

Examining Reading Cultures of Pre-Service Teachers: A Case Study from an Education Faculty in Turkey[#]

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ABSTRACT

In this study, it has been intended to examine reading cultures of pre-service teachers depending on multiple variables. The study group of this research consists of 377 pre-service teachers who are studying in fourth grade at Turkish Education, Psychological Counseling and Guidance, Primary School Mathematics Education, Computer and Instructional Technologies, Fine Arts-Music Education, English Education, and Special Education departments during the fall semester of 2017-2018 education year. "Reading Culture Scale", which was formerly developed by the researchers, was carried out in order to designate the reading culture of pre-service teachers. With reference to the produced statistical analyses, the total average point on reading culture of pre-service teachers, who had attended the study, was found as medium. When variables affecting reading cultures of pre-service teachers were examined, a significant difference was observed in the variable of gender, and female pre-service teachers were identified to have higher average points in RCS comparing to male pre-service teachers. There are significant differences in RCS total points of pre-service teachers as regards to the variables of membership to the library, owning a bookcase, having a habit of reading. It has been designated that pre-service teachers with membership to the library, owning a bookcase and having a habit of reading had more RCS total average points than others. Through outcomes of this study, status evaluation, concerning reading cultures of pre-service teachers, had been conducted; and several suggestions were made upon adopting a reading culture to an individual with the aim of future studies.

Key words: Reading, Reading Culture, Pre-service Teacher

INTRODUCTION

Reading culture can be defined as a concept for individuals to transform all information and skills they have gathered via the act of reading into a way of life in society. Sever (2013) expresses reading culture as "a culture of individuals who have met the world of written product, who have reached the capacity to share, test, and question the messages that are presented by this world and who make a habit of living with opportunities offered within." In this regard, adopting a reading culture is a process for individuals as it reveals their secret powers where they meet written and visual culture products that are adorned by aesthetical precision; in other words, internalizing reading culture as a philosophy of life (İnce Samur, 2016).

Reading is a social activity. Within society, an individual either learns to value reading, to form reading preferences and implementations, to integrate perceptions of social gender and class into the reading process; or not (Cherland, 1994; Moss, 2007; Twomey, 2007). Reading culture means

the level and quality of relationships of an individual, a social group or society through an act of reading. To put it another way, it is a field of lifestyle that belongs to the aforementioned individual, social group and society reflecting on the field of reading. Briefly, it is an individual and social way of life-related to the reading act (Yılmaz, 2009, p. 134).

Reading culture is an acculturation process which is evolving in many fields socially and individually; and as all acculturation processes, it requires a lifelong skill acquisition. In compliance with Kachala (2007), efforts that are put by aiming to improve on this culture, need to be initiated at early childhood until adulthood. Thus reading love and habit can be acquired starting from individual to society. As having individuals with reading cultures is a sign for societies to show development, it is also important for education systems to raise individuals with reading culture acquisition. As a consequence, societies with more improvement, knowledge, and awareness may have a more exclusive place on the surface of the earth.

Reading culture is a field that needs to be minded particularly by educational institutions and other institutions and organizations of society. In many developed countries, there are studies concerning reading culture as well as in our country multiple studies are available to contribute understanding of reading culture and discussing its various sub-dimensions.

When these studies were examined, it was first encountered by a meeting that was held by Ministry of National Education General Directorate of Teacher Training “Meeting of Reading Culture and Issues of Its Practice in Schools” in 2004 (MEB, 2007). In 2011, “Reading Culture Map of Turkey” was designed and reading culture was multidimensionally approached by the Ministry of Culture and Tourism.

“Executing Projects for Improving Reading Culture” was specified as second action point of Third National Culture Council Action Point’s Publishing and Librarianship section which was conducted by the Ministry of Culture and Tourism in 2017. As a study for actualizing this action point, “Workshop on Improvement of Reading Culture” is being organized in cooperation with Ministry of Culture and Tourism, Press Association and International Pioneer Educators Association for the last two years.

Ministry of National Education designated “Reading Culture” theme as a compulsory one in 2018 Turkish Language Lesson Curriculum of fifth, sixth, seventh and eighth grades; and aimed to improve students’ reading culture via this theme.

When studies, which were carried out with pre-service teachers upon reading skills, were examined in the body of literature, they are generally observed to be focused on reading success, reading habit and attitude towards reading. Akkaya and İşçi (2018); Tekşan and Çinpolat (2018); Sarıkaya (2018); Akbaba (2017); Işık and Demir (2017); Şengül Bircan (2017); Yangil (2017); Biçer and Alan (2017); Durmuş and Baş (2016); Koçak, Çermik, Polat and Şahin (2016); Ulutaş (2016); İlgar, İlgar and Topaç (2015); Akın (2015); Demir (2015); Koçak, Kurtlu, Ulas and Eçapan (2015); Özdemir, Özdemir and Kaya (2015); Gür (2014); Çetinkaya Edizer (2014); Karakuş and Baki (2014), Kalyoncu (2013); Kuzu (2013); Arı and Demir (2013) can be given as examples to these studies which were carried out during the last five years.

It can be seen that “reading culture” concept, as approaching reading widely, is increasingly used in multiple studies during recent years. Studies on reading culture concept in the body of literature and their contents and results are as follows:

In their study Kartal and Çağlar Özteke (2011) aimed to identify the reason or reasons of why fourth and fifth graders do not find reading appealing although they learned how to read and write. Study results exhibited that students need to be presented with enjoyable books they would like to read, to be addressed to reading hours, to be informed on the importance of reading, not to be read books by force and their preferences shall be considered in order to adopt reading culture.

In a study İnce Samur (2011) stated the process to be followed in a theoretical framework as, arousing child’s interest

towards reading and books during preschool period, and for children’s literature to be a part of his/her life in parallel with his/her age and development with conscious and sensitive endeavors during primary school period. Once more İnce Samur (2014) in a study established the framework of content in reading culture concept nationally and internationally, and compiled theoretical and practical studies involving concepts of reading, reading habit and reading culture.

In doctorate thesis titled “Syllabus of Providing Individual with Reading Culture” Korkuyu (2014) included various suggestions to contribute in child’s reading culture by designing a syllabus within the framework of age and development levels of children from preschool to adolescence. Korkuyu (2014) pointed out that parents and school are important factors in the period of reading culture adoption, environment and stimuli of parents and school determine the reading culture adoption of children.

In their study Sever, Karagül and Doğan Güldenöğlü (2017) stated that teachers are experiencing some problems in utilization of mass media tools and they do not have skills that are required to obtain in the level of reading culture entirely.

In a study İnce Samur (2017) emphasized that reading culture acquisition process should be structured with practices within the common ground of children and their parents in the basis of features as children’s development period and children’s literature.

In their study Fırat and Coşkun (2017) presented reading culture of Turkish language pre-service teachers and identified their features as readers and their tendency towards reading.

In a doctorate thesis Bulut (2018) aimed to describe kind of practices that were carried out by teachers in preschool period with regards to adopt children with reading culture, to designate qualities and selection scale of children’s books that were exploited through these studies and to emphasize their importance in adopting them with reading culture.

In another doctorate thesis Ak Baçoğul (2018) stated that Turkish language teachers are generally aware of Turkish language education and acquisitions of child literature; however, the process of adopting children with reading culture varies from type of school, attention, knowledge, and worldview of teacher to MNE’s practices and directions.

Reading culture, has recently become prominent in the field of teaching reading, is a multidimensional concept that embodies various dimensions within. In this study, it is aimed to specify the factors affecting reading cultures of pre-service teachers and their variables.

Research Questions

In line with the purpose of study, the research questions are as follows:

1. What is the level of reading cultures and reading culture sub-dimensions of pre-service teachers considering their points in “Reading Culture Scale”?
2. Is there a significant difference in reading cultures of pre-service teachers pursuant to gender?
3. Is there a significant difference in reading cultures of

pre-service teachers pursuant to membership to the library?

4. Is there a significant difference in reading cultures of pre-service teachers pursuant to owning a bookcase?
5. Is there a significant difference in reading cultures of pre-service teachers pursuant to having a habit of reading?
6. Is there a significant difference in reading cultures of pre-service teachers pursuant to their department?

METHOD

In this section, the design of research, study group, data gathering tools and analyses of gathered data will be elaborated on.

Study Design

The study is conducted via the survey research method. Survey research is defined as “the collection of information from a sample of individuals through their responses to questions” (Check & Schutt, 2012, p. 160).

Study Group

The study group of this research consists of 377 pre-service teachers who are studying in fourth grade at Turkish Education, Psychological Counseling and Guidance, Primary School Mathematics Education, Computer and Instructional Technologies, Music Education-Fine Arts, English Education, and Special Education departments during the fall semester of 2017-2018 education year in a public university. The study group of this research had been selected by convenience sampling selection method.

As it is displayed in Table 1, study group consists of 377 pre-service teachers who are studying at Turkish Education (76), Psychological Counseling and Guidance (47), Primary School Mathematics Education (82), Computer and Instructional Technologies (37), Fine Arts, Music Education (48), English Education (37) and Special Education (50).

According to Table 2, a number of students who have the membership to the library are higher in departments of Turkish, Special Education, English, Psychological Counseling and Guidance than the ones who do not have the membership.

The number of students who do not have a membership to the library is higher in Computer and Instructional Technologies, Music- Fine Arts, and Primary School Mathematics Education departments when compared with the ones who have the membership.

As it is displayed in Table 3, most of the participant students of all departments have their own bookcase.

According to Table 4, when study group’s students, who are studying at Turkish Education, Special Education, English Education, Psychological Counseling and Guidance departments, consider themselves to have a habit of reading; students who are studying Computer and Instructional Technologies, Music Education-Fine Arts and Primary School Mathematics Education departments do not regard themselves to have a habit of reading.

Table 1. Demographic information of study group

Department	Gender		Total	
	Female	Male	f	%
Turkish Ed.	46	30	76	20.16
English Ed.	26	11	37	9.81
Computer-Instructional Technologies	14	23	37	9.81
Music Education-Fine Arts	33	15	48	12.73
Primary School of Mathematics Education	63	19	82	21.75
Psychological Counseling-Guidance	31	16	47	12.47
Special Ed.	26	24	50	13.26
Total	239	138	377	100

Table 2. Information on the study group’s membership to the library

Department	Membership to library		Total	
	Yes	No	f	%
Turkish Ed.	44	32	76	20.16
English Ed.	25	12	37	9.81
Computer- Instructional Technologies	17	20	37	9.81
Music Education-Fine Arts	6	42	48	12.73
Primary School of Mathematics Education	25	57	82	21.75
Psychological Counseling-Guidance	26	21	47	12.47
Special Ed.	26	24	50	13.26
Total	169	208	377	100

Table 3. Information on study group’s owning a bookcase

Department	Owning a bookcase		Total	
	Yes	No	f	%
Turkish Ed.	63	13	76	20.16
English Ed.	30	7	37	9.81
Computer-Instructional Technologies	29	8	37	9.81
Music Education-Fine Arts	34	14	48	12.73
Primary School of Mathematics Education	50	32	82	21,75
Psychological Counseling-Guidance	35	12	47	12.47
Special Ed.	32	18	50	13.26
Total	273	104	377	100

Table 4. Information on the study group's having a habit of reading

Department	Habit of reading		Total	
	Yes	No	f	%
Turkish Ed.	50	26	76	20.16
English Ed.	31	6	37	9.81
Computer- Instructional Technologies	18	19	37	9.81
Music Ed.-Fine Arts	13	35	48	12.73
Primary School of Mathematics Education	26	56	82	21.75
Psychological Counseling-Guidance	31	16	47	12.47
Special Ed.	27	23	50	13.26
Total	196	181	377	100

Data Gathering Tool and Collection of Data

In research, "Reading Culture Scale" (Türkel, Özdemir & Akbulut, 2017) had been carried out which was formerly developed to identify reading cultures of pre-service teachers.

The scale was developed as a 5-point Likert type. "Never" (1), "Rarely" (2), "Sometimes" (3), "Usually" (4), "Always" (5) expressions were used for the items used in the scale.

In order to ensure the validity of the scale, the researchers made a literature review, receive an opinion from the experts and made pre-test of the research. At last, it was seen that the scale was suitable as a result of these stages. The result of the analysis for the structure validity, the KMO value of the scale was .89 and the Bartlett Sphericity test was ($\chi^2 = 4221,390$, $p = 0.000$). Accordingly, the result of the Bartlett test is significant compared to the 0.05 level. According to this, it is found that the scale also provides the structure validity. The scale has a total variance rate of 48.402% consisting of four sub-scales. The Cronbach's Alpha reliability coefficient as a whole was calculated as .90. The Cronbach's Alpha reliability coefficients for the four sub-scales of the scale were found to be .86, .86, .72, .78 respectively. According to the findings obtained, it was revealed that the scale is a reliable scale in terms of both the whole and the sub-dimensions.

To evaluate the scores of the scale, between 1.00-1.80 is "Never", 1.81-2.60 "Rarely" 2.61- 3.40 "Sometimes", 3.41-4.20 "Usually" and, 4.21-5.00 is "Always". As the score obtained from the scale increases, a positive outlook for reading culture appears; on the contrary, a negative outlook appears.

In this current study to ensure reliability coefficient, The Cronbach's Alpha was calculated again and it is as a whole was calculated as 0.865.

Analysis of Data

Gathered data of study had been transferred to the statistics package program and statistical processes were conducted in line with sub-problems of the research. First of all, data were analyzed in terms of their competency to the normal

distribution. Kolmogorov-Smirnov and Shapiro-Wilk tests were performed in order to test the normality of distribution whereas Levene's test was carried out to examine assumptions on the homogeneity of variances. T-test statistics performed while comparing intergroup parametric of normal distributions in quantitative data; whereas ANOVA test statistics was carried out while comparing intergroup parametric of normal distributions in quantitative data.

FINDINGS AND INTERPRETATION

Gathered findings of this study were interpreted within the frames of research questions of the study.

Reading Cultures of Pre-service Teachers According to Their Points in Reading Culture Scale

With the aim of identifying reading cultures of pre-service teachers, total points of their answers to the items on the scale were calculated. Upon conducting statistical analyses, total average points of participant pre-service teachers on reading culture scale was at the medium level. This is not the desired level. In order to interpret points that were scored from reading culture scale, it is substantial to investigate sub-dimensions of scale. Therefore, pre-service teachers' answer averages to every scale item and standard deviations were designated by taking a total point for every sub-scale. All information concerning data has been presented in the tables below.

According to Table 5, the total average point of pre-service teachers, that they have scored from reading culture scale, is at mean score (3.25 = 'occasionally'). This level is not exactly the desired one for pre-service teachers who are to be role models for their students.

It can be observed in "Relation of Personal Development and Reading", as first sub-scale of reading culture scale, a total average point of pre-service teachers is at (3.26 = 'Occasionally') level. In respect of the first sub-dimension, the situation is similar to the general average. It can be said that reading cultures of pre-service teachers are not at a level to contribute to their personal development.

Moreover, it was observed that the lowest average is at item 10 with 2.26 and the highest average is at item 7 with 4.36. It can be said that pre-service teachers are aware of the fact that reading a book improves their vocabulary. Item 11 with 2.26 is the lowest average that associates with our culture in society. It can be interpreted as pre-service teachers' pay attention to perceptions of their surroundings and avoid reading where they think it is not suitable.

In Table 6, sub-scale "Main Reading Skill", as the second sub-scale of reading culture scale, a total average point of pre-service teachers is at (3.36 = 'Occasionally') level. When these items were examined, it could be seen that this sub-scale covers knowledge and skills on how to read. It can be said that this dimension is not at the desired level and therefore pre-service teachers are not equipped with enough knowledge and skill on how to read.

Besides the lowest average point as item 19 with 2.77 and the highest average point as item 21 with 3.96 have been

Table 5. The mean score of the sub-scale “Relation Of Personal Development and Reading”

Scale Sub-Dimension	Scale Items	Relation of Personal Development and Reading	SD
RCS	Grand Total of all Items	3.25	0.49
Relation of Personal Development and Reading	1. Reading the different type of texts/books contributes to my personal development.	4.28	0.86
	2. I follow a printed newspaper, magazine, etc.,	2.76	1.11
	3. I follow a digital newspaper, magazine and news websites.	3.43	1.10
	4. I regularly read the book every day.	2.72	1.11
	5. I buy a book as a present to my surroundings.	2.85	1.07
	6. I always carry a book with me.	2.77	1.18
	7. Reading book improves my vocabulary.	4.36	0.81
	8. The books I read give me a different perspective.	4.24	0.95
	9. Reading book affects my choice of friends.	2.70	1.35
	10. I read the book even if the conditions are not suitable in my whereabouts.	2.26	1.17
	11. When I speak, I quote from the books I have read.	2.74	1.08
	12. Reading books contribute to my academic/professional success.	3.95	1.04
	Total	3.26	0.62

Key: 1.00-1.80 “Never”, 1.81-2.60 “Rarely”, 2.61- 3.40 “Sometimes”, 3.41-4.20 “Usually” and, 4.21-5.00 is “Always”

Table 6. The mean score of the sub-scale “Main Reading Skill”

Scale Sub-Dimension	Scale Items	M	SD	
Main Reading Skill	13. I set my reading goal before starting to read.	2.97	1.18	
	14. I arrange my reading speed according to the text.	3.37	1.17	
	15. I try to guess the meaning of the words I do not know out of the context when I read.	3.74	1.05	
	16. I read criticisms related to the books I have read.	2.82	1.19	
	17. I try to make connections between the books I read and my life.	3.68	1.01	
	18. I question the coherence/reliability of the context when I read.	3.48	1.11	
	19. I take notes when I read.	2.77	1.23	
	20. I underline the statements that I consider important when I read.	3.13	1.31	
	21. I think about myself inside the world of the book when I read.	3.96	0.99	
	22. I read new books based on the old ones that I read.	3.70	1.01	
		Total	3.36	0.68

Key: 1.00-1.80 “Never”, 1.81-2.60 “Rarely”, 2.61- 3.40 “Sometimes”, 3.41-4.20 “Usually” and, 4.21-5.00 is “Always”

Table 7. The mean score of the sub-scale “Visual Reading”

Scale Sub- Dimension	Scale Items	M	SD
Visual Reading	23. I prefer reading books/magazines etc., with pictures.	2.79	0.99
	24. I look into the figures as graphics/tables in books that I read.	3.60	0.99
	25. Instead of printed newspaper, magazine, etc., I read from websites, blogs, applications, and forums.	3.22	1.10
	26. I read electronic books instead of printed ones.	2.28	1.18
	Total	2.97	0.69

Key: 1.00-1.80 “Never”, 1.81-2.60 “Rarely”, 2.61- 3.40 “Sometimes”, 3.41-4.20 “Usually” and, 4.21-5.00 is “Always”

determined in this sub-dimension. It can be said by the low level obtained from item 19 that pre-service teachers do not have the habit of reading by taking notes, which is one of the strategies while reading.

In Table 7, sub scale “Visual Reading”, as the third sub-scale of reading culture scale, the total average point of pre-service teachers is at (2.97 = ‘Occasionally’) level. Besides the lowest average point as item 26 with 2.28 and the

highest average point as item 24 with 3.60 have been determined in this sub-dimension. It has been observed that, even if the pre-service teachers stated to look into tables, graphics, and figures, they are not equipped with acquisitions of visual reading adequately.

In Table 8, sub-scale “Book Selection”, as the fourth sub-scale of reading culture scale, a total average point of pre-service teachers is at (3.26 = ‘Occasionally’) level. Besides the lowest average point as item 28 with 2.96 and the highest average point as item 30 with 3.57 have been determined in this sub-dimension. It has been observed that pre-service teachers are attracted by the author of the book not by best sellers list when they select a book.

Examining Reading Cultures of Pre-service Teachers by Gender

Results of t-test analysis on whether reading cultures of pre-service teachers become different by gender or not have been given in Table 9.

According to Table 9, it has been observed in “Main Reading Skill” sub-scale that reading cultures of pre-service teachers display a significant difference by gender ($p=0.02 < 0.05$). Total average points of female pre-service teachers in “Main Reading Skill” sub-scale are higher than total average points ($M=3.26$) of male pre-service teachers. It has been observed in “Book Selection” as the fourth sub-scale that reading cultures of pre-service teachers display a significant difference by gender ($p=0.000 < 0.05$). Average points ($F=3.33$) of female pre-service teachers are higher than average points ($M=3.05$) of male pre-service teachers.

When “Personal Development and Reading” and “Visual Reading” sub-dimensions are examined, it has been noticed that reading cultures of pre-service teachers do not demonstrate a significant difference by gender ($p=0.062$ and $p=0.446 > 0.050$).

When RCS total average points are viewed, reading cultures of pre-service teachers display a significant difference by gender ($p=0.07 < 0.050$). RCS total average points ($M=3.31$) of female pre-service teachers are higher than the total average points ($M=3.16$) of male pre-service teachers. Based upon this, it can be said that female pre-service teachers are more equipped with most sub-dimensions of reading culture acquisition than male pre-service teachers.

Examining Reading Cultures of Pre-service Teachers by Membership to Library Variable

Results of t-test analysis on whether reading cultures of pre-service teachers become different by the membership to the library or not have been displayed in Table 10.

In accordance with Table 10, it has been observed in “Visual Reading” and “Book Selection” sub-dimensions that there is not a significant difference by the membership to a library ($p=0.075$ and $p=.099 > 0.050$). It has been observed in “Personal Development and Reading” sub-scale that reading cultures of pre-service teachers display a significant difference by their membership to the library ($p=.000 < 0.05$).

Total average points ($Y=3.48$) of pre-service teachers who have a membership to a library in “Personal Development and Reading” sub-scale are higher than total average points ($N=3.08$) of pre-service teachers who do not have the membership to the library. When “Main Reading Skill” sub-

Table 8. The mean score of the sub-scale “Book Selection”

Scale Sub- Dimension	Scale Items	M	SD
Book Selection	27. I refer to the suggestions of my friends when I select a book.	3.47	0.91
	28. I refer to the best sellers list when I select a book.	2.96	1.11
	29. I refer to the cover, picture, and visuals when I select a book.	3.05	1.14
	30. Author of the book is a factor in my book selection.	3.57	1.14
	Total	3.26	0.75

Key: 1.00-1.80 “Never”, 1.81-2.60 “Rarely”, 2.61- 3.40 “Sometimes”, 3.41-4.20 “Usually” and, 4.21-5.00 is “Always”

Table 9. T-test results of RCS points by gender variable

Scale	Gender	N	M	SD	t	p
Whole Scale (RCS)	Female	239	3.31	0.480	2.73	0.007*
	Male	138	3.16	0.508		
Personal Development and Reading	Female	239	3.30	0.604	1.87	0.062
	Male	138	3.18	0.664		
Main Reading Skill	Female	239	3.43	0.669	2.33	0.020*
	Male	138	3.26	0.690		
Visual Reading	Female	239	2.95	0.715	-0.76	0.446
	Male	138	3.01	0.666		
Book Selection	Female	239	3.39	0.720	4.21	0.000*
	Male	138	3.05	0.764		

* $p < 0.05$

scale is viewed, it has been noticed that reading cultures of pre-service teachers demonstrate a significant difference by their membership to the library ($p=0.000 <0.050$). Total average points ($Y=3.60$) of pre-service teachers who have a membership to the library in “Main Reading Skill” sub-scale are higher than total average points ($N=3.17$) of pre-service teachers who do not have the membership to a library.

It has been recognized that reading cultures of pre-service teachers display a significant difference in favor of the ones who have the membership to the library ($p=0.000 <0.050$). RCS total average points ($Y=3.44$) of pre-service teachers who have a membership to the library are higher than total average points ($N=3.10$) of pre-service teachers who do not have a membership to the library. Membership to library contributes positively to reading culture and makes a significant level of difference. Based on this detection, it can be foreseen that encouraging membership to the library by raising its attraction would contribute to the development of reading culture.

Examining Reading Cultures of Pre-service Teachers by Owning a Bookcase Variable

Results of t-test analysis on whether reading cultures of pre-service teachers become different by owning a bookcase

or not have been demonstrated in Table 11.

According to Table 11, RCS total average points of the pre-service teachers who own a bookcase are higher than total average points of pre-service teachers who do not own bookcase. It has been observed in “Personal Development and Reading” sub-scale that reading cultures of pre-service teachers display a significant difference by owning a bookcase ($p=0.000 <0.05$).

Total average points of pre-service teachers who own bookcase in “Personal Development and Reading” sub-scale is higher than total average points of pre-service teachers who do not own bookcase.

When “Main Reading Skill” sub-scale is viewed, it has been noticed that reading cultures of pre-service teachers demonstrate a significant difference by owning a bookcase ($p=0.000 <0.050$). Total average points of pre-service teachers who own bookcase in “Main Reading Skill” sub-scale are higher than total average points of pre-service teachers who do not own bookcase.

In “Visual Reading” sub-dimension, it has been observed that reading cultures of pre-service teachers present a significant difference by owning a bookcase ($p=0.000 <0.050$). Total average points of pre-service teachers who own bookcase in “Visual Reading” sub-scale are higher than total average

Table 10. T-test results of RCS points by the membership to library variable

Scale	Membership to library	N	M	SD	t	p
Whole Scale (RCS)	Yes	169	3.44	0.389	7.146	0.000*
	No	208	3.10	0.520		
Personal Development and Reading	Yes	169	3.48	0.521	6.468	0.000*
	No	208	3.08	0.653		
Main Reading Skill	Yes	169	3.60	0.535	6.304	0.000*
	No	208	3,17	0.727		
Visual Reading	Yes	169	3.04	0.750	1.788	0.075
	No	208	2.91	0.647		
Book Selection	Yes	169	3.38	0.702	1.655	0.099
	No	208	3.21	0.789		

* $p < 0.05$

Table 11. T-test results of RCS points by owning a bookcase variable

Scale	Bookcase	N	M	SD	t	p
Whole Scale (RCS)	Yes	273	3.36	0.443	7.103	0.000*
	No	104	2.98	0.518		
Personal Development and Reading	Yes	273	3.38	0.589	6.468	0.000*
	No	104	2.92	0.611		
Main Reading Skill	Yes	273	3.49	0.629	6.129	0.000*
	No	104	3.03	0.702		
Visual Reading	Yes	273	3.03	0.683	2.517	0.012*
	No	104	2.82	0.716		
Book Selection	Yes	273	3.30	0.694	1.333	0.185
	No	104	3.17	0.885		

* $p < 0.05$

points of pre-service teachers who do not own bookcase.

It has been noticed in “Book Selection” as the fourth sub-scale that reading cultures of pre-service teachers who own bookcase do not display a significant difference ($p=0.185>0.050$).

It has been recognized that reading cultures of pre-service teachers display a significant difference in favor of the ones who own bookcase ($p=0.000 <0.05$). It is a foreseen effect that owning a bookcase contributes positively to reading culture, and makes a significant level of difference, yet its detection is meaningful.

Examining Reading Culture of Pre-service Teachers by Having a Habit of Reading Variable

Results of t-test analysis on whether reading cultures of pre-service teachers become different by having a habit of reading or not have been displayed in Table 12.

In accordance with Table 12, it has been observed in “Personal Development and Reading” sub-scale that reading cultures of pre-service teachers display a significant difference by a habit of reading ($p=0.000 <0.050$). Total average points ($Y=3.55$) of pre-service teachers who have a habit of reading in “Personal Development and Reading” sub-scale is higher than total average points ($N=2.94$) of pre-service teachers who do not have a habit of reading.

When “Main Reading Skill” sub-scale is viewed, it has been noticed that reading cultures of pre-service teachers demonstrate a significant difference by having a habit of reading ($p=0.000 <0.05$). Total average points ($Y=3.60$) of pre-service teachers who have a habit of reading in “Main Reading Skill” sub-scale are higher than total average points ($N=3.10$) of pre-service teachers who do not have a habit of reading. When “Visual Reading” and “Book Selection” sub-dimensions are viewed, it has been noticed that reading cultures of pre-service teachers do not demonstrate a significant difference by having a habit of reading ($p=0.422$ and $p=0.747 >0.05$).

It has been recognized that reading cultures of pre-service teachers display a significant difference in favor of the ones who have a habit of reading ($p=0.000 <0.05$). RCS

total average points ($Y=3.46$) of pre-service teachers who have a habit of reading are higher than total average points ($N=3.04$) of pre-service teachers who do not have a habit of reading. The habit of reading is one of the substantial components of reading culture. Since high levels of this habit will develop reading culture substantially, this finding is significant in order to make a contribution to the body of literature.

Examining Reading Culture of Pre-service Teachers by Department Variable

Results of one-way analysis of variance (ANOVA) on whether reading cultures of pre-service teachers become different by department variable or not have been displayed in Table 12.

When Table 13 is viewed, as a result of one-way analysis of variance (ANOVA), which was carried out for determining whether RCS points display a significant difference or not, the difference between arithmetic averages of departments has been found meaningful, statistically. Following this procedure, in order to detect which groups to cause this designated difference, subsidiary techniques of post-hoc analysis were conducted.

Posterior to ANOVA, so as to decide on which post-hoc multiple comparison techniques to use, the first homogeneity of group distribution variations was tested by Levene’s test and variances were found homogenous ($LF=6.246$ and $p=0.000$).

Thereupon, Scheffe multiple comparison techniques were performed in order to identify which two or more sub-variables cause these significant differences, that was commonly used in conditions where variances are homogenous and that is sensitive to Alpha type defects. Obtained results are as given in Table 13.

In accordance with Table 14, findings of the one-way analysis of variance (One-Way ANOVA), that were carried out upon testing whether reading cultures of pre-service teachers display a significant difference or not by their departments, had revealed that RCS total average points demonstrate a significant difference in terms of departments

Table 12. T-test results of RCS points by having a habit of reading variable

Scale	Habit of reading	N	M	SD	T	p
Whole Scale (RCS)	Yes	196	3.46	0.396	8.980	0.000*
	No	181	3.04	0.499		
Personal Development and Reading	Yes	196	3.55	0.484	10.507	0.000*
	No	181	2.94	0.618		
Main Reading Skill	Yes	196	3.60	0.567	7.580	0.000*
	No	181	3.10	0.699		
Visual Reading	Yes	196	3.00	0.746	0.803	0.422
	No	181	2.94	0.641		
Book Selection	Yes	196	3.28	0.773	0.323	0.747
	No	181	3.25	0.775		

* $p<0.05$

Table 13. Descriptive statistics and analysis of variance of RCS Points by department variable

Department	N	M	SD	Source of variance	Sum of squares	df	Mean square	F	p
Turkish Ed.	76	3.52	0.36						
English Ed.	37	3.23	0.442						
Computer- Instructional Technologies	37	3.19	0.475	Intergroup	12.048	6	2,008	9.274	0.000*
Music Education-Fine Arts	48	2.91	0.483	Intragroup	80.112	370	0.217		
Primary School of Mathematics Education	82	3.19	0.427	Total	421.242	376			
Psychological Counseling-Guidance	47	3.34	0.564						
Special Ed.	50	3.29	0.540						
Total	377	3.25	0.495						

Table 14. Post-hoc scheffe test results

Department (i)	Department (j)	Differ. of averages	Standard error	p
Turkish Ed.	English Ed.	0.282	0.093	0.167
	Computer and Instructional Technologies	0.329	0.093	0.055
	Music Education-Fine Arts	0.610*	0.085	0.000*
	Primary School of Mathematics Education	0.329*	0.074	0.004*
	Psychological Counseling-Guidance	0.170	0.086	0.687
	Special Ed.	0.227	0.084	0.302
English Ed.	Computer and Instructional Technologies	0.046	0.108	1.000
	Music Education-Fine Arts	0.327	0.101	0.114
	Primary School of Mathematics Education	0.047	0.092	1.000
	Psychological Counseling-Guidance	-0.111	0.102	0.977
Computer- Instructional Technologies	Special Ed.	-0.054	0.100	1.000
	Music Education-Fine Arts	0.280	0.101	0.272
	Primary School of Mathematics Education	0.000	0.092	1.000
	Psychological Counseling-Guidance	-0.158	0.102	0.878
Music Education-Fine Arts	Special Ed.	-0.101	0.100	0.985
	Primary School of Mathematics Education	-0.280	0.084	0.092
	Psychological Counseling-Guidance	-0.439*	0.095	0.002*
Primary School of Mathematics Education	Special Ed.	-0.382*	0.094	0.012*
	Psychological Counseling-Guidance	-0.158	0.085	0.745
Psychological Counseling-Guidance	Special Ed.	-0.102	0.083	0.960
	Special Ed.	0.056	0.094	0.999

* $p < 0.05$ (F= 9.274 and $p=0.000$).

The first difference is between Music Education-Fine Arts and Turkish Education, Psychological Counseling-Guidance and Special Education; and it is a meaningful difference in favor of Turkish Education, Psychological Counseling-Guidance, Special Education statistically ($p=0.000$, $p=0.02$, and $p=0.12$). RCS average points (3.52/3.34/3.29) of students who are studying at Turkish Education, Psychological Counseling-Guidance, Special Education departments are higher than RCS average points (2.91) of students who are studying at Music Education-Fine Arts departments.

The second difference is between Primary School Mathematics Education and Turkish Education; and it is a meaningful difference in favor of Turkish Education, statistically ($p=0.04$). RCS average points (3.52) of students who are studying at Turkish Education department are higher than

Psychological Counseling-Guidance, Special Education departments are higher than RCS average points (2.91) of students who are studying at Music Education-Fine Arts departments.

RCS average points (3.19) of students who are studying at Primary School Mathematics Education department. The differences between other departments were not considered significant, statistically ($p > 0.05$).

When this difference, which was caused by departments on reading culture, is considered, it can be said that classifications within the education system, characterization of students as “mathematical”, “verbal” with the effects of central examinations starting from high school, even in secondary school, pushed students away from the field.

DISCUSSION

According to obtained results of this study, the total average point that pre-service teachers scored out of reading culture scale was found as a medium. It can be said that this level is regarded unsatisfactory for pre-service teachers who will be role models for their students. Reading culture, with its many different dimensions, is a wide concept and it is difficult to assess. The results that were aroused out of sub-dimensions of scale has the utmost importance in order to be better understood and discussed. It is required for us to make assumptions by comparing the results that were aroused out of sub-dimensions of scale and the results of similar studies together.

When sub-dimensions of scale were examined, the clause where pre-service teachers scored the highest point in “Individual Development Reading Relevance”, as reading culture scale’s first sub-dimension, is “Reading a book improves my vocabulary”. It can be said that pre-service teachers are aware of the fact that reading a book will contribute to their individual development. The reading act is a significant tool which enriches opinion repertoire of individuals, develops a better understanding and expressing skills and furthermore enables an individual to gain a better place in society. Therefore, the fact that pre-service teachers are aware of a reading book will contribute to their individual development is an important result in recognition of they will plant this conscious when raising their students.

The “I read the book even if the conditions are not suitable in my whereabouts.” clause, as a relevant sub-dimension, is the clause in which pre-service teachers scored the lowest average point. Pre-service teachers avoid reading in environments where they consider it will not be appropriate by regarding perspectives of surroundings as important. This condition reveals the consideration of reading in our social culture. Ungan (2008) gives utterance to an assertion that unless reading book becomes a value in society and it is not mentioned in school, bazaar, market; the percentage of qualified literate individuals will not be escalated.

According to Karadag (2013), limiting reading with course books, school library or libraries will affect students negatively on their requirement of reading in different fields of everyday life. On that account, the meaning of reading should be shared in every aspect of daily life as a realizable act with no time limits. By sharing this meaning, reading would not be limited to school environments and would become a part of the reader’s daily life. Hence, reading processes, which are supported by society, may begin to undertake the features of culture. Sever (2010, p.10) similarly

emphasizes that in order to mention reading culture, acquired skills of individuals in respect to their reading act should be transformed into a way of life in society. The results obtained from this study can be regarded as an indicator that reading book is not transformed into a way of life in our society.

It has been observed in the reading culture scale’s second clause of “Main Reading Skill” that pre-service teachers are not at a required level considering their pieces of knowledge and skills in how to read. Pre-service teachers with a lack of this skill, which had taken place during basic education of all training stages in acquisitions of instructional plans, requires deep thinking on reading training they had been provided with.

The “I think about myself inside the world of the book when I read” clause, as a relevant sub-dimension, is the clause in which pre-service teachers scored the highest average point. In a study, where he questioned the reason for reading, Harmer (2001) presents two main reasons for reading; reading as a means and reading for pleasure. Hereunder, in reading as a means, there are main targets for readers to reach upon and s/he reads accordingly; whereas in reading for pleasure, reader’s goal is to find her/himself inside the world of the book as s/he is delighted by the text s/he reads. It can be said that pre-service teachers’ reading tendency is reading for pleasure due to the fact that they think about themselves inside the world of the book when they read.

The lowest score of this dimension has been specified as “I take notes when I read.” clause. “Taking notes while reading” is one of the strategies that is being used during reading. Onovughe and Hannah (2011, Cited in Melanlıoğlu, 2014) emphasize on teaching reading strategies by stating that if how to use reading strategies are not taught by teachers, and students are expected to use them by themselves, it is impossible to get a result out of this practice. The obtained result from this study is the indication of pre-service teachers lacking the habit of taking notes while reading as one of the used strategies. This result displays similarities with the studies that have been conducted in the body of literature on the utilization level of reading strategies by pre-service teachers. In a study Topuzkanamis (2009) found out pre-service teachers to be at a medium level in terms of using reading strategies; whereas Kus and Turkyilmaz (2010) discovered most pre-service teachers to take notes rarely or occasionally while reading.

“Visual Reading” as reading culture scale’s third sub-dimension, is the sub-scale in which pre-service teachers scored the lowest point amongst other sub-dimensions. Even in “I look into the figures as graphics/tables in books that I read.” clause, where they have the highest average point among this sub-dimension, an average result was obtained. Even though pre-service teachers stated that they look into tables, graphics, and figures, they have been observed not to have the required level of acquisitions in terms of visual reading. The lowest scores of average points in visual reading can be regarded as teaching reading’s lack of importance within the field of Turkish language education in our education system and in private. Whereas visual reading, as a type of reading activity, should be among the skills, which were targeted for pre-service teachers to acquire, due to its effectiveness both in understanding and in expressing pro-

cesses. Starting from this point of view, by making connections between pre-service teachers' visual reading and press literacy; and other pedagogic skills, it can be said that this lack of skill should be fulfilled in the fields of this concept.

The "I read electronic books instead of printed ones." clause is the clause in which pre-service teachers scored the lowest average point at this sub-dimension. The condition emerged through this study had taken place in many studies of the body of literature, similarly (Dagtas, 2013; Ozen&Ertem, 2013; Ates & Sahin, 2014; Akcaoglu Saydim, 2017; Keskin & Cetinkaya, 2017; Elkatmis, 2018). In some studies, conducted upon pre-service teachers, they started to prefer reading a text not from a printed book, but electronically. In a study carried out by Ulusoy and Dedeoglu (2015), pre-service teachers expressed that they would prefer e-mail. It can be said that the differences among the body of literature depend mostly on age, experience, concern, background and technological competence. As a result of this study, pre-service teachers' low perception of an electronic book can be evaluated as for their personal choices. Yet, pre-service teachers who are to teach alpha generation shall be equipped with the adequate technological pedagogic formation; therefore, electronic, digital and multilayered texts shall be included into the teaching reading contents at faculties of education and perceptions of teachers towards these texts shall be affirmed.

Whereas the "Author of the book is a factor at my book selection." clause is the clause in which pre-service teachers scored the highest average point, the "I refer to the best sellers list when I select a book." clause is the clause in which pre-service teachers scored the lowest average point, at the last sub-dimensions of scale "Book Selection". From this point of view, it can be said that pre-service teachers select their books not by affecting from best sellers list, but by affecting from the author of the book. This condition is significant as it indicates that pre-service teachers do not select their books randomly. In their study Firat and Coskun (2017) identified that pre-service teachers of Turkish language consider "subject, author and language and expression" of the book in their selection; and the second important factor of their book selection is specified as "author of the book" by 80.6%.

When results concerning the gender variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers varying by gender. Total average points of female pre-service teachers are considerably higher than the total average points of male pre-service teachers. Findings of study on this bear similarities with the findings of "Akkaya and Isci, (2018); Teksan and Cinpolat (2018); Sengul Bircan (2017); Yangil (2017); Bicer and Alan (2017); Durmus and Bas (2016); Kocak, Cermik et al. (2016); Ilgar, Ilgar et al. (2015); Akin (2015); Demir (2015); Kocak, Kurtlu et al. (2015); Ozdemir, Ozdemir et al. (2015); Cetinkaya Edizer (2014); Karakus and Baki (2014), Kalyoncu (2013); Kuzu (2013); Ari and Demir (2013). In studies conducted by Isik and Demir (2017) the difference in gender was not found significant. Moreover, in 2015 PISA results of our country, it had been identified that female students of secondary schools

had higher points in reading skills than male students.

When results concerning library membership variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their library membership. Total average points of pre-service teachers who have library membership are considerably higher than the total average points of pre-service teachers who do not have a library membership. Membership to the library makes a positive contribution to reading culture and composes a significant difference. From this goal's point of view, it can be foreseen those appealing school libraries and promoting memberships would contribute to the development of reading culture. In a study, where he was determining the state with a socio-spatial approach in order to form a reading culture at a public school in Singapore, Loh (2015) emphasizes that for students to have reading culture even beyond school library, it is required to designate the best environment for students to use.

When results concerning owning a bookcase variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their ownership of a bookcase. Total average points of pre-service teachers who own bookcase are considerably higher than the total average points of pre-service teachers who do not own bookcase. It can be foreseen that owning a bookcase makes a positive contribution to reading culture and composes a significant difference, however, it is important to be detected. This may make us think that teaching mother tongue requires a consciousness on owning a bookcase and learning outcomes to be added into the program.

When results concerning having a habit of reading a variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their habit of reading. Total average points of pre-service teachers who stated to have a habit of reading are considerably higher than the total average points of pre-service teachers who stated not to have a habit of reading. The habit of reading is one of the most important components of reading culture. The high rate of this habit dramatically develops reading culture. According to Sever (2010), obtaining a reading culture consists of multiple stages. These stages are "listening skill, reading and writing skill, critical reading skill and reading culture (universal literacy) skill" respectively. In order to reach these specified stages, it can be said to raise teachers who consider reading a manner of life, have a habit of reading, can be role models to their students and can support them to acquire reading culture. Thus pre-service teachers are in need of acquiring a habit of reading, and researches ought to be conducted related to what need or needs to be done in order to have a sustainable reading habit.

When results concerning department variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their departments. Total average points of pre-service teachers in Turkish Education, Psychological Counseling and Guidance, Special Education departments are considerably higher than the total average points

of pre-service teachers in Music-Fine Arts departments. Average points of pre-service teachers who are studying at Turkish Education department are higher than average points of pre-service teachers who are studying at Primary School Mathematics department. The differences between other departments are not considered significant, statistically.

In this study, low scores on reading cultures of pre-service teachers especially who are studying at music, painting departments can be attributed with the facts that as of secondary school they have established in which field they wanted to study and concentrated on those fields. These students set their paths mostly by attending fine arts high school. This condition may be one of the reasons for them to become distant from reading culture. Among the group of participants, pre-service teachers studying in the mathematics department are the ones with the most dominant scalar qualification. Their average points on reading culture are respectively lower than average points of pre-service teachers who are studying at Turkish Education department. The classifications of “mathematical” and “verbal” students may be pushing them away from the other field. However, they both need a reading culture, equally.

Once again in this study, the average points with high results of pre-service teachers who are studying at Turkish Education departments have resemblances to the results of Teksan and Cinpolat (2018), and Ozdemir, Ozdemir et al (2015) partaking in the body of literature. On the other hand, Demir (2015) asserted in his study that university students who are studying in verbal fields have higher attitudes towards reading than the ones who are studying at science-mathematical fields. At this point, it had been stated that students who are especially studying at science and mathematical fields concentrated more on field-specific subjects during their secondary school and university educations leading their lack of reading culture.

In conclusion, it has been designated in this study that pre-service teachers do not have the required skills in terms of reading culture at the terminal level. To acquire their students with reading culture is one of the most important missions of teachers. So as to fulfill this mission, teachers should have the required skills in relation to reading culture, to begin with. As a suggestion with reference to the results of this study; there should be practices especially in teaching reading lessons of education faculties along with theoretical information in order to engrain students in love of reading and support them in their reading culture development.

CONCLUSION

The obtained results of this study, which was aiming to examine the reading culture of pre-service teachers in terms of multiple variables, are as follows:

- The total average point that pre-service teachers scored out of reading culture scale was found as a medium. When sub-dimensions of scale were examined, the clause where pre-service teachers scored the highest point in “Individual Development Reading Relevance”, as reading culture scale’s first sub-dimension, is “Reading a book improves my vocabulary”. The “I read the book even if the conditions are not suitable in my whereabouts.” clause, as a relevant sub-dimension, is the clause in which pre-service teachers scored the lowest average point.
- It has been observed in the reading culture scale’s second clause of “Main Reading Skill” that pre-service teachers are not at a required level considering their pieces of knowledge and skills in how to read. The “I think about myself inside the world of the book when I read” clause, as a relevant sub-dimension, is the clause in which pre-service teachers scored the highest average point. The lowest score of this dimension has been specified as “I take notes when I read.” clause.
- “Visual Reading” as reading culture scale’s third sub-dimension, is the sub-scale in which pre-service teachers scored the lowest point amongst other sub-dimensions. Even in “I look into the figures as graphics/tables in books that I read.” clause, where they have the highest average point among this sub-dimension, an average result was obtained. Even though pre-service teachers stated that they look into tables, graphics, and figures, they have been observed not to have the required level of acquisitions in terms of visual reading. The “I read electronic books instead of printed ones.” clause is the clause in which pre-service teachers scored the lowest average point at this sub-dimension.
- Whereas the “Author of the book is a factor at my book selection.” clause is the clause in which pre-service teachers scored the highest average point, the “I refer to the best sellers list when I select a book.” clause is the clause in which pre-service teachers scored the lowest average point, at the last sub-dimensions of scale “Book Selection”.
- When results concerning the gender variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers varying by gender. Total average points of female pre-service teachers are considerably higher than the total average points of male pre-service teachers.
- When results concerning library membership variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their library membership. Total average points of pre-service teachers who have library membership are considerably higher than the total average points of pre-service teachers who do not have a library membership. Membership to the library makes a positive contribution to reading culture and composes a significant difference.
- When results concerning owning a bookcase variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their ownership of a bookcase. Total average points of pre-service teachers who own bookcase are considerably higher than the total average points of pre-service teachers who do not own bookcase.
- When results concerning having a habit of reading a variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading

cultures of pre-service teachers depending on their habit of reading. Total average points of pre-service teachers who stated to have a habit of reading are considerably higher than the total average points of pre-service teachers who stated not to have a habit of reading. The habit of reading is one of the most important components of reading culture. The high rate of this habit dramatically develops reading culture.

- When results concerning department variable that affects reading cultures of pre-service teachers are examined, there is a significant difference in reading cultures of pre-service teachers depending on their departments. Total average points of pre-service teachers in Turkish Education, Psychological Counseling and Guidance, Special Education departments are considerably higher than the total average points of pre-service teachers in Music-Fine Arts departments. Average points of pre-service teachers who are studying at Turkish Education department are higher than average points of pre-service teachers who are studying at Primary School Mathematics department. The differences between other departments are not considered significant, statistically.

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