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Theory, Current Researches and New Trends/2021

Editor
Assoc. Prof. Dr. Meriç Eraslan

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PREFACE

The Covid 19 Pandemic process continues to affect the whole world globally and damage the economic, social and psychological variables of the countries. The subject of education, on the other hand, has become risky in terms of failure due to psychological disintegration within the framework of emotional oscillations that emerge in students and educators, even if they try to stand up with radical changes, adapt to the development of technology and adapt to the understanding of new generation education. Despite such conditions, I would like to thank the scientists who persistently pursue science with individual efforts, who prefer to continue their studies and share their knowledge to make this publication come to life, and who do not spare their contributions, I wish the continuation of their successful work.

<div align="right">Associate Professor. Meric ERASLAN</div>

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Prof. Dr. Ellie Abdi, Montclair State University

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Assoc. Prof. Dr. Ramazan Gök, Akdeniz University

Assoc. Prof. Dr. Ruhi Inan, Balıkesir University

THE EFFECT OF USING READING COMPREHENSION STRATEGY ON READING COMPREHENSION SKILL AND RETENTION

Ass. Prof. Dr. Ahmet KANMAZ

Pamukkale Üniversitesi, Denizli, Türkiye, akanmaz45@gmail.com
ORCID NO: 0000-0001-8468-2042

Prof. Dr. A. Seda SARACALOĞLU

Adnan Menderes Üniversitesi, Aydın, sedasaracal@adu.edu.tr
ORCID NO: 0000-0001-7980-0892

1. Introduction

People have been trying to understand the warnings they receive from their surroundings since they are born. When they reach to school age, they start to acquire reading, writing and similar skills. In the meantime, the ability to understand what is read becomes as important as learning to read. In the course of time, people try to read and understand even more complex structures as well as pictures, figures, graphics and similar materials (Gelen, 1999). In this respect, strategies should be developed to help students understand the texts they read considering the importance of reading comprehension. Reading comprehension skills can be expressed as all the processes of perceiving the message of the read text by subjecting the information inputs gained by the person's "reading" activity to mental processes (Karasakaloğlu, 2006; Saracaloğlu and Karasakaloğlu, 2007).

The main objectives of the education can only be accomplished when students understand what they read. Reading comprehension is one of the main objectives of the Turkish lesson, yet, it is not a goal or achievement that should be achieved only for the Turkish course. Students need to understand what they read in order to be successful in different courses at all educational levels. If the student has difficulties in understanding what he / she reads, he / she will face serious problems in the learning process, and, not surprisingly, in their career. One of the reasons to pay attention to reading comprehension skill is that the rate of student success in other courses who cannot understand what he/ she reads declines. A series of studies (Sertsoz, 2003; Akay, 2004, Donmez, & Yazıcı 2006) have shown

that improving reading comprehension skills increases the student academic performance across various disciplines. Those with reading comprehension learning disability are not expected to be interested in other course topics, understand what they read in textbooks and therefore to be academically successful.

In the comprehension process, all these mental activities are combined with preliminary information and the text read is examined in the light of the reader's experiences (Gunes, 2004). Reading activity serves as the basis for curricula. In addition to that, factors such as the nature of the text, the competence of the student and the teacher play also a vital role in accomplishing the comprehension process (Tekin 1980). Kavcar and Oguzkan (1987), on the other hand, articulate that reading comprehension is to perceive, interpret and comprehend of the things written and is being comprehended the information, feeling and thoughts that are wished to be conveyed to us much the same without causing any misunderstanding and without remaining any suspicious point, with all aspects. While discussing the process of reading comprehension, we can express that two different processes, reading and comprehension processes, indeed complement each other with a cause and effect relationship. This is because a reading that is not meaningful cannot be characterized as a fully realized reading act. Only when the comprehension is accomplished in the reading process, it is meaningful.

The acquisition of reading comprehension skill occurs as a result of an effective reading comprehension education process. Pressley and Block (2002) highlighted that comprehension instruction involves a complex and long-term commitment to teach students the necessary strategies and to provide them with sufficient practice to use the strategies easily and the habits to use them frequently (Pressley & Block, 2002). Those who comprehend what they read use a variety of reading comprehension strategies to deepen and enrich meaning. These people are aware of their own thinking processes. When they encounter a comprehension problem in their reading process, they choose and employ appropriate comprehension strategies (Baker & Brown, 1984). For this reason, it is necessary to implement reading comprehension activities that are suitable for students' developmental characteristics and needs and incorporate teaching of reading comprehension strategies. Thus, it is an inevitable fact that more meaningful reading processes may emerge (Swennumson, 1992). There are some effective factors for acquiring reading comprehension skills. Among these factors are the healthy functioning of organs such as the brain and eyes, the use of strategies that improve reading comprehension, and the awareness of the importance and necessity of reading activity in daily life (Barth & Demirtas, 1999).

Although researches indicate that teaching of reading comprehension strategies improves the student's level of text comprehension, many classroom teaching activities have focused on measuring the level of comprehension of stories or texts read independently. However, the use of reading strategies, which is of great importance in reading instruction, enables readers to get aware of their failure on reading comprehension, to decide what to do, and to engage in some regulative and preventive activities to get rid of this failure (Baker & Brown, 1980, as cited in Kuzu, 2004). It is important for the student to be actively engaged before, during and after reading, and to be able to use many strategies and techniques so that they can understand what they read in a healthy way. Good readers tend to set a goal before reading, they look over the text, scan it and proposes hypothesis about what is written in the text (Senemoglu, 2007). During the actual reading process, a good reader summarizes the text, analyzes the thoughts set forth in the text, compares them with his / her prior knowledge, makes criticisms, analyzes and inferences comparing his/her own thoughts with the author. A good reader also observes the basic features of the text during the reading, defines the problems encountered in the text while reading (Woolfolk, 1997). They sometimes can reread some parts, take notes about the text and check estimations they have made about the text before. They summarize the text, do research about the ideas suggested in the text, compare them with their own previous knowledge and criticize, analyze and interpret the author's and their own ideas (Epcacan, 2009).

In our country, it is compulsory to reach a certain standard in the basic learning needs of students. However, the basic learning needs cannot be fully met with the education provided. Studies suggesting that long-term compulsory primary education is the way to meet basic learning needs, highlight that the main causes of student failure, especially in our country, are emanated from their lack of reading comprehension skills (Erginer, 1998). The present study focuses on the reading comprehension problems amongst students in the learning-teaching process. To overcome this problem, it is thought that it is necessary to start with the Turkish course, which is the basic lesson in developing reading comprehension skills. Academic success in other courses can be basically associated with the success in Turkish courses since reading comprehension skill is required to be effectively used in all courses.

Turkish courses encourage students to understand and decode a topic they read. This is because if the student does not understand what he/she reads, takes them as they are given and puts them into his memory as he reads without commenting on it, then this information is about to be forgotten because of the nature of memorization (Doganay, Turkoglu, &

Yıldırım, 2000). Then, what should be done to improve students' reading comprehension skills? Students may encounter negative situations during the text reading process. For this reason, students should be encouraged to build coping skills. In this sense, reading comprehension strategies can be used as a guide in this process since they can help students to cope with problems. This study is important in terms of adding a new dimension to the practices aimed at improving students' reading and reading comprehension skills and increasing the effectiveness of teaching. The development of reading comprehension skill will positively affect students' academic success. In brief, it is thought that applying the use of reading comprehension strategy in Turkish education starting from the first level of primary education will make significant contributions to obtain the desired efficiency in teaching. In this respect, the SQ3R strategy (Survey-Question-Reading-Recite-Review) is used in the present study. Since it can be effectively administrated to primary school students and it is one of the strategies employed in the whole reading process, SQ3R strategy is implemented in practice.

Activities in the SQ3R strategy, which will be used to equip students with certain skills for the development of reading comprehension, will provide time saving by compensating for the time lost resulting from the students who have poor reading comprehension, and will be one of the most powerful weapons in their hands to become lifelong learners (Cheek & Cheek, 1984; cited in Tok, 2003). Additionally, the development of reading comprehension skills will positively affect students' academic performance. In brief, it is thought that applying the use of reading comprehension strategy in Turkish education starting from the first level of primary education will make significant contributions to obtain the desired efficiency in teaching.

1.1.Research Question

What is the effect of the use of reading comprehension strategy on students' reading comprehension levels and retention? The following hypotheses were tested for this problem statement.

Assumptions:

1.When reading comprehension achievement pretest scores of students in experimental group who was trained by SQ3R reading comprehension strategy and students in control group who was trained based on the current curriculum were controlled, there is a significant difference between the postest scores of the groups in favor of the experimental group.

2. When reading comprehension achievement postest scores of students in experimental group who was trained by SQ3R reading comprehension

strategy and students in control group who was trained based on the current curriculum were controlled, there is a significant difference between the retention scores of the groups in favor of the experimental group.

In addition to these hypotheses about experimental implementation, answers to the following research questions were sought regarding the findings of hypotheses.

* How do the reading comprehension achievement pretest, postest and retention scores of the students in experimental group who was trained by SQ3R reading comprehension strategy differ?

* How do the reading comprehension achievement pretest, postest and retention scores of the students in control group who was trained based on the current curriculum differ?

2. Methodology

An experimental pretest posttest with control group design, which is one of the quasi-experimental research designs, was employed in the study. One of the fundamental characteristics of experimental research is the comparison of groups. While implementing the method whose effect will be observed in the experimental group, no process or a different implementation is applied to the control group (Buyukozturk, Kılıc Cakmak, Akgün, Karadenız, Demırel, 2013). There are two basic two-group designs which are formed through unbiased assignment in the pretest-posttest control group design. One of them is experimental group, while the other one is control group. Measurements are done before and after the experiment in both groups (Karasar, 2008).

Table 1. Experimental Research Design

Groups	Pretest	Implement.	Posttest	Retention Test
Exper-imental Group	Reading Comp. Achievement Test (Pretest)	The Process in which SQ3R Reading Comp. Strategy is Used	Reading Comp. Achieve. Test (Posttest)	Reading Comp. Achieve. Test (Retention Test)

Control Group	Reading Comp. Achievement Test (Pretest)	The Process in which the Current Curriculum is Used	Reading Comp. Achieve. Test (Posttest)	Reading Comp. Achieve. Test (Retention Test)

In this study, an experimental and a control group were determined to test the effect of using reading comprehension strategy on students' reading comprehension skills, reading attitude, cognitive awareness levels and retention. The study attempted to reveal the effectiveness of the SQ3R reading comprehension strategy used in the study. At the beginning of the research process, a planning meeting was held for the experimental group concerning the acquisition of the SQ3R strategy beforehand. The planning meeting can be characterized as a preliminary study for the experimental group (the first week of the implementation). While an experimental procedure was applied to the experimental group using the SQ3R strategy during the current curriculum process (X), the control group was taught based on the current curriculum. The classroom teacher in the experimental group was trained by the researcher, and the lessons in the control group were taught by the current classroom teacher within the existing curriculum. Measurements were made before and after the experiment in both groups. In line with the purpose of the research, an experimental and a control group were determined. The lessons in the experimental group were carried out according to the SQ3R strategy, and the lessons in the control group were conducted in line with the activities planned by the current curriculum. In the study, the "Achievement Test" in regards to the Reading Comprehension of Turkish Course for fifth graders was applied to the experimental and control groups before and after the experimental procedures. One month after the implementation of the final tests, the same tests were applied to the experimental and control groups as retention tests.

Table 2. Symbolic Appearance of the Research Design

	Group	Pretest	Process	Posttest	Retention
R	E	O1	X	O3	O5
R	C	O2		O4	O6

2.1. Study Group

The research was conducted over a nine-week period. The population of the study is composed of fifth grade students in the centre of Denizli. The study group of the research comprises of fifth grade students attending Denizli Ticaret Borsasi Elementary School, which is also located within

the borders of the Central district. The study group of the study was determined considering the fact that the socio-economic level of the students, the parents' education levels and students' academic achievements were homogeneous in these classes. Experimental and control groups were chosen from the same school since the same course tools and materials of the same level classes in the experimental and control groups were used. Of the fifth grade branches in Denizli Ticaret Borsasi Elementary School, a total of five classes with moderate success and similar to each other were identified. The main reason for the moderate level of success is that it is assumed that these classes may have common features. Out of these five classes, two classes that better conform to the purpose and specified criteria were determined. To this end, Reading Comprehension Achievement Test and Socio-Economic Level Scale were implemented to these five classes. As a result of the implementation, two groups with close scores on these scales were determined. One of these groups was assigned as the experimental group and the other one was assigned as the control group. Measurement tools were applied to 137 fifth grade students attending Denizli Ticaret Borsasi Elementary School. Consisting of reading comprehension achievement test and socio-economic level scales, these tests were administered by the researcher himself on separate days.

Table 3. Distribution of Experimental and Control Groups by Gender Variable

Gender	Experimental Group		Control Group	
	f	%	f	%
Female	15	55.5	16	57.1
Male	12	44.4	12	42.9
TOTAL	27	100	28	100

2.2. Data Collection

As the data collection tool, "Reading Comprehension Achievement Test" developed by the researcher was applied to the experimental and control groups whereby it was intended to assess the reading comprehension skills of elementary fifth grade students in Turkish course. In the study which was conducted to determine the effect of the use of reading comprehension strategy on reading comprehension skills and retention, the Reading Comprehension Achievement Test developed by the researcher was used to determine the academic success of the students in the experimental and control groups.

The steps followed in the development of the Reading Comprehension Achievement Test are as follows.

1. The text with pictures are frequently used in the preparation of the text of the achievement test since it helps us to associate and interpret the content with the pictures in the implementation of the strategy. Considering the students' levels, a total of 90 questions were developed using the themes in the fifth-grade of elementary education. Considering the developmental levels of students, the achievement test prepared was applied in a group of 30 questions and 40-minute three sessions. Article 36 of The Ministry of National Education Regulation on Primary Education Institutions limited the duration of written exams to one course hour (40 minutes) (Yılmaz, 2011).

The following considerations are taken into account when preparing the questions aiming to measure the students' reading comprehension levels.

a) Questions are framed in a clear, understandable and specific language.

b) A particular attention is paid to ensure that the questions measure students' comprehension skills, not their level of knowledge.

c) A particular attention is paid to ensure that the questions formulated allow students to use their prior knowledge and reading skills.

d) A particular attention is paid to ensure that the questions are well-constructed in measuring the learning gains.

2. The pilot items were rearranged by taking the opinions of three primary school teachers and three instructors in the field of educational sciences. Further, the test items was finalized consulting the opinions of the fifth grade teachers who are the sample group of the implementation.

3. The Process of Determining the Learning Gains Used in Practice

After completing the selection of the texts, a reading comprehension scale consisting of 90 questions was developed to measure the gains regarding reading comprehension, in which each acquisition will be measured asking at least three questions. Not all gains were included in practice. The following criteria were taken into consideration while selecting the gains to be used in practice.

a) Among the gains serving the same or similar purpose, the most appropriate one was chosen.

b) Gains that cannot be applied in descriptive research were not used in practice.

c) A table of specifications was prepared according to the reading comprehension gains. A multiple-choice test item (with four options) was prepared considering the gains of the elementary school 5th grade in Turkish course. After taking the opinions of experts in the field, the test items was found to be appropriate for measuring the gains. Test items were prepared by the researcher. Thus, the number of gains was reduced from

41 to 25. The scale includes pilot items that encompass 25 gains. There is at least three pilot items for each gain.

4. The pilot forms were applied to 260 students in the morning and midday groups of the same elementary school who are in the upper grade and had learned the research unit before, by the researcher with the permission of the teachers.

5. Following the implementation of the pilot forms, item and test analysis was performed in order to finalize the test. The responses given by the students to each question in the pilot form were first transferred to the SPSS package program.

First, the item difficulty index (pj) was assessed. Neither very difficult nor very easy questions were included to the test and questions with moderate difficulty level were used. Second, the item standard deviation was examined and questions with a standard deviation of around 0.50 were included. Third, item discrimination power (rjx) was analyzed. Items with a discrimination index below .30 were excluded from the test. This is because these items do not have discriminatory power. Items that were not found to be significantly different were excluded from the test and the test was revised to ensure content validity. The achievement test was finalized by removing the items that were not found to be significantly different. Analysis results of the achievement test are given in the tables. This achievement test was applied to the study groups as a pretest before the experimental study. The same achievement test was applied to the experimental and control groups at the end of the experimental process as a posttest and a retention test.

After examining all the items for the academic achievement test, items with an item discrimination power of less than .30 were omitted, and consequently, Table 4 containing the items to be included in the actual implementation was obtained. The difficulty levels (pj) of all test items of the actual implementation ranged from .30 to .61. The average difficulty of the test was calculated to be .43. Of all items in the actual implementation test, 19 were difficult (.30 to .39), 13 had a moderate difficulty level (.40 to .59) and 3 were easy (.60 to .61).

Given the item discrimination indices of the items in the actual practice test, it is seen that the discrimination indices (rjx) range between .306 and .587. It was decided that all of the remaining items could be used for the actual implementation. Further, the raw score mean of the test items was found to be 14.95.

Table 4. Difficulty Levels (Pj), Standard Deviations (Sj) and
Differentiation Degrees (rjx) of the Items in the Reading
Comprehension Test

	pj	sj	rjx	t	p
Item 1	.58	.495	.440	3.12	.000
Item 2	.38	.486	.574	4.34	.001
Item 3	.37	.483	.499	5.16	.000
Item 4	.52	.501	.367	3.65	.000
Item 5	.57	.496	.460	5.17	.000
Item 6	.39	.489	.557	6.13	.000
Item 7	.61	.489	.404	5.42	.000
Item 8	.30	.460	.564	4.65	.001
Item 9	.39	.489	.556	7.57	.000
Item 10	.60	.491	.428	2.88	.000
Item 11	.34	.473	.340	3.76	.000
Item 12	.57	.496	.460	4.54	.000
Item 13	.32	.469	.550	2.91	.000
Item 14	.38	.485	.574	4.32	.001
Item 15	.33	.472	.513	5.15	.000
Item 16	.42	.494	.325	5.40	.000
Item 17	.35	.477	.346	3.82	.000
Item 18	.31	.465	.587	3.44	.000
Item 19	.38	.485	.574	4.32	.000
Item 20	.58	.495	.480	3.56	.001
Item 21	.36	.480	.514	6.17	.000
Item 22	.38	.487	.565	4.55	.000
Item 23	.58	.495	.455	4.98	.000
Item 24	.37	.484	.428	5.76	.000
Item 25	.38	.485	.574	4.51	.000
Item 26	.30	.460	.558	3.07	.001
Item 27	.58	.494	.432	5.42	.000
Item 28	.57	.495	.419	3.78	.001
Item 29	.58	.495	.452	4.66	.000
Item 30	.35	.479	.551	4.47	.000
Item 31	.52	.500	.451	3.71	.000
Item 32	.38	.485	.574	4.64	.001
Item 33	.58	.494	.425	5.78	.000
Item 34	.35	.478	.306	429	.000
Item 35	.42	.490	.431	2.88	.000
Total	14.9	8.03			
Total Mean	.43				

In Table 5, the analysis revealed that the Reading Comprehension
Achievement Test consisting of 35 items was re-administered to 260

people. The arithmetic mean of the achievement test formed according to the answers of the students is 20.46, the standard deviation is 5.031, the median is 19.00, the mode is 24.00 and the KR-20 coefficient is .86. The fact that the median and arithmetic mean are very close to each other (19.00; 20.46) implies that the test shows normal distribution.

Table 5. Analysis Results of the Reading Comprehension Achievement Test

Total Items	N	Xort	Ss	Median	Mode	KR-20
35	260	21.46	6.031	19.00	26.00	.86

The reliability of the test was determined by calculating the KR-20 value. After excluding items with discriminatory values less than .30 from the test, the KR20 reliability coefficient of the 35-item test was found as .88, which shows that the test has high reliability. It is also an important finding in terms of content validity that the test items contain all the gains we want to measure.

2.3. Pilot Implementation

A pilot study was conducted by the researcher to identify the shortcomings of the training materials and student activities developed within the framework of the strategy and the students' reactions to the method. The pre-pilot implementation was carried out with 28 students studying in the fifth grade of Denizli Ticaret Borsası Elementary School, where the actual implementation will be carried out. The pilot study will not be realized with the experimental and control groups that will be employed in the actual implementation process. A different branch was considered for this study. During the pilot implementation process, the third theme in the Turkish course curriculum, the theme of "Our Values", was examined. Accordingly, a pilot implementation was carried out for a total of 18 hours, 3 days a week.

Preparatory activities regarding the SQ3R strategy was carried out for three weeks, including introductory and preparatory activities in the first week. Following the introductory process, SQ3R worksheets were distributed, and students were informed about the implementation and assessment of Turkish course comprehension activities. During the implementation process, the theme of "Our Values "was used. The comprehension activities of the theme were carried out according to the plans developed using the SQ3R strategy. In the lesson plans, the title of the subject, duration, tools and materials, student outcomes and the implementation and evaluation of the lesson are included. During the instruction, SQ3R worksheets were distributed to each students. Subsequently, after the relevant text in the textbook was opened and each

chapter on the worksheet was filled in by the students, feedback was given. The "Reading Comprehension Achievement Test" was administrated to the study group as "pretest and postest. The pretest and postest results obtained as a result of the pilot study are given in tables.

Table 6. Independent Groups to test Results Regarding Reading Comprehension Achievement Test Pretest Total Scores of Experimental and Control Groups (Pilot Study)

Groups	N	Xort	sd	t	p
Experimental	28	17.59			
Control	25	17.79	3.505	-.158	.875
Total	53	17.69			

When Table 6 is examined, it is seen that the mean of pretest total scores of the Reading Comprehension Achievement Test (Xort = 17.59) of the experimental group comprising of 28 people is relatively lower than the control group. The mean of the control group comprising of 25 people was calculated as Xort = 17.79. In order to determine whether the experimental and control groups differ significantly from each other in terms of their Reading Comprehension Achievement Test pretest scores, or in other words, how similar they are to each other, the results of one-way analysis of variance between the total pretest scores of the groups are also included in the same table. As given in the table regarding the t-test analysis performed between the experimental and control groups, no significant difference was found between the experimental and control groups in terms of their Reading Comprehension Achievement Test scores (p = .875).

In other words, the experimental and control groups do not differ from each other in terms of their Reading Comprehension Achievement Test pretest scores and they are similar to each other in terms of reading comprehension achievement.   The results of the t test, which was performed to determine whether the experimental and control groups studied in the pilot implementation process differ significantly from each other in terms of their Reading Comprehension Achievement Test posttest scores, or in other words, how similar they are to each other, is stated in Table 7.

Table 7. Independent Groups t-test Results Regarding Reading Comprehension Achievement Test Posttest Total Scores of Experimental and Control Groups (Pilot Study)

Groups	N	Xort	sd	t	p
Experimental	28	21.07			
Control	25	18.43			

Total	53	19.75	4.862	2.062	.044

* The significance level is taken as p ≤ .05

When the table is examined, it is observed that the postest arithmetic mean score of the control group on the reading comprehension achievement test scale is X = 18.43, while the posttest mean score of the experimental group during the pilot implementation process increased at a certain rate by reaching the level of X = 21.07. We can contend that the lesson plan prepared in accordance with the SQ3R strategy used in the experimental group increased the level of reading comprehension. In order to determine whether this difference between the experimental and control groups is significant or not, independent groups t-test was conducted among the posttest total scores of the groups. The findings reveal that the use of SQ3R strategy lesson plan made a significant difference at the level of p = .044, increasing the reading comprehension level of students in the experimental group. In other words, the implementation of SQ3R strategy increases the reading comprehension level of students.

As a result, the following conclusions have been reached by utilizing the pre-pilot implementation of the SQ3R strategy: In the actual implementation, the duration of preparation activities and implementation should be extended. In addition to that, it was observed that the worksheets related to the SQ3R strategy did not attract students' attention. For this reason, the worksheets were rearranged for the actual implementation. Lesson plans prepared with the SQ3R reading comprehension strategy were applied to the pilot implementation group. The lessons were instructed by the classroom teacher, who was informed by the researcher. The pilot study was conducted in a period of four weeks, including the preparation period in the first week. According to the results obtained from the pilot implementation, the problems that may arise during the implementation of the strategy were identified and measures were taken to overcome these problems.

2.4. Data Analysis

Statistical techniques of frequency, percentage, arithmetic mean, standard deviation, factor analysis, paired groups t test, independent groups t test, analysis of covariance (ANCOVA) and repeated measures ANOVA were used. SPSS 13.0 package program was used to develop measurement tools and to analyze the data obtained in the pilot and experimental implementation. Independent groups t test, paired groups t test and analysis of covariance (ANCOVA) statistical techniques were used to determine whether there was a significant difference between the pretest-posttest and retention test scores of the experimental and control groups. To interpret the results, p <05 confidence interval was accepted as the level of

significance. In a similar vein, the posttest scores were taken as covariates to determine the source of the difference in retention tests between groups. In addition, Repeated Anova was used to determine whether there was a difference between the pretest, posttest and retention scores of the experimental and control groups (longitudinally within themselves). SPSS 13.0 package program was used to analyze the data obtained in the experimental implementation. Independent groups t test, paired groups t test, analysis of covariance (ANCOVA) and repeated measures Anova statistical techniques were used to determine whether there was a significant difference between the pretest-posttest and retention test scores of the experimental and control groups. The primary use of covariance analysis is the assumption that the initial levels of the groups for the retention test will not be equivalent if there is a significant difference between the posttest scores. In this respect, covariance analysis reveals more meaningful data by equalizing the posttest scores. To interpret the results, $p < 05$ confidence interval was accepted as the level of significance.

3. Results

The results of the analysis of covariance performed in order to reveal the difference between the experimental and control groups before and after the implementation and to figure out whether the first hypothesis was confirmed or not, and posttest corrected means and standard error values obtained based on this analysis are given in Table 8 and Table 9.

Table 9. Arithmetic Mean, Standard Deviation Values, Posttest Corrected Means and Standard Error Values of Reading Comprehension Achievement Test Pretest –Posttest Total Scores for Students in Experimental and Control Groups

GROUPS	N	Test	Total Scores		Posttest Corrected Mean Scores	
			Xort	Ss	Xort(d)	Sh
Experimental Group	27	Pretest	17.78	3.974		
		Posttest	25.52	5.041	25.63	.728
Control Group	28	Pretest	18.07	4.966		
		Posttest	19.93	5.091	19.81	.715

On Table 9, the achievement test posttest mean scores of both the experimental and control groups are higher than the pretest means. The posttest mean of the experimental group is higher than the posttest mean of the control group. While the experimental group's reading comprehension achievement pretest scores was found Xort = 17.78 (sd: 3.974), the posttest score was found Xort = 25.52 (sd: 5.041). While the achievement test pretest score of the control group was Xort = 18.07 (sd:

4.966), the posttest score was found Xort = 19.93 (sd: 5.091). The results of the analysis of covariance performed to test whether this difference observed between the posttest means of the groups is significant.

As show in Table 10, when the pretest total scores of the experimental and control scores were corrected, the group-based treatment of the experimental and control groups made a significant difference (F = 18.493, p = .000) in terms of the posttest scores. In order to determine the source of the significant difference, the reading comprehension achievement test posttest arithmetic mean scores of the groups were compared. In Table 9, when the pretest scores are corrected, it is seen that the posttest corrected arithmetic mean obtained by the experimental group and control group are Xort = 25.63 and Xort = 19.81. Therefore, the significant difference is emanated from high level of experimental group student achievement. When reading comprehension achievement pretest scores of students in experimental group who was trained by SQ3R strategy and students in control group who was trained based on the current curriculum were controlled, there is a significant difference between the posttest scores of the groups in favor of the experimental group. In other words, the first hypothesis of the research was confirmed. These findings strongly suggest that the SQ3R strategy positively affects students' achievement in reading comprehension.

Table 10. Analysis of Covariance (ANCOVA) Results of the Achievement Test Posttest Total Mean Scores for Students in Experimental and Control Groups

Source of Variation	Sum of Squares	Sd	Mean Squares	F	P
Corrected Variable (Pretest)	1046.905	2	523.452	36.452	.000
Group-based Treatment	976.030	1	264.363	18.497	.000
Error	743.204	52	14.292		
Total	30063.000	55			

The second hypothesis of the study was stated as follows: " When reading comprehension achievement posttest scores of students in experimental group who was trained by SQ3R strategy and students in control group who was trained based on the current curriculum were controlled, there is a significant difference between retention scores of the groups in favor of the experimental group." The results of the analysis of covariance performed in order to reveal the difference between the posttest

and retention tests in the experimental and control groups and to determine whether the first hypothesis is confirmed or not, and the posttest corrected mean scores and standard error values obtained based on this analysis are shown in Table 11 and Table 12.

Table 11 Arithmetic Mean, Standard Deviation Values, Posttest Corrected Means and Standard Error Values of Reading Comprehension Achievement Test Posttest-Retention Test Total Scores for Students in Experimental and Control Groups

GROUPS	N	Test	Total Scores		Posttest Corrected Mean Scores	
			Xort	Ss	Xort(d)	Sh
Experimental Group	27	Postest	25.52	5.041		
		Retention	25.67	4.756	23.088	.392
Control Group	28	Postest	19.93	5.091		
		Retention	19.11	4.748	21.499	.360

In Table 11, the analysis indicated that the experimental group's retention mean scores regarding the reading comprehension achievement test slightly increased compared to the posttest mean scores. When it comes to the control group, the situation follows a different course. The control group's retention means scores is lower than their protest mean scores. In light of these findings obtained, as observed in the posttest means, experimental group had higher mean retention test scores than the control group. . While the posttest score that the experimental group got from the reading comprehension achievement test was Xort = 25.52 (sd: 5.041), their retention score was Xort = 25.67 (sd: 4.756). While the posttest score that the control group got from the same achievement test was Xort = 19.93 (sd: 5.091), their retention score decreased and was found to be Xort = 19.13 (sd: 4.748) The results of the analysis of covariance performed to test whether this difference observed between the retention test means of the groups is significantly different from each other is given in Table 12.

In table 12, when the posttest total scores of the experimental and control scores were corrected, the group-based treatment of the experimental and control groups made a significant difference (F = 5.342, p = .025) in terms of the posttest scores. In order to determine the source of the significant difference, the reading comprehension achievement test posttest arithmetic mean scores of the groups were compared. When the posttest scores are corrected it is seen in Chart 4.3 that the retention test-corrected arithmetic mean obtained by the experimental group and control group are Xort = 23.088 and Xort = 21.499. Consequently, the fact that the

high level of student achievement in experimental group reveals that the significant difference is in favor of the experimental group.

Table 12. Analysis of Covariance (ANCOVA) Results of the Experimental and Control Groups with Achievement Test Retention Mean Total Scores

Source of Variation	Sum of Squares	Sd	Mean Squares	F	P
Corrected Variable (Pretest)	1625.030	2	812.515	159.930	.000
Group-based Treatment	16.755	1	16.755	5.342	.025
Error	163.079	52	3.136		
Total	29206.000	55			

Another dimension of the research is the assessment of the findings obtained within the framework of research questions. Such an assessment attempted to determine how the pretest, posttest and retention test scores of the groups changed longitudinally and whether there was a significant difference between these scores. In this respect, the arithmetic mean scores of the experimental group students' pretest, posttest and retention tests are given in Table 13.

Table 13. The Arithmetic Mean and Standard Deviations of The Experimental Group Students' Pretest, Posttest and Retention Test

Test	N	Arithmetic Mean	Sd
Pretest	27	17.78	3.974
Posttest	27	25.52	5.041
Retention Test	27	24.67	4.756

In Table 13, the arithmetic mean of the students of the experimental group regarding their total scores of achievement test are respectively as follows: pretest = 17.78, posttest = 25.52, retention test = 24.67. These tests allowed us to observe the changes before and after the implementation and the changes regarding the retention of tests. The increase in the reading comprehension achievement test posttest scores of the experimental group students compared to the pretest scores shows that the implementation of SQ3R strategy increases the students' reading comprehension achievement. A slight decrease observed in the mean scores of the retention test emanates from the return of students to the teaching based on the current curriculum in the previous month. However, a change at the level of .85 between the posttest and the retention test is an important finding in

terms of the retention of the SQ3R strategy. The repeated measures ANOVA was performed to determine whether the changes occurred between the tests were significant. The data obtained is given in Table 14.

Table 14. The Result of Variance with Repeated Measures of the Experimental Group Students' Pretest, Postest and Retention Test

Source of Variation	Sum of Square	Sd	Mean Square	F	p
Inter-groups	972.914	2	486.457		
Measurements	41570.679	1	41570.679	86.223	.000
Error	413.086	52	7.944		
Total	42976.679	55			

The Wilks Lambda value for this analysis was measured as .287. In the repeated measures analysis of variance, Wilks Lambda takes values between zero and one. The approach to zero implies that the difference between groups increases. In other words, the closer to zero the value is, the more significant the difference is between groups. The .287 value obtained in this measurement also indicates a high level of difference. Given the Table 14, it was seen that there was a significant difference (F = 86.223 p = .000) between the scores of the experimental group regarding the pretest, posttest and retention test. The results of the Bonferroni test performed to determine the source of the significant difference are given in Table 15.

From the analysis results of Table 15, it is seen that there is a significant difference between pretest and posttest and retention test. This difference is not in favor of the pretest. As a result of the experimental implementation, a significant difference was found between the students' achievement in reading comprehension. This result also supports the first and second hypotheses of the research.

Table 15. Bonferroni Test Results for the Experimental Group Students' Reading Comprehension Achievement Test

Tests	Pretest (1)	Posttest (2)	Retention(3)
Pretest (1)		-7.741*	-6.889*
Posttest (2)	7.741*		.852
Retention (3)	6.889*	-852	

While evaluating the scores that the control group students got from the pretest, posttest and retention tests, the arithmetic mean scores for their total scores are as follows: pretest = 18.07, posttest = 19.93, and retention test = 19.96. These tests allowed us to observe the changes in the control group who are taught based on the current curriculum. The posttest scores

of the control group students regarding the reading comprehension achievement test slightly increased compared to the pretest scores.

Table 16. The Arithmetic Mean and Standard Deviations of The Control Group Students' Pretest, Posttest and Retention Test

Test	N	Arithmetic Mean	Sd
Pretest	28	18.07	4.966
Posttest	28	19.93	5.091
Retention Test	28	19.96	4.796

This finding shows that teaching activities based on the current curriculum have little effect on reading comprehension achievement. In the retention test, the fact that the mean scores remained at almost the same level with the posttest results is a result of the continuation of teaching activities based on the current program in the control group. Repeated measures Anova was performed to determine whether the changes occurred between the tests were significant. The results are on Table 17.

The Wilks Lambda value for this analysis was measured as .752. In the repeated measures analysis of variance, Wilks Lambda takes values between zero and done. The approach to one implies that the difference between groups decreases. In other words, the closer to one the value is, the less significant the difference is between groups. The .752 value obtained in this measurement can be evaluated as the value close to one. Given the analysis of Table 17, it was seen that there was a significant difference (F=62.251 p=.031) between the scores of the experimental group regarding the pretest, posttest and retention test.

Table 17. The Results of the Repeated measures Anova of the Control Group Students' Pretest, Posttest and Retention Test

Source of Variation	Sum of Square	Sd	Mean Square	F	p
Inter-Groups	65.643	2	32.821		
Measurements	31358.679	1	41570.679	62.251	.031
Error	155.024	54	2.871		
Total					

The results of the Bonferroni test performed to determine the source of the significant difference are given in Table 18. From the results in the Table 18, it is seen that there is a significant difference between pretest, posttest and retention test. This difference is not in favor of the pretest. As a result of the current curriculum-based teaching activities, a significant difference was found between students' achievement in reading

comprehension. This difference is lower than the difference found in the experimental group.

Table 18. Bonferroni Test Results for the Control Group Students' Reading Comprehension Achievement

Tests	Pretest (1)	Posttest (2)	Retention (3)
Pretest (1)		-1.857*	-1.893*
Posttest (2)	1.857*		.-036
Retention (3)	1.893*	.036	

4. Discussion and Interpretation

When reading comprehension achievement pretest scores of students in experimental group who was trained by SQ3R reading comprehension strategy and students in control group who was trained based on the current curriculum were controlled, there is a significant difference between the postest scores of the groups in favor of the experimental group. In this context, the first hypothesis of the study was confirmed and it was found that SQ3R reading comprehension strategy increased the reading comprehension achievement. More specifically, it was found that conducting Turkish course through SQ3R strategy was more effective in students' reading comprehension levels compared to the control group who was trained based on the current curriculum. As a result, while learning acquired in the control group who was trained based on the current curriculum was not retained, the learning in the experimental group who was trained by SQ3R reading comprehension strategy was retained. Given the existing literature, it is seen that previous similar studies seeking answers to the current study's hypotheses also support these findings. In their studies, Paporello (1991), Swennumson (1992), Mayer (1996), Brandshaw (1998), Salembier (1999), Kıroğlu (2002), Botsas and Padeliadu (2003), Tok (2003), Hardebeck (2006), Fotovatian and Shokrpour (2007), Aydoğan (2008), Çöğmen (2008), Clark (2009) and Topuzkanamış (2009) concluded that the use of reading comprehension strategy positively affected students' reading comprehension achievement. Further, Swennumson (1992) found that the use of reading comprehension strategy had positive effects on students' reading speed of the paragraph. As a result of the study conducted by Rich and Blake (1994), it was revealed that reading comprehension strategies also had an effect on students' recall levels. Given the results of such studies, only the studies made by Cantu (2006) and Ozyılmaz and Alcı (2011) indicated that the use of reading comprehension strategies did not have a significant effect on students' reading comprehension achievement. The fact that the increase in student achievement and reading comprehension achievement of the

experimental group is emanated from the experimental process is also supported by the results of the research questions.

Notice

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CHAPTER II

THE FULFILLING LEVEL OF THE ENGLISH CURRICULUM NEEDS OF UPSWING-8

Associate Prof. Harun ŞAHİN

Akdeniz University, Faculty of Education, Curriculum and Instruction Program, Antalya/Turkiye (harunsahin@akdeniz.edu.tr)

Orcid ID: 0000-0001-8307-4328

Ph.D. Student Çiğdem GÜZLE KAYIR

Akdeniz University, Faculty of Education, Curriculum and Instruction Program, Antalya/Turkiye (cigdemguzle@yahoo.com)

Orcid ID: 0000-0001-5283-2990

1.Introduction

Education has become the most fundamental change and transformation actor in the 21st century described as the age of knowledge (Örs, Erdoğan & Kipici, 2013). Education begins with the individual's birth and continues in all areas of his/her life (Ertürk & Guler, 2017). However, nowadays, it is understood that the teaching activity is being carried out in schools when it comes to education.

Teaching consists of five essential components: teacher, student, course material, teaching methods and techniques, and evaluation (Alpar, 2019). Considering that it supports and speeds up teaching, ensures the retention of what is learned, and makes the learning-teaching process more interesting, the use of materials is at least as important as the four other components (Duman, 2013). The most preferred material is a textbook because it is easily accessible, its cost is lower than other materials, and it supports the teacher in offering his lesson regularly and more systematically (Güreli, 2008). The vast majority of teachers accept the textbook as a curriculum and regulate the course's process parallel with the book's general structure and the narrative techniques it contains (Güneş & Çelikler, 2010). On the other hand, books are also guiding that provide information to students about the subjects related to the Curriculum, contain the information they will learn, and constitute the center of their learning experiences (Aydemir, 2012, Gönen & Kocakaya, 2006). Considering that textbooks are the most used resource both by teachers and students, the quality of education is closely related to textbooks' quality (Aydın, 2010).

For this reason, it is essential to use qualified books in the teaching process. Erkılıç and Can (2018) stated that in a skilled textbook, the objectives of the course must be met, content and purpose should be compatible, different educational structures such as puzzles, jokes, visuals, reading pieces from famous people, and examples of experiments and observations should be included. They also emphasized the necessity of enriching the subjects with current case studies and examples from life while supporting them with lots of visuals. Güneş and Çelikler (2010) noted that a textbook prepared with the desired features should be student-centered, flexible, have the qualifications that match today's conditions, and should be designed to teach the behaviors determined in the Curriculum. They also added that textbooks should offer students a learning life and guide them to support meaningful learning.

Although a qualified textbook's characteristics are presented in this way in the field type in general, it is necessary to detail these features for English textbooks. That is because English is far beyond being a lesson; it is a language, a means of communication (Demirel,2013). For this reason, a textbook aimed at teaching English should process four language skills (Reading, Writing, Listening, and Speaking) and subskills (Grammar and Vocabulary) most effectively. Giving four language skills in a balanced way in the textbook, teaching with a holistic approach in the book and designing the book by the curriculum elements, and presenting the evaluation dimension based on process and production increases the functionality of a foreign language book (Güven, 2017). Accordingly, the book's selection to be used in foreign language courses should be made very carefully.

Within the scope of equality of opportunity, the Ministry of National Education distributes primary education textbooks free of charge since the 2003-2004 academic year and secondary school textbooks since the 2006-2007 academic year. The Board of Education and Training carries out the selection and evaluation of distributed textbooks. Taking teachers' feedback on textbooks is considered an essential factor in raising awareness about the book's quality, creating resources for the new curriculum and book writing process. Therefore, determining the level of efficiency and effectiveness of the textbook, UpSwing-8, used in 8th grade according to teachers' and students' opinions, is the subject of this research. It is believed that the results of this research will be a guide for revising the book for the book writing commission in the Ministry of National Education and improving the weak points of the book according to the expectations of teachers and students.

This study aims to determine the level of fulfilling the English Curriculum's needs based on the teacher and student opinions of the "UpSwing-8" textbook selected by the Board of Education and Discipline for use in the 8th grade English course. Within the scope of this general aim, the following specific research questions were addressed.

What are the views of ELT teachers and 8th-grade students about their textbook 'UpSwing-8' in terms of

1. physical properties of the book?
2. whether the book serves the goals of the English Curriculum?
3. whether the book provides the content dimension of the English Curriculum?
4. whether the book offers the teaching-learning process dimension of the English Curriculum?
5. whether the book serves the evaluation dimension of the English Curriculum?
6. Does the UpSwing-8 English textbook fulfill the needs and expectations of teachers?

2.Method

2.1. Research Design
The design of the study is a Case Study, one of the Qualitative Research methods. The Qualitative Research Method provides the researchers with the opportunity to work with small groups, and thus to gain in-depth information, understanding, and broader insight on the selected subjects (Patton, 1990; Yıldırım & Şimşek, 2008).

In Case Studies, the subject, individual, or object is defined within its conditions and as it is (Karasar, 2010). In this study, teachers' and students' opinions and perspectives towards the UpSwing-8 English textbook are revealed as they are.

2.2. Subjects
The subject of this qualitative study consisted of 6 teachers working in Aksu/Antalya during the 2019-2020 Academic Year and 12 8th grade students studying from a secondary school in the same district. While selecting the sample, the convenience sampling method was used. This sampling method helped the researchers access the subjects quickly and facilitated the research process (Yıldırım & Şimşek, 2008).

Individual interviews were conducted with 6 English Teachers. The participants' names were not specified throughout the study. Each participant was coded as P1, P2… and these codes were used while quoting. The characteristics of the subjects are summarized in Table 1.

Demographic Information		f	Participants
Gender	Female	3	P2, P4, P6
	Male	3	P1, P3, P5
Age	25-30	1	P4
	31-35	2	P2, P6
	36-40	2	P3, P5
	41+	1	P1
Study Degree	License Degree	5	P1, P2,P3,P5,P6
	Master's Degree	1	P4
	Ph.D. Degree	-	--
Graduation (Faculty)	Faculty of Education	3	P4, P5, P6
	Faculty of Science and Literature	3	P1.P2, P3
Experience in the profession	1-5	3	P3, P4, P6
	6-10	-	--
	11-15	2	P2, P5
	15+	1	P1

In the focus group interviews, two different student groups of six 8th grade students, three girls, and three boys, from a secondary school in Aksu during the 2019-2020 academic year, were interviewed.

2.3. Data Collection Instruments

As a data collection instrument, "The Semi-Structured Teacher / Student Interview Form," which the researcher developed, was used.

While creating "The Semi-Structured Teacher / Student Interview Form," firstly the literature was scanned, and then 11 draft items have been written, taking into account the features required in a qualified textbook and the four essential components of a Curriculum; the Objectives, the Content, the Teaching and Learning Process, and the Evaluation. These draft items have been sent to the expert opinion of 1 English teacher who has completed his Master's Degree in Education Programs and Teaching and has been teaching in the 8th grade, with two academicians, one of who is working in the Department of English Language Education and whose

qualification is qualitative studies, while the other is working in the field of Education Programs and Teaching, and studies in the field of English language teaching.

The interview form, which was reorganized due to the experts' feedback, was reduced to 9 items and piloted with three randomly selected English teachers and two students. The clarity of the questions was tested. As no problems were detected due to the pilot implementation, the 9-item Semi-Structured Teacher / Student Interview Form took its final form.

The semi-Structured Interview Form has two parts. The first part questions the participants' demographic information such as gender, age, study degree, graduation, etc. Furthermore, in the second part, the participants were asked to indicate whether the textbook helps improving students' different language skills or not.

2.4. Data Collection and Analysis

Data were obtained from the subjects in the fall semester of the 2019/2020 academic year. The semi-structured interviews were conducted with six English teachers, and each interview lasted an average of 25-35 minutes. Interviews with five participants who approved were voice-recorded. Simultaneously the researcher and an assistant recorded the interview with the participant who disapproved. After the interviews, the voice recordings were converted into text. The notes of the interview that could not be recorded were collected in a single text. Afterward, the texts were given to the participants, and it was confirmed that the records were correct. In this way, the reliability of the data has been taken to a higher level.

The qualitative data analysis process was organized into five steps: (1) transcription, (2) reliability analysis, (3) coding, (4) establishing themes and categories, and (5) writing up and interpreting the results. Firstly, the researcher transformed the collected data into a written format and then subjected it to content analysis to examine the common codes and thus categories. Later, two transcripts were randomly selected, and selected transcripts were coded independently by two coders to explore the consistency among the codes emerging and find inter-rater reliability. Then, all transcripts were coded by the researcher. Categories and themes were later established based on the codes and their similar characteristics. Finally, the emerged codes and established categories and themes were interpreted, and the quotation taken from the transcripts. The category and theme list are presented in Table.2.

Table 2. The List of Categories and Themes

1.The Physical Properties of The Book
Cover
Print Quality
Pictures Used
Font type

2. The Objectives of the Curriculum
Listening
Reading
Writing
Speaking
Grammar
Vocabulary

3. The Content Dimension of the Curriculum
The level of meeting the real-life language needs
Eligibility of Students' Development Level

4. The Teaching-Learning Process Dimension of the Curriculum
Auditory Learner
Visual Learner
Kinaesthetic Learner

5. The Evaluation Dimension of the Curriculum
Including activities for measuring the use of language in daily life

6.The Level of Meeting Teacher Needs and Expectations
The Level of Meeting Needs
The Level of Meeting Expectations

3.Findings

The findings obtained from the data analysis are handled over the theme titles determined by the researcher.

3.1. The Physical Properties of The Book

The book's physical properties are examined under four subtitles: cover design, press quality, pictures, and font.

When teachers' views about the cover design of UpSwing-8 are examined, the vast majority (f = 4) has positive opinions regarding the

cover design. On the other hand, they gathered the view that it would be better to have a better and striking design.

P.1: '... maybe it would be better if there were a picture about the use of English or the situations, they would need it in.'

P.5: '... I think it would be better to use 'Course Book' instead of 'Student's book'...'

P.6: '… It would be better if more vivid colours were used.'

While teachers' views about cover design were gathered at this point, focus group interviews revealed that students found the cover design boring and repulsive.

FG1.B1. "There is no indication that it is an international language."

FG1.G1. '… I think that putting people on the cover makes the cover boring, and both people on the cover look too artificial, and there is nothing that indicates that the book is an English book…"

When teachers' views on the press quality of the UpSwing-8 are examined, almost all (f = 6) seem to have positive thoughts. Also, student views in the focus group interviews support these views.

When teachers' views on the pictures used in the UpSwing-8 are examined; while some of them (f=7) express positive opinions about the suitability of the pictures and colour quality, it is also stated that (f = 3) some images cannot be understood because they are not clear.

P.3. '… For example, some pictures about the activity in which the recipe (How to make sushi) in the 3rd Unit (In the Kitchen) should be put in order are not clear, so students have difficulties in understanding and interpreting the pictures ...'

At this point, a view from the 1st focus group meeting is quite striking.

FG1.G1'… their Photoshop is very bad."

On the other hand, the 4th participant drew attention to an essential issue that the other participant did not touch on;

P.4. '… The fact that women are concentrated in the images in the subjects of" Science "and" Communication "and that men are on the cover of the" In the Kitchen "unit are positive images in terms of gender equality."

When teachers' views about the font used in the UpSwing-8 book are examined, most (f = 7) were found to have positive opinions. Student views in the focus group discussions also support these views.

3.2. The Objectives of the Curriculum

The objectives of the Curriculum are examined under six subtitles, four language skills, and two language sub-skills.

When teachers' views about Listening activities in UpSwing-8 are examined, it is noteworthy that opposing opinions are relatively high (f = 13), but only two positive thoughts are stated. Teachers generally find their listening texts compelling, tedious, and lengthy, and their voice recordings fast and incomprehensible.

P.4. '…Some of the listening texts are too long. In this respect, it is difficult for children to follow the listening texts…'

P.5. '…Almost half of a unit is planned as a listening activity. It is disgusting that there are too many listening activities.'

Students' views on this subject in the focus group interviews also support the views of teachers.

FG2.G1. '…They speak very fast; we have to listen three or four times, but still, we do not understand most of them.'

FG1.G2. '…I think they are talking very fast; we cannot manage to listen…'

When teachers' views about Reading activities in UpSwing-8 are examined, it is noteworthy that opposing opinions are relatively high (f = 11), but only two positive thoughts are stated. Teachers generally find their reading texts too long and complain that they contain too many unknown words. Besides, they think that the selected topics are poorly chosen.

P.1. '…Although most reading activities are useful and relevant, some are absurd. For example, different dishes from the world are given in Unit 3 In the Kitchen section. Examples from different cultures are useful, but there are different steps of making sushi. I know sushi has an important place in world culture, but I think it is not an example of a meal where children will learn the stages they need.'

Unlike the teachers, the students find the reading texts exciting and entertaining. Only they stated that some texts are too long, and when the text is lengthened, they are distracted.

When teachers' views about Writing activities in UpSwing-8 are examined, it is noteworthy that opposing opinions are relatively high opposing, whereas only three positive thoughts are stated. Three teachers noted that the topics were chosen well enough. Still, students were reluctant to the activities, some activities were far above the students' level, and the number of activities was insufficient.

P.1. 'Writing activities are chosen very well. For example, the 5th activity of the 3rd unit is a practical example for students to work in the target language based on their life habits ..."

P.4. '… Patterns are given in most writing activities, and students are asked to write using those patterns. It limits students' creativity. "

P.5. '…I am adjusting the activities according to the student levels and interests. It varies from event to event, but I try to make it interesting, and I often simplify them…'

Students' views on Writing activities support the teachers' beliefs; almost all of them state that they find the activities boring and have difficulty doing them. They also emphasize that the free space left for writing activities is insufficient.

When teachers' views about Speaking activities in UpSwing-8 are examined, it draws attention that the most positive thoughts (f = 5) are gathered for this skill. However, the number of opposing views (f = 6) still exceeds the number of positive opinions. The teachers state that speaking activities are beneficial and good enough in general, but at some point, they exceeded the level of students and some covering issues are out of date.

P.1. '…Speaking activities are supported by individual and paired activities which are very useful…'

P.2. '…I think there are issues that have not been updated. For example, in the Phone unit, expressions are like 'Is your dad at home' or 'Can I leave a message' etc. But today, nobody uses these expressions because almost all of us use mobile phones…'

P.3. '…When an open-ended activity is given, students get stuck. For example, on page 89 in Unit 8, the activity asks the students to share their ideas on helping their parents with household chores with examples. Such an open-ended speech activity remains a bit out-of-reach for students…'

In parallel with teachers' opinions, students express that they have difficulty in open-ended activities while making the activities in the form of mutual conversation more comfortable.

When teachers' views about Grammar activities in UpSwing-8 are examined, almost all of the teachers gathered around the view that 'grammar is not included in the book, and the topics are presented through latent learning.' While most (f = 4) approach this situation positively, some (f = 2) argue that a little bit of grammar should be included.

P.4. '… The grammatical emphasis gradually decreases in the books; I think this is positive in terms of learning. In this book, information is presented within the scope, and it is sufficient…'

P.5. '…The grammar content of the book is insufficient …'

When teachers' views about Vocabulary Lists given in UpSwing-8 are examined, four teachers stated that they found the presented lists inadequate and created their lists to provide to their students. In comparison, two teachers noted that the lists were enough. On the other hand, it was also emphasized that too many unnecessary words are included in the units.

P.2. '…Word lists are essential, but I think they should not be given at the end of the book, but they should be given at the beginning of each unit. For example, they should be located right behind the cover of 'Unit-4 On The Phone'. Additionally, not only words but also important expressions should be given…'

P.5. '…The lists are inadequate. I prepare my own lists. First, I take the book and scan it from beginning to end, including the listening texts. I am scanning sample questions published by the Ministry of Education about that unit. Finally, I compare it with the list provided at the end of the book. Most of the time, I have doubled that list.'

The students provided opinions that support teachers' views on this issue and stated that their teachers gave their own word lists.

3.3. The Content Dimension of the Curriculum

The Curriculum content is examined under two subtitles: meeting the real-life language needs and students' development level eligibility.

When teachers' views about meeting the real-life language needs of UpSwing-8 are examined; nine different views attract attention; three of them are positive while six are negative. Two of the teachers thought that the content was compatible with real life, while four emphasized that it was insufficient, and two stressed that while there is consistent content with real life, there is also much content that students would not need in their real life.

P.4. '… The words in the 'In the Kitchen' Unit have decreased compared to previous years. However, there are still many words in this unit, and these are not the words that students will need in their daily life…'

In parallel with these views, it has been observed that in focus group interviews, some units (e.g., Friendship, On the Phone) are very good at

meeting their needs. Still, there is a consensus that some units contain a lot of unnecessary information.

FG2.B2. 'When I talk on the phone in the future, what I learned in the phone unit may be useful, but I don't know when I will need the words we learned in the kitchen unit, such as mixing, chopping, stirring, cutting, etc. ...'

When teachers' views about the eligibility of students' development level of UpSwing-8 are examined; It is noteworthy that it is generally suitable for the students' development level (f = 6), but some sections are too heavy (f = 4).

P.1. '… The last two units may be a little bit heavy, but overall the first eight units are perfect, I think.'

P.5. '... A lot of information and vocabulary are needed in the same unit. I think it would be more effective to make frequent repetitions and reinforcements by simplifying…'

3.4. The Learning-Teaching Process Dimension of the Curriculum

In the program's learning-teaching process dimension, the situation of addressing different learning styles (Visual Learner, Auditory Learner, Kinaesthetic Learner) of UpSwing-8 has been examined.

Almost all the teachers (f = 5) think that the book is not sufficient for auditory learners. Although there are many listening activities in the book, they believe that the activities should be diversified, and their levels should be adjusted according to the student levels.

P.5. '…Almost half of the book's units' activities are planned as listening. Unfortunately, they are above the students' level. In other words, I cannot even say that there are activities that appeal to auditory learners…'

When the teachers' views about visual learners are examined, we see two positive and four negative opinions. While two teachers find the book enough for visual learners, the others emphasize that the visuals should be increased, diversified, and made more efficient.

P.5. '… Visual learners are more advantageous than others, at least, although not enough, subjects are supported with visuals…'

Teachers' views (f = 5) gather around the thought that UpSwing-8 almost never thinks of kinaesthetic learners. Only one teacher adds a different interpretation to the subject, saying that the task falls on teachers at this point.

P.1. 'Actually, I think the task is more to the teacher than the book. So, the book is just a tool for us. Based on this, the teacher can develop different activities and different applications for his/her kinaesthetic learners. "

3.5. The Evaluation Dimension of the Curriculum

When the teachers were asked to see whether the book contains activities to measure the language's use in daily life, four people stated that the book was enough but not very good, while two said it was too insufficient.

P.1. '…I think it is sufficient because there are examples of both individual assessment and peer assessment included…'

P.6. '…There may be mini quiz sections at the end of the unit, or additional assessment materials can be provided to teachers as a separate booklet...'

3.6. The Level of Meeting Teacher Needs and Expectations

Almost all of the teachers (f = 5) stated that the book did not meet their needs; they had to use different resources in the classroom (f = 5), and the book was insufficient based on the high school entrance exam (f = 3). In this sense, they stated that the book did not meet their expectations (f = 5); the content's quality should be increased, and multiple-choice sections should be added to the book.

P.2. '… For example, follow-up tests with 20/30 questions can be included at the end of each unit…"

P.3. '… Additional books containing short stories or fairy tales for reading lessons should be given with the coursebook. The book should have a smartboard presentation, and it should be supported with both video and audio materials, such as a video CD. "

P.4. '… I have to prepare additional studies and activities. I definitely do not think the book is enough. "

4.Discussion and Conclusion

This research once again showed that; the textbooks are the teachers' most excellent helpers and the most used course material. Nevertheless, the research results revealed that the UpSwing-8 is not enough either for teachers or students on its own, so teachers need to use different resources.

Both teachers and students stated that they were generally satisfied with the physical properties of the UpSwing-8, but they agreed on a few minor changes to the cover design, and improved picture quality would be better. Students will use a textbook first. For this reason, both the picture on the front cover of the book and the pictures in it should be related to the subject,

be interesting for students, be encouraging them to learn the subject, and be aimed to improve student creativity (Gülersoy, 2013; Küçükahmet, 2003).

It is seen that the book is insufficient in terms of serving the four language skills (listening, reading, writing, and speaking) and the language sub-skills (grammar and vocabulary). In particular, it is seen that the level of listening texts is above the student levels, and the selected topics do not attract the attention of the students. As a result of this, the students move away from the listening activities. Eken (2011) emphasized that to be successful in listening activities, listening texts should be at the level and students' interest. Simultaneously, students should have a piece of prior knowledge about the subject of the texts. Also, it was determined that the texts were long, and the pace was fast. As a result of this, although they were repeatedly listened to, they were not understood by them. It was stated that this situation caused the students to have learned helplessness aside from improving their listening skills. Paker (2012) stated that if students are stressed during their foreign language acquisition process and lose their self-confidence, they will not be able to interact and therefore cannot produce because they are afraid of making mistakes.

For foreign language learners, compelling reading is an essential skill among other language skills (Par,2020; Wong,2020). Unfortunately, UpSwing-8 is insufficient in this skill; while some of the reading texts serve the purpose, some are too long, boring, and contain lots of unknown words. Boring reading texts turns the reading class into a boring classroom, and a boring classroom produces boring learners who are dull readers (Nordin&Eng,2017). According to Halley and Austin (2004), reading texts' length and difficulty should not discourage the students, especially the beginners.

The writing activities of Upswing-8 remain above the student level and are often not held in the classroom due to time constraints.

While speaking activities are incredibly successful in controlled activities such as mutual speech, entirely open-ended activities remain above the student level. At that point, it should be emphasized that the success of speaking activities is essential, especially for the students who want to use English for communicative purposes (Iman,2017).

As it is prepared with a Communicative Approach, the book does not contain direct grammar teaching and presents the structures in a latent way. While some students and teachers welcome this situation, it creates difficulties for others.

The word load in the book is high, and there are too many words that students will not need in daily conversations.

It was seen that the content of the book has certain sections to meet the language needs of students in real life, but there is also much content that they would not need. Most of the teachers think that this content, which students will not need, should be replaced by more frequent repetitions of the more useful content, and more speaking activities should be included.

It has been observed that the book does not address different types of learners (visual learner, auditory learner, kinaesthetic learner), so teachers must rearrange the activities taking into account each type of learner. Motallebzadeh, Ahmadi, and Hosseinnia (2018) emphasize that each student belongs to their own world, and they should be taught for their own age by their own methods.

The book includes evaluation activities for the use of language in daily life, but it is impossible to do it entirely due to the lack of lesson hours.

Cunningsworth (1995) emphasizes that a good textbook should meet students' goals and objectives, teachers, and the Curriculum. However, it cannot be said that UpSwing-8 meets the needs and expectations of neither the English Curriculum nor those of the teachers and the students. There was no single participant who said "Yes" to the question" Is Upswing-8 book enough for you on its own?" asked by the researcher. Teachers, in general, stated that they had to restructure most exercises in the classroom, and they needed to bring additional studies from the other resources. Especially considering that the target group is 8th-grade students faced with the tested reality, a book that disregards the reality of the high school entrance exam forces teachers to use different resources.

5. Suggestions

1. Follow-up tests and mini-trial exams consisting of new generation questions can be added at the end of all the units.

2. Word lists can be given at the beginning of the unit instead of at the end of the book.

3. Listening texts can be arranged more clearly and briefly, and also, they can be diversified using not only sound recordings but also video recordings.

4. In the reading passages, the words must be appropriate for the student level and be understandable from the context by guessing.

5. The textbook should enable students to develop their creativity and expression skills by including different writing activities.

6. Issues that are out of date (such as telephone conversation phrases in the On the Phone unit) can be reviewed and updated.

7. The songs used in the listening activities can be selected from singers and/or bands that the students like listening.

8. Different types of learners should not be ignored when preparing activities.

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CHAPTER III

PERFECTIONISM

Öğr. Gör. Dr. Mehmet Enes SAĞAR

Afyon Kocatepe Üniversitesi Çay Meslek Yüksekokulu, Çocuk Bakım ve Gençlik Hizmetleri Bölümü, Afyon - Türkiye, mehmetenes15@gmail.com
ORCID ID: 0000-0003-0941-5301

Arş. Gör. Dr. Hülya KÖK EREN

Eskişehir Osmangazi Üniversitesi Sağlık Bilimleri Fakültesi Ruh Sağlığı ve Hemşireliği ABD, Eskişehir - Türkiye, hulyakok2911@gmail.com
ORCID ID: 0000-0002-7271-9415

The effort to be successful in life in a healthy psychological life is a feature expected from people. It is important for individuals to cope with perfectionism in a healthy way in order to adapt to life personally, socially, academically and professionally and to lead an effective and quality life. In this context, it is thought that having a theoretical knowledge about perfectionism will contribute to the lives of individuals in order to raise awareness and cope with it. In addition, the subject of perfectionism is seen as one of the remarkable topics in educational sciences, guidance and psychological counseling. It is thought that having knowledge on this subject will shed light on the field studies to be carried out. Therefore, in this section, the subject of perfectionism will be tried to be presented with its important aspects.

1. PERFECTIONISM

The concept of perfectionism was first added to the literature by scientists Hollender (1965), Hamacheck (1978), Burns (1980) and Pacht (1984) and later, researchers Frost, Marten, Lahart and Rosenblate (1990) and Hewitt and Flett (1991) have transformed it into a concept with their studies. When the literature is investigated, there are different definitions based on the topic. In this context, some of the definitions used from past to present are as follows.

According to Hollander (1965), perfectionism is depicted as "interventions to ensure family acceptance through error-free behavior and success". Burns (1980) defined perfectionism as a network of cognition. The cognition network was stated to comprise expectations, interpretations of events, and assessments related to the self and other people. Perfectionism involves situations like having high standards that cannot be reached, the individual

expending obsessive and continuous effort to achieve impossible targets and only valuing themselves according to productivity and acquired success. In this context, experiencing reduced productivity, superior effort, weak self-control, disrupted health, low self-esteem and interpersonal relationship problems in people may lead to many unwanted situations like depression, obsessive compulsive disorder, social anxiety, performance and test anxiety. Pacht (1984) assessed the perfectionism concept as a hereditary psychopathology and destructive situation. Another definition deals with cognitive networks encompassing expectations of the individual, interpretations of events, and assessment of the self and other individuals (Barrow & Moore, 1983). Adderholdt-Elliot (1987) stated that perfectionism is a progressive learned motivation that comes from individuals' self-evaluation in terms of success. Silverman (1995) found the features of perfectionism resembled a double-edged sharp knife, with one side of the knife representing success and the other unhappiness and defined individuals with this feature based on this resemblance. Flett, Hewitt, Shapiro and Rayman (2001) defined perfectionism as a personality structure related to interpersonal relationships. In other words, they defined it not as individuals determining excessively high performance standards for themselves, but as individuals working to be without flaws and being excessively critical when assessing their performance (Hewitt & Flett, 2004). Antony and McCabe (2005) defined perfectionism as a personality trait tightly bound to unrealistic high standards for themselves and others. Qualified as a complicated trait, perfectionism was described as a multidimensional personality trend characterized by expending efforts to be perfect, and determining very high performance standards that involve excessively critical assessment of individual behavior (Stoeber, 2018).

As seen from all these definitions, generally perfectionism may be evaluated as individuals determining high standards with excessive degree related to themselves in daily life, strict adherence to these standards without exception and investigating outcomes in excessively judgmental and critical form (Craddock, Church, Harrison & Sands, 2010).

When the psychology literature is investigated, initial researchers Hollender (1965), Hamacheck (1978), Burns (1980) and Pacht (1984) dealt with the concept of perfectionism from a unidimensional perspective; however, over time it began to be assessed as having multiple dimensions. The greatest reason for the multidimensional assessment was due to perfectionist attitudes having psychopathological outcomes in some people, while it did not cause this result in other people (Lundh, Saboonchi & Wangby, 2008). Additionally, it appears that perfectionism considered in a unidimensional context only encompassed approaches dealing with perfectionism of individuals towards themselves. Over time, interpersonal components were

studied as much as internal components in individuals and investigation of perfectionism from a multidimensional viewpoint began instead of the unidimensional view point (Altun & Yazıcı, 2010). There are two models mentioned within the context of multidimensional perfectionism.

The Frost, Mahen, Lahart and Rosenblate (1990) Perfectionism Model

In this model, there are six dimensions related to perfectionism. These six dimensions include "personal standards", "concern over mistakes", "perceived parental expectations", "perceived parental criticisms", "organization" and "doubts about actions". These dimensions are, in order; the "personal standards" dimension involves the individual placing high standards that they cannot meet and assessing themselves according to these standards. The "concern over mistakes" dimension involves the individual's negative reactions to mistakes and seeing errors as the same as failure. The "perceived parental expectations" involve perceptions related to the individual's mother and father having high standards. The "organization" dimension is the individual's over interest in order and organization. The "doubts about actions" dimension involves the individual's suspicions about whether they are competent related to the performance they display.

The Hewitt and Flett (1991) Perfectionism Model

This model assesses perfectionism multidimensionally in the context of three dimensions. The first dimension is "self-oriented perfectionism". In this dimension individuals may criticize themselves and punish themselves. The second dimension is "other-oriented perfectionism". In this dimension individuals may feel guilt, lack of trust and feelings of hostility towards other people. The third dimension is "socially prescribed perfectionism". In this dimension individuals must meet the expectations of important people around them and feel the need to achieve standards set by these people. Individuals with socially prescribed perfectionism traits act according to the standards of others and not themselves, and attempt to satisfy others and may experience feelings of inadequacy as a result. As they experience inadequacy, these individuals may develop negative situations like anger, anxiety, depression and failure. At the same time, individuals with socially prescribed perfectionism experience fear of negative assessment and may attach importance to excessive effort to attract attention and receive approval from others.

Antony and Swinson (2000) revealed a concept in the context of the common personality traits displayed by perfectionist people. According to this concept, traits that perfectionists have may be listed as; excessive avoidance, excessive control and search for guarantees, excessive organization and

listing, difficulty making decisions, procrastination, delegation and giving up easily.

Additionally, perfectionist people have excessively rigid standards. For this reason, they place much more responsibility on both themselves and others. These individuals are unable to tolerate failure. For this reason, they display excessively controlling attitudes and continuously audit both themselves and others (Davis, 2006). They carry traits like balancing the value of their performance with self-assessment, punishing themselves when they fail, feeling dissatisfied when they succeed, fighting and continuing with unrealistic expectations and placing a range of unrealistic criteria for success (Hewitt & Flett, 2007). These people expect life to be effortless and without obstacles, reject failure, experience disappointment when things do not go as they want and as a result, experience difficulties coping with distress (Ben-Shahar, 2012). Hollender (1978) stated that individuals with perfectionist traits have abnormal exaggerated expectations of themselves and those around them compared to other people. Parker (1997) stated that individuals with perfectionist traits have the desire to rise above their own standards and transform action into efforts to distance from reality by inducing stress in themselves making achieving this aim impossible. Bosco (1999) emphasized that perfectionist individuals have some traits like over focus on details, abiding by strict rules and constructs, having high expectations, smart appearance, low confidence, they continuously try to prevent mistakes and are over organized, they doubt when making decisions and experience lack of trust in others' work. Antony and Swinson (2009) noted the following points when describing individuals with perfectionist traits; individuals with perfectionist traits create standards that are very difficult or impossible to reach, these performance-based high standards contribute to development of this trait and additionally, this trait is associated with psychological problems like anxiety and worry.

2. OVERVIEW OF THE THEORIES RELATED TO PERFECTIONISM

There are a variety of psychological concepts about perfectionism. In this section, some psychological concepts forming the basis of perfectionism are given.

2.1. Psychoanalytic Concept

The pioneer of the psychoanalytic concept Sigmund Freud dealt with development periods as psychosexual development stages and the perfectionism concept was included within the anal period of these stages. In this period, the child receives toilet training and if the child receives rigid toilet training during this education, they acquire perfectionist traits (Ayhan, 2007).

Additionally, in the context of this concept, the topographic personality concept is relevant; accordingly, the id, ego and super ego are included in personality and the super ego causes development of perfectionist traits. People adopt these traits as a result of the super ego ideals and attempting to be perfect (Corey, 2008).

2.2. Individual Psychology Concept

Alfred Adler's concept assessed perfectionism as a trait included in every person's nature with two dimensions of normal and neurotic. However, it is notable that these dimensions display differences in every individual linked to reasons such as family situation, first memories and birth order. Adler's child order states that firstborn children have a higher tendency toward perfectionism because first children feel a dominant need for success to reacquire the interest directed towards later siblings (Cloninger, 2004). This striving for superiority found in the concept is associated with perfectionism and is stated to be an individual's desire to be sufficient in every topic. Perfectionismis thought to be the basis of this desire to be sufficient (Engler, 1985). Individuals making efforts in a normal way for perfectionism may cope with feelings of inferiority, additionally, these individuals may be within a search for behavior which is beneficial to themselves and others. However, people displaying unhealthy perfectionist behavior struggle with intense feelings of inferiority, they do not value the interest of others and strive even more for personal power and superiority (Adler, 2000).

2.3. Holistic Psychological Approach

Perfectionism comprises a part of the neurotic system; for this reason, it is necessary to investigate perfectionist attitudes with the framework of the neurotic perspective (Horney, 1950). The opinions in the context of Horney's perfectionism are different compared to Freud's opinions. According to Horney (1950), the need to be perfect holds an important place in formation of the ideal self. Just as perfectionism is affected by surroundings, it is most significantly affected by parents' behavior. These effects have great importance in shaping the child's personality. In situations where children adopt forms of behavior as a part of their personality, it is qualified as a form of 'neurotic need'. For this reason, the disconnected personality type emerges in those who distance from life, search for perfection and independence due to neurotic needs and strive for this while remaining distant from people (Schultz & Schultz, 2002).

2.4. Rational Emotive Approach Concept

According to Albert Ellis' concept, perfectionism is explained by irrational beliefs. Accordingly, individuals being sufficient and capable in all situations and coping with every situation without making mistakes carries great

importance in terms of being able to be respected by others and be valued. In this concept, the most notable traits of perfectionism are being demanding and expression by rating themselves. There are three irrational beliefs present in the development of perfectionism. These beliefs are that; I must be successful and sufficient from all aspects; the situation will be disastrous if things don't work; and problems have defined, correct and flawless solutions, if this solution cannot be found the results will be terrible (Ellis, 2002).

2.5. Cognitive Behavioral Concept

According to Aaron Beck (2001), perfectionism is qualified as personal expectations and interpersonal dynamics in the form of a cognitive style unit named 'perfectionist attitudes.' Perfectionist attitudes carry features like unmerciful self-criticism, rigid self-assessment, intense fear of criticism, success-focused self-worth, intense interpersonal sensitivity, and placing unrealistic standards. Additionally, Beck drew attention to cognitive distortions causing cognitive errors at the basis of perfectionism. These cognitive distortions are in the form of 'all or nothing' thinking where work must be free of mistakes or that work is a failure, 'over generalization' which is the tendency to exaggerate small failures experienced as they do not abide by perfectionist thinking, 'mental filtering' which is focusing on negative aspects instead of the positive aspects of an event and 'labeling and mislabeling' which is the tendency of the perfectionist to qualify themselves as a full failure when their performance is not perfect (Beck, 2001).

2.6. Social Learning Concept

Bandura (1977) noted that human behavior could not be simply explained as reward and punishment as in the behavioral approach and that the cognitive assessment underlay behavior in people (Burger, 2006). According to the social learning concept, perfectionism is due to individuals having very high levels of excellence and emerges in situations where the desired and worked for targets are not reached. For this reason, depression or anxiety may develop in individuals linked to this. Additionally, individual efforts to gain positive rewards are more embedded compared to behavior to avoid punishment; in this context, some perfectionist behaviors cause problems (Borynack, 2003).

3. PERFECTIONISM DEVELOPMENT

There are many conceptual and experimental studies performed about how the foundations of perfectionism are laid, where it forms and develops and how people gain perfectionism traits. In this context, there are many different views. In addition to different viewpoints, many researchers have the consensus view that the foundations of perfectionism are laid in the first periods of life and that the basis is perfectionist and demanding parents (Shcherbakova, 2001). Some behaviors of parents draw attention especially

on the basis of perfectionism development. The first of these is that parents are very difficult to be satisfied, leading to perfectionism. Second, parents are too controlling their children. Third, parents' not being friendly towards their children causes children to be perfectionists. The last one is due to the constant criticism of children (Dinç, 2001).

According to Eryılmaz (2015), there are many reasons for the occurrence of perfectionism and the psychology literature has investigated these reasons under a variety of headings. At this point, there are a variety of models explaining negative perfectionism. These include the social expectations model, social reaction model and anxious parent model. According to the social expectations model (Missildine,1963; Hamachek, 1978), individuals learn that they will only receive approval from their families if they are perfect and acquire this by observing and mimicking the behavior of others. According to this model, those with perfectionist parents will be perfectionists themselves. According to the social reaction model, perfectionist individuals are proposed to display development in reaction to rigid conditions and social conditions of their families. The anxious upbringing model emphasizes that perfectionism forms due to growing up in an anxious family environment oriented toward focus on mistakes by individuals and the negative outcomes of these mistakes (Flett, Hewitt, Oliver & Macdonald, 2002).

Studies show that both adaptive (adjusted/positive/healthy) and maladaptive (maladjusted/negative/unhealthy) tendencies are related to perfectionism. Adaptive perfectionism involves individuals oriented toward improving, determining high targets for themselves and managing these processes healthily. Maladaptive perfectionism involves the individual being unable to manage these processes healthily, applying unrealistic standards with the aim of reaching targets and reaching obsessive dimensions (Aydemir & Bayram Arlı, 2019).

As can be seen, a range of problems emerge due to the negative aspects experienced by individuals with maladaptive (maladjusted - negative - unhealthy) perfectionism. For this reason, it is considered beneficial to know the causes of maladaptive (maladjusted - negative - unhealthy) perfectionism and coping styles.

4. RECOMMENDATIONS FOR COPING WITH PERFECTIONISM

Just as people have different traits due to their nature, every person displays differences in the standards they determine for themselves in relation to their lives. While humans display variation and development in life, naturally they learn these standards and reflect these in their beliefs while determining standards. Beliefs and standards display reflections in different forms

according to situations like culture, age, sex, occupation, and education. Standards and beliefs are not subjective. When perfectionist people are investigated, they believe their own beliefs, interpretations, predictions and standards are correct in a rigid way. For perfectionist individuals to be bend their standards means changing perfectionist beliefs (Antony & Swinson, 2000).

When interventions related to perfectionism in the literature are investigated, a variety of alternatives were presented. Burns (1980) stated there were a variety of cognitive interventions that can be used for treatment of perfectionism like determining the advantages and disadvantages of perfectionism, finding other enjoyment or value sources and identifying cognitive distortions. Barrow and Moore (1983) noted group interventions based on the cognitive approach for perfectionism interventions. According to the intervention they created in this context, they recommended strategies to ensure perfectionists were more decisive when creating standards and aims, perfectionist individuals develop tolerance for times when they do not meet aims, perfectionist individuals can distinguish self-worth from performance and development of cognitive coping processes about being able to control perfectionist thoughts. Frost, Marten, Lahart and Rosenblate (1990) proposed a cognitive and behavioral therapy approach for unhealthy perfectionism interventions. They stated that perfectionists had two cognitive misconceptions; the first is that these individuals have excessively high degree of standards for themselves and the second is they are critical to an excessive degree in self-assessment. This situation means that perfectionist individuals have two cognitive mistakes and they should enter interventions with cognitive and behavioral therapy approaches by assessing these (Shafran, Cooper & Fairburn, 2002). Antony and Swinson (2000) stated that cognitive and behavioral strategies should be applied so that individuals with perfectionist personality can cope with cognitive and physiological perfectionism causing distress. Flett and Hewitt (2008) recommended cognitive-behavioral therapy for perfectionist interventions, that perfectionism is due to a permanent feature; and that long-term follow-up be performed with the aim of investigating the continued improvement occurring with cognitive interventions. They emphasized that focusing on cognitive style variables like irrational beliefs was very important.

Perfectionist personality encompasses beliefs (thoughts), attitudes and behavior and for this reason it is necessary for individuals to determine perfectionist cognitive and behavioral status in relation to themselves. It is necessary to determine which of the following behaviors perfectionist people display; all or nothing, filtering, mindreading, unnecessary guesswork, tunnel vision, personal sensitivity to others' ideas, catastrophizing, over rigid standards and inflexibility, need for excessive responsibility and control,

difficulty trusting others, which of the inappropriate social benchmarking thoughts are present, and excessive avoidance, excessive control, repeating and correcting, over-organization and listing, difficulty with decision making, procrastination, not knowing when to stop, giving up easily, slowness, not delegating, accumulating, avoiding and attempting to change others' behavior. It is necessary to choose the priority for the individual among the thoughts and behavior that they desire to change (Kağan, 2006; Erol, 2010).

Hewitt and Flett (2002) stated that the role of perfectionist traits is very high at the point of displaying high stress formation and stress reactions. For this reason, intervention methods focusing on teaching stress management, stress prevention and other direct coping skills are emphasized to be among important interventions recommended for perfectionist individuals. Antony and Swinson (2009) recommended self-help forms as intervention approaches for unhealthy perfectionism and for coping. In this context, they proposed ideas offering interventions like keeping a perfectionist diary, identifying factors which trigger perfectionism, investigating standards and rigid perfectionist beliefs and developing targets and plans to change this situation. Ellis (2002) recommended the need to monitor negative thoughts related to the process of change in these individuals during treatment methods used for perfectionist intervention approaches and coping and to monitor methods that will benefit these individuals in coping with problems. Halgin and Leahy (1989) emphasized that information sessions, role play and cognitive restructuring were effective techniques when treating perfectionism. Again, they noted that stress-reduction techniques and self-reinforcement techniques were beneficial. Additionally, they stated it was important to create a role model out of a perfectionist person to share perfectionist coping styles during the treatment stage. When the research results of perfectionist interventions in the literature are investigated, it is understood that factors like effective stress management, problem solving, accepting responsibility, being extraverted, life satisfaction and resistance power are important in perfectionism interventions.

In line with this information in the literature, it is understood that cognitive and behavioral approaches have an important place in perfectionism interventions. In this context, the following can be suggested:

1. Based on the studies in the literature, it can be adhered to cognitive-behavioral oriented interventions. In addition, intervention studies based on different approaches to perfectionism and studies on the effectiveness of other psychotherapy approaches can be conducted.
2. Parents, primary caregivers, teachers and the immediate environment should not set higher standards for the child than they are capable of.

Otherwise, it may be very difficult to give individuals healthy perfectionism development.

3. Activities may be presented which assist in creating a life plan according to their own level by performing studies in accordance with the child's capacity about their own potential.

4. If the child feels that there is a constant expectation of success, his anxiety level increases. Your love for the child should not be conditional.

5. Let the kid make mistakes. When you finish a job, even if it is wrong, appreciate it instead of focusing on the mistakes.

6. The child should never be compared with friends who are more successful than they are.

7. The child can be helped to do activities that he / she can enjoy rather than just focusing on lessons and school.

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EVALUATION OF THE FACULTY OF SPORT SCIENCES STUDENTS' OPINIONS ON THE VIRTUAL CLASSROOM PRACTICE AND COURSE EFFICIENCY WITHIN THE SCOPE OF DISTANCE EDUCATION APPLIED IN THE "COVID-19" VIRUS FIGHTING PROCESS

Assoc. Prof. Dr. Meriç ERASLAN

Akdeniz University, Antalya, Turkey, mericeraslan@hotmail.com
Orcid No: 000-0001-7541-7554

Researcher Adem BEKTAŞ

Başköy Secondary School, Antalya, Turkey, meldem1825@hotmail.com
Orcid No: 0000-0003-1823-1408

Prof. Dr. Kadir PEPE

Burdur Mehmet Akif Ersoy University, Burdur, Turkey,
kpepe@mehmetakif.edu.tr
Orcid No: 0000-0002-3207-6726

Introduction

It is named as the 21st century information age we are in, and it is observed that information technologies are advancing and developing very rapidly. These positive developments in information technology have contributed to distance education. Distance education applications can be easily implemented over the global internet network and provide opportunities for people. Distance education has an important place in the education system. Institutions and organizations have to give the necessary importance to the distance education system(İşman, 2011).

Distance Education, University of Wisconsin Continuing Education Group, It was designed to provide students' interaction and learning document. It is a planned teaching and learning experience that uses broad technology to reach distant audiences. It defines in the form. Distance education has removed all limits in education. Due to the increasing population in our country, these systems, sometimes can not meet enough needs. Many countries of the world and Turkey are implementing distance education system (Adıyaman, 2002).

Distance education with an easy definition can be defined as the environment where teachers, students and teaching materials in different regions are brought together through communication technologies.

Internet Based Distance Education is a holistic approach that includes all education models using the internet infrastructure. Teleconferences, e-mails, e-books and periodicals are the examples of related models. In the web-based distance education model, HTML page structures are established and electronic mailing lists are used to ensure communication. It includes discussion and chat programs for increased interaction. The most important point is that education is independent of time and space. It is able to create campuses in a virtual environment and provide asynchronous education (Al & Madran, 2004). Individuals' need for education should be compensated by taking advantage of the convenience of distance education when necessary. Covid-19 outbreak occurring today can be given as an example of these mandatory situations.

In December 2019, a regional pneumonia outbreak was identified in Wuhan (Hubei, China), when and why it was unknown. The reason for this epidemic turned out to be coronavirus in a short time. Rapid acute respiratory syndrome coronavirus 2 (SARS-COV-2).The epidemic spread to every region of China and to 27 different countries and regions. It is stated that more than 70,000 confirmed cases have occurred as of February 17, 2020. (Ensheng, Hongru, & Lauren, 2020).

The first Covid-19 (New Corona Virus Disease) case in our country was announced by the Ministry of Health on March 10, 2020. According to the Ministry of Health's definition, the new Coronavirus is a virus that causes respiratory infections. The droplets spread by coughing or sneezing of sick people can be transmitted by contact with the mouth, nose and eyes of other individuals in the environment, by touching the surfaces where the droplets adhere to the mouth, nose, or eye. The most intense symptoms of new coronavirus are fever, cough and respiratory distress. In severe cases, pneumonia, severe respiratory failure, kidney failure and death can occur. The incubation period of the new Coronavirus is 2 to 14 days. To protect yourself from the new Coronavirus: When coughing or sneezing, the mouth and nose should be covered with a disposable handkerchief. If there is no handkerchief, the inside of the elbow should be used, handshaking and hugging should be avoided, should stay away from the crowd. Mouth, nose and eyes should not be touched with dirty hands. Hands should be washed with soap water for twenty seconds. If there is no water, alcohol-containing antiseptic should be used. Indoor areas should be ventilated frequently, diet should balanced and fruits and vegetables should be

properly washed. (Sağlık Bakanlığı, 2020). It is important to educate people about these issues.

A letter on "Covid-19 measures" was sent to universities from YÖK (Higher Education Council). The article covers the following topics: Inter-city mass student movements, coming together of students from different settlements, re-activation of student dormitories and situations such as social distance application in exam environments, in the fight against the pandemic we are taking control of, it appears to pose an irrepressible risk. Transition of higher education programs from formal education to distance education, universities have been informed that exams of this time should be done either online or with alternative measurements (YÖK, 2020).

According to TDK (Turkish Language Association), different definitions of education are as follows: As the new generations prepare to take their place in the life of society, activity to help them acquire the necessary knowledge, skills and insights and develop their personalities. According to the predetermined goals, a planned system of effects that provides certain improvements in people's behavior. Cultivation and development in a specific subject or knowledge or science. The task of regularly transmitting or gaining knowledge and experiments of the past to every generation.

Education is the process of ensuring the development and continuity of social and individual life through planned or unplanned experiences in a random environment. Education is a process in definition, planned-programmed or unplanned-unprogrammed. It is seen that it can be given at school or other settings (Metin & Aytaç, 2015).

Since the aim of education is to change behavior in the desired direction, it concerns all units in the society closely. Social welfare and tranquility are directly proportional to the education that individuals receive. The development levels of countries and the increase in productivity in countries are closely related to the education level of individuals in the country (Ereş, 2005).

Physical education is defined as a wide-ranging activity that enables individuals to maintain their physical and mental health, improve their physical abilities, can be stretched according to individual and environmental equipment, and includes games and physical activities played within pre-established rules (Yamaner, 2001). In line with the basic principles and objectives of education, to provide physical, spiritual and mental developments in individuals, to make it easier for individuals to keep up with social life, to comply with humanitarian rules in social relations, to know the individual's fundamental rights and freedoms, to

respect the fundamental rights and freedoms of different individuals, to be an honest and reliable individual. It provides opportunities to be mentally and physically healthy, to have positive identity features, to make the right decisions and to progress in order to make these decisions (Aracı, 2006).

To be efficient in education and therefore in physical education, means that the student trained through the educational process is qualified. For this reason, qualified education is at the top of the agenda of all countries. The quality of the output at the end of the training process is at the forefront of productivity (Demirci, 2011).

Efficiency in education, and hence physical education and efficiency training activities in sports, means that the education system achieves its organizational goals (Demir, 2019).

In physical education lessons, the body of the students is a tool and the aim is the education of the whole personality. Physical education is a multi-faceted positive personality education. Today, there are big changes caused by developing technology. Education and therefore physical education have also been affected by these changes. In this context, getting the best out of physical education and sports lessons is not doing things better, more important is to do the right things better. Some of the factors that positively affect efficiency are as follows: Human (Student), tools and materials used in the lessons, working methods, economy, population and social structure, government and infrastructure, policy and strategies, positive discipline. Some factors that negatively affect productivity are: Insufficient education, negative discipline, insufficient facilities and clubs, insufficient teachers, insufficient teaching hours.

This study is important in determining the currently implemented distance education program, system and course efficiency. The purpose of this research is to evaluate the opinions of the students of the Faculty of Sports Sciences about the virtual classroom course application and course effectiveness within the scope of the distance education applied in the "Covid-19" virus fight process and to produce solutions according to the research results.

Research Model

Descriptive scanning model was used in the research. An ongoing situation, event, etc., as in the previous times or today. The models that identify and reveal as they exist are called scanning models. In this model, the event, person, situation, etc. there is no interference whatsoever, data exists and data is collected as is. The important thing is to detect and collect it as it is (Karasar, 2009). With this research: The purpose of this research is to evaluate the opinions of the students of the Faculty of Sports Sciences

about the virtual classroom course application and course effectiveness within the scope of the distance education applied in the "Covid-19" virus fight process and to produce solutions according to the research results.

Working Group

Research group, participating in distance education in the 2019-2020 academic year: Gazi Faculty of Sport Sciences, Selçuk Faculty of Sport Sciences and Burdur Makü Faculty of Sport Sciences constitute the students.

Data Collection Tools

The data of the study were reached with 5-point Likert type questionnaire proposals and semi-structured questions developed and categorized by the researchers. The reliability coefficient of the questionnaire "Cronbach's Alpha" was found to be 0.860.

Data Analysis

The data obtained were transferred to the computer environment for statistical processing and processed in an appropriate statistics program. Statistically, Frequency (%), Crosstabs, Chi-square operations were performed.

Findings

Table 1: Distribution of Individual Characteristics of Participants

Variables		N (Distribution)	% Distribution
Gender	Male	210	72,7
	Female	79	27,3
	Total	289	100,0
Place of Residence	Village	40	13,8
	Town	7	2,4
	District	78	27,0
	Province	164	56,7
	Total	289	100,0
Universities	Gazi Faculty of Sport Sciences	33	11,4
	Selçuk Faculty of Sport Sciences	55	19,0
	Burdur Makü Faculty of Sport Sciences	201	69,6

	Total	289	100,0
Departments	Physical Education and Sports Teaching	82	28,4
	Sports Management	98	33,9
	Coaching Training	92	31,8
	Recreation	17	5,9
	Total	289	100,0
Classes	1st Class	72	24,9
	2st Class	92	31,8
	3st Class	50	17,3
	4st Class	75	26,0
	Total	289	100,0

In Table 1, the personal characteristics of the participants are questioned. According to this query, 72.7% of the participants are men, 27.3% are women; 56.7% reside in provinces, 27% in districts, 13.8% in villages and 2.4% in towns; 69.6% of them are Burdur Mehmet Akif Ersoy University, 19% of Selcuk University, 24.9% of Gazi University, Sport Sciences faculties; The departments are 33.9% Sport Management, 31.8% Coach Training, 28.4% Physical Education and Sports Teaching, 5.9% Recreation Education; There were 31.8% of grades in 2 grades, 26% in 4 grades, 24.9% in 1 grade, and 17.3% in 3 grades.

Table 2: Distribution of the ways participants connect to distance Education

Variables	Computer	Mobile phones	I Have No Connection	Total
Male	97	91	22	210
	46,2%	43,3%	10,5%	100,0%
Female	33	43	3	79
	41,8%	54,4%	3,8%	100,0%
Total	130	134	25	289
	45,0%	46,4%	8,7%	100,0%

$X^2 = 4,734$ p= 0,094   p>0,05

In Table 2, the distance education attachment status of the participants is questioned. When we look at the answers given in total according to this query, it is seen that 46.4% of them establish a connection with a mobile

phone, 45% establish a connection with a computer and 8.7% of them cannot connect. When we look at the answers given according to the gender variable, it is seen that in comparative statistical analysis, ($X2 = 4.734$, $p = 0.094$). This value is not statistically significant ($p > 0.05$)

Table 3: Distribution of Participants' Opinions on Distance Education Virtual Classroom Applications in the "Covid 19-Virus" Process

Variables		Never	Rarely	Sometimes	Often	Always	Total	X2/P
1. I follow the virtual classroom practice regularly and enter the class on time.	Male	50	55	65	32	8	210	
		23,8%	26,2%	31,0%	15,2%	3,8%	100,0%	,197
	Female	17	21	25	13	3	79	0,995
		21,5%	26,6%	31,6%	16,5%	3,8%	100,0%	
Total		67	76	90	45	11	289	
		23,2%	26,3%	31,1%	15,6%	3,8%	100,0%	
2. I listen to the virtual classroom practice from the recording.	Male	34	46	64	54	12	210	
		16,2%	21,9%	30,5%	25,7%	5,7%	100,0%	4,027
	Female	16	23	18	16	6	79	0,402
		20,3%	29,1%	22,8%	20,3%	7,6%	100,0%	
Total		50	69	82	70	18	289	
		17,3%	23,9%	28,4%	24,2%	6,2%	100,0%	
3. I have problems connecting to the virtual classroom.	Male	23	33	40	53	61	210	
		11,0%	15,7%	19,0%	25,2%	29,0%	100,0%	
	Female	5	14	13	29	18	79	5,105
		6,3%	17,7%	16,5%	36,7%	22,8%	100,0%	0,277
Total		28	47	53	82	79	289	
		9,7%	16,3%	18,3%	28,4%	27,3%	100,0%	
4. I actively participate in lessons in the virtual classroom.	Male	46	59	58	36	11	210	
		21,9%	28,1%	27,6%	17,1%	5,2%	100,0%	1,659
	Female	21	17	24	13	4	79	0,798
		26,6%	21,5%	30,4%	16,5%	5,1%	100,0%	
Total		67	76	82	49	15	289	
		23,2%	26,3%	28,4%	17,0%	5,2%	100,0%	
		Never	Rarely	Sometimes	Often	Always	Total	X2/P
5. In the virtual classroom practice, like in normal classroomI speak my thoughts.	Male	80	56	37	20	17	210	
		38,1%	26,7%	17,6%	9,5%	8,1%	100,0%	
	Female	39	14	11	13	2	79	9,258
		49,4%	17,7%	13,9%	16,5%	2,5%	100,0%	0,055
Total		119	70	48	33	19	289	
		41,2%	24,2%	16,6%	11,4%	6,6%	100,0%	
6. We can do a participatory lesson with all students in virtual classroom practice.	Male	108	46	36	16	4	210	
		51,4%	21,9%	17,1%	7,6%	1,9%	100,0%	
	Female	47	21	6	3	2	79	6,223
		59,5%	26,6%	7,6%	3,8%	2,5%	100,0%	0,183
Total		155	67	42	19	6	289	
		53,6%	23,2%	14,5%	6,6%	2,1%	100,0%	

		Never	Rarely	Sometimes	Frequently	Always	Total	
7. Virtual classroom application supports my professional and personal development just like regular teaching lessons.	Male	78	47	47	27	11	210	
		37,1%	22,4%	22,4%	12,9%	5,2%	100,0%	
	Female	40	14	14	9	2	79	4,773
		50,6%	17,7%	17,7%	11,4%	2,5%	100,0%	0,311
Total		118	61	61	36	13	289	
		40,8%	21,1%	21,1%	12,5%	4,5%	100,0%	
8. I think it will be beneficial for virtual classroom practice to be a part of education in the future.	Male	103	44	28	19	16	210	
		49,0%	21,0%	13,3%	9,0%	7,6%	100,0%	
	Female	53	6	13	4	3	79	12,196
		67,1%	7,6%	16,5%	5,1%	3,8%	100,0%	0,016*
Total		156	50	41	23	19	289	
		54,0%	17,3%	14,2%	8,0%	6,6%	100,0%	
9. I think it would be more beneficial to do the education with virtual classroom application instead of normal Education.	Male	144	14	31	10	11	210	
		68,6%	6,7%	14,8%	4,8%	5,2%	100,0%	
	Female	63	5	8	2	1	79	4,794
		79,7%	6,3%	10,1%	2,5%	1,3%	100,0%	0,309
Total		207	19	39	12	12	289	
		71,6%	6,6%	13,5%	4,2%	4,2%	100,0%	

P<0,05*

In Table 3, the Distribution of Participants' Opinions on Distance Education Virtual Classroom Applications in the "Covid-19 Virus" Process is questioned. 1. In question proposition, "I follow the virtual classroom practice regularly and enter the class on time." When we look at the answers given to the statement, it is seen that 23.2% Never, 26.3% Rarely, 31.1% Sometimes, 15.6% Frequently, 3.8% Always. When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, ($X2 = 0.197$, $p = 0.995$). This value is not statistically significant ($p> 0.05$). 2. When we look at the answers given for the statement "I listen to the virtual classroom practice from the recording." In the question proposition, it is seen that 17.3% Never, 23.9% Rarely, 28.4% Sometimes, 24.2% Frequently, 6.2% Always. When we look at the answers given according to gender variable, it is seen that in comparative statistical analysis, ($X2 = 4.027$, $p = 0.402$). This value is not statistically significant ($p> 0.05$). 3. When we look at the answers given

for the statement "I have problems connecting to the virtual classroom." In the third question proposition, it is seen that 9.7% Never, 16.3% Rarely, 18.3% Sometimes, 28.4% Frequently, 27.3% Always. . When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, (X2 = 5.105, p = 0.277). This value is not statistically significant (p> 0.05). 4. In the question proposition, "I actively participate in lessons in the virtual classroom." When we look at the answers given to the statement, it is seen that 23.2% Never, 26.3% Rarely, 28.4% Sometimes, 17.0% Frequently, 5.2% Always. When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, (X2 = 1.659, p = 0.798). This value is not statistically significant (p> 0.05). 5. In the question proposition, "In the virtual classroom practice, like in normal classroomI speak my thoughts." When we look at the answers given to the statement, it is seen that 41.2% Never, 24.2% Rarely, 16.6% Sometimes, 11.4% Frequently, 6.6% Always. When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, (X2 = 9.258, p = 0.055). This value is not statistically significant (p> 0.05). In the 6th question proposition, "We can do a participatory lesson with all students in virtual classroom practice."When we look at the answers given to the statement, it is seen that 53.6% Never, 23.2% Rarely, 14.5% Sometimes, 6.6% Frequently, 2.1% Always. When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, (X2 = 6.223, p = 0.183). This value is not statistically significant (p> 0.05). 7. In the question proposition, "Virtual classroom application supports my professional and personal development just like regular teaching lessons." When we look at the answers given to the statement, it is seen that 40.8% Never, 21.1% Rarely, 21.1% Sometimes, 12.5% Frequently, 4.5% Always. When we look at the answers given according to the gender variable, it is seen that in comparative statistical analysis, (X2 = 4.773, p = 0.311). This value is not statistically significant (p> 0.05). 8. In the question proposition, "I think it will be beneficial for virtual classroom practice to be a part of education in the future." When we look at the answers given to the statement, it is seen that 54.0% Never, 17.3% Rarely, 14.2% Sometimes, 8.0% Frequently, 6.6% Always. When we look at the answers given according to the gender variable, it is seen that in the comparative statistical analysis, (X2 = 12,196, p = 0.309). This value is statistically significant. (P <0.05). 9. When we look at the answers to the statement of "I think it would be more beneficial to do the education with virtual classroom application instead of normal Education." in the question proposition, 71.6% Never, 6.6% Rarely, 13.5% Sometimes, 4.2% Frequently, 4.2% It is seen that they always give the answers. When we look at the answers given according to gender variable, it is seen that in

comparative statistical analysis, (X2 = 4.794, p = 0.309). This value is not statistically significant (p> 0.05).

Table 4: Distribution of Participants' Opinions on the Course Effectiveness and Efficiency of the Virtual Classroom Application

Variables		None	Low	Many	Most	Total	X2/p
Gender	Male	98	79	22	11	210	
		46,7%	37,6%	10,5%	5,2%	100,0%	
	Female	43	29	6	1	79	
		54,4%	36,7%	7,6%	1,3%	100,0%	3,395 0,335
Total		141	108	28	12	289	
		48,8%	37,4%	9,7%	4,2%	100,0%	
University	Gazi Faculty of Sport Sciences	7	16	7	3	33	
		21,2%	48,5%	21,2%	9,1%	100,0%	
	Selçuk Faculty of Sport Sciences	38	12	4	1	55	
		69,1%	21,8%	7,3%	1,8%	100,0%	22,645 0,001*
	Burdur Makü Faculty of Sport Sciences	96	80	17	8	201	
		47,8%	39,8%	8,5%	4,0%	100,0%	
Total		141	108	28	12	289	
		48,8%	37,4%	9,7%	4,2%	100,0%	
Virtual Classroom Binding Device	Computer	45	56	21	8	130	
		34,6%	43,1%	16,2%	6,2%	100,0%	
	Mobile phones	75	51	6	2	134	
		56,0%	38,1%	4,5%	1,5%	100,0%	36,350 0,000*
	I have no connection	21	1	1	2	25	
		84,0%	4,0%	4,0%	8,0%	100,0%	
Total		141	108	28	12	289	
		48,8%	37,4%	9,7%	4,2%	100,0%	

P<0,05*

In Table 4, the distribution of the participants' views on the efficiency and effectiveness of the virtual classroom application was questioned. According to this query, when we look at the answers given according to gender variable, 48.8% none, 37.4% less, 9.7% many, 4.2% most answers were given. In the comparative statistical analysis, it is seen that (X2 = 3.395, p = 0.335). This value is not statistically significant (p> 0.05). When we look at the answers given according to the university variable, it is seen that they gave 48.8% None, 37.4% Low, 9.7% Much, 4.2% Most. In the comparative statistical analysis, it is seen that (X2 = 22.645, p = 0.001).

This value is statistically significant. (P <0.05). When we look at the answers given according to the virtual class attachment variable, it is seen that they gave 48.8% None, 37.4% Low, 9.7% Much, 4.2% Most. In the comparative statistical analysis, it is seen that $(X2 = 36.350, p = 0.000)$. This value is statistically significant (p <0.05).

Table 5: Distribution of Participants' Evaluation Scores for Distance Education Virtual Classroom Applications in the "Covid-19 Virus" Process

	Failed(1)	Passes(2)	Moderate(3)	Good(4)	Very Good(5)	Total	X2/p
Male	81	36	51	34	8	210	
	38,6%	17,1%	24,3%	16,2%	3,8%	100,0%	11,377
Female	33	25	14	5	2	79	0,023*
	41,8%	31,6%	17,7%	6,3%	2,5%	100,0%	
Total	114	61	65	39	10	289	
	39,4%	21,1%	22,5%	13,5%	3,5%	100,0%	

P<0,05*

In Table 5, the distribution of evaluation scores for distance education virtual classroom applications during the "covid-19 virus" process of participants was questioned. According to this query, when we look at the answers given according to gender variable, 39.4% failed(1), 21.1% passes(2), 22.5% moderate(3), 13.5% good(4), 3.5% very good(5) answers are given. In comparative statistical analysis, it is observed that $(X2= 11,377, p= 0,023)$. This value is statistically significant (p<0.05).

Table 6: Common Themes Determined by Students' Ideas as a Result of Semi-Structured Questions

1- There are aspects of distance education that need improvement,

2- Not as good as face-to-face training,

3- Active participation in lessons is not possible,

4- It is not an effective education system,

5- Full efficiency cannot be obtained,

6- Students should be defined free internet,

7- System problems (Audio-video, dismissing from the system, only the teacher allows the video, connection problems, problems in playback),

8-   It should be a virtual lesson application, but it should only be for the purpose of contributing to normal lessons,

9-   Grades for homework are insufficient,

10-   The documents (Word, pdf etc.) sent to the students by the course teachers are insufficient for the lessons.

It is among the common themes identified.

Discussion and Conclusion

A total of 289 Faculty of Sport Sciences students participated in the study. 72.7% of the participants are men, 27.3% are women; 56.7% reside in provinces, 27% in districts, 13.8% in villages and 2.4% in towns; 69.6% of them are Burdur Mehmet Akif Ersoy University, 19% of Selcuk University, 24.9% of Gazi University, Sport Sciences faculties; The departments are 33.9% Sport Management, 31.8% Coach Training, 28.4% Physical Education and Sports Teaching, 5.9% Recreation Education; There were 31.8% of grades in 2 grades, 26% in 4 grades, 24.9% in 1 grade, and 17.3% in 3 grades(Table 1).

When we look at the connection types of the students participating in the research to distance education, it is seen that 46.4% of them establish a connection with a mobile phone, 45% establish a connection with a computer and 8.7% of them cannot connect. When we look at the answers given according to the gender variable, it is seen that in comparative statistical analysis, $(X2 = 4.734, p = 0.094)$. This value is not statistically significant $(p > 0.05)$. The situation of connecting to distance education with mobile phone and computer is close to each other; but it was determined that 8.7% of the students had no connection at all. Considering the total number of unconnected students in the sample group, it is predicted that the number will increase (Table 2).

When we evaluate the opinions of the participants about the distance education virtual classroom applications in the "Covid 19-Virus" process: "I follow the virtual classroom practice regularly and enter the class on time." There was no statistically significant difference between genders in the answers given to the statement $(X2 = 0.197, p = 0.995)$ $(p > 0.05)$. There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 26.3% Rarely, 31.1% Sometimes. If we generalize according to the result of this question proposition, we can say that most of the students do not follow

the virtual classroom practice regularly and do not attend the class on time. There was no statistically significant difference between the genders in the answers given for the statement "I listen to the virtual classroom application from the recording." ($X2 = 4.027$, $p = 0.402$) ($p > 0.05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 23.9% Rarely, 28.4% Sometimes. If we generalize according to the result of this question proposition, we can say that most of the students do not listen to the virtual classroom application from the recording. There was no statistically significant difference between the genders in the answers given for the statement "I have problems connecting to the virtual classroom." ($X2 = 5.105$, $p = 0.277$) ($p > 0.05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 28.4% Frequently and 27.3% Always. If we generalize according to the result of this question proposition, we can say that most of the students have connection problems in the virtual classroom application. There was no statistically significant difference between genders in the answers given for the statement "I actively participate in the lessons in virtual classroom." ($X2 = 1.659$, $p = 0.798$) ($p > 0.05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 26.3% Rarely, 28.4% Sometimes. If we generalize this question proposition according to the result, we can say that most of the students do not actively participate in the lessons in the virtual classroom practice. There was no statistically significant difference between the genders in the responses to the statement "In the virtual classroom practice, like in normal classroomI speak my thoughts." ($X2 = 9.258$, $p = 0.055$) ($p > 0.05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 41.2% Never, 24.2% Rarely. If we generalize according to the result of this question proposition, we can say that most of the students cannot express their opinions in the virtual classroom application as they do in normal lessons. There was no statistically significant difference between genders in the answers given to the statement "We can do a participatory lesson with all students in virtual classroom practice" ($X2 = 6,223$, $p = 0,183$) ($p > 0,05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 53.6% Never, 23.2% Rarely. If we generalize according to the result of this question proposition, we can say that most of the students could not conduct a lesson with all students in the virtual classroom application. There was no statistically significant difference between genders in the answers given for the statement "Virtual classroom practice supports my professional and personal development just like normal teaching lessons" ($X2 = 4,773$, $p = 0,311$) ($p > 0,05$). There

is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 40.8% Never, 21.1% Rarely. If we generalize according to the result of this question proposition, we can say that the thoughts of a large part of the students support the professional and personal development of normal teaching lessons and that the virtual classroom course practice does not support the professional and personal development. A statistically significant difference between genders was found in the answers to the statement "I think it will be beneficial for virtual classroom practice to be a part of education in the future" ($X2 = 12,196$, $p = 0,016$) ($p <0,05$). There is a difference of opinion between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 54.0% Never, 17.3% Rarely. If we generalize according to the result of this question proposition, we can say that men are more moderate than women in terms of the virtual classroom practice being a part of education in the future. There was no statistically significant difference between the genders in the answers given to the statement "I think it would be more beneficial to do the education with virtual classroom application instead of normal education" ($X2 = 4.794$, $p = 0.309$) ($p> 0.05$). There is consensus between men and women (Table 3). When the table is examined in detail, it is seen that the answers given are stacked in 71.6% Never, 13.5% Sometimes. If we generalize according to the result of this question proposition, according to the opinions of the students in the current virtual classroom application, it will be useless to do the training with only the virtual classroom application.

When we evaluate the participants' thoughts on the lesson effectiveness and efficiency of the virtual classroom application: There was no statistically significant difference between genders in the answers given according to the gender variable ($X2 = 3.395$, $p = 0.335$) ($p> 0.05$). There is consensus between men and women (Table 4). When the table is examined in detail, it is seen that the answers given are stacked in 48.8% None, 37.4% Low. If we generalize according to the result of this question proposition, the effectiveness and efficiency of the current virtual classroom application is not effective and efficient according to the opinion of the majority of men and women. A statistically significant difference was found between universities in the answers given according to the university variable ($X2 = 22.645$, $p = 0.001$) ($p <0.05$). There are differences of opinion among university students (Table 4). When the table is examined in detail, it is seen that the answers given are stacked in 47.8% None, 39.8% Low. If we generalize according to the result of this question proposition, the students have negative views in general and the most negative university was found to be the 1st Selçuk Faculty of Sport

Sciences, the 2nd Burdur Makü Faculty of Sport Sciences, and the 3rd Gazi Faculty of Sport Sciences. A statistically significant difference was found in the answers given according to the virtual class attachment variable in terms of connecting to the virtual class (X2 = 36.350, p = 0.000) (p <0.05). There is a difference of opinion among the students about connecting to the virtual classroom (Table 4). When the table is examined in detail, it is seen that the answers given are stacked in 48.8% None, 37.4% Low. If we generalize according to the result of this question proposition, students have negative views with general reputation and we can say that connecting to the virtual classroom with mobile phone causes more problems than connecting with a computer.

When we evaluated the evaluation scores of the participants for their distance education virtual classroom applications in the "Covid-19 Virus" process according to the gender variable, a statistically significant difference was found between the genders (X2 = 11.377, p = 0.023) (p <0.05). There is a difference of opinion between men and women (Table 5). When the table is examined in detail, it is seen that the answers given are stacked in 39.4% Unsuccessful, 22.5% Medium options. If we generalize according to these results, we can say that besides choosing Unsuccessful (1) option in general, the evaluation scores of men for distance education virtual classroom applications are higher than women (Table 5).

As a result of the semi-structured questions, determined by the students' opinions: There are aspects of distance education that need improvement. Not as good as face-to-face training, active participation in lessons is not possible. It is not an effective education system. Full efficiency cannot be obtained. Students should be provided with the free internet. System problems (Audio-video, dismissing from the system, only the teacher allows the video, connection problems, problems in playback), It should be a virtual lesson application, but it should only be for the purpose of contributing to normal lessons. Grades for homework are insufficient. The documents (Word, pdf etc.) sent to the students by the course teachers are insufficient for the lessons. Their common themes support the above results of the research (Table 6).

According to the data obtained as a result of the study, the opinions of the participants about the virtual classroom application and lesson efficiency within the scope of the distance education applied in the "Covid-19" virus fight process are mostly negative.

Suggestions

✓ Distance education system should be used as a complement to normal education.

✓ The distance education system and its infrastructure should be reviewed and necessary arrangements should be made.

✓ In order for all students to benefit from the distance education system, students who do not have mobile phones, computers and internet need to be identified beforehand and the necessary measures taken.

✓ The required attendance and absenteeism system should be established for students to follow the courses as normal courses.

✓ Distance education system is not suitable for practical courses. New plans should be made for practical courses.

✓ In-service training activities for course teachers should be organized and trainings should be given especially on mobile teaching methods and techniques.

✓ Regarding distance education, the related faculty administration should keep the course teachers and students under follow-up and make the necessary interventions in case of any problems.

✓ Students should be made aware of access to the distance education system.

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ADAPTATION OF READING ATTITUDE QUESTIONNAIRE: TURKISH HIGHER EDUCATION SAMPLE

Assoc. Prof. Dr. Tolga ERDOĞAN

TED University, Ankara, Turkey, e-mail: tolgasensei@gmail.com
Orcid No: 0000-0002-1921-5517

1. Introduction

Either in one's native or target language, reading is an active process of constructing information (Schramm, 2008) and is engaged by individuals intensively or extensively through their lives. As a complex language learning process, it involves strategy use at cognitive and metacognitive level (Mokhtari & Reichard, 2002; Oxford, 1990; Schramm, 2006) and attitudes towards reading develop in time (McKenna, 1994).

The complex construct of reading attitude is defined by Smith (1990) as "a state of mind, accompanied by feelings and emotions that makes reading more or less probable" (p. 215). Defined also by Alexander and Filler (1976) as "a system of feelings towards reading" (p. 1), attitude towards reading may determine one's approach or avoidance of a reading situation. From these definitions it could be assumed that more positive attitude towards reading would result in more engagement in reading activities (Logan & Johnston, 2009).

Reading attitude has been generally conceptualized as having three components – affective, cognitive and conative (Greaney & Neuman, 1990; McKenna & Kear, 1990; McKenna, Kear and Ellsworth, 1995). This tri-component view of reading attitude has been used extensively in many research. Studies in literature examining learners' attitudes towards reading in a foreign language or in a second language have shown mixed results. While some research have presented positive attitudes towards reading (Chiang, 2016; Hitosugi & Day, 2004; Leung, 2002; Lin, 2010; Mohd-Asraf & Abdullah, 2016; Yamashita, 2004, 2013), some others have found no significant changes or developments in reading attitudes (Apple, 2005; Sheu, 2004).

Having understood its significance, there have been some efforts to develop instruments to determine learners' attitudes toward reading. One of those instruments, Reading Attitude Scale was developed by "referring to the four functions of reading: utility, development, enjoyment, and

escape" (Stokman, 1999, p. 252). This Likert scale had 24 items, six items for each function of reading. Having inspired by Mizokawa and Krenning's proposal of manifestation of reading attitudes in three domains (Affect, Behavior and Cognition) (2000), Chiang (2016) developed Reading Attitude Scale (RAS) with 26 items pertaining to students' reading attitudes in three domains.

Besides the instruments mentioned above, Yamashita (2007) developed Reading Attitude Questionnaire to measure higher education students' attitudes towards reading in a Japanese context. The Likert scale was specifically aimed towards reading attitudes of Japanese students learning English. It is a 22-item questionnaire designed to assess two aspects of students' reading - affect and cognition. Yamashita didn't include the conative aspect, since she believed the conative element represented reading native language books more.

Apart from all those research abroad, few studies have aimed to examine attitudes towards reading in Turkey. The two-dimensional 26-item Scale of Attitudes towards Reading E-books (SATRE) aims to identify secondary school students' attitudes towards reading Turkish e-books (Güneş & Susar Kırmızı, 2014). The unidimensional 30-item Attitude Scale Towards Reading Habit was developed by Gömleksiz (2004) to measure higher education students' attitudes towards reading Turkish books. So far, the extant scales in Turkey have focused on native language reading habits and there is paucity of available instrument to measure tertiary education students' target language reading attitudes. Hence, the aim of the present study is Turkish adaptation of Reading Attitude Questionnaire (Yamashita, 2007) for its use in higher education settings. As the primary focus in this study, this instrument was chosen due to its sound theoretical background and pertinence to measure reading attitudes of higher education students learning English in a Turkish context.

2. Method

2.1. Turkish Translation of Reading Attitude Questionnaire

After receiving consent from Yuko Yamashita, five linguists with a proficiency both in Turkish and English translated the questionnaire to Turkish and another five translated it back to English. After that, the translations were reviewed by two experts in educational sciences and the final form of the Turkish version of the questionnaire was obtained.

2.2. Participants

The participants were 431 students attending various departments in a state university located in Balikesir, a western province in Turkey.

However, the scores of 381 students were found valid and included in the analyses. All students were native speakers of Turkish and they were taking English as a foreign language course as part of their undergraduate program. The students' level of English proficiency ranged from A1 to B1. Convenience sampling was utilized in the selection of the participants with the help of instructors working in the same university.

2.3. Measures

Besides the Reading Attitude Questionnaire, for criterion validity analysis, two additional scales were used. The instruments are briefly reviewed below.

Reading Attitude Questionnaire (RAQ): RAQ is a 22-item instrument developed by Yamashita (2007) to measure reading attitudes considering two aspects: affect and cognition. The factors of Comfort and Anxiety represent the affect aspect and the factors of Intellectual Value, Practical Value, and Linguistic Value represent the cognitive aspect of reading attitude. The questionnaire is based on a 5-point scale and was initially designed to measure reading attitudes of higher education students learning English in a Japanese context.

Metacognitive Awareness of Reading Strategies Inventory (MARSI): Developed by Mokhtari and Reichard (2002), MARSI is a 5-point self-report Likert scale designed to measure students' awareness of reading strategies. Having three dimensions of Global Reading Strategies, Problem-Solving Strategies, and Support Reading Strategies, the instrument aims to measure which strategies students use before reading a text (e.g. making predictions), how they prepare themselves to start a new text (e.g. researching the context of the text), which strategies they utilize when they face problems during reading (e.g. re-reading for better understanding), and which support mechanisms and tools they are provided during the reading process (e.g. using reference materials, help from a reading specialist).

Scale for Attitudes towards English (SATE): As a 17-item Likert scale developed by Altunay (2004) to measure students' attitudes towards English, this unidimensional instrument has an Alpha Reliability Coefficient of .96 reported by its author.

2.4. Procedure

The scales were applied consecutively with the assistance of instructors. The participating students were informed that their responses would be kept confidential and that their collaboration was voluntary. During scale administrations students were awarded sufficient time to fill out each scale.

2.5. Data Analyses

Confirmatory Factor Analysis was performed to confirm the factor structure of the scale and for internal consistency reliability McDonald's Omega (ω) was used. Mcdonald's Omega (ω), which corrects the underestimation bias when the assumption of tau-equivalence is violated (Dunn et al., 2014) is considered an alternative to Cronbach's Alpha in the estimation of reliability estimation (Revelle & Zinbarg, 2009). Lisrel 8.71 (Jöroskog & Sörbom, 2004) was performed in confirmatory factor analysis and SPSS 22.0 (IBM Corp., 2013) was utilized in calculation of correlations during criterion validity analysis.

3. Findings and Discussion

3.1. Confirmatory Factor Analysis

The five-dimensional structure of the scale was confirmed with Confirmatory Factor Analysis (CFA). For all CFA reports, as input data, a covariance matrix was used and maximum likelihood estimation was utilized. Univariate normality of the 22-item RAQ was calculated in terms of skewness (-2.37 to .78, |M| = -.64) and kurtosis (-1.26 to 5.76, |M| = .49). In line with suggestions of West, Finch and Curran (1995), the respective skewness and kurtosis values of -.64 and .49 were found to be within the limits (skewness < 2 and kurtosis < 7) for CFA with maximum likelihood.

Multiple fit indices were used to assess the model fit for five-dimensions (Jackson, Gillaspy, & Purc-Stephenson, 2009). The fit indices used were: goodness-of-fit index (GFI), adjusted goodness-of-fit index (AGFI), comparative fit index (CFI), standardized root mean-square residual (SRMR), and root mean square error of approximation (RMSEA), and relative chi-square/degree of freedom ($\chi2/df$). As recommended by Hu and Bentler (1999), values over .95 for GFI, AGFI and CFI, values below .06 for RMSEA, values equal or below .08 for SRMR suggest good fit. The fit indices, the path diagram and standardized item loadings for the five-dimensional model are given in Figure 1 and Table 1.

Table 1. Fit indices for the five-dimensional model

Model	X^2	Df	X^2/Df	GFI	AGFI	CFI	SRMR	RMSEA
Five-dimensional model	512.90	189	2.71	.90	.86	.94	.07	.066

The results of CFA showed that the model provided satisfactory fit indices: GFI = 0.90, AGFI = 0.86, CFI = 0.94, SRMR = .07, RMSEA = .066, and p = .05, χ^2/df = 2.71. The multiple fit indices suggested that the items were good indicators of the five-dimensional construct.
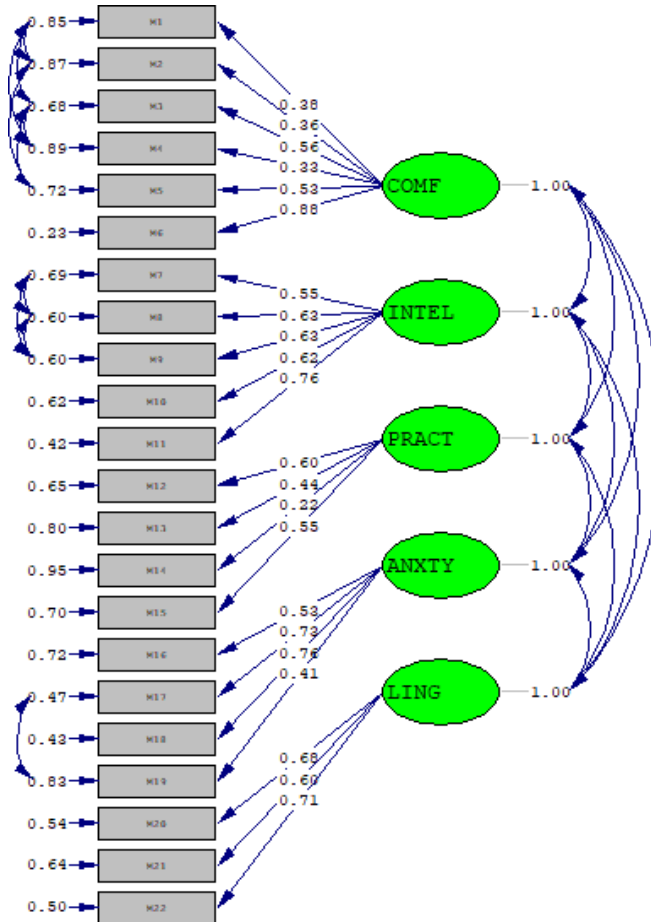
Note: COMF=Comfort, INTEL= Intellectual Value, PRACT= Practical Value, ANXTY=Anxiety, LING=Linguistic Value

Fig. 1 Standardized Item Loadings Related to Five-Dimensional Structure of RAQ

3.2. Criterion Validity

In testing RAQ's criterion validity, the two instruments of Metacognitive Awareness of Reading Strategies Inventory (MARSI) and Scale for Attitudes towards English (SATE) were used. RAQ scores were

hypothesized to correlate well with the scores of both MARSI and SATE, since students with a positive attitude towards reading are believed to employ better reading strategies and also have positive attitudes towards English as a foreign language or vice versa. For research purposes, the correlations between total scores and sub-scale scores of RAQ, MARSI and SATE were calculated and are presented in Table 2.

Table 2. Bivariate correlations among total and sub-scale scores of RAQ, MARSI and SATE

	MARSI Total	GRS	PSS	RSS	SATE
RAQ Total	.435**	.407**	.413**	.320**	.628**
COMF	.338**	.335**	.283**	.255**	.704**
INTEL	.405**	.352**	.418**	.303**	.342**
PRACT	.344**	.298**	.349**	.263**	.194**
ANXTY	-.100*	-.070	-.128**	-.075	.171**
LING	.364**	.337**	.390**	.238**	.383**

Note: RAQ=Reading Attitude Questionnaire, COMF=Comfort, INTEL=Intellectual Value, PRACT=Practical Value, ANXTY=Anxiety, LING=Linguistic Value, MARSI=Metacognitive Awareness of Reading Strategies Inventory, GRS=General Reading Strategies, PSS=Problem Solving Strategies, RSS=Reading Support Strategies, SATE=Scale for Attitudes towards English
** $p < .01$
* $p < .05$

Positive medium level significant relationships were found between RAQ total score and MARSI total score (r = .44, $p<.01$) and SATE score (r = .63, $p<.01$). The subscales of RAQ (COMF, INTEL, PRACT, and LING) were found to correlate significantly and positively both with MARSI and SATE scores, with correlation indices ranging from .19 to .70. The scores of ANXTY sub-scale of RAQ correlated negatively with MARSI total and its sub-scale scores; however low but positive relationship was calculated between ANXTY score and SATE score (r = .17, $p<.01$). The highest positive correlation between the sub-scales of RAQ and MARSI was between INTEL and PSS (r = .42, $p<.01$), whereas the lowest correlation existed between LING and RSS (r = .24, $p<.01$).

3.3. Reliability Analysis

The reliability of Turkish version of RAQ was tested by McDonald's Omega (ω). McDonald's Omega is believed to give higher and more realistic results from the Cronbach's Alpha (α), since it is calculated using non-standardized item loadings (Zinbarg et al., 2005). Hayes and Coutts (2020) also state that ω is a more general estimator of reliability than α, because it does not assume essential tau-equivalence and they conclude

that ω estimates reliability more accurately than does α. Table 3 presents McDonald's Omega values for the RAQ as a whole and for its subscales. According to the comments of Yurdabakan and Çüm (2017), the reliability coefficients for the 22-item RAQ and its subscales could be considered sufficient.

Table 3. McDonald's Omega and Unstandardized Factor Loadings for Five-dimensional Structure

Dimension	McDonald's Omega	Factor Loading Range
Comfort	0.68	0.32-0.88
Intellectual Value	0.77	0.62-0.76
Practical Value	0.51	0.22-0.60
Anxiety	0.71	0.41-0.76
Linguistic Value	0.70	0.60-0.71
RAQ	0.97	0.22-0.88

4. Conclusion

The present study aimed to adapt the Reading Attitude Questionnaire (RAQ) to Turkish. For research purposes; Confirmatory Factor Analysis was used to examine the factor structure, Metacognitive Awareness of Reading Strategies Inventory (MARSI) and Scale for Attitudes towards English (SATE) was used to investigate the criterion validity, and McDonald's Omega was utilized for reliability analysis of the scale. According to the findings; CFA confirmed the three-dimensional factor structure of the scale, RAQ with its sub-scales correlated significantly at medium level with MARSI and its sub-scales and with SATE, and finally, sufficient McDonald's Omega values were calculated for the reliability of the scale and its subscales.

The Turkish version of RAQ can be used as an instrument to find out higher education students' attitudes towards reading in English and if validated it could also be used with students studying at lower education levels. Application results could be utilized for instructional and research purposes, and eventually, might help curriculum developers and practitioners on their decisions of planning, implementing and assessing intensive or extensive reading activities and/or assignments. The final form of the Turkish version of RAQ (Okumaya Yönelik Tutum Ölçeği – OYTÖ)

is given in the Appendix and could be used readily as long as it is properly cited.

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Appendix

Okumaya Yönelik Tutum Ölçeği (OYTÖ)

1.	Eğer İngilizce okursam daha çok bilgili olabilirim.
2.	Eğer İngilizce okursam farklı birçok bilgi edinebilirim.
3.	İngilizce okumak zahmetlidir.
4.	İngilizce okumak gelecekteki kariyerim için faydalıdır.
5.	Eğer okuduğum metindeki bütün kelimeleri bilmiyorsam kaygı duyarım.
6.	Eğer İngilizce okursam kelime öğrenebilirim.
7.	İngilizce okumak derste iyi bir not almak için faydalıdır.
8.	Eğer İngilizce okursam daha fazla bilgi sahibi olabilirim.
9.	Eğer İngilizce okursam kendimi rahatlamış hissederim.
10.	Okuduğum halde, anlayamayacağım düşüncesiyle bazen kaygı duyarım.
11.	Eğer İngilizce okursam okuma yeteneğimi geliştirebilirim.
12.	İngilizce okumak sınıfta itibar görmek için faydalıdır.
13.	İngilizce okumak sıkıcıdır.
14.	Eğer İngilizce okursam yeni düşünme biçimlerini öğrenirim.
15.	Eğer İngilizce okursam İngilizce diline karşı duyarlılığımı geliştirebilirim.
16.	Eğer İngilizce okursam kendimi yorgun hissederim.
17.	Okuduğum kitabın içeriğini anladığımdan emin olmadığım zaman kaygı duyarım.
18.	Eğer İngilizce okursam kendimi tazelenmiş ve dinlenmiş hissederim.
19.	İngilizce okumak iş bulmak için faydalıdır.
20.	Kitabın içeriğini bütünüyle anlayamasam da sorun etmem.
21.	İngilizce okumak keyiflidir.
22.	İngilizce okursam farklı değerler hakkında bilgi sahibi olurum.

Item Distribution:

Dimension	Item Number
Rahatlık (Comfort)	3, 9, 13, 16, 18, 21
Entelektüel Değer (Intellectual Value)	1, 2, 8, 14, 22
Pratik Değeri (Practical Value)	4, 7, 12, 19
Kaygı (Anxiety)	5, 10, 17, 20
Dilbilimsel Değeri (Linguistic Value)	6, 11, 15