.0%	23.3%	38.3%	20.0%	100.0%
Social Sciences	Count	1	9	13	21	14	58
	% within gender	1.7%	15.5%	22.4%	36.2%	24.1%	100.0%
Health Sciences	Count	0	4	1	10	11	26
	% within gender	.0%	15.4%	3.8%	38.5%	42.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=8.664   p=.371

Table 92. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When reading I decide what to read closely and what to ignore."

		S18					Total
Academic Discipline		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	4	9	19	18	10	60
	% within gender	6.7%	15.0%	31.7%	30.0%	16.7%	100.0%
Social Sciences	Count	4	6	11	30	7	58
	% within gender	6.9%	10.3%	19.0%	51.7%	12.1%	100.0%
Health Sciences	Count	1	1	4	13	7	26
	% within gender	3.8%	3.8%	15.4%	50.0%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.402   p=.180

Table 93. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I use reference materials (e.g. dictionary) to help me understand what I read."

Academic Discipline		SD	D	NI	A	SA	Total
				S19			Total
Natural and Applied Sciences	Count	2	4	6	25	23	60
	% within gender	3.3%	6.7%	10.0%	41.7%	38.3%	100.0%
Social Sciences	Count	1	4	9	19	25	58
	% within gender	1.7%	6.9%	15.5%	32.8%	43.1%	100.0%
Health Sciences	Count	2	2	6	3	13	26
	% within gender	7.7%	7.7%	23.1%	11.5%	50.0%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.701   p=.287

Table 94. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I use tables, figures, and pictures in text to increase my understanding."

Academic Discipline		SD	D	NI	A	SA	Total
				S20			Total
Natural and Applied Sciences	Count	4	12	11	27	6	60
	% within gender	6.7%	20.0%	18.3%	45.0%	10.0%	100.0%
Social Sciences	Count	6	9	11	19	13	58
	% within gender	10.3%	15.5%	19.0%	32.8%	22.4%	100.0%
Health Sciences	Count	2	4	3	7	10	26
	% within gender	7.7%	15.4%	11.5%	26.9%	38.5%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.122   p=.195

Table 95. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I stop from time to time and think what I am reading."

Academic Discipline		S21					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	12	14	25	8	60
	% within gender	1.7%	20.0%	23.3%	41.7%	13.3%	100.0%
Social Sciences	Count	3	6	15	21	13	58
	% within gender	5.2%	10.3%	25.9%	36.2%	22.4%	100.0%
Health Sciences	Count	0	0	3	16	7	26
	% within gender	.0%	.0%	11.5%	61.5%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=14.951 p=.060

Table 96. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I use context clues to help me better understand what I read."

Academic Discipline		S22					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	2	7	37	13	60
	% within gender	1.7%	3.3%	11.7%	61.7%	21.7%	100.0%
Social Sciences	Count	1	7	9	28	13	58
	% within gender	1.7%	12.1%	15.5%	48.3%	22.4%	100.0%
Health Sciences	Count	0	0	5	15	6	26
	% within gender	.0%	.0%	19.2%	57.7%	23.1%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.791 p=.454

Table 97. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I paraphrase (restate ideas on my own words) to better understand what I read."

Academic Discipline		SD	D	S23 NI	A	SA	Total
Natural and Applied Sciences	Count	2	9	11	28	10	60
	% within gender	3.3%	15.0%	18.3%	46.7%	16.7%	100.0%
Social Sciences	Count	6	9	12	19	12	58
	% within gender	10.3%	15.5%	20.7%	32.8%	20.7%	100.0%
Health Sciences	Count	2	5	6	4	9	26
	% within gender	7.7%	19.2%	23.1%	15.4%	34.6%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=10.498   p=.232

Table 98. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I try to picture or visualize information to help remember what I read."

Academic Discipline		SD	D	S24 NI	A	SA	Total
Natural and Applied Sciences	Count	5	9	17	24	5	60
	% within gender	8.3%	15.0%	28.3%	40.0%	8.3%	100.0%
Social Sciences	Count	9	8	18	17	6	58
	% within gender	15.5%	13.8%	31.0%	29.3%	10.3%	100.0%
Health Sciences	Count	3	4	2	8	9	26
	% within gender	11.5%	15.4%	7.7%	30.8%	34.6%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=16.409   p=.037

Table 99. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I use typographical features like bold face italics to identify key information."

Academic Discipline		S25					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	3	15	13	23	6	60
	% within gender	5.0%	25.0%	21.7%	38.3%	10.0%	100.0%
Social Sciences	Count	4	6	11	18	19	58
	% within gender	6.9%	10.3%	19.0%	31.0%	32.8%	100.0%
Health Sciences	Count	4	4	8	7	3	26
	% within gender	15.4%	15.4%	30.8%	26.9%	11.5%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=17.229   p=.028

Table 100. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I critically analyze and evaluate the information presented in the text."

Academic Discipline		S26					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	9	18	22	10	60
	% within gender	1.7%	15.0%	30.0%	36.7%	16.7%	100.0%
Social Sciences	Count	2	4	8	32	12	58
	% within gender	3.4%	6.9%	13.8%	55.2%	20.7%	100.0%
Health Sciences	Count	1	1	7	10	7	26
	% within gender	3.8%	3.8%	26.9%	38.5%	26.9%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=10.679   p=.221

Table 101. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I go back and forth in the text to find relationships among ideas in it."

Academic Discipline		S27					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	5	14	29	11	60
	% within gender	1.7%	8.3%	23.3%	48.3%	18.3%	100.0%
Social Sciences	Count	0	7	12	26	13	58
	% within gender	.0%	12.1%	20.7%	44.8%	22.4%	100.0%
Health Sciences	Count	1	1	3	17	4	26
	% within gender	3.8%	3.8%	11.5%	65.4%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.732   p=.566

Table 102. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I check my understanding when I come across new information."

Academic Discipline		S28					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	1	3	7	35	14	60
	% within gender	1.7%	5.0%	11.7%	58.3%	23.3%	100.0%
Social Sciences	Count	2	6	10	26	14	58
	% within gender	3.4%	10.3%	17.2%	44.8%	24.1%	100.0%
Health Sciences	Count	0	0	4	11	11	26
	% within gender	.0%	.0%	15.4%	42.3%	42.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.258   p=.321

Table 103. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When the text becomes difficult, I reread it to increase my understanding."

Academic Discipline		SD	D	NI	A	SA	Total
				S29			Total
Natural and Applied Sciences	Count	0	3	4	32	21	60
	% within gender	.0%	5.0%	6.7%	53.3%	35.0%	100.0%
Social Sciences	Count	2	5	7	23	21	58
	% within gender	3.4%	8.6%	12.1%	39.7%	36.2%	100.0%
Health Sciences	Count	1	0	1	13	11	26
	% within gender	3.8%	.0%	3.8%	50.0%	42.3%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.908   p=.443

Table 104. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I do sometimes read aloud to increase my understanding."

Academic Discipline		SD	D	NI	A	SA	Total
				S30			Total
Natural and Applied Sciences	Count	5	11	12	28	4	60
	% within gender	8.3%	18.3%	20.0%	46.7%	6.7%	100.0%
Social Sciences	Count	9	13	12	15	9	58
	% within gender	15.5%	22.4%	20.7%	25.9%	15.5%	100.0%
Health Sciences	Count	6	4	4	7	5	26
	% within gender	23.1%	15.4%	15.4%	26.9%	19.2%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=11.052   p=.199

Table 105. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I ask dense questions that I like to have answered in the text."

Academic Discipline		S31					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	4	8	20	20	8	60
	% within gender	6.7%	13.3%	33.3%	33.3%	13.3%	100.0%
Social Sciences	Count	3	6	18	21	10	58
	% within gender	5.2%	10.3%	31.0%	36.2%	17.2%	100.0%
Health Sciences	Count	3	6	8	4	5	26
	% within gender	11.5%	23.1%	30.8%	15.4%	19.2%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.366   p=.606

Table 106. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I check to see if my guesses about the text are right or wrong."

Academic Discipline		S32					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	2	3	12	28	15	60
	% within gender	3.3%	5.0%	20.0%	46.7%	25.0%	100.0%
Social Sciences	Count	1	4	14	28	11	58
	% within gender	1.7%	6.9%	24.1%	48.3%	19.0%	100.0%
Health Sciences	Count	0	1	2	15	8	26
	% within gender	.0%	3.8%	7.7%	57.7%	30.8%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=5.510   p=.702

Table 107. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When I read, I guess the meaning of unknown words or phrases."

Academic Discipline		S33 SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	0	4	13	23	20	60
	% within gender	.0%	6.7%	21.7%	38.3%	33.3%	100.0%
Social Sciences	Count	3	3	15	20	17	58
	% within gender	5.2%	5.2%	25.9%	34.5%	29.3%	100.0%
Health Sciences	Count	0	1	4	12	9	26
	% within gender	.0%	3.8%	15.4%	46.2%	34.6%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=6.496   p=.592

Table 108. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When reading, I translate from English into my native language."

Academic Discipline		S34 SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	0	7	11	24	18	60
	% within gender	.0%	11.7%	18.3%	40.0%	30.0%	100.0%
Social Sciences	Count	2	3	9	16	28	58
	% within gender	3.4%	5.2%	15.5%	27.6%	48.3%	100.0%
Health Sciences	Count	0	0	1	10	15	26
	% within gender	.0%	.0%	3.8%	38.5%	57.7%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=15.151   p=.056

Table 109. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "When reading, I think about the information in both English and my mother tongue."

Academic Discipline		S35					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	4	7	5	31	13	60
	% within gender	6.7%	11.7%	8.3%	51.7%	21.7%	100.0%
Social Sciences	Count	4	9	8	22	15	58
	% within gender	6.9%	15.5%	13.8%	37.9%	25.9%	100.0%
Health Sciences	Count	0	1	3	13	9	26
	% within gender	.0%	3.8%	11.5%	50.0%	34.6%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=7.154   p=.520

Table 110. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I do also read for pleasure to improve my reading skills."

Academic Discipline		S36					Total
		SD	D	NI	A	SA	
Natural and Applied Sciences	Count	3	6	11	28	12	60
	% within gender	5.0%	10.0%	18.3%	46.7%	20.0%	100.0%
Social Sciences	Count	6	8	18	15	11	58
	% within gender	10.3%	13.8%	31.0%	25.9%	19.0%	100.0%
Health Sciences	Count	3	1	4	10	8	26
	% within gender	11.5%	3.8%	15.4%	38.5%	30.8%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=10.751   p=.216

Table 111. The Chi-square Analysis on the Item of the Questionnaire by Learner Academic Discipline "I follow some special techniques such as SAP (Question – answer – Relationships: right there questions, think and search, author and you, on my own), reciprocal teaching (predicting, questioning, clarifying and summarizing)."

Academic Discipline		S37 SD	D	NI	A	SA	Total
Natural and Applied Sciences	Count	4	8	18	18	12	60
	% within gender	6.7%	13.3%	30.0%	30.0%	20.0%	100.0%
Social Sciences	Count	5	4	15	22	12	58
	% within gender	8.6%	6.9%	25.9%	37.9%	20.7%	100.0%
Health Sciences	Count	3	3	13	3	4	26
	% within gender	11.5%	11.5%	50.0%	11.5%	15.4%	100.0%
Total	Count	7	7	11	69	50	144
	% within gender	4.9%	4.9%	7.6%	47.9%	34.7%	100.0%

D.f.= 8 χ^2=9.598   p=.294

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