

**NEAR EAST UNIVERSITY**

**GRADUATE SCHOOL OF EDUCATIONAL SCIENCE**

**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**POST-GRADUATE STUDENTS' ATTITUDES TOWARDS READING**

**CONTENT RELATED TEXTS IN ENGLISH**

**MASTER THESIS**

**HAKEMA MOHAMED ADWILAH**

**NICOSIA**

**DECEMBER 2016**

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**SUPERVISOR: Asst. Prof. Dr. ÇİSE ÇAVUŞOĞLU**

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**DECEMBER 2016**

Approval of the Graduate School of Educational Sciences

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## DECLARATION

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results that are not original to this study.

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Signature: .....

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## ABSTRACT

POST-GRADUATE STUDENTS' ATTITUDES TOWARDS READING CONTENT

RELATED TEXTS IN ENGLISH

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The current study was designed to explore the attitudes of post-graduate students with regard to reading content related texts in English (CRTE) as part of their academic studies in Near East University in North Cyprus. In addition, it sought to explore whether these attitudes varied based on gender, age, level of study, first language and nationality. A total of 300 students participated in the study by providing their responses to a researcher-made questionnaire. The collected data were analyzed using descriptive statistics, t-tests and ANOVA. The main findings indicated that post-graduate students had positive attitudes overall towards reading CRTE. They expressed their unwillingness to read obligatory texts as well as their need to be taught helpful reading strategies. In addition, several significant differences were found among the participants based on the focal variables. Based on these results, it is recommended that post-graduate students are provided with seminars and training sessions with regard to specific reading strategies that they may need in their studies. They should also be given options to choose from when they are asked to read academic texts.

**Keywords:** post-graduate students, reading content, academic texts, positive attitudes and reading strategies.

## ÖZ

# YÜKSEK LİSANS ÖĞRENCİLERİNİN İÇERİKLE İLGİLİ İNGİLİZCE METİNLER OKUMAYA İLİŞKİN TUTUMLARI

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Bu çalışma Kuzey Kıbrıs Yakın Doğu Üniversitesi'ndeki akademik çalışmaların bir parçası olarak lisansüstü öğrencilerin içerikli İngilizce metin okumak (İİMO) konusundaki tutumlarını keşfetmek üzere tasarlanmıştır. Buna ek olarak, bu tutumların cinsiyet, yaş, çalışma düzeyi, ilk dil ve uyruğa göre değişip değişmediğini araştırmaya çalışmıştır. Toplam 300 öğrenci araştırmacı tarafından yapılan ankete yanıtlarını sunarak bu araştırmaya katıldı. Toplanan veriler betimsel istatistikler, t-testleri ve ANOVA kullanılarak analiz edilmiştir. Ana bulgular, yüksek lisans öğrencilerinin İİMO okumaya yönelik tutumlarının genel olarak olumlu olduğunu ortaya koymuştur. Mecburi metinleri okuma isteksizliklerini ve yararlı okuma stratejileri öğretilmesine olan ihtiyaçlarını dile getirmişler. Ayrıca, katılımcılar arasındaki odak değişkenlerine dayalı olarak önemli farklılıklar bulunmuştur. Bu sonuçlara dayanarak, yüksek lisans öğrencilerine, çalışmalarında ihtiyaç duyabilecekleri belirli okuma stratejileri ile ilgili seminerler ve eğitim oturumları yaptırılması önerilmektedir. Bunun yanı sıra, akademik metinleri okumaları istendiğinde, kendilerine seçenekler sunulmalıdır.

**Anahtar Kelimeler:** Yüksek lisans öğrencileri, okuma içeriği, akademik metinler, olumlu tutumlar ve okuma stratejileri.

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**LIST OF ABBREVIATIONS**

<b>CRTE</b>	:	Content Related Texts in English
<b>MA</b>	:	Master of Arts
<b>PhD</b>	:	Doctor of Philosophy
<b>BA</b>	:	Bachelor of Arts
<b>EFL</b>	:	English as a Foreign Language
<b>ESL</b>	:	English as a Second Language
<b>SPSS</b>	:	Statistical Package for Social Sciences
<b>ANOVA</b>	:	Analysis of Variance
<b>AS</b>	:	Applied Sciences
<b>SS</b>	:	Social Sciences
<b>ES</b>	:	Educational Sciences
<b>HS</b>	:	Health Sciences

**LIST OF SYMBOLS**

<b>M</b>	:	Mean
<b>SD</b>	:	Standard Deviation
<b>P</b>	:	Significance value
<b>MD</b>	:	Mean Difference
<b>Sig</b>	:	Significance
<b>N</b>	:	Number

## CHAPTER I

### INTRODUCTION

#### **Introduction**

Since English is a universal language and widely used around the world, a great number of international students study English abroad in an attempt to effectively acquire the language. Therefore, it can be argued that non-native speakers of English spend much more money for education compared to students' whose native language is English. What is more, learning a second language can be quite time consuming. As a matter of fact, the large number of international students studying English as a second language signalizes the importance of this language. Furthermore, several thousands of research papers and articles have been written and published in English; not to mention the fact that English is widely used in international meetings and conferences (Cho, 2014). Consequently, English which dominates the language of research (Polo & Varela, 2009) is necessary for English as a Foreign Language (EFL) students who decide to study abroad. However, it is also important to note that language of research, i.e. academic English, is quite different from everyday English. Familiarity with this type of English is required for post-graduate students to read and understand their study materials and to write about their subjects. This is mainly because writing styles vary among academic writers and post-graduate learners as well as the text's type (e.g. Reports, research articles, essays... etc.), the organization and structure of this text, the vocabulary and even some expressions that are used. Besides, knowledge of the English language allows students to describe and explain their investigations and backgrounds of various issues related to their Fields in English so that the results can become accessible to a lot more people. What is more, presenting their writings in English would not only allow students to contribute to their related

field, but other various fields and express their ideas effectively. Moreover, as it is mentioned above, since English is a universal language and many of the studies and investigations have been written in English, proficiency in the English language allows post-graduate students to keep up-to-date with the latest research and developments around the world, with an open access to findings presented in English.

Due to the said reasons, it is crucial for post-graduate students to practice academic reading in the English language. This study focuses on the reading skill, one of the four main language skills which are namely; listening, speaking, reading and writing. The study aims to explore post-graduate students' attitudes towards content related texts in English (CRTE) in order to explore essential issues related to their reading of such texts. It is believed that an understanding of such essential issues is crucial for many lecturers in order to motivate their post-graduate students to read texts that carry great importance in their research studies. In addition, the study highlights the role and importance of reading for academic purposes, which has been previously examined in other studies. These are further elaborated on in the literature review chapter.

### **Background of the Study**

Content related of texts in English (CRTE) refers to the underlying and core meaning of the text and it is defined as a type of reading that students are required to understand in order to successfully complete their studies in their chosen field (Hellekjær, 2009). This type of reading is associated with the content reading of the text which not only reflects the involved concepts and important ideas but also includes the used structure of the text. Consequently, it can be argued that applying content reading of the text helps students better understand what they read as part of a special content area course. Since English is a second language for a great number of the students, reading content specifically in English is a difficult task. Students need to apply



necessary skills and strategies in order to understand and learn the content of the course (Ulusoy & Dedeoglu, 2011). Due to the importance of reading content, it is crucial for students to be taught how to read the content of text. Teachers should provide their students with quality and effective instructions for reading content (Ulusoy & Dedeoglu, 2011). The study is motivated by the researchers' perception that some post-graduate, students who are non-native speakers of English, have difficulties in comprehending a text while reading. During my time as an MA student, I observed that some of my colleagues at the university and specifically at the School of Education could not fully comprehend the essential readings of their course. Although reading is referred to as an essential skill for students in higher education, many of the non-native post-graduate students are poor comprehenders of texts written in English. Cadman (2002) defines academic reading as a critical and purposeful reading of protracted academic texts which is an essential skill that is required for completing the study of certain subject matters. Academic reading is different from other forms of reading, because it is more complicated and discipline-specific, precisely synthesizing object from a number of sources. For EFL learners, whose use of English is very limited, reading during their post-graduate level is an essential instrument by which academic knowledge is transmitted. The academic reading is one of the most important skills that post-graduate students need to be able to acquire texts' content written in English (Tercanlioglu, 2004). However, most of the post-graduate students who study English as a second or foreign language are not in the habit of reading in English. Therefore, if they had not been taught how to read effectively and efficiently, they may dwell in their inappropriate reading habits (Shen, 2013).

## **Statement of the Problem**

Although they are EFL learners, most of the post-graduate students do not prefer to read in English specifically for content of texts because they cannot get the meaning easily. This is mainly because academic English is not a simple language. As mentioned earlier in this chapter, English is a universal language that post-graduate students need to use for their academic research and studies during their MA and Ph.D. experiences. However, since English is their second language, they do not have good background of English as a foreign language. As a result, they do not use good strategies of reading content and eventually become unmotivated learners towards reading context in English. This study aims to explore these challenges as well as the possible underlying reasons behind them.

## **Purpose of the Study**

Since reading is an essential skill among the four English foreign language skills and it plays a vital role in EFL learning process, a great number of studies have been conducted to date in an attempt to explore essential issues related to the reading process such as reading strategies, reading difficulties, reading comprehension, reading motivation and so on (Toumu'a, 2012). These studies focused on both the learners' and the teachers' perspectives. This study focuses on the perceptions of post-graduate students towards academic reading concerning CRTE during their post-graduate experiences. Furthermore, through the present study, the challenges post-graduate students face in their academic reading that may make them unmotivated to read in English will be explored. The study will therefore address the research questions listed below:

1. What are the attitudes of post-graduate students towards reading content related texts in English as part of their studies?
2. Do postgraduate students' attitudes vary in terms of their age, gender, level of study, field of study, first language and nationality?

### **The Significance of the Study**

It is crucial for instructors to be aware of the learners' perceptions towards content reading related texts in English in order to improve the quality of reading courses offered. Such awareness would also help avoid the challenges that demotivate students towards reading texts in English by applying appropriate reading strategies that may help students read effectively and efficiently. Moreover, it is believed that the results of this study will constitute a reference for educators as it highlights the importance of reading CRTE. Above all, post-graduate students should be aware that reading content of texts is very important for their research studies.

### **Limitations**

The present study is limited in terms of place; it was conducted in one university. The number of participants is limited to the total active students attending the university. In addition, the participants of the study are post-graduate students; undergraduate level student are not included in the research. The study is not limited in terms of the scope of gender, age, nationality and first language, but the language of post-graduate students programs is limited only to English as a second or foreign language. Regarding the method of study, questionnaires will be distributed among students in order to gather certain type of data that would reveal the students' attitudes and challenges towards reading content related texts in English. Additional information gathered from the participants may also help the researcher in the analysis process.

## **Conclusion**

In conclusion, this chapter outlined vital information related to the topic under investigation starting with an introduction to the idea of the study and background of study that contained the researcher's own experience. The motive and aim of the study were presented in this chapter, the key research questions were outlined, and finally, information about the limitation and significance of the study were provided. A review of the relevant literature will be presented in the following chapter; the literature review will make reference to previous studies and investigations supporting the concept of the study.

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **Introduction**

In this chapter, the review of literature focuses on the themes related to the present study in terms of reading the content in English at higher level education. The literature includes some studies focusing on content area reading, dimensions of content area readings, the reading difficulties that students face in academic reading in addition to the reasons and factors that motivate students to read academically and what they benefit from reading the content in English. Finally, some researches related to reading skill in EFL will be introduced.

#### **Content-Area Reading**

Content area reading is a very important part of learning and understanding the text which is being read by the reader. Content area reading refers to guiding and helping the students with better understanding of what the content which they read in a specific content area. It has not been given much emphasis in the past, but in the past few years the interest in content area reading has widened which has combined reading, writing, talking, listening and viewing in text-related learning (Vacca & Vacca, 2005). The main aim of content area reading is to use the different aspects of language to develop a high-level of learning through what is read. Content area reading is not something which can be left out because it is there to help the students develop their understanding skills through the text which they read. A number of studies conducted in the past have shown that students could be taught various types of content area reading strategies to advance their learning of both fictional text and informational text (Moje, 2008). According to Stephens & Brown (2000, p.9), if the teachers want to reach a

higher number of students they can do so by content literacy strategies which can be implemented in their instructions in the classroom.

### **Dimensions of Content Area-Reading**

There are several dimensions which have been very effective in the content area reading.

**PreReading.** Prereading phase refers to the knowledge or information a reader already knows. According to Jacobs (2002), “the single most important factor influencing new learning is what the learner already knows.” This basically explains how one can learn new things and have a better understanding of it if they were exposed to some of the vocabulary or information related to the reading. It helps the students to understand much better if they have an idea of what they read and also if they knew the vocabulary which is in the text because one of the most difficult parts which one faces are not knowing related vocabulary and not having an idea of the content which puts a great barrier between the reader and the text (Moore & Cunningham, 2003). There have been numerous methods which activate the readers’ prior knowledge for example: asking prereading questions related to the reading, preparing guides for the students for reading, requests, and others.

Interest is another dimension of prereading. If the interest of the students (readers) increases towards the reading content than their attention towards reading increases which result in better understanding of the content. According to Akyol and Ulusoy (2010), the interest of the reader is built when their prior knowledge of the topic is explored by them, the reader might have liked the topic which will increase their interest towards reading the text.

**During reading.** While reading, readers mostly decide if the text is of interest to them or not as they start to read the text. They decide if they should give more attention to the text or not, because at times the reader might not be gaining any knowledge from the text or the text might not be interesting enough for them to give it attention in order to understand it (Hall, 2005). Hall also pointed out two factors which are either having to pay more attention to the information of the text and the feelings which are produced by reading the text. If one is able to associate feelings with the text then they pay more attention to the text. One example of associating feelings would be a history text, by reading history one being a human feel what has been done to or by humans in the past. Even when a history text is told by from the one who has experienced it shows how one felt which we go through as we read the text (Rozmiarek, 2006). There are several ways by which reading can catch readers attention and during the reading if nothing of reader's interest is shown then they tend to stop paying attention to the text.

**After Reading.** This part of the process shows how well the reader has understood the text and allows the reader to participate in discussions and to share the finds of the reading. There are different ways (activities) which can be carried out to see how well one understood the text. Some of the activities which can be carried out are discussions, essay writing, summary, a rereading of the text, presentations or quiz ( Manzo,& Estaes, 2001). There are several social activities which can be carried out between teachers and students to help form an understanding of the test. Frank Smith (1986) in his work called the classroom as a "literacy club," in this conceptual club the teachers and students help each other with the reading and carry out discussions on the texts which they have read together and carried out talks related to the texts which they have recently read. In these clubs, no one is the teacher or in charge, both the teacher and

students are at same level and the club holds a free entry and exit. If the student wishes not to participate, they do not have to. This way a teacher can help the students when help is needed by them but the teacher should not help as a teacher but as a member of the club who is more experienced.

### **Difficulties Faced while Reading in English**

ESL/EFL students face, during their English reading practice, many of challenges and limited knowledge of vocabulary considered to be one of the difficulties that they may face. Singh (2014) and Phakiti and Li (2011) unanimously agreed that knowledge of vocabulary helps students to get the meaning of complicated materials that carry many concepts and technical vocabulary such as, word components: prefixes and suffixes, antonyms, superordinates, synonyms, and several meaning words. All these word difficulties are involved in students' reading comprehension and they can cause problems to students while reading. For example, a word with various meanings, students need to carry out the exact meaning from the text's concept that is something difficult for them, then word difficulty is considered to be a major problem for EFL/ESL students' reading comprehension (Asraf & Ahmad, 2003). Therefore, EFL students also face problem in reading comprehension because of the nature of sentence structure that may be complex, compound and very long. As well, complex noun groups, nominalizations, coordinating conjunctions, participial phrases, and prepositional phrases are considered as vital reasons of reading difficulties that EFL/ESL students challenge to understand (Şahbaz, 2005; Deacon & Cain, 2011).

Chawwang (2008) also, in his study titled "problems with reading comprehension and ways to improve reading ability", found out four main reading problems: the first problem was, most of the students during their text reading do not know the exact meaning of unknown words so that, they will have to check the meaning from the



dictionary. Researching for the unknown vocabulary meaning takes a lot of time and slows down the reading process. The second problem was reading with a loud voice, in this type of reading students could not be able to comprehend the whole text; they may get half of the meaning because they are forced to read as fast as possible. The third problem was that the students, while they read the text, they move their eyes back to the earlier sentences because they forget the meaning of some obscure words. This movement makes students reread some unknown words and phrases again wasting much time and missing the coherent meaning of the text. The fourth problem was the habit of pointing the finger while reading, the researcher in his study explained that using this technique did not encourage students to think but rather made them slower in reading. The researcher discovered another problem during his investigation that was fast reading: most of the students, when they read fast, do not extract what type of information they are looking for and what the aim behind this reading is. Consequently, recent studies found out that insufficient level of English proficiency for the Saudi students (females) caused a difficulty in completing their graduate study (Sandekian, Weddington, Birnbaum & Keen ,2015). The nature of reading activities is also another difficulty that students may face at college level, this difficulty was found out by Hirano (2015) in his investigation about refugee students. He encountered various difficulties in addition to this one, he stated that the amount of reading which was not expected by students and difficulties related to the language itself (English), which was not their first language. As well as the deficient background of educational courses, all these are challenges that affected the reading comprehension process in academic courses.

## **Reading Motivation**

Motivation is defined as the willingness and volition towards doing something, and there are two types of motivation, an intrinsic motivation that refers to inside personal enjoyment, pleasure, and/ or interest. The extrinsic motivation that is caused by external factors and it is not only internal self-desire such as money, grades, job, etc. Traditionally, in the learning process, intrinsic motivation is considered to be more effective and desirable to result in better learning outcomes than extrinsic motivation (Lai, 2011; Cambria & Guthrie, 2010). Komiyama (2013) through his results supported the multidimensional nature of reading motivation suggested by a previous investigation on L1 and L2 reading motivation. Focusing on the multidimensional nature of L2 reading motivation, he paid attention to the orientation of learners' motivation (what are the ways that motivate students? and how much the intensity of students' motivation is), as well, his results revealed the importance of intrinsic motivation in explaining L2 reading motivation.

Reading motivation is sighted as one tie between commitment in reading and reading performance. It is believed by some researchers that by increasing the student's proficiency in reading and by increasing the assumption in reading skills, the motivation to read will be also increased. By increasing this motivation, the reading activity can be increased and in turn, knowledge and academic success will be also increased (Guthrie, Wigfield, Metsala & Cox, 2000). Valas (2001) stated that motivated readers read more than other students so that, as a result, those motivated ones get higher levels of attainment and perform better on standardized tests of reading.

However, Komiyama (2013) indicated in his investigation that when assistance is available from EFL instructors to support and help their learners by highlighting key points in the text clearly and teaching them reading skills carefully, the learners will be willing to read the content area, in addition Huang expected that learners have similar

needs which should be taken into consideration in order to tolerate the learning effort. An important factor is individual motivation. This factor used to explain the reason for L2 readers why some of them are more motivated and successful than others. The researcher also explained that the readers' level of effort that they expend to develop their reading depends on how much they are motivated to read so that the more the readers are motivated, the easier they read and learn the second language. Furthermore, motivation is two types, the first type is an integrative motivation that relates to the reader's interest to read and get background knowledge and the second type is instrumental motivation which related to the reader's desire to read and do the required assignments. Consequently, readers' motivation is not something that they had or not, but their motivation varies from one time to another depending on the reading context and task, in addition, the two types of motivation mentioned are complementary to each other rather than distinct or opposite and so that the reader can be motivated in both at the same time (Lennartsson, 2008; Saville-Troike, 2012)

### **Benefits of Reading**

Without any doubt, academic reading has benefits as well as it has difficulties, the grammar structure is one of the benefits that students develop when they read in English in general and academic texts in particular (Lee, 2004). Akbari (2014) explained in her research that grammar was a device used by students to develop and facilitate reading of texts and he also stated that when the students were aware of the role and importance of grammar they did effective and sufficient reading with self-satisfaction and they used to use grammar during their reading with its sense not only as rules and patterns memorized for doing exercises. Furthermore, there are some studies which proved that proficient students are those students who read more and because of their reading they acquire more vocabulary and acquire a deep

understanding of content gradually. Students who are better readers in the target language (English) have a high level of comprehension and they learn reading strategies that increase their reading rates and as a result, increasing of reading rates is a critical component of fluent reading (Day, 2008; Lattimer, 2010).

Positive attitude and reading motivation are also benefits gained from reading, (Elley, 1991 as cited in Day, 2008) reported that because of reading in English, students increased their literacy levels that reflected their positive attitudes and motivation towards reading as well as their competence in both listening and speaking abilities. Consequently, text structure knowledge, background knowledge and vocabulary knowledge are components involved in EFL reading process and these components can be improved further through reading skill which influence the cognitive comprehension process of the students (Toumu'a, 2012).

### **Reading Skill in EFL**

Many types of researches and studies have been carried out about this case of study and related topics to find out results that may benefit other researchers in the future. The attitudes towards learning language in general and reading skill, in particular, differed from one learner to another, Lennartsson (2008) explained in his study that the attitudes of the learners are defined as one set of important variables and these attitudes are shaped by various factors such as social factors, he added that these factors affect learners' outcomes. The researcher, as a result of that, indicated that there are two types of attitudes towards learning the language (positive and negative attitudes). The positive attitudes are related to the learner's interest in reading the language and reflect to what extent the reader would be able to read and communicate through the language. Negative attitudes, on the other hand, happen when the learners may get intricacies in the reading process such as difficulties mentioned above, these

attitudes may affect negatively on the learner and it may be positive if the learner has a strong will.

However, many studies and researches have been conducted related to ESL/EFL reading skill from various aspects, Phakilt and Li (2011) and Cheng, Myles and Curtis (2004) highlighted some difficulties faced by their post-graduate respondents in their research in terms of extracting the concept and acquiring the academic vocabulary. They claimed that post-graduate students whose English is not their first language consume more time for reading as they read the text slowly and several times depending heavily on dictionary. As well, students who are not native English speakers have a difficulty with new discipline-specific terminology. Critical reading is a challenge that most of the students face wasting a lot of time too and trying to understand the material. Furthermore, many issues related to EFL reading skill such as various cultures that affect the structure of literary texts and difficulties in the way of analyzing those texts as well as misunderstanding of the critical evaluation of the concept (Jacobs, 2002; McLean & Ransom, 2005; Chawwang, 2008). Singh (2014) in his research concluded that higher level students who travel overseas studying in English struggle with reading large volume and nature of reading consuming a lot of time.

## **Conclusion**

The review of previous studies explored issues related to content- area reading and what the dimensions related to the content area, in addition of some studies that highlighted the difficulties faced while reading in English and on the other hand the benefits of reading in English. Some studies revealed the reasons and factors that may motivate and encourage the students to read in English.

## CHAPTER III

### METHODOLOGY

#### Introduction

This chapter describes the methodological procedures that were followed during the study to answer the research questions presented in Chapter I. The following sections will include the design of the study, a description of the participants, the instrument and the procedures for collecting data as well as how the instruments were designed and the way data was analyzed.

#### Design of the Study

The study was designed as a survey study by using the quantitative approach to explore post-graduate students' attitudes towards reading content related texts in English (CRTE) at Near East University in Northern Cyprus. A questionnaire was designed by the researcher and was used to collect data about how the post-graduate students read the content of their texts as well as the challenges that post-graduate students faced, which may make them feel demotivated to read the CRTE. At the same time, the study also focused on the reasons that may motivate the students and the benefits of reading the content in English from the point of view of the participants.

Lazar et al. (2016) stated that quantitative research can be used to collect data from a large number of participants over relatively shorter period of time, which qualitative research is not able to pursue. Because this study aimed to generalize the findings to the whole population in the case of the Near East University as it is the biggest university in Northern Cyprus, which hosts the largest number of post-graduate students on the island, a quantitative methodological approach was appropriate to achieve the aims of the study. The aim of the study was to find out the attitudes of

post-graduate students towards content related texts in English (CRTE), and it was to figure out how well the students give importance to reading in English at post-graduate level and if it is of any help to them, or if the students are better off without reading the text.

### **Participants: The Population and the Sample**

The current study aimed to focus on students who studied for a degree in a post-graduate program at the Near East University during Spring 2015-2016 academic year. Thus, the population of the study consisted of 1318 students. The sample of the study was taken from all of the existing graduate schools at the university at the time of the study. The study included all the students whose post-graduate programs were taught in English and the students who were not native speakers of English were selected to be included in the study. Since the aim of the study was to compare groups of participants at the 0.05 significance level, the targeted minimum sample size was calculated as 298 (see Table 1).

Table1

#### *Population and the sample*

<b>Graduate School</b>	<b>Population (N)</b>	<b>Targeted Sample (n)</b>
<b>Graduate School of Applied Sciences (AS)</b>	266	60
<b>Graduate School of Educational Sciences (ES)</b>	419	95
<b>Graduate School of Social Sciences (SS)</b>	421	95
<b>Graduate School of Health Sciences (HS)</b>	212	48
<b>Total</b>	1318	298

In the actual study, the participants of the study consisted of a total of 300 post-graduate students from four different graduate schools. These were selected using a stratified sampling method, based on the existing number of students in each school. Stratified sampling is a type of method in which the total population is divided into smaller groups, also known as strata, to complete the sampling process.

Table 2

*Demographic information of the sample*

		Frequency	Percentage
Age	20 – 30	187	69
	31 – 40	83	77.7
	41+	10	3.3
	Total	300	100
Gender	Male	187	62,3
	Female	113	37,7
	Total	300	100
Field of Study	Applied Sciences AS	60	20
	Educational Sciences ES	95	31.7
	Social Sciences SS	95	31.7
	Health Sciences HS	50	16.7
	Total	300	100
Level of Study	MA	196	65.3
	PhD	104	34.7
	Total	300	100
Nationality	Arabic	95	31.7
	Turkish	75	25.0
	Kurdish	51	17.0
	Others	79	26.3
	Total	300	100
First Language	Arabic	95	31.7
	Turkish	75	25.0
	Kurdish	51	17.0
	Others	79	26.3
	Total	300	100



The strata are formed based on some common characteristics in the population data, as the population is divided into strata, then the samples can be selected randomly and proportionally (Thompson, 2012).

This method was used because the sample consisted of students from different nations, programs, education levels, age and gender. However, the main stratum for selection was the graduate school in which they studied. This choice was made to be able to gather data about the perceptions of reading from a variety of participants studying in a variety of fields. As shown in Table 2, 196 (65.3%) of the participants were MA students, whereas 104 (34.7%) of the participants were pursuing a PhD. While the participating students came from a variety of countries around the world, they spoke a range of first languages including Arabic, Turkish, Kurdish and others (see Table 2).

### **Data Collection**

**The Instruments.** Data in this study was collected through a researcher-made questionnaire. The items used in this questionnaire were developed based on two semi-structured focus groups that were held at the beginning of the study in November 2015 with a number of post-graduate students at the Department of English Language Teaching. The aim of the interviews was to collect preliminary information about students' attitudes towards reading CRTE and the importance of reading at post-graduate level. The first interview was held with a focus group consisting of five post-graduate students, who were in their first semester, and the second interview was held with another group of five students who were in their final semester. Ten open-ended questions were prepared by the researcher to be discussed among the participants in those interviews (see Appendix A). According to the questions that were asked to the participants, the participants discussed a number of important themes

related to reading in general and reading for their courses in particular. The following themes were revealed during the analysis of these interviews:

- The importance of reading in relation to the learning process from their point of view as learners.
- Reading for joy
- In which language learners like to read, i.e. first or second language.
- The differences in reading for MA, PhD and BA (their experiences).
- Kind of reading (scanning & skimming).
- Time of reading.
- Learners' feelings when they are assigned to read for their courses.
- The difference between reading for fun and reading for courses.
- Reading courses in terms of:
  - Design.
  - Topics.
  - Content.
  - Information.
  - Time and place.
- The extension of the relation between reading skill and other skills (listening, speaking, writing).

The participants had many various opinions and perspectives regarding these themes. Consequently, after a careful process of analysis, the researcher paraphrased these emerging themes into appropriate and meaningful statements to come up with 40 items for the questionnaire. In the first version of the questionnaire, all of these items were used (see Appendixes B & AC) and after several revisions by the supervisor with valid instructions and comments, the questionnaire was prepared again with the addition of six more meaningful statements.

To be able to answer the two research questions mentioned in Chapter I, the questionnaire was divided into two sections; section A consisted of demographic information including the participants' gender, age, field of study, level of study, nationality, first language and second language. This data was necessary to be able to carry out comparisons between the participants' attitudes based on several variables and answer the relevant research questions. Section B of the questionnaire contained 46 statements which were measured by seven-point Likert scale ranging from 1 to 7, where 1 referred to "Strongly Disagree", 2 referred to "Disagree", 3 referred to "Slightly Disagree", 4 referred to "No Feelings", 5 referred to "Slightly Agree", 6 referred to "Agree" and 7 referred to "Strongly Agree." The questionnaire was revised by the researcher three times before it was checked by Assist. Prof Dr. Çise Çavuşoğlu, and the head of Department of English Language Teaching, Assoc. Prof. Dr. Mustafa Kurt at Near East University for its validity. Details of the changes made based on their comments will be provided in the "Reliability and Validity" section.

Since the study was interested in reading the content in English and all the potential participants were post-graduate students studying in English-medium departments in a foreign country, it was assumed that their level of English would be enough to understand and respond to the items in the questionnaire in English. Therefore, the final version of the questionnaire was not translated into any other languages; it was piloted and distributed to the participants in English.

**Reliability and validity.** Since the questionnaire was the main instrument for collecting data for the study, it was checked for reliability and validity. Regarding validity, first of all, the researcher prepared three drafts of the questionnaire based on the data collected from the focus groups. These drafts were shown to the supervisor and according to the supervisor's instructions and notes, the final version was prepared.

Then, it was checked by the head of the Department of English Language Teaching at the Near East University. Based on his comments, the title of the study was generalized to contain all possible results, i.e. it was changed from “Factors which de-motivate post-graduate students while reading content related texts” to “Attitudes of post-graduate students towards reading content related texts.” Regarding the demographic section, the head of the department suggested changing the questions from close-ended questions to open-ended questions. He also asked the researcher to add more items to support the overall concept of the study and make the purpose clearer for the participants. Based on the feedback given by Assoc. Prof. Dr. Mustafa Kurt, items 5, 16, 19 and 40 in the original questionnaire were omitted because they were beyond the scope of the study, and items 17 and 9 were amended to make the meaning clearer for the readers (See Appendix C). Additional four items were added based on his suggestions (items 43, 44, 45, and 46). Finally, options given to the participants for age, gender, nationality, level of study, first and second language were omitted to make these open-ended items, so that the participants could write their own responses to these demographic details. A pilot study was also carried out to check the validity and the reliability of the questionnaire prepared by the researcher. The participants in the pilot study suggested that the Likert scale should appear on all pages of the questionnaire as opposed to only on the first page. In order to measure the reliability of the questionnaire, the Cronbach alpha score was calculated both for using the pilot and the actual data. The following section will provide further information regarding the details of this pilot study.

***The pilot study.*** The main goal of the pilot study was to check for any flaws in the questionnaire items and to modify them if needed (Creswell, 2008). After the questionnaire was finalized, it was distributed to 10 post-graduate students in Cyprus

International University in North Cyprus for piloting purposes. The participants in the pilot study were chosen randomly by the researcher. Gender and nationality were not controlled for the participants in the pilot group but they were all studying in the Graduate School of Educational Sciences. Their ages were of 20 and above.

During the pilot study, the questionnaire items were found to be clear and not ambiguous for participants in general. The data collected from the pilot study were entered into the Statistical Package for Social Sciences (SPSS) version 20 in order to analyze the scale of reliability using the Cronbach's Alpha Model.

Table 3

*Cronbach's alpha results*

<b>Studies</b>	<b>Pilot</b>	<b>Actual</b>
<b>Cronbach Alpha Score</b>	.829	.898

The fact that the Cronbach's alpha scores were above .80 for both the pilot study and the actual study (see Table 3) show that the results of this study can be regarded as highly reliable (Tavakol, 2011).

### **Data Collection Procedures**

The first step of collecting data after the preparation of the questionnaire was getting the permission from the relevant bodies. The researcher applied to the heads of the four graduate schools at the Near East University for the permission to carry out the study in all departments of these four graduate schools: Graduate School of Applied Sciences, Graduate School of Educational Sciences, Graduate School of Social Sciences and Graduate School of Health Sciences. The permissions were granted by all of the school heads (see Appendix D) on the 1<sup>st</sup> April 2016 and the number of active post-graduate students in each school was collected from the relevant sections in the

Registrar's Office of the University. Then, based on the number of students in each graduate school, the sample sizes were determined. Following that, the researcher started distributing the questionnaires to the participants herself and by the help of some colleagues. A total of 380 copies of the questionnaire were distributed.

Thirty-three of questionnaires were not returned. Twenty copies were returned empty and 27 of them had missing information and due to this, they were considered invalid for the study. As a result, the total valid number of questionnaires was 300 out of 380. The period of collecting data was from 2<sup>nd</sup> April 2016 to 2<sup>nd</sup> May 2016.

### **Ethical Considerations**

The consent of the participants was obtained at the beginning of the study. Through an introductory section on the questionnaire, they were assured that their personal information was not going to be disclosed at any time and they would not be identified through the data they provided in this study. They also were not asked to give their names at any stage of the study, which kept their identities anonymous. Furthermore, the approval of the questionnaire was taken from the Head of the Ethical Council of the Near East University, who confirmed that this tool could be used for collecting data on campus. Additionally, the permission was taken from the heads of the four graduate schools mentioned earlier through a formal request letter written by the researcher and revised by the supervisor (see Appendix D).

### **Data Analysis**

The data of the study were analyzed quantitatively by using IBM Statistical Package for Social Scientists (SPSS) program, version 20. Descriptive statistics found in the program were used to explore the mean scores, frequencies, percentages and

standard deviations for each statement in the questionnaire and to recap the findings according to the research questions.

To investigate the possible differences between the identified variables, interpretive statistics were employed. T-test analyses were used to examine the possible differences between two groups of gender (male and female) and level of study (MA and PhD) in students' attitudes towards how they read the CRTE. One-way Analysis of Variance (ANOVA) was used to compare three groups of participants based on age; four groups of participants based on their field of study; four groups of participants based on their nationalities; and four groups of participants based on their first languages to analyze the significant differences in the students' attitudes within and between groups. The findings were represented clearly in tables and a discussion of the analysis was carried out based on the existing literature (see Chapter IV).

As can be seen in Appendix C, there was an open-ended question at the end of the questionnaire related to the participants' views on the contribution of reading to their academic studies. However, none of the participants responded to this question. Therefore, no analysis procedures were followed for this item.

## **Conclusion**

The study was carried out using the survey design which used a questionnaire prepared by the researcher. The questionnaire was validated through various different processes which took place during the research period and for the reliability of the questionnaire Cronbach Alpha was calculated. It was found that the questionnaire was both valid and highly reliable. The data was collected from the participants on the same day of distribution and the results were analyzed using several statistical calculations, including mean scores, t-tests and ANOVA. In the following chapter the results of these data analysis procedures will be presented.

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### **Introduction**

In this chapter, the results of the analysis of the data will be presented according to the research questions. Accordingly, first, the overall perspectives of post-graduate students towards reading content related texts in English (CRTE) will be described. Then, any observed differences in the views of the students based on their age, level of study, field of study, first language, gender and nationality will be presented.

#### **Students' Attitudes towards Reading Content related Texts in English: An**

##### **Overall View**

The questionnaire used as an instrument in the study included 46 items. These 46 items were designed to explore the attitudes of post-graduate students with regards to reading content in English for their post-graduate studies. According to the results of the statistic analyses, it can be said that students had overall positive attitudes towards reading CRTE.

As shown in Appendix E, the items were arranged statistically from the highest mean score to the lowest. Statement 1 (I like reading CRTE on my own) was the item with the highest mean score ( $M = 5.93$ ,  $SD = 1.165$ ). Accordingly, 44% of the participants stated that they liked reading CRTE on their own, and only 2.3% did not like it. Then, the students stated their positive perspectives towards Statement 18 (When CRTE relate to my country, I feel motivated to read them) ( $M = 5.87$ ,  $SD = 1.379$ ). Of the 300 participants, 33.3% felt that they were strongly motivated to read texts when they were related to their countries, while 40% felt motivated. Only 4% had no feelings and 3% of the participants did not feel motivated at all. The participants pointed out that they benefited from reading CRTE in terms of improving their writing



skills; 41% of participants agreed that their writing skills have improved after they read the CRTE (statement 24,  $M=5.82$ ,  $SD= 1.253$ ). Seven percent of participants were neutral and 6% of them disagreed with this statement.

The results also showed that one of the important issues for the participants when reading CRTE was related to the helpful reading strategies. Students who had agreed with this statement (all three possible positive responses) represented 88% of all the respondents who stated that they needed to be taught helpful reading strategies in order to be able and encouraged to read in English effectively (Statement 9,  $M =5.80$ ,  $SD = 1.264$ ). Moreover, the results related to the Statement 4 (If the topics of the CRTE are new, I like reading them) ( $M= 5.70$ ,  $SD = 1.187$ ) showed that 39% of the respondents liked to read new topics and 29.3% strongly liked that, whereas 4% of them disagreed and 16% had no feelings regarding that. Thus, it can be said that using new topics during post-graduate level courses can also motivate and encourage students to read the content in English. As an extrinsic motivation factor, the results of the Statement 2 (I like CRTE when they are assigned as a part of a course) ( $M=5.69$ ,  $SD= 1.267$ ) indicated that 42% liked to read the content related texts in English when these texts are assigned as part of a course. This means that the students should do this task as a part of the course in order to pass that course. Six percent of the respondents disagreed and 7% were neutral regarding this statement.

In addition to the improvement of their written work, 36% of the participating post-graduate students agreed and 33.3% strongly agreed that their knowledge expands when they read the text content in English as shown in the results of the Statement 31 (My knowledge expands when I read CRTE.) ( $M = 5.69$ ,  $SD= 1.378$ ). However, 10% of the respondents disagreed and 9% of them had no feelings. According to the results related to the statement 30 ( $M= 5.67$ ,  $SD = 1.429$ ), the post-graduate students said that reading the CRTE is an important part of the learning process at their level. Eighty two

percent of the respondents had a positive attitude towards this point, while 9% of them disagreed and 9% of respondents were neutral.

Regarding the necessity of course related to reading in English at post-graduate level and Bachelor of Arts level (BA) (Statements 27 & 28) post-graduate students were asked about their attitudes towards these two points and the result indicated that 83,9% of the participants agreed with the necessity of course related to readings in English at the BA level, whereas 79.1% had positive attitudes about the necessity of the same course at the post-graduate level (Statement 27,  $M = 5.47$ ,  $SD = 1.548$  and Statement 28,  $M = 5.60$ ,  $SD = 1.327$  respectively). The Statement 17 (The amount of time I have to read a given CRTE is an important factor for me.) ( $M = 5.60$ ,  $SD = 1.262$ ) indicated that 43.7% and 23.0% of the participants agreed and strongly agreed respectively about the importance of the time as a vital factor effecting in the reading process of texts content, whereas 9% of the respondents disagreed and 10% remained neutral. This demonstrates the importance of time because students need to scan, skim, analyze and understand the content during reading the content of text, and doing all these tasks takes a lot of time.

Consequently, according to the results shown in the Appendix E, most post-graduate students had positive attitudes towards reading CRTE at their level. The majority of the responses for all of the items were between slightly agree to agree there were no negative responses, although the participants remained neutral towards the lowest four statements (see Appendix E). In Statement 10 (I read in my first language more than in English per a day.), the participants remained neutral with a mean score of 4.46 ( $SD = 1.995$ ). They also remained neutral in Statement 41, when they were asked whether reading courses should only be related to the research process ( $M = 4.39$ ,  $SD = 1.891$ ). This shows that the students are ready to read content related texts that are not research related only. In the Statement 37, the participants were asked whether they felt

anxious when they were asked to read CRTE and they responded that they had no feelings regarding this point with a mean score of ( $M = 4.37$ ,  $SD = 1.642$ ). The lowest mean ( $M = 4.20$ ,  $SD = 1.988$ ) was scored in the statement 42 where the participants were asked about their perspectives towards reading at the post-graduate level, which only focuses on improving students' knowledge in specific content areas. The respondents remained neutral regarding this point.

### **Post-Graduate Students' Attitudes towards CRTE based on a Number of Variables**

The aims of the study required an analysis of the attitudes of the participants based on different variables that were previously identified as important factors in the literature which may affect their attitudes towards reading in general and reading CRTE in particular. The results of these analyses will be presented in separate sections below.

**Post-graduate students' attitudes towards CRTE based on gender.** The statistical differences reported in the t-test results showed that nineteen statements had significant differences in terms of participants' attitudes related to CRTE based on their gender (see Appendix F). Furthermore, the results also showed that for these significant items, the participants' views were quite close to each other. Their attitudes ranged from neutral to positive regarding CRTE.

The detailed examination of the t-test the results showed that male participants had higher mean scores than female participants in 15 statements (Statements 1, 3, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19), while the female participants' responses generated a higher mean score in statements 26, 29, 31, and 44 only. When the mean differences between the two groups are analyzed, the biggest difference ( $MD = 0.820$ ) appears to be in Statement 26, where the participants were asked to state whether reading CRTE out

loud improved their fluency or not, female participants ( $M= 5.73$ ,  $SD= 1.157$ ) got higher mean scores than male participants ( $M= 4.91$ ,  $SD= 1.745$ ). This indicated that in cases where the participants read CRTE out loud, females felt that their fluency could be improved when they read out loud, while male participants slightly agreed with the effectiveness of this method.

The second highest mean difference appeared in Statement 14. In this statement, the participants were asked whether it is easier to read content related texts in English or in their first language. The results indicated that male participants ( $M= 5.12$ ,  $SD= 1.793$ ) found it easier to read the content of the texts in English more than female ones who had no feelings when they were responding to this statement with a mean score of  $M = 4.43$  ( $SD= 1.865$ ). Based on the results, it can be said that male respondents were used to reading these texts in English more than female participants.

The next highest significant mean difference (0.591) was observed in Statement 44. When they were asked to respond to this statement, female participants ( $M= 5.88$ ,  $SD= 1.273$ ) agreed that reading CRTE improved their cognitive abilities, whereas male participants were less positive than females ( $M=5.29$ ,  $SD= 1.518$ ). The results indicated that female participants benefited from their reading of CRTE and they believed that this reading can be considered as a helpful factor to increase their cognitive abilities. Third highest mean difference (0.571) was observed in statement 19 in which they were asked “when the language of CRTE is too complicated, I do not want to read them”. For this statement, female respondents ( $M=4.38$ ,  $SD=1.789$ ) seemed to have a less positive attitude towards it, while the male respondents ( $M=4.95$ ,  $SD=1.791$ ) had a bit more positive attitude towards the statement.

**Post-graduate students’ attitudes based on the level of study.** As shown in the t-test results for all the statements, there were only six statements where significant differences in the attitudes of post-graduate students based on their level of study (MA

and PhD) were observed. These statements were Statement 3 ‘I don’t like reading CRTE when I am obliged to read them.’ ( $t = 2.324$ ,  $p = 0.021$ ), Statement 23 ‘When reading CRTE, I have enough prior knowledge to understand the content.’ ( $t = 1.944$ ,  $p = 0.053$ ), Statement 37 ‘I feel anxious when I am asked to read CRTE.’ ( $t = 1.966$ ,  $p = 0.050$ ), Statement 44 ‘Reading of CRTE improves my cognitive abilities.’ ( $t = 2.116$ ,  $p = 0.035$ ), Statement 45 ‘I read CRTE that are outside the field of my study.’ ( $t = 2.297$ ,  $p = 0.022$ ) and Statement 46 ‘When I need to read a lot of CRTE for one course, I feel demotivated.’ ( $t = 2.889$ ,  $p = 0.004$ ). In three of these statements, i.e. Statements 23, 45 and 46, MA students scored higher mean scores ( $M = 4.82$ ,  $SD = 1.583$ ,  $M = 4.89$ ,  $SD = 1.732$ ,  $M = 4.86$ ,  $SD = 1.636$  respectively) than the PhD students, while PhD students had higher mean scores for the remaining three statements. The MA students’ higher mean scores did not, however, always indicate a positive attitude. For example, the highest mean difference between the groups was seen in Statement 46 (0.588). For this statement, the results indicated that in cases where they needed to read a lot of CRTE for a single course, the MA students felt more de-motivated than the PhD students. The latter group indicated neutral feelings when they faced with such situations. In other words, PhD students appear to have gotten used to reading CRTE more than the MA students.

The next significant difference with the largest mean difference between the groups (0.479) was in Statement 45. MA students indicated that they read CRTE outside of their field, while PhD students were neutral when responding to this statement. Similarly, in Statement 3, where the mean difference was 0.446, MA students expressed their unwillingness to be obliged to read CRTE, while PhD students remained neutral when they were responding to this statement. In none of these statements, however, the mean differences were large enough to indicate a meaningful difference.

Table 4

*Post-graduate students' attitudes towards RCTE based on the level of study*

Items	Group	N	M	Std Dev.	MD	Sig.
3. I don't like reading CRTE when I am obliged to read them.	MA	196	4.82	1.583	0.446	<b>.021</b>
	PhD	104	4.38	1.583		
23. When reading CRTE, I have enough prior knowledge to understand the content.	MA	196	5.23	1.443	0.310	<b>.053</b>
	PhD	104	5.54	1.242		
37. I feel anxious when I am asked to Read CRTE	MA	196	4.51	1.675	0.390	<b>.050</b>
	PhD	104	4.12	1.554		
44. Reading of CRTE improves my cognitive abilities.	MA	196	5.39	1.479	0.372	<b>.035</b>
	PhD	104	5.76	1.390		
45. I read CRTE that are outside the field of my study.	MA	196	4.89	1.732	0.479	<b>.022</b>
	PhD	104	4.41	1.699		
46. When I need to read a lot of CRTE for one course, I feel demotivated.	MA	196	4.86	1.636	0.588	<b>.004</b>
	PhD	104	4.27	1.753		

**Post-graduate students' attitudes based on the field of study.** One-way ANOVA was conducted to test for the differences in attitudes based on the field of study. According to one-way ANOVA results, three significant differences were found in three statements (Statements 3, 9 and 29) in post-graduate students' attitudes based on their field of study. When these results were analyzed, they showed that the four participant groups were quite close to each other in terms of their views towards CRTE. Their responses ranged from neutral to positive but Health Sciences (HS) students were the only group with the most different attitudes; The highest mean scores and the highest significant mean differences were observed between this group and the remaining groups of participants.

According to the results, the highest mean score was calculated for HS students ( $M= 6.08$ ,  $SD= 0.986$ ) in Statement 29: ‘I like it when I have options to choose from CRTE to read.’ ( $F= 4.602$ ,  $p= 0.004$ ). In addition, the highest significant mean difference was observed between HS and Social Sciences (SS) students ( $MD= 0.891$ ). The results indicated that HS students preferred to have options to choose from, while SS students slightly agreed with this with a mean score of  $M= 5.19$  ( $SD= 1.511$ ). It confirmed that having options was an important factor which motivated HS students in reading CRTE more than the other groups. Moreover, the same group also differed with students studying SS in Statement 3, which read: ‘I don’t like reading RCTE when I am obliged to read them.’ ( $F= 3.036$ ,  $p= 0.029$ ). The second highest mean difference ( $0.775$ ) was scored between HS group and SS group, which indicated that SS students slightly agreed to read compulsory CRTE while HS students had no feelings when they were asked to respond to this statement. These two statements confirmed that SS students slightly agreed with both statements which did not show that they did not like having options or compulsory texts per se but they preferred those less when compared to HS students, who liked having options with less desire in obligatory texts. The third highest mean difference ( $0.747$ ) was also in the same statement between HS group and Applied Sciences (AS) students. It indicated that AS students expressed their stronger unwillingness to read CRTE if they were obliged to read them than HS students.

Table 5

*Post-graduate students' attitudes towards CRTE based on the field of study*

Items	Group	N	M	Std Dev.	F.	Sig.
3. I don't like reading CRTE when I am obliged to read them.	AS	60	4.87	1.359	3.036	<b>0.029</b>
	ES	95	4.60	1.505		
	SS	95	4.89	1.673		
	HS	48	4.12	1.769		
	AS	60	5.48	1.396		
29. I like it when I have options to choose from CRTE to read.	ES	95	5.65	1.514	4.602	<b>0.04</b>
	SS	95	5.19	1.511		
	HS	48	6.08	1.986		
	AS	60	6.00	1.135		
	ES	95	5.95	1.025		
9. Post-graduate students need to be taught helpful reading strategies to be able to read effectively for their course.	SS	95	5.80	1.387	3.634	<b>0.013</b>
	HS	48	5.30	1.474		

Following that, the last significant difference was found in Statement 9 where HS students differed in their views with all of the remaining groups regarding “their need to be taught helpful reading strategies to be able to read effectively for their courses.” The results indicated that AS, SS, and Educational Sciences (ES) students felt that they needed to be taught helpful reading strategies, whereas HS students expressed that they did not feel such a need. The largest difference in this item was observed between AS and HS students' attitudes.



### **Post-graduate students' attitudes towards CRTE based on the first language.**

One-way ANOVA was conducted to test for the differences in attitudes towards CRTE based on the first language. According to the results of this analysis, there were four significant differences (Statements 12, 31, 32 and 39) in terms of post-graduate students' attitudes towards CRTE based on their first language (Arabic, Turkish, Kurdish and other languages, i.e. Zimbabwean, Hausa and so on). When these results were further analyzed, it was observed that the participants' attitudes based on their first language were quite close in their perspectives related to CRTE; They had neutral to positive attitudes (see Table 6). Furthermore, the Post Hoc test results (LSD) indicated that the four groups had statistically significant differences so that they were different from each other in terms of their responses to the four statements mentioned. The highest significant mean difference was seen in Statement 39: 'Post-graduate students should be given specific compulsory CRTE to read each week.' ( $F= 3.313$ ,  $p= 0.020$ ). This significant difference (0.930) was scored between students group whose first language is Turkish and students who spoke other first languages. The results indicated that speakers of other languages stated that post graduate level students should be given compulsory texts while Turkish language speakers and Arabic language speakers slightly agreed on this point. Arabic language students differed from other languages students with mean difference of 0.516.

The next highest significant mean difference was observed in Statement 32 (0.697). In this statement, the four groups were asked if their knowledge expands in case they read for pleasure or not. For this statement, Turkish speakers slightly agreed while speakers of other languages agreed with the statement. Based on the results, it seemed that Turkish language speakers were not sure whether reading for pleasure would expand their knowledge or not. In Statement 31, Arabic language speakers differed from Turkish and Kurdish speakers with mean differences of 0.432 and 0.584

respectively, when they were asked if their knowledge expanded or not in case they read CRTE. The results showed that Arabic language speakers believed that their knowledge expanded, while the other two groups slightly agreed with the same point. The rest of the mean differences scored among the four groups were very small, so they did not indicate any meaningful differences although they were found to be statistically significant.

Table 6

*Post-graduate students' attitudes towards CRTE based on the first language*

Items	Group	N	M	Std Dev.	F.	Sig.
12. I read CRTE even when they are not assigned as a part of a course.	Arabic	95	5.2	1.560	2.948	<b>0.033</b>
	Turkish	75	5.3	1.484		
	Kurdish	51	4.44	1.809		
	Others	79	4.43	1.769		
31. My knowledge expands when I read CRTE.	Arabic	95	5.95	1.227	3.133	<b>0.026</b>
	Turkish	75	5.52	1.479		
	Kurdish	51	5.37	1.415		
	Others	79	5.55	1.514		
32. My knowledge expands when I read for pleasure.	Arabic	95	5.56	1.242	4.202	<b>0.006</b>
	Turkish	75	4.95	1.682		
	Kurdish	51	5.08	1.519		
	Others	79	5.65	1.180		
39. Post-graduate students should be given compulsory CRTE to read each week.	Arabic	95	5.13	1.499	3.313	<b>0.020</b>
	Turkish	75	4.72	1.923		
	Kurdish	51	5.25	1.643		
	Others	79	5.65	1.146		

**Post-graduate students' attitudes towards CRTE based on the age.** One-way ANOVA test results showed that there were eight statements where post-graduate students had statistically significant differences in their attitudes towards CRTE based on their age. The participants were divided into three age groups to carry out this analysis: The first group consisted of students between 20 to 30 years old, the second group consisted of students between 31 to 40 years old and the last group consisted of students who were 40 years old and above. Their attitudes towards CRTE were found to be different in Statement 3 'I don't like reading CRTE when I am obliged to read them.' ( $F= 3.667$ ,  $p= 0.027$ ), Statement 5 'When I read CRTE, I think that I should check every unknown word from the dictionary.' ( $F= 3.123$ ,  $p= 0.054$ ), Statement 12 'I read CRTE even when they are not assigned as a part of a course.' ( $F= 4.097$ ,  $p= 0.018$ ), Statement 13 'Whether I want to read CRTE or not depends on my mood.' ( $F= 3.409$ ,  $p= 0.034$ ), Statement 21 'When reading CRTE for my courses, I find them appropriate for my language level.' ( $F= 3.865$ ,  $p= 0.022$ ), Statement 28 'Course related reading in English is necessary at BA level.' ( $F= 3.674$ ,  $p= 0.027$ ), Statement 40 'Post-graduate students should be given options to choose from when they are assigned to read CRTE.' ( $F= 11.152$ ,  $p= 0.000$ ) and Statement 44 'Reading of RCTE improves my cognitive abilities.' ( $F= 4.854$ ,  $p= 0.008$ ). When these results were analyzed based on the mean scores, the three age groups were quite close to each other in their views. Their attitudes were found to be around neutral to positive. The age group of 40+ scored the highest mean scores among the groups in all statements except for statement 40, where they had the lowest mean score. Participants between the ages of 20-30 were the ones with the most different group in terms of their views towards CRTE based on the mean differences scored between the three groups.

Table 7

*Post-graduate students' attitudes based on the age*

Items	Group	N	M	St. Dev.	F.	Sig.
3. I don't like reading CRTE when I am obliged to read them.	20 – 30	207	4.50	1.625	3.667	<b>0.027</b>
	31 – 40	83	5.01	1.502		
	40+	10	5.20	1.229		
5. When I read CRTE, I think that I should check every unknown word from the dictionary.	20 – 30	207	5.15	1.569	3.123	<b>0.054</b>
	31 – 40	83	5.55	1.484		
	40+	10	6.00	0.943		
12. I read CRTE even when they are not assigned as a part of a course.	20 – 30	207	4.66	1.664	4.097	<b>0.018</b>
	31 – 40	83	5.11	1.585		
	40+	10	5.80	1.033		
13. Whether I want to read CRTE or not depends on my mood.	20 – 30	207	4.74	1.666	3.409	<b>0.034</b>
	31 – 40	83	5.06	1.749		
	40+	10	6.00	0.943		
21. When reading CRTE for my course, I find them appropriate for my language level.	20 – 30	207	5.43	1.502	3.865	<b>0.022</b>
	31 – 40	83	5.81	1.273		
	40+	10	6.40	0.516		
28. Course related reading in English is necessary at BA level.	20 – 30	207	5.62	1.228	3.674	<b>0.027</b>
	31 – 40	83	5.42	1.563		
	40+	10	6.60	0.516		
40. Post-graduate students should be given options to choose from when they are assigned to read CRTE.	20 – 30	207	5.58	1.398	11.152	<b>0.000</b>
	31 – 40	83	4.89	1.794		
	40+	10	3.80	1.814		
44. Reading of CRTE improves my cognitive abilities.	20 – 30	207	5.35	1.556	4.854	<b>0.008</b>
	31 – 40	83	5.86	1.117		
	40+	10	6.20	1.229		

Interestingly, the highest significant mean difference was scored in Statement 40 between age group of 20-30 and age group of 40+ (1.780), where the two groups were asked if they preferred to be given options to choose from in case they were assigned to read CRTE. The results indicated that the participants between the ages of 20-30 approved to be given options in case they faced such a situation with a mean score of  $M = 5.58$  ( $SD = 1.398$ ), while participants above the age of 40 had no feelings when they were responding to this statement with a mean score of  $M = 3.80$  ( $SD = 1.814$ ). In the same statement, 40+ age group also differed with 31-40 age group with a mean difference of 1.09. The second highest significant mean difference (1.26) was also scored between 20-30 age group and 40+ age group in Statement 13. The older students claimed that their mood affected them while reading CRTE, while those who were between 20-30 slightly agreed with this point.

The next highest significant mean difference was observed in Statement 28, where the older students differed in their views with the other two groups again when they were asked whether they thought that CRTE was necessary at BA level or not. The results indicated that 40+ age group ( $M = 6.60$ ,  $SD = 0.516$ ) believed in the necessity of CRTE at BA level, while the other two groups were in less agreement on this point. Following that, in Statement 5, the 40+ age group differed in their views from the other two groups about using the dictionary to check every unknown word during their reading of CRTE. The results indicated that in case they read CRTE, younger groups of students felt the need to check every unknown word from the dictionary, while 40+ age group slightly agreed when they were asked to respond to this statement. In other words, it appears that 40+ age group felt that they had enough background that enabled them to read the texts with less dependence on the dictionary, while the two other groups felt a strong

need to do so. In the four remaining statements, the three groups differed statistically among each other in their perspectives with various mean differences that did not indicate meaningful differences (see table 7).

**Post-graduate students' attitudes towards CRTE based on the nationality.** To be able to compare the participants' views on CRTE based on their nationalities, four groups were identified based on their responses to the question about their national backgrounds. These were Arabic nationals, Turkish nationals, Kurdish nationals and students from other nationalities, such as Nigerian and Zimbabwean nationals.

One-way ANOVA test and LSD tests were conducted to observe the significant differences among these groups and the statistical results of these tests reported that the participants' attitudes were significantly different in fourteen statements. These statements were 1, 2, 3, 4, 5, 9, 11, 12, 13, 16, 17, 20, 21 and 22 (see Appendix Z).

When the results were examined in detail, it appeared that the four groups of the participants were very close in their views regarding CRTE based on their nationalities; they had positive attitudes in all of the mentioned statements except for Statement 3, where the highest significant mean difference (0.912) was observed between Arabic students and Turkish students. In this statement, the participants were asked whether they preferred to read CRTE when the texts were mandatory or not. The results indicated that Arabic students ( $M= 5.23$ ,  $SD= 1.484$ ) appeared not to prefer to read compulsory texts while Turkish students ( $M= 4.32$ ,  $SD= 1.620$ ) remained neutral. It seemed that Turkish students were interested in reading the texts and they had no preferences of whether they were optional or compulsory, while the Arabic students expressed their unwillingness in reading obligatory texts.

It was observed that Arabic students and students from other nationalities differed statistically significantly with each other in terms of their perspectives regarding CRTE in all of the statements where a significant difference was observed

(see Appendix G). The largest and the most meaningful of these was in Statement 5. In this statement, the results indicated that Arabic students felt the need to use a dictionary and check every unknown word in case they were read CRTE, while students of other nationalities agreed with this statement relatively less. This was the statement with the largest mean difference between the Arabic nationals and nationals of other countries although it was not the only statement where these two groups differed. As mentioned earlier, they were found to be different in all of the statements where a significant difference was found. Interestingly, the mean differences in those statements were not large enough to confer a meaningful difference.

## **Discussion**

Francis (2014) in his research titled “Academic reading in the English language: Basis for learning other subjects in Indian context” indicated the necessity of using English language in academic reading and he concluded that reading in English language can help EFL/ESL learners immensely in mastering their optional subjects, which are mostly content-based and require reading of many and varied textbooks. According to the overall results of the analysis it can be concluded that the participants did not have negative attitudes towards reading CRTE. On the contrary, based on the overall mean scores ( $M = 5.23$ ), it can be said that the perspectives of participants varied from neutral to positive. This positive result indicates the importance of reading academic texts and understanding the content at higher level education for the students. In accordance with similar studies, Şentürk, (2015) examined Turkish EFL learners’ attitudes and motivation towards reading in English at BA level. He highlighted that students’ overall attitudes towards reading in English were neutral. Another study conducted in Turkey at Bilkent University by Kulaç (2011) revealed that higher level students had neutral attitudes towards reading in English. These results do not indicate

that students are not aware of the importance of the academic reading, but it shows that students may neither be positive nor negative about reading in English for their academic subjects.

The attitudes of the post-graduate students were also measured based on various variables and the overall results indicated that the participants' views were quite close to each other. They had positive attitudes towards CRTE across variables as well. One of the most common finding across variables was that, regardless of their age, nationality and first language, the participants did not like to be obliged to read the CRTE. It was observed that Arabic students were the group who expressed their strong unwillingness in reading obligatory texts. Based on this result, it can be said that post-graduate students found it difficult reading compulsory texts in English and that they believe that such texts should be more diversified in their level of study to suit their background knowledge and cognitive abilities. Another important result of the study, which might help in explaining the students' preferences for having optional texts to read, was that post-graduate students felt motivated when they read texts related to their countries which, indeed, they have good background about. When students are given options to select from and when these options include texts related to their countries of origin, then students claimed that they felt more motivated to read CRTE. Furthermore, it can be said that post-graduate students did not prefer the compulsory texts because of their linguistic backgrounds; since these texts are in English and English is not their first language, they may find it difficult to read and understand obligatory texts. Finally, post-graduate students claimed that CRTE selected for their courses should be appropriate for their language level. If they are given choices, they may feel more confident in choosing the ones that they are not only interested in but also feel more confident in understanding.



The results also showed that post-graduate students need to be taught helpful reading strategies. This result reflects the importance of the reading strategies that can be effective, helpful and motivating in the reading process of even the highest level of academic studies. Especially the fact that these students are required to read in a foreign language and the fact that they study in a variety of fields indicate that this is a common problem for post-graduate students: They feel that they need to be taught and trained on such strategies to read and study effectively in English. This result was supported by McNamara (2009), who praised the importance of reading strategies in the learning process in his research and explained that one of the most common reading problems is when the students are not able to read effectively and sufficiently because they cannot apply good and helpful reading strategies. He highlighted the importance of explicit teaching of such strategies for academic success (McNamara, 2009). Varaprasad (2006) also focused on the importance of the reading strategies and explained that if the students already read, this does not mean that they can read effectively and they do not need to be taught reading strategies. In her conclusion, she commented that:

while some reading skills can be caught, there are strategies that need to be explicitly taught. This can perhaps be done by creating learning conditions in the classroom that enhance growth in comprehension or by teaching strategies for coping with text directly and explicitly. (p. 78).

In other words, the results of the current study confirm that it is essential for post-graduate students to be explicitly taught specific reading strategies that will be helpful for them in dealing with academic texts that they come across at this level of study. The participants in the study also indicated that they believed that reading CRTE helped them in improving their cognitive abilities, knowledge in the field, grammar, vocabulary, fluency and their written works. In accordance with similar studies, Toumu'a, (2012) reported that vocabulary knowledge, text structure and fluency are

important components involved in the reading process. He also indicated that these components could be improved through reading of such academic texts (Toumu'a, 2012). Moreover, Akbari (2014) elaborated in her research that grammar knowledge helps students to relate sentences and enables them of deep understanding for texts. She concluded that when these texts are well-structured grammatically, students during their reading of such texts their grammar will be improved.

With respect to the results measured based on the variables, it was observed that the most significant difference scored between the participants was based on their gender where the participants were asked to state whether reading RCTE out loud improved their fluency or not. The results indicated that females felt that their fluency could be improved when they read out loud more than males. No related studies were found on this result in the literature. However, there may be several possible reasons behind this difference that can be elaborated on. For example, it is possible that the male participants in this particular study were not concerned with improving their language skills. They could be preoccupied with leaning the content of the text whereas females may see the possible improvements in their language skills. The results also indicated that male participants found it easier to read the content of the texts in English than female participants who had no feelings when they were asked whether reading in their first language is easier than in English. Based on this result, it can be said that male respondents were used to reading these texts in English more than female participants. The reason behind this finding could be that males may have more experiences in foreign languages and may be more used to reading CRTE in English than in their first language compared to females. However, this difference and other significant differences which resulted between males and females in this study related to their attitudes towards CRTE contradict the study conducted by Bhan and Gupta (2010), where they found out that gender does not have a significant influence on the

academic reading achievement of the students. Moreover, Şentürk, (2015) in the findings of his investigation with regard to participants' attitudes based on gender, revealed that no significant difference was found between males and females in relation to their attitudes toward reading in English.

When the results were analyzed based on the age of the participants, the three age groups were quite close to each other in their views. Their attitudes were found to be around neutral to positive. The older group scored the highest mean scores among the groups in most of the statements. Participants between the ages of 20-30 were the ones with the most different group in terms of their views towards CRTE based on the mean differences scored between the three groups. The highest significant mean difference was scored between age group of 20-30 and age group of 40+ (1.780) for the item related to having options to choose from CRTE to read. The results indicated that the participants between the ages of 20-30 preferred to be given options to choose from CRTE to read, while participants above the age of 40 had no feelings when they were responding to the same point. According to this result, it can be argued that the older group of the participant had more diversified experiences related to different kinds of academic texts than the younger groups, so they did not feel the need to have options. This, however, does not diminish the importance of giving options to readers: the younger groups may choose texts that may suit their background and experience.

The results also showed that a significant difference was found among students based on their field of study where HS students differed in their views with all other three groups of students regarding their need to be taught helpful reading strategies to be able to read effectively for their courses. This result contradicts Jusoh and Abdullah's (2015) results, where students were found to use reading strategies frequently regardless of their field of study. The authors also indicated that foreign language learners are more knowledgeable about reading strategies in aiding them with

reading comprehension. Therefore, it was expected that post-graduate students from all fields would feel the need to learn about specific reading strategies to help them read CRTE better. However, the results indicated that while AS, SS, and Educational Sciences (ES) students felt that they needed to be taught helpful reading strategies, HS students expressed that they did not feel such a need. The largest difference in this result was observed between AS and HS students' attitudes. It can be concluded based on this result that HS students may rely on the practical applications of the texts they read more than the theoretical arguments related to their courses, so that they do not need such strategies. Another possible issue with this finding can be the fact that in the current study, the students were asked to state whether they felt such a need or not, while in Jusoh and Abdullah's (2015) study, their strategy use was investigated. In other words, although students indicated that they needed to learn such strategies explicitly, it does not mean that they do not use these strategies unconsciously.

## **Conclusion**

To sum up, it can be concluded that post-graduate students are fully aware of the importance of reading academic texts in English and understanding the content at tertiary level. As such, their attitudes towards reading CRTE are not negative. The students also acknowledged that they did not like to read compulsory academic texts but they preferred to have options to choose from when they read CRTE for their courses. In addition, they strongly expressed a need to be taught helpful reading strategies. The results also showed that there were many of the significant differences related to post-graduate students' attitudes based on a number of variables. The largest number of significant differences in students' perspectives was found based on gender, while first language, age and field of study were also important factors that affected their attitudes toward CRTE.

## **CHAPTER V**

### **CONCLUSION**

#### **Introduction**

This chapter concludes the current study on post-graduate students attitudes towards content related texts in English (CRTE). It summarizes the major findings of the research and sets recommendations and implications based on these findings. Finally, the very conclusion of the present study is stated.

#### **Main Findings**

The study was designed to explore the attitudes of post-graduate students with regard to reading content in English for their post-graduate studies using a quantitative approach. The main findings presented based on the statistical analyses provided answers for the research questions. With respect to the first question related to the post-graduate students' attitudes towards CRTE, it was found that students had positive attitudes overall towards reading CRTE. These positive attitudes revealed to the students' awareness of the importance of reading academic texts in English and understanding the content at higher level education. Post-graduate students concluded that reading the CRTE is an important part of the learning process at their level. One of the most common findings across variables was that, regardless of their age, nationality and first language, the students stated their unwillingness to be obliged to read the CRTE. Post-graduate students found it difficult reading compulsory texts and they suggested that such texts should be more diversified at their level of study to suit their background knowledge, especially related to their countries, and cognitive abilities. They also claimed that CRTE selected for their courses should be appropriate for their language level. Another important finding, which relates to teaching reading at tertiary

level, was that post-graduate students stated their need to be taught reading strategies that would help them understand the material better and easier. This need reflects the importance of the reading strategies that can be effective, helpful and motivating in the reading process of even at the highest level of academic studies.

As for the second research question related to the post-graduate students' attitudes towards CRTE based on number of different variables, gender, age, field of study, first language, level of study and nationality were investigated. Several significant differences were found among the participants. In this analysis, the main findings indicated that the most of the significant differences were based on gender, although they were not all meaningful. Overall, male students appeared to be more confident in reading CRTE, whereas female students claimed that they benefited from reading these texts out loud. In terms of age, the older group of participants (40+) appeared to have the most varied views compared to the younger participants. In other words, the older group appeared to be more confident in their ability to cope with the given CRTE, while the younger group demanded options to choose from and claimed that they needed to check the dictionary often to understand the texts.

In terms of field of study, it confirmed that having options was an important factor that motivated HS students in reading CRTE more than the other groups. Therefore, the same students group(HS) acknowledged their no need of learning helpful reading strategies while the other three groups stated their need to be taught such helpful reading strategies. Moreover, regarding their first language, Arabic language speakers believed that their knowledge expanded when they read CRTE while other first languages students stated that their knowledge expands when they read for pleasure. In terms of compulsory texts, Arabic and Turkish students expressed their less agreement to be given such texts than other first languages students. Kurdish students had no different attitudes from the other students.

With respect to their level of study, PhD students appeared to have gotten used to reading CRTE more than the MA students who appeared to read CRTE outside of their field more than PhD students. In terms of their nationalities, Arabic students appeared not to prefer to read compulsory texts more than Turkish students who seemed that they were interested in reading the texts whether they were optional or compulsory. Therefore, Arabic students felt the need to use a dictionary and check every unknown word when they read CRTE more than students of other nationalities. However, Arabic nationals and nationals of other countries were found to be different in their attitudes in most of common issues related to CRTE.

### **Suggestions for Educational Practice**

Based on the findings of this study, several recommendations can be made for practitioners and students. For instructors, it can be recommended that options need to be provided for students to choose from when they are asked to read CRTE. When selecting these options, they should consider the student profiles and select texts related to the students' countries, language level and cognitive abilities. It also appeared from the research results that reading about recent/new topics in their area motivated post-graduate students. Thus, lecturers should strive to use new topics while teaching post-graduate level courses.

Post-graduate students also praised the necessity of course related readings in English at the BA level. In other words, they believe that CRTE should be incorporated into the curriculum of the BA level courses in a better way. Thus, it is recommended that such texts to be provided in BA level to help students get used to reading field related texts in English. Related to this, the results of the current study revealed that post-graduate students needed to be taught helpful reading strategies. In addition to identifying the reading strategies that their students already use, lecturers can

encourage them to use other relevant and useful reading strategies. In addition, short seminars and courses can be offered to students studying in different fields to help them improve their reading skills. Finally, the results indicted the importance of time as a vital factor affecting the reading process because students need to scan, skim, analyze and understand the content while reading the content of texts. Thus, lecturers need to allow students enough time to complete the task of reading. Similarly, students should organize their time accordingly and allocate enough time for their reading.

### **Recommendations for Further Research**

Since this study was limited only to the post-graduate students in Near East University, further research should be conducted with the instructors to investigate their attitudes towards the importance of reading academic texts in English and how they suggest that such texts should be prepared in relation to the students' level as well as the ways in which they expect their students to read the texts. A further study should be conducted to highlight BA students' attitudes towards the same purpose as this was one of the suggestions of the post-graduate students as a result of the current study. To be able to generalize the findings to a larger population in this geography, similar studies could be carried out in other universities to shed light on the importance of reading academic texts in English and what the advantages and disadvantages of this reading process in English are to explore further different perspectives.

Specifically related to the findings of the study related to post-graduate students' preference of optional texts and their unwillingness of reading obligatory ones, a further study should be conducted to focus on what sorts of academic texts may benefit and motivate students to read in English using in-depth interviews. Moreover, in relation to the students' lack of using helpful reading strategies and their need to be taught these strategies, further studies need to be carried out first to identify which



reading strategies are used at this level by students from different fields, as well as comparative studies on students' and instructors' attitudes related to the helpful and motivating reading strategies that can be promoted at different levels of study. Another significant finding of the current study was that post-graduate students claimed to benefit from their reading of CRTE concerning their cognitive abilities as well as improving their grammar, vocabulary, fluency and written work. Thus, a further study could be carried out to explore further the benefits of reading academic texts in English and the exact ways such readings may help students improve their linguistic skills. It was also found that Arabic students felt the need to use a dictionary and check every unknown word while reading CRTE more than students of other nationalities. In addition, it was observed that Arabic students were the group who expressed their strong unwillingness in reading obligatory texts. A special study could be conducted to investigate the possible reasons behind these challenges that Arabic students face particularly and unlike other students. Finally, in terms of the reliability of the study, other approaches followed by a questionnaire such as observation and/or interview could be employed to enhance the accuracy of responses.

## **Conclusion**

This study was conducted to investigate post-graduate students' attitudes towards CRTE and to examine possible differences in their perspectives based on their gender, age, level of study, field of study, first language and nationality. The most significant findings in the study stated that post-graduate students were aware of the importance of reading academic texts in English and they expressed their unwillingness to read obligatory texts and their need to be taught helpful reading strategies. Therefore, a set of suggestions in relation with the findings of the study were provided. Suggestions were also provided for further studies to examine some related critical

issues. It is hoped that these findings increase students' awareness of the importance of the academic texts and motivate them to read in English and help instructors to select and guide their students accordingly.

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## APPENDIX A

### Interview questions for focus reading groups

Q1- As learners, to what extent reading is important in relation to your learning in general?

Q2- Do you like reading?

Q3- Do you like to read in your first language ? If yes, can you describe the experience?

Q4- Was there a difference in your experience in relation to reading when you started your post-graduate study in English?

Q5 - How many hours do you read per day, per week in English?

Q6- What kind of reading are you expected to do per week in English?

Q7 - How do you feel when you are assigned to read something for your course in English?

Q8- Do you read for fun? How do you think reading for your course is different from reading for fun?

Q9 - If you were to design a post-graduate course, how would you include reading?

- how much?

- what kind of reading?

Q10-How do you think reading is related to other skills; listening, speaking, and writing,and to what extent is this relation?

## APPENDIX B

The first version of the questionnaire

### **Factors which de-motivate post-graduate students while reading content related texts**

This study aims to examine the attitudes of post-graduate students towards reading content related texts (CRTs) in order to understand the reasons behind their possible unwillingness to read such texts. It is believed that such an understanding is crucial for many lecturers in order to help their post-graduate students to be motivated to read texts that would be very important in their research studies. You are asked to provide your views on this issue by completing the following questionnaire. Your participation is voluntary and you may withdraw at any stage of the study. There are no foreseeable risks to participating in this study. The data collected through the following questionnaire will be kept confidential. No personal data will be shared with any other parties and the data resulting from your participation will only be used for research purposes.

If you have any further questions, you can contact me, Hakema Adwilah, at [hakema464@gmail.com](mailto:hakema464@gmail.com) or my supervisor, Asst. Prof. Dr. Çise Çavuşoğlu at [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr).

Thank you for your time and participation.

#### **Section A. Please tick as it applies to you.**

**Gender:**            ☐ Male            ☐ Female

**Age:**            ☐ 18-24            ☐ 25-30            ☐ 31-36            ☐ 37+

**Field of study:**   ☐ ELT            ☐ ELL

**Level of Study:**   ☐ MA            ☐ PhD

**Nationality (Please indicate):** \_\_\_\_\_

**First language:**   ☐ Turkish            ☐ Arabic    ☐ Kurdish            ☐ Other

**Second (additional) languages (Please indicate):**

✧ **How many hours do you spend reading for your courses per day?**

☐ none                      ☐ 1.5 hours                      ☐ 3 hours                      ☐ 6 hours

✧ **How many hours do you spend reading for fun per day?**

☐ none                      ☐ 1.5 hours                      ☐ 3 hours                      ☐ 6 hours

✧ **How much of a postgraduate course should be based on reading CRTs outside the classroom?**

☐ 30%                      ☐ 50%                      ☐ 75%                      ☐ 100%                      ☐ none

**Section B. Please read the statements below and put a cross (x) to indicate how much you agree with it.**

<b>Factors which de-motivate post-graduate students while reading content related texts</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Slightly agree</b>	<b>No feelings</b>	<b>Slightly disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
1. I like reading course related texts (CRTE) on my own.							
2. I like reading CRT when I read for a specific purpose.							
3. I don't like reading CRT when I am forced to read them.							
4. If the topics of the CRTs are new, I like reading them.							
5. I like reading CRTs that are about topics that I already know.							
6. When I read CRTs, I feel that I have to check every unknown word from the dictionary.							
7. When I read CRTs, I feel that I have to analyze the text structure.							
8. When I read CRTs, I feel that I have to summarize the text.							
9. Intensive reading is necessary for post-graduate students.							
10. Post-graduate students need to be taught certain terminologies to be able to read effectively for their course.							
11. I read in my first language more per day than in English.							

12. Reading became a habit for me during my post-graduate studies.							
13. I read academic articles even when they are not assigned as a part of a course.							
14. Whether I want to read CRTs or not depends on my mood.							
15. I find it easier to read academic texts in English than in my first language.							
<del>16. I read for fun.</del>							
17. When reading course related topics, I feel that they are related to my life.							
18. When CRTs are available online, I feel motivated to read them.							
<del>19. When reading CRTs, I feel that they are prepared according to my purpose of reading.</del>							
20. Time and place are important factors for me when reading CRTs.							
21. When CRTs relate to my country, I feel motivated to read them.							
22. When the language of the CRTs is too complicated, I do not want to read them.							
23. Reading CRTs improves my grammar.							
24. When reading CRTs in general, I feel that they are appropriate for my language level.							
25. When reading CRTs in general, I feel that the topics are easy to understand.							
26. When reading CRTs, I feel that I have enough prior knowledge to understand the content.							
27. After reading CRTs, I feel that my written work is also improved.							
28. I feel stressed when I have to read CRTs before an exam.							
29. Reading CRTs out loud improves my fluency.							
30. Course related reading is necessary at post-graduate level.							
31. Course related reading is necessary at BA level.							
32. I like it when I have options to choose from CRTs to read.							
33. Reading CRTs is an important part of the learning process at post-graduate level.							
34. I feel that my knowledge expands when I read CRTs.							

35. I feel that my knowledge expands when I read for fun.							
36. Reading CRTs helps to improve my imagination.							
37. When I am assigned a specific text to read for a course, I scan it.							
38. When I am assigned to read a specific text for a course, I read it in detail.							
39. The reading strategies I use for CRTs depend on the kind of assignment I read for.							
40. <del>I feel worried when I am asked to read CRTs.</del>							

**What do you think the most important contribution of reading CRTE is for you as a post-graduate student? Please indicate.**

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**Thank you for your**

**participation**

## APPENDIX C

Latest version of the questionnaire

### **Attitudes of Post-Graduate Students towards Reading Content Related Texts in English**

This study aims to examine the attitudes of post-graduate students towards reading content related texts in English (CRTE) in order to explore essential issues related to their reading of such texts. It is believed that an understanding of such essential issues is crucial for many lecturers in order to motivate their post-graduate students to read texts that would be very important in their research studies. You are asked to provide your views on this issue by completing the following questionnaire. Your participation is voluntary and you may withdraw at any stage of the study. There are no foreseeable risks to participating in this study. The data collected through the following questionnaire will be kept confidential. No personal data will be shared with any other parties and the data resulting from your participation will only be used for research purposes.

If you have any further questions, you can contact me, Hakema Adwilah, at [hakema464@gmail.com](mailto:hakema464@gmail.com) or my supervisor, Asst. Prof. Dr. Çise Çavuşoğlu at [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr).

Thank you for your time and participation.

#### **Section A. Please tick as it applies to you.**

**Gender:**            ☐ Male            ☐ Female

**Age:** \_\_\_\_\_

**Field of study:** \_\_\_\_\_

**Level of Study:**   ☐ MA            ☐ PhD

**Nationality (Please indicate):** \_\_\_\_\_

**First language:** \_\_\_\_\_

**Second (additional) languages (Please indicate):**

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✧ **How many hours do you spend reading for your courses per day? (please indicate)**

✧ \_\_\_\_\_

✧ **How many hours do you spend reading for pleasure per day? (please indicate)**

\_\_\_\_\_

✧ **How much of a postgraduate course should be based on reading CRTEs outside the classroom?(e.g. 50% from the course)**

\_\_\_\_\_

**Section B. Please read the statements below and put a cross (x) to indicate how much you agree with it.**

Attitudes of Post-Graduate Students towards Reading Content Related Texts in English (CRTE)	Strongly agree	Agree	Slightly agree	No feelings	Slightly disagree	Disagree	Strongly disagree
2. I like reading CRTE on my own.							
2. I like reading CRTE when they are assigned as a part of a course.							
3. I don't like reading CRTE when I am obliged to read them.							
4. If the topics of the CRTE are new, I like reading them.							
5. When I read CRTE, I think that I should check every unknown word from the dictionary.							
6. When I read CRTE, I think that I should analyze the text structure.							
7. When I read CRTE, I think that I should summarize the text.							
8. There is a specific place that I like reading CRTE							



9. Post-graduate students need to be taught helpful reading strategies to be able to read effectively for their course.							
10. I read in my first language more than in English per day .							
11. Reading became a habit for me during my post-graduate studies.							
12. I read CRTE even when they are not assigned as a part of a course.							
13. Whether I want to read CRTE or not depends on my mood.							
14. I find it easier to read CRTE than in my first language.							
15. When reading CRTE, I understand that they are related to my life.							
16. When CRTE are available online, I feel motivated to read them.							
17. The amount of time I have to read a given CRTE is an important factor for me.							
18. When CRTE relate to my country, I feel motivated to read them							
19. When the language of the CRTE is too complicated, I do not want to read them.							
20. Reading CRTE improves my grammar.							
21. When reading CRTE for my courses, I find them appropriate for my language level.							
22. The topics of CRTE that I have read so far were easy to understand.							
23. When reading CRTE, I have enough prior knowledge to understand the content.							
24. After reading CRTE, my written work is also improved.							
25. I feel stressed when I have to read CRTE before an exam.							
26. Reading CRTE out loud improves my fluency.							
27. Course related reading in English is necessary at post-graduate level.							
28. Course related reading in English is necessary at BA level.							
29. I like it when I have options to choose from CRTE to read.							
30. Reading CRTE is an important part of the learning process at post-graduate level.							
31. My knowledge expands when I read CRTE.							

32. My knowledge expands when I read for pleasure.							
33. Reading CRTE helps to improve my imagination.							
34. When I am assigned to read CRTE, I scan it for key words to get the main idea.							
35. When I am assigned to read CRTE, I read it in detail.							
36. The reading strategies I use for CRTE depend on the kind of assignment I read for.							
37. I feel anxious when I am asked to read CRTE.							
38. I read suggested CRTE even when they are not part of the assessment.							
39. Post-graduate students should be given specific compulsory CRTE to read each week.							
40. Post-graduate students should be given options to choose from when they are assigned to read CRTE.							
41. Reading at post-graduate level should only relate to research.							
42. Reading at post-graduate level should only focus on improving students' knowledge in specific content areas.							
43. When I read CRTE, I can participate in the class discussion effectively.							
44. Reading of CRTE improves my cognitive abilities.							
45. I read CRTE that are outside the field of my study							
46. When I need to read a lot of CRTE for one course, I feel demotivated.							

**What do you think the most important contribution of reading CRTE is for you as a post-graduate student? Please indicate.**

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**Thank you for your participation**

## APPENDIX D

### Permission Letters

16<sup>th</sup> March 2016

To the Head of the graduate school of health science  
Dear Prof. Dr. Ihsan Calis.

My name is Hakema Adwilah and I am a post-graduate student at the Department of English Language Teaching in Near East University. I am writing to ask for permission to carry out a survey study, which will focus on the attitudes of post-graduate students towards reading content related texts in English. It is believed that the results of this study will be helpful for many lecturers in motivating their students to read academic texts related to their field of study. The questionnaire has been prepared by me and it has been piloted and checked for reliability and validity. The questionnaire has been prepared according to the ethical guidelines of the university and anonymity and confidentiality of the participants will be observed throughout the study. I am thereby seeking your permission to distribute the attached questionnaire among your students.


If you have any further questions, please do not hesitate to contact me via e-mail at [hakema464@gmail.com](mailto:hakema464@gmail.com) or my supervisor Asst. Prof. Dr. Cise Cavusoglu at [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr).

Your permission to conduct this study will be greatly appreciated. Thank you for your time and consideration.


Yours sincerely,

Hakema Adwilah,

MA Student, Department of English Language Teaching  
Near East University

   
Prof. Dr. Ihsan Calis

To the Ethical Counsel,  
For evaluating the student's  
application! pls.

Mustafa Sagsan  


15<sup>th</sup> March 2016

To the Head of the graduate school of social science

Dear Assoc. Prof. Dr. Mustafa Sagsan

My name is Hakema Adwilah and I am a post-graduate student at the Department of English Language Teaching in Near East University. I am writing to ask for permission to carry out a survey study, which will focus on the attitudes of post-graduate students towards reading content related texts in English. It is believed that the results of this study will be helpful for many lecturers in motivating their students to read academic texts related to their field of study. The questionnaire has been prepared by me and it has been piloted and checked for reliability and validity. The questionnaire has been prepared according to the ethical guidelines of the university and anonymity and confidentiality of the participants will be observed throughout the study. I am thereby seeking your permission to distribute the attached questionnaire among your students.

If you have any further questions, please do not hesitate to contact me via e-mail at [hakema464@gmail.com](mailto:hakema464@gmail.com) or my supervisor Asst. Prof. Dr. Cise Cavusoglu at [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr).

Your permission to conduct this study will be greatly appreciated. Thank you for your time and consideration.

Yours sincerely,

Hakema Adwilah,

MA Student, Department of English Language Teaching  
Near East University



phone N. 905428856604

16<sup>th</sup> March 2016

To the Head of the graduate school of educational science

Dear Prof. Dr. Orhan Çiftçi

My name is Hakema Adwilah and I am a post-graduate student at the Department of English Language Teaching in Near East University. I am writing to ask for permission to carry out a survey study, which will focus on the attitudes of post-graduate students towards reading content related texts in English. It is believed that the results of this study will be helpful for many lecturers in motivating their students to read academic texts related to their field of study. The questionnaire has been prepared by me and it has been piloted and checked for reliability and validity. The questionnaire has been prepared according to the ethical guidelines of the university and anonymity and confidentiality of the participants will be observed throughout the study. I am thereby seeking your permission to distribute the attached questionnaire among your students.

If you have any further questions, please do not hesitate to contact me via e-mail at [hakema464@gmail.com](mailto:hakema464@gmail.com) or my supervisor Asst. Prof. Dr. Cise Cavusoglu at [cise.cavusoglu@neu.edu.tr](mailto:cise.cavusoglu@neu.edu.tr).

Your permission to conduct this study will be greatly appreciated. Thank you for your time and consideration.

Yours sincerely,

Hakema Adwilah,

MA Student, Department of English Language Teaching  
Near East University





ÇİSE ÇAVUŞOĞLU <cise.cavusoglu@neu.edu.tr>

## Lisanüstü araştırma

1 message

İLKAY SALİHOĞLU <ilkay.salihoglu@neu.edu.tr>

Mon, Mar 21, 2016 at 4:12 PM

To: ALİ SERENER <ali.serener@neu.edu.tr>, Ayten Özsaş Akçay <aosavasakcay@gmail.com>, Boran Sekeroglu <sekeroglu@hotmail.com>, bugra\_demircioglu@live.com, Cavit Atalar <cavitatalar@hotmail.com>, EVREN HINCAL <evren.hincal@neu.edu.tr>, HURİYE GÜRDALLI <huriye.gurdalli@neu.edu.tr>, Huseyin Sevay <h.sevay@gmail.com>, Nadire Çavuş <nadirecavus@gmail.com>, nuri Kayansayan <kayansayann@gmail.com>, ozge ozden <ozgefuller@gmail.com>, Pinar Akpınar <pinarakpinar.neu@gmail.com>, rahib.h.abiyev@gmail.com, Terin Adali <adaliterin@gmail.com>

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Sayın Anabilim Dalı Başkanları,

Üniversitemiz Eğitim Bilimleri Enstitüsü Lisansüstü öğrencilerinden Hakema Adwilah, tez çalışmasında lisansüstü öğrencilerinin davranışlarına ilişkin ankete dayalı bir araştırma yürütmek arzusunda. Üniversitemiz lisansüstü öğrencilerini hedef alan bu çalışma İngiliz Dili ve Edebiyatı Öğretim Üyesi Y.Doç.Dr.Çise Çavuşoğlu'nun denetiminde yürütülmektedir. Sn.H.Adwilah'ın tez çalışmasına yardımcı olunabilmesi hususunu bilgilerinize sunarım.

Saygılarımla,

Prof.Dr.İlkay Salihoglu

## APPENDIX E

Descriptive statistics for post-graduate students' attitudes towards reading  
content related texts in English results

Scores		N	%	M	S.D.
<b>1.</b> I like reading CRTE on my own.	7. Strongly Agree	100	33.3	5.93	1.17
	6. Agree	132	44.0		
	5. Slightly Agree	42	14.0		
	4. Neutral	10	3.3		
	3. Slightly Disagree	7	2.3		
	2. Disagree	7	2.3		
	1. Strongly Disagree	2	0.7		
<b>18.</b> When CRTE relate to my country, I feel motivated to read them.	7. Strongly Agree	120	40.0	5.87	1.38
	6. Agree	100	33.3		
	5. Slightly Agree	43	14.3		
	4. Neutral	13	4.3		
	3. Slightly Disagree	10	3.3		
	2. Disagree	9	3.0		
	1. Strongly Disagree	5	1.7		
<b>24.</b> After reading CRTE, my written work is also improved.	7. Strongly Agree	97	32.3	5.82	1.25
	6. Agree	123	41.0		
	5. Slightly Agree	41	13.7		
	4. Neutral	20	6.7		
	3. Slightly Disagree	10	3.3		
	2. Disagree	6	2.0		
	1. Strongly Disagree	3	1.0		
<b>9.</b> Post-graduate students need to be taught helpful reading strategies to be able to read effectively for their courses.	7. Strongly Agree	96	32.0	5.80	1.26
	6. Agree	117	39.0		
	5. Slightly Agree	52	17.3		
	4. Neutral	15	5.0		
	3. Slightly Disagree	12	4.0		

	2. Disagree	3	1.0		
	1. Strongly Disagree	5	1.7		
	7. Strongly Agree	88	29.3		
	6. Agree	109	36.3		
	5. Slightly Agree	42	14.0		
<b>4. If the topics of the CRTE are new, I like reading them.</b>	4. Neutral	49	16.3	5.70	1.19
	3. Slightly Disagree	10	3.3		
	2. Disagree	2	0.7		
	7. Strongly Agree	100	33.3		
	6. Agree	108	36.0		
	5. Slightly Agree	34	11.3		
<b>31. My knowledge expands when I read CRTE.</b>	4. Neutral	26	8.7	5.69	1.38
	3. Slightly Disagree	22	7.3		
	2. Disagree	10	3.3		
	7. Strongly Agree	77	25.7		
	6. Agree	128	42.7		
	5. Slightly Agree	55	18.3		
<b>2. I like reading CRTE when they are assigned as a part of a course.</b>	4. Neutral	22	7.3	5.69	1.26
	3. Slightly Disagree	5	1.7		
	2. Disagree	9	3.0		
	1. Strongly Disagree	4	1.3		
	7. Strongly Agree	104	34.7		
	6. Agree	92	30.7		
	5. Slightly Agree	50	16.7		
<b>30. Reading CRTE is an important part of the learning process at post-graduate level.</b>	4. Neutral	26	8.7	5.67	1.43
	3. Slightly Disagree	14	4.7		
	2. Disagree	10	3.3		
	1. Strongly Disagree	4	11.3		
	7. Strongly Agree	79	26.3		
	6. Agree	109	36.3		
<b>28. Course related reading in English is necessary at BA level.</b>	5. Slightly Agree	64	21.3		
	4. Neutral	26	8.7	5.60	1.33



	3. Slightly Disagree	6	2.0		
	2. Disagree	14	4.7		
	1. Strongly Disagree	2	0.7		
	7. Strongly Agree	69	23.0		
	6. Agree	131	43.7		
	5. Slightly Agree	44	14.7		
<b>17.</b> The amount of time I have to read a given CRTE is an important factor for me.	4. Neutral	30	10.0	5.60	1.26
	3. Slightly Disagree	19	6.3		
	2. Disagree	6	2.0		
	1. Strongly Disagree	1	0.3		
	7. Strongly Agree	97	32.3		
	6. Agree	98	32.7		
	5. Slightly Agree	50	16.7		
<b>43.</b> When I read CRTE, I can participate in the class discussion effectively.	4. Neutral	19	6.3	5.59	1.49
	3. Slightly Disagree	18	6.0		
	2. Disagree	13	4.3		
	1. Strongly Disagree	5	1.7		
	7. Strongly Agree	122	40.7		
	6. Agree	62	20.7		
	5. Slightly Agree	52	17.3		
<b>20.</b> Reading CRTE improves my grammar.	4. Neutral	30	10.0	5.58	1.64
	3. Slightly Disagree	8	2.7		
	2. Disagree	18	6.0		
	1. Strongly Disagree	8	2.7		
	7. Strongly Agree	88	29.3		
	6. Agree	104	34.7		
	5. Slightly Agree	50	16.7		
<b>21.</b> When reading CRTE for my courses, I find them appropriate for my language level.	4. Neutral	22	7.3	5.57	1.43
	3. Slightly Disagree	25	8.3		
	2. Disagree	6	2.0		
	1. Strongly Disagree	5	1.7		

<b>22.</b> The topic of CRTE that I have read so far were easy to understand.	7. Strongly Agree	67	22.3	5.56	1.29
	6. Agree	120	40.0		
	5. Slightly Agree	67	22.3		
	4. Neutral	24	8.0		
	3. Slightly Disagree	11	3.7		
	2. Disagree	5	1.7		
	1. Strongly Disagree	6	2.0		
<b>29.</b> I like it when I have options to choose from CRTE to read.	7. Strongly Agree	77	25.7	5.54	1.44
	6. Agree	121	40.3		
	5. Slightly Agree	42	14.0		
	4. Neutral	32	10.7		
	3. Slightly Disagree	12	4.0		
	2. Disagree	8	2.7		
	1. Strongly Disagree	8	2.7		
<b>44.</b> Reading of CRTE improves my cognitive abilities.	7. Strongly Agree	68	22.7	5.52	1.46
	6. Agree	133	44.3		
	5. Slightly Agree	47	15.7		
	4. Neutral	17	5.7		
	3. Slightly Disagree	17	5.7		
	2. Disagree	9	3.0		
	1. Strongly Disagree	9	3.0		
<b>34.</b> When I am assigned to read CRTE, I scan it for key words to get the main idea.	7. Strongly Agree	63	21.0	5.49	1.39
	6. Agree	149	43.0		
	5. Slightly Agree	57	19.0		
	4. Neutral	16	5.3		
	3. Slightly Disagree	20	6.7		
	2. Disagree	9	3.0		
	1. Strongly Disagree	6	2.0		
<b>27.</b> Course related reading in English is necessary at post-graduate level.	7. Strongly Agree	86	28.7	5.47	1.54
	6. Agree	101	33.7		
	5. Slightly Agree	50	16.7		
	4. Neutral	22	7.3		

	3. Slightly Disagree	23	7.7		
	2. Disagree	9	3.0		
	1. Strongly Disagree	9	3.0		
	7. Strongly Agree	52	17.3		
	6. Agree	128	42.7		
	5. Slightly Agree	64	21.3		
<b>23.</b> When course CRTE, I have enough prior knowledge to understand the contend.	4. Neutral	30	10.0	5.43	1.32
	3. Slightly Disagree	10	3.3		
	2. Disagree	12	4.0		
	1. Strongly Disagree	4	1.3		
	7. Strongly Agree	54	18.0		
	6. Agree	128	42.7		
	5. Slightly Agree	54	18.0		
<b>16.</b> When CRTE are available online, I feel motivated to read them.	4. Neutral	34	11.3	5.42	1.34
	3. Slightly Disagree	18	6.0		
	2. Disagree	7	2.3		
	1. Strongly Disagree	5	1.7		
	7. Strongly Agree	65	21.7		
	6. Agree	102	32.0		
	5. Slightly Agree	67	22.3		
<b>32.</b> My knowledge expands when I read for pleasure.	4. Neutral	27	9.0	5.37	1.40
	3. Slightly Disagree	25	8.3		
	2. Disagree	12	4.0		
	1. Strongly Disagree	2	0.7		
	7. Strongly Agree	62	20.7		
	6. Agree	124	41.3		
	5. Slightly Agree	48	16.0		
<b>40.</b> Post-graduate students should be given options to choose from when they are assigned to read CRTE.	4. Neutral	18	6.0	5.33	1.58
	3. Slightly Disagree	25	8.3		
	2. Disagree	11	3.7		
	1. Strongly Disagree	12	4.0		

	7. Strongly Agree	69	23.0		
	6. Agree	110	36.7		
	5. Slightly Agree	44	14.7		
<b>36.</b> The reading strategies I use for CRTE depend on the kind of assignment I read for.	4. Neutral	24	8.0	5.30	1.58
	3. Slightly Disagree	34	11.3		
	2. Disagree	11	3.7		
	1. Strongly Disagree	8	2.7		
	7. Strongly Agree	63	21.0		
	6. Agree	96	32.0		
	5. Slightly Agree	72	24.0		
<b>35.</b> When I am assigned to read CRTE, I read it in detail.	4. Neutral	26	8.7	5.30	1.45
	3. Slightly Disagree	27	9.0		
	2. Disagree	12	4.0		
	1. Strongly Disagree	4	1.3		
	7. Strongly Agree	72	24.0		
	6. Agree	91	30.3		
	5. Slightly Agree	61	20.3		
<b>5.</b> When I read CRTE, I think that I should check every unknown work from the dictionary.	4. Neutral	32	10.7	5.29	1.54
	3. Slightly Disagree	24	8.0		
	2. Disagree	13	4.3		
	1. Strongly Disagree	7	2.3		
	7. Strongly Agree	68	22.7		
	6. Agree	95	31.7		
	5. Slightly Agree	55	18.3		
<b>7.</b> When I read CRTE, I think that I should summarize the text.	4. Neutral	38	12.7	5.27	1.52
	3. Slightly Disagree	24	8.0		
	2. Disagree	15	5.0		
	1. Strongly Disagree	5	1.7		
	7. Strongly Agree	73	24.3		
	6. Agree	77	25.7		
	5. Slightly Agree	71	23.7		
<b>33.</b> Reading CRTE helps to improve my imagination.	4. Neutral	35	11.7	5.27	1.48

	3. Slightly Disagree	32	10.7		
	2. Disagree	6	2.0		
	1. Strongly Disagree	6	2.0		
	7. Strongly Agree	50	16.7		
	6. Agree	121	40.3		
	5. Slightly Agree	48	16.0		
<b>6. When I read CRTE, I think that I should analyze the text structure.</b>	4. Neutral	37	12.3	5.24	1.46
	3. Slightly Disagree	24	8.0		
	2. Disagree	17	5.7		
	1. Strongly Disagree	3	3.0		
	7. Strongly Agree	72	24.0		
	6. Agree	87	29.0		
	5. Slightly Agree	51	17.0		
<b>26. Reading CRTE out loud improves my fluency.</b>	4. Neutral	50	16.7	5.22	1.60
	3. Slightly Disagree	18	6.0		
	2. Disagree	10	3.3		
	1. Strongly Disagree	12	4.0		
	7. Strongly Agree	58	19.3		
	6. Agree	92	30.7		
	5. Slightly Agree	70	23.3		
<b>39. Post-graduate students should be given specific compulsory CRTE to read each week.</b>	4. Neutral	39	13.0	5.16	1.58
	3. Slightly Disagree	17	5.7		
	2. Disagree	8	2.7		
	1. Strongly Disagree	16	53.0		
	7. Strongly Agree	66	22.0		
	6. Agree	87	29.0		
	5. Slightly Agree	57	19.0		
<b>25. I feel stressed when I have to read CRTE before an exam.</b>	4. Neutral	34	11.3	5.10	1.67
	3. Slightly Disagree	24	8.0		
	2. Disagree	22	7.3		
	1. Strongly Disagree	10	3.3		

<b>15.</b> When reading CRTE, I understand that they are related to my life.	7. Strongly Agree	46	15.3	5.04	1.53
	6. Agree	95	31.7		
	5. Slightly Agree	60	20.0		
	4. Neutral	56	18.7		
	3. Slightly Disagree	21	7.0		
	2. Disagree	10	3.3		
	1. Strongly Disagree	12	4.0		
<b>11.</b> Reading became a habit for me during my post-graduate studies.	7. Strongly Agree	43	14.3	4.92	1.61
	6. Agree	96	32.0		
	5. Slightly Agree	60	20.0		
	4. Neutral	38	12.7		
	3. Slightly Disagree	31	10.3		
	2. Disagree	23	7.7		
	1. Strongly Disagree	9	3.0		
<b>38.</b> I read suggested CRTE even when they are not part of the assessment.	7. Strongly Agree	48	16.0	4.89	1.63
	6. Agree	86	28.7		
	5. Slightly Agree	63	21.0		
	4. Neutral	25	8.3		
	3. Slightly Disagree	50	16.7		
	2. Disagree	21	7.0		
	1. Strongly Disagree	7	2.3		
<b>8.</b> There is a specific place that I like reading CRTE.	7. Strongly Agree	38	12.7	4.88	1.38
	6. Agree	77	25.7		
	5. Slightly Agree	60	20.0		
	4. Neutral	73	24.3		
	3. Slightly Disagree	43	14.3		
	2. Disagree	6	2.0		
	1. Strongly Disagree	3	1.0		
<b>13.</b> Whether I want to read CRTE or not depends on my mood.	7. Strongly Agree	43	14.3	4.87	1.68
	6. Agree	104	34.7		
	5. Slightly Agree	44	14.7		
	4. Neutral	36	12.0		

	3. Slightly Disagree	37	12.3		
	2. Disagree	26	8.7		
	1. Strongly Disagree	10	3.3		
	7. Strongly Agree	80	26.7		
	6. Agree	56	18.7		
	5. Slightly Agree	44	14.7		
<b>14. I find it easier to read CRTE than in my first language.</b>	4. Neutral	37	12.3	4.86	1.85
	3. Slightly Disagree	35	11.7		
	2. Disagree	42	14.0		
	1. Strongly Disagree	6	2.0		
	7. Strongly Agree	43	14.3		
	6. Agree	80	26.7		
	5. Slightly Agree	73	24.3		
<b>12. I read CRTE even when they are not assigned as a part of a course.</b>	4. Neutral	32	10.7	4.82	1.64
	3. Slightly Disagree	44	14.7		
	2. Disagree	13	4.3		
	1. Strongly Disagree	15	5.0		
	7. Strongly Agree	59	19.7		
	6. Agree	71	23.7		
	5. Slightly Agree	42	14.0		
<b>19. When the language of the CRTE is too complicated, I do not want to read them.</b>	4. Neutral	46	15.3	4.74	1.81
	3. Slightly Disagree	38	12.7		
	2. Disagree	30	10.0		
	1. Strongly Disagree	14	4.7		
	7. Strongly Agree	41	13.7		
	6. Agree	79	26.3		
	5. Slightly Agree	73	24.3		
<b>45. I read CRTE that are outside the field of my study.</b>	4. Neutral	34	11.3	4.73	1.73
	3. Slightly Disagree	28	9.3		
	2. Disagree	27	9.0		
	1. Strongly Disagree	18	6.0		

<b>3.</b> I don't like reading CRTE when I am obliged to read them.	7. Strongly Agree	31	10.3	4.67	1.59
	6. Agree	80	26.7		
	5. Slightly Agree	72	24.0		
	4. Neutral	38	12.7		
	3. Slightly Disagree	36	12.0		
	2. Disagree	40	13.3		
	1. Strongly Disagree	3	1.0		
<b>46.</b> When I need to read a lot of CRTE for one course, I feel demotivated.	7. Strongly Agree	40	13.3	4.65	1.70
	6. Agree	71	23.7		
	5. Slightly Agree	67	22.3		
	4. Neutral	47	15.7		
	3. Slightly Disagree	32	10.7		
	2. Disagree	28	9.3		
	1. Strongly Disagree	15	5.0		
<b>10.</b> I read in my first language more than in English per a day.	7. Strongly Agree	64	21.3	4.46	1.99
	6. Agree	59	19.7		
	5. Slightly Agree	26	8.7		
	4. Neutral	48	16.0		
	3. Slightly Disagree	19	6.3		
	2. Disagree	72	24.0		
	1. Strongly Disagree	12	4.0		
<b>41.</b> Reading at post-graduate level should only relate to research.	7. Strongly Agree	39	13.0	4.39	1.89
	6. Agree	72	24.0		
	5. Slightly Agree	51	17.0		
	4. Neutral	38	12.7		
	3. Slightly Disagree	25	8.3		
	2. Disagree	55	18.3		
	1. Strongly Disagree	20	6.7		
<b>37.</b> I feel anxious when I am asked to read CRTE.	7. Strongly Agree	25	8.3	4.20	1.99
	6. Agree	60	20.0		
	5. Slightly Agree	67	22.3		
	4. Neutral	63	21.0		



	3. Slightly Disagree	35	11.7		
	2. Disagree	34	11.3		
	1. Strongly Disagree	16	5.3		
	7. Strongly Agree	35	11.7		
	6. Agree	79	26.3		
	5. Slightly Agree	37	12.3		
<b>42.</b> Reading at post-graduate level should only focus on improving students' knowledge in specific content areas.	4. Neutral	26	8.7	4.20	1.99
	3. Slightly Disagree	29	9.7		
	2. Disagree	70	23.3		
	1. Strongly Disagree	24	8.0		

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## APPENDIX F

T- Test results of post-graduate students' attitudes towards CRTE based on Gender

Items	Group	N	M	Std Dev.	MD	Sig.
26. Reading CRTE out load improves my fluency.	Male	187	4.91	1.745	0.820	<b>0.000</b>
	Female	113	5.73	1.157		
14. I find it easier to read CRTE in English than in my first language.	Male	187	5.12	1.793	0.689	<b>0.002</b>
	Female	113	4.43	1.865		
44. Reading of CRTE improves my cognitive abilities.	Male	187	5.96	1.242	0.591	<b>0.001</b>
	Female	113	5.29	1.518		
19. When the language of the CRTE is too complicated, I do not want to read them.	Male	187	4.95	1.791	0.571	<b>0.008</b>
	Female	113	4.38	1.789		
18. When CRTE relate to my country, I feel motivated to read them.	Male	187	6.06	1.208	0.524	<b>0.001</b>
	Female	113	5.54	1.576		
11. Reading became a habit for me during my post-graduate studies.	Male	187	5.11	1.553	0.502	<b>0.009</b>
	Female	113	4.61	1.671		
10. I read in my first language more than in English per a day.	Male	187	4.63	1.997	0.463	<b>0.051</b>
	Female	113	4.17	1.968		
17. The amount of time I have to read a given CRTE is an important factor for me.	Male	187	5.77	1.143	0.460	<b>0.002</b>
	Female	113	5.31	1.396		
8. There is a specific place that I like reading CRTE in.	Male	187	5.04	1.375	0.432	<b>0.008</b>
	Female	113	4.61	1.359		
13. Whether I want to read CRTE or not depends on my mood.	Male	187	4.03	1.593	0.421	<b>0.036</b>
	Female	113	4.61	1.805		
31. My knowledge expands when I read CRTE.	Male	187	5.53	1.434	0.421	<b>0.022</b>
	Female	113	5.96	1.242		

15. When reading CRTE, I understand that they are related to my Life.	Male	187	5.19	1.468	0.414	<b>0.023</b>
	Female	113	4.78	1.602		
1. I like reading CRTE on my own	Male	187	6.09	1.069	0.413	<b>0.003</b>
	Female	113	5.67	1.271		
22. The topics of CRTE that I have read so far were easy to understand.	Male	187	5.71	1.241	0.393	<b>0.011</b>
	Female	113	5.32	1.351		
29. I like it when I have options to choose from CRTE to read.	Male	187	5.40	1.475	0.392	<b>0.022</b>
	Female	113	5.79	1.353		
6. When I read CRTE, I think that I should analyze the text structure	Male	187	5.39	1.396	0.390	<b>0.025</b>
	Female	113	5.00	1.535		
7. When I read CRTE, I think that I should summarize the text.	Male	187	5.41	1.476	0.371	<b>0.041</b>
	Female	113	5.04	1.581		
16. When CRTE are available online, I feel motivated to read them.	Male	187	5.56	1.320	0.370	<b>0.021</b>
	Female	113	5.19	1.360		
3. I don't like reading CRTE when I am obliged to read them.	Male	187	4.80	1.592	0.360	<b>0.058</b>
	Female	113	4.44	1.581		

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## APPENDIX G

T- Test results of post-graduate students' attitudes towards CRTE based on the  
nationality

Items	Group	N	M	Std Dev.	F.	Sig.
1. I like reading CRTE on my own.	Arabic	95	6.14	1.027	3.654	<b>0.016</b>
	Turkish	75	5.95	1.150		
	Kurdish	51	6.06	0.881		
	Others	79	5.58	1.411		
2. I like reading CRTE when they are assigned as a part of a course.	Arabic	95	5.92	1.155	2.825	<b>0.039</b>
	Turkish	75	5.69	1.219		
	Kurdish	51	5.76	1.069		
	Others	79	5.37	1.495		
3. I don't like reading CRTE when I am obliged to read them	Arabic	95	5.23	1.484	6.252	<b>0.000</b>
	Turkish	75	4.32	1.620		
	Kurdish	51	4.49	1.488		
	Others	79	4.43	1.615		
4. If the topics of the CRTE are new, I like reading them.	Arabic	95	6.06	1.040	4.564	<b>0.004</b>
	Turkish	75	5.53	1.266		
	Kurdish	51	5.59	1.219		
	Others	79	5.49	1.175		
5. When I read CRTE, I think that I should check every unknown work from the dictionary.	Arabic	95	5.77	1.364	5.668	<b>0.001</b>
	Turkish	75	5.29	1.487		
	Kurdish	51	5.08	1.585		
	Others	79	4.86	1.631		
9. Post-graduate students need to be taught helpful reading strategies to be able to read effectively for their	Arabic	95	6.04	1.138	2.845	<b>0.038</b>
	Turkish	75	5.77	1.247		

courses.	Kurdish	51	5.88	1.052		
	Others	79	5.49	1.484		
	Arabic	95	5.37	1.488		
11. Reading became a habit for me during my post-graduate studies.	Turkish	75	4.77	1.616	4.312	<b>0.005</b>
	Kurdish	51	4.92	1.647		
	Others	79	4.53	1.640		
	Arabic	95	5.24	1.562		
12. I read CRTE even when they are not assigned as a part of a course.	Turkish	75	4.60	1.771	3.598	<b>0.014</b>
	Kurdish	51	4.86	1.662		
	Others	79	4.51	1.518		
	Arabic	95	5.25	1.611		
13. Whether I want to read CRTE or not depends on my mood.	Turkish	75	4.71	1.730	3.124	<b>0.026</b>
	Kurdish	51	4.96	1.612		
	Others	79	4.52	1.709		
	Arabic	95	5.80	1.117		
16. When CRTE are available online, I feel motivated to read them.	Turkish	75	5.31	1.305	5.207	<b>0.002</b>
	Kurdish	51	5.47	1.317		
	Others	79	5.03	1.536		
	Arabic	95	5.85	1.130		
17. The amount of time I have to read a given CRTE is an important factor for me.	Turkish	75	5.52	1.309	3.322	<b>0.020</b>
	Kurdish	51	5.73	1.133		
	Others	79	5.28	1.386		
	Arabic	95	5.96	1.443		
20. Reading CRTE improves my grammar.	Turkish	75	5.48	1.711	3.259	<b>0.022</b>
	Kurdish	51	5.61	1.471		
	Others	79	5.20	1.807		
21. When reading CRTE for my	Arabic	95	5.84	1.386	2.692	<b>0.046</b>

courses, I find them appropriate for my language level.	Turkish	75	8.63	1.393	
	Kurdish	51	5.47	1.501	
	Others	79	5.24	1.443	
	Arabic	95	5.97	1.115	
22. The topic of CRTE that I have read so far were easy to understand.	Turkish	75	5.43	1.286	6.221 0.000
	Kurdish	51	5.63	1.076	
	Others	79	5.16	1.497	

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