



The Reading Profile of Turkish Primary School Students¹

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This study aims to reveal the reading profile of primary school students. The research design is based on a survey model with the research population being comprised of primary school students in the 2014-2015 academic year in the city center of Nevsehir, Turkey. The sample of the study consists of 120 fourth-grade students. The research data was obtained from a two section questionnaire developed by the researcher and consisted of open-ended questions. The first section included personal questions and the second section consisted of 15 items that were expected to reflect the level of the reading profile of primary school students. The SPSS program was used to analyze the data. The results showed that almost all the children intellectually considered that reading was important and necessary; yet, they were not able to exactly reflect that thought in their actions.

Keywords: primary school students, reading, reading profile, primary school, student

INTRODUCTION

Most of the people in Turkey, when asked “what do you do in your spare time?, reply that they read books and listen to music”. This is also supported by some researches; for example Koparan & Ozturk (2002) found that reading had the highest percentage (24 percent) among spare time activity. Similarly, in a research by Tel (2007), 99.1 % of the lecturer participants gave reading as a spare time activity. However, the research reports of the Turkish Statistics Institute (TUIK) (2013) cast doubt on the research given above. According to the report, Turkish people, watch television for six hours a day and surf the internet for three hours allocate only a minute of their time to reading books. The report states that the reading rate in Europe is 21 percent and in Turkey it is 0.1 % placing it 86th in the world level of reading ranking. Britain and France occupy first place with 21 percent among the countries in reading books followed by Japan with 14 percent, and the US and Spain with 12 and 9 % respectively. According to the report in parallel with the TUIK data and prepared by Center for Democratic and Educational

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Strategic Studies DESAM, the Japanese read an average of 25 books a year and the Swiss 10 books, the French seven books. This is in contrast to Turkey, in which each person reads only one book in 10 years². According to the information provided by Titiz, book reading ranks 235 in the social life activities in Turkey. Furthermore, 75 % of the society does not read books at all and 40 percent never visit a library (Ortas, 2007). Thus, it is hard to understand how libraries in Turkey can undertake the necessary role of supporting education and research. The insufficient printed resources of existing libraries and limited budgets which are both below world standards constitute a serious problem. The US Congress Library contains approximately 30 million books and in the United Kingdom, the British library in hosts 14 million books and 150 million other items. However, there are contradictions in the sources concerning the number of books in the National Library of Turkey with some sources stating that the library has 1 million books while others claim that there are 1.5 million books (Laciner, 2011).

The research focusing on why Turkish people read so little was undertaken with a total of 1551 people in 15 provinces and revealed that 40 % of the participants did not read books at all and in terms of the number of books read in a month, 30 % of the participants read a book, 39 % never visited a library, 31 % went to a library a few times, 32 % had never been to a bookstore, and 31 % went to a bookstore to examine and purchase books (Ozdemir, 1990).

Research studies (Odabas, Odabas & Polat, 2008; Saracaloglu, Bozkurt & Serin, 2003) on university students indicated that a significant number of them do not possess the habit of reading or are not engaged in reading culture. Although an economics student in an American university needs to read an average of 125 pages daily to cope with the assigned reading of their course (Kilicbay, 2005: 101-2), it is not possible to be optimistic about whether they actually do this.

Another research study shows that approximately 58.3 % of candidate teachers read, on average, 0-7 books a year. Those reading 8-12 books, (23.4 %) are considered to be medium-level readers and the percent of those reading 12 or more books is 18.3 (Ari & Demir, 2013). Research conducted with 1915 lecturers reveals that 21.9 % of academicians do not read books apart from academic publications, 56.2 % read one or two books, 17.5 % three to five books, and 4.5 % read six to 10 books³.

In the light of the above data, it is possible to state that on a global basis, it is necessary to read 10 to 20 books a year in order to be considered a good book reader. According to the standards suggested by American Library Association (ALA), a very good reader reads 21 or more books a year, a medium reader reads six to 20 books, a poor reader

² Information from “<http://www.haberler.com/desam-turk-halki-10-yilda-1-kitap-okuyor-3499315-haber/gundem-haber-10008/>”.

³ Data from Gazi University Research Report on Reading Habits was obtained from “http://www.cocukvakfi.org.tr/resource/pdf/raporlar/14okuma_aliskanligi_karnesi2006.pdf” retrieved 06.01.2015.

reads one to five books, and a person who does not read a book is a non-reader⁴. Unfortunately, Turkey is a country behind the world standards not only in terms of the number of people who read books but also in relation to reading other printed materials such as newspaper and magazines (Turk Kutuphaneciligi, 2008).

Reading Profiles

Although reading has certain aspects that do not change over time, it cannot be defined independently from its historical and cultural conditions. In terms of meaning and function, reading is a complicated physical and mental activity interaction involving much more than analyzing the code of the language or the process of deciphering a text (Fortna, 2013: 78).

In today's information society, competency in reading is essential for people to manage everyday life from being able to understand a street sign or advertising panel, a text on a cellular phone to understanding the conditions attached to opening a bank account. Reading has become an obligation in today's world, rather than a privileged phenomenon or the privilege of the elite (Fortna, 2013: 18-9). However, it is a fact that the people who have a limited attention span and therefore unable to watch videos over a minute let alone reading a ten-page article. Reading is not as attractive as, some activities such as watching television, surfing the internet, playing video games, and talking on the mobile phone. According to Kilicbay (2005: 103), "A student is always bound with what his/her teacher tells. Arguing with what the teacher says is perceived as treachery or treason. In that case, a student never gets past being a passive receiver, needing no reading because he/she "learns" everything from his/her teacher". This may be one of the reasons why reading is not considered desirable.

There are several different reader profiles. According to the reader motivational profile developed by Guthrie, Coddington and Wigfield, avid readers are those interested in reading, loving to read at and outside the school and having a natural motivation and a sense of responsibility and self-discipline for reading. Such readers have strong skills in terms of understanding what they read. The ambivalent reader has occasional and sincere motivation for some texts but not for others. Such readers have a genuine urge to read and are open to reading the text in computer games, messages, e-mails and some magazines in contrast to being possibly unwilling to read schoolbooks, novels, and informative books. This type of reader can evade their homework, but may frequently be in contact with non-school texts. The apathetic reader profile consists of students with a sincere wish to read and little evasion from reading. Such readers have no sustainable interest in reading and have motivational problems, thus they avoid reading. They take a reckless and alienated attitude to reading. Averse reader profile, however, consists of students with a low sincere wish to read and high motivation to evade reading. Such

⁴ Information taken from a preliminary information report titled "People of Turkey Reading": Why is Turkish Society not Reading, How can we become a reading Society?" obtained from "http://www.cocukvakfi.org.tr/resource/pdf/Raporlar/11Okuyan_Turkiye_Projesi_Raporu%20_Temmuz2003.pdf" retrieved 07.01.2015.

students actively resist most types of reading and show very little interest in reading. Some of those students are functionally literate; they read almost anything they put their hands on such as bus schedules, magazines, and even job applications. However, this limited reading skill does not provide educational benefits such as sound knowledge, aesthetic experience or the qualifications necessary to enter good schools. Due to their evasion and low interest, it is highly possible that those students have a low ability for reading comprehension (Guthrie et al., 2009: 325-327).

The current research is based on the question, “what kind of reading profile do Turkish primary school age children have?” and aims to present the reading profiles of fourth grade primary school students. The reading profile phenomenon covers several aspects of reading (interest in, habit and preference of, attitude towards and motivation for reading); therefore, it is considered as an umbrella term in terms of designing the research methodology.

The reading profile of primary school students is necessary and significant for several reasons. Reading is a meaningful and necessary activity for people of all ages; however, the primary school age is especially important because it is the time fundamentals of education are formed including the initial development of literacy skills and reading. Determining the individual child’s reading profile, functions as a guideline for educational and training needs. It provides teachers with data on the aspects the students need to improve and reinforce their reading skills.

METHOD

This study investigated the reading profiles of fourth-grade primary school students using a descriptive research method based on a survey model. This model is an approach that is based on the description of a past or existing condition and the event, individual or subject of the research is described within its own circumstances (Karasar, 2000).

Sample of the Study

The study population consisted of the primary school students in Nevsehir city center, Turkey. The sample comprised 102 fourth-grade students comprising 50 boys (49 %) and 52 girls (51 %) selected through random sampling from three primary schools in the 2015-2016 academic year.

Data Collection Tool

A two-section, 21-item Reading Profile Questionnaire, which was developed by the researcher, was used as the data collection tool in the study. The questionnaire on reading pre-prepared using measurement tools consists of two sections. The first section involves questions on the demographic characteristics of participants and the questions in the second section aim to reveal the reading profiles of the children. The content validity of the questionnaire was submitted for review to two specialist research lecturers and a primary school teacher from a city center school in Nevsehir. One of the researchers recommended addition of another article (Article 20) to the questionnaire in contrast to another who suggested that “How often do you read?” should be included as

an independent question for books, magazines and newspapers respectively. The primary school teacher made recommendations on the key to the rating. In accordance with the criticisms and opinions of the reviewers, the questionnaire was discussed by the researchers and specialists in a focus group meeting, which lasted approximately 75 minutes; then, revisions were made and the final version of the questionnaire was prepared.

Data Analysis

The SPSS package 21.0 was used to analyze the data. The frequency and percentage distributions were obtained from the participants' responses to the questionnaire. The Pearson correlation coefficient was used in relation to questions 1, 2 and 3 of the sub-problems.

FINDINGS

The demographic characteristics of the participants from whom the study data was obtained are given in Table 1.

Table 1
The demographic characteristics of the participants

Factor		f	%
Gender	Girl	52	51
	Boy	50	49
	Total	102	100
Highest level of education of mother	Primary School	15	14.7
	Secondary school	15	14.7
	High school	23	22.5
	University	24	23.5
	Postgraduate	5	4.9
	No education	2	2.0
	I do not know	20	19.6
Total	102	100	
Highest level of education of father	Primary School	6	5.9
	Secondary school	13	12.7
	High school	17	16.7
	University	39	38.2
	Postgraduate	6	5.9
	No education	2	2.0
	I do not know	19	18.6
Total	102	100	

Table 1 shows that 51 % of the participating students were girls and 49 % were boys. Only 5 of the mothers of the students (4.9 %) completed postgraduate education, 4 (23.5 %) had an undergraduate degree; 23 (22.5 %) completed high school, 15 (14.7 %) finished secondary school, and 15 (14.7 %) attended primary school with 2 mothers (2 %) not having formal education. Twenty of the students (19.6 %) responded "I don't know" in relation to their mother's level of education. In terms of the father's level of education, 19 students (18.6 %) replied that they did not know. Only 2 students (2 %)

stated that their father had not attended school. Thirty-nine of the students (38.2 %) said that their father had graduated from university, 17 (16.7 %) from high school, 13 (12.7 %) from secondary school, 6 (5.9 %) from primary school, and 6 (5.9 %) from a post-graduate institution.

Table 2 presents the frequency and percentage distributions with regard to the students' response to the questionnaire.

Table 2

Frequency and percentage distributions with regard to the students' responses to the questionnaire

Questions		f	%
What do you do most in your spare time?	I watch TV	20	19.6
	I listen to music	12	11.8
	I read books	32	31.4
	I study	19	18.6
	I play video games	9	8.8
	I spend time on the internet	8	7.8
	Other	2	2.0
How frequently do you read books?	I read regularly	46	45.1
	I read occasionally	51	50.0
	I don't read	3	2.9
	Other	2	2.0
How frequently do you read newspapers?	I read regularly	1	1.0
	I read occasionally	52	51.0
	I don't read	47	46.1
	Other	2	2.0
How frequently do you read magazines?	I read regularly	32	31.4
	I read occasionally	43	42.2
	I don't read	25	24.5
	Other	2	2.0
How many pages of a book do you read daily?	10-20 pages	21	20.6
	20-40 pages	14	13.7
	40-60 pages	24	23.5
	60 and above	38	37.4
	I don't read	2	2.0
	Other	3	2.8
What kind of news do you read most in newspapers?	Politics	8	7.8
	Magazine	8	7.8
	Sport	44	43.1
	Economics	10	9.8
	Articles	4	3.9
	None	23	22.5
	Other	5	4.9
When did you last read a book?	1 week ago	23	22.5
	1 month ago	6	5.9
	1 year ago	3	2.9
	Yesterday	53	52.0
	Other	17	16.7

Do you think you read enough?	Yes	79	77.5
	No	23	22.5
What do you think about the activity of reading?	Entertaining	90	88.2
	Boring	4	3.9
	Tiring	3	2.9
	Other	5	4.9
Why do you read?	Homework	19	18.6
	Need for information	51	50.0
	Recommendation by friends	6	5.9
	Recommendation by teachers	9	8.8
	Reading competitions in school	2	2.0
	Other	15	14.7
What is it that prevents you from reading?	Intensity of lessons	36	35.3
	Spending excessive time in front of the TV	23	22.5
	Spending a long time in front of the computer	4	3.9
	Having no book to read	5	4.9
	Not interested	14	13.7
	Nothing can prevent me	14	13.7
	Other	6	5.9
How do you decide what to read?	Myself	78	76.5
	My family	18	17.6
	My teacher	1	1.0
	Other	4	3.9
What do you take into consideration when selecting books?	Subject	65	63.7
	Author	9	8.8
	Number of pages	12	11.8
	Price	3	2.9
	Bestsellers list	5	4.9
	Visual quality	6	5.9
	Other	2	2.0
Where do you read most?	Library	6	5.9
	Home	82	80.4
	School	13	12.7
	Other	1	1.0
What kind of reader do you think you are?	Very Good	2	2.0
	Good	64	62.7
	Medium	30	29.4
	Poor	6	5.9
What kind of books do you read in general?	Stories	17	16.7
	Science fiction	9	8.8
	Adventure-detective	42	41.2
	Humor	2	2.0
	Doesn't matter	24	23.5
Other	8	7.8	
Do you think reading is important?	Yes	100	98.0
	No	2	2.0
What do you gain from reading?	Reading increases success	26	25.5
	It gives me self confidence	6	5.9

	Enriches my imagination	31	30.4
	Increases my knowledge	26	25.5
	All	10	9.8
	Nothing	2	2.0
	Other	1	1.0
How often do you talk to people around you about what you read?	Always	31	30.4
	Occasionally	59	57.8
	Never	9	8.8
	Other	3	2.9
Where do you get the resources to read?	I get them from the library	23	22.6
	I get them from my friends	11	10.8
	I buy them	62	60.8
	Other	6	5.8
Do you ever give up reading a book or other material?	Yes	23	22.5
	No	0	0
	Other	79	77.5

The responses of the students to the questions included in the second section of the questionnaire shows some interesting points. Nine-eight percent of the students (N = 100) believed that reading was important, 77.5 % (N = 79) read enough, and 62.7 % (N = 64) considered that they were “good” readers. In the ‘other’ group, 5 (4.9 %) students considered the activity of reading as “relaxing”, “a little entertaining”, “both entertaining and tiring”, “awesome”, and “moderate”. The rate of students describing reading as an “entertaining” activity was 88.2 % (N = 90). Approximately 77.5 % of the students (N = 79) never gave up reading a text while 22.5 % (N = 23) did. The students gave the reasons for this as “something very important happened”, “they had to go somewhere”, “the number of pages of the book was high”, “it was boring”, “it took time”, “not liking the text”, or “lack of interest in the text”. Furthermore, 30.4 % of the students (N = 31) commented that they “always” told people around them about what they read, 57.8 % (N = 59) stated that they “occasionally” conversed with people, and 8.8 % (N = 9) “never” talked to others about the reading materials. Three of the students (2.9 %) said that they talked to people about what they read “regularly”, “when subject of the book was raised” or “when it was appropriate”. Only 5.9 % of the students (N = 6) read in the library while 80.4 % (N = 82) read “at home”.

Of the students, 12.7 % (N = 13) read at school and 1 (1 %) student read “both at school and at home”. Only 1% of the students decided on the text to be read with their “teacher”, 76.5 % (N = 78) decided by themselves”, 17.6 % (N = 18) with their “family” and 3.9 % (N = 4) decided after talking to their friends, or “what came to hand”, whatever they liked. One student did not respond to this question. When asked where they obtained reading materials, 60.8 % (N = 62) bought them, 22.6 % (N = 22) borrowed from libraries, 10.8 % (N = 11) were given books by friends. Furthermore, 6 students (5.8 %) answered the question, “where do you get the reading materials?” as “I don’t know”, “all of the above” and “my cousins”. When choosing books the students took the following elements into consideration; “subject” (63.7 %, N = 65) “number of pages” (11.8 %, N = 12), “author” (8.8 %, N = 9), “visual quality” (5.9 %, N = 6), “bestseller list” (4.9 %, N = 5), “price” (2.9 %, N = 3). Two of the students (2%)

answered this question with the responses “both fun and price” and “adventure”. Concerning the type of materials they read 41.2 % of the students (N = 42) explained that they read “adventure-detective”, 16.7 % (N = 17) “story”, 2 % (N = 2) “humor”, and 8.8 % (N = 9) “science-fiction”. Furthermore, 23.5 % of the students (N = 24) stated that the choice of reading material did not matter and 8 students (7.8 %) gave the following response; “history”, “jokes and fairy tales”, “all kinds”, “all of the above”, “game” and “sports”.

In terms of the reasons for reading, the students explained that reading enriched imagination (30.4 %, N = 31), increased their success their knowledge (25.5 %, N = 26), and developed confidence (5.9 %, N = 6). Ten students (9.8 %) stated that they read for all the reasons mentioned above in contrast to 2 students (2 %) who considered that reading did not contribute anything to them. When asked what they did in their spare time, 31.4 % of the students (N = 32) responded “I read books”, 19.6 % (N = 20) “I watch TV”, 18.6 % (N = 19) “I study”, 11.8 % (N = 12) “I listen to music”, 8.8 % (N = 9) “I play video games”, 7.8 % (N = 8) “I spend time on the internet”, and 2 % (N = 2) “I play outside”. In relation to the question of how often they read, half of the students responded “occasionally” (50 %, N = 51), followed by “regularly” (45.1 %, N = 46), “never” (2.9 %, N = 3) “2 hours a day” (1 %, N = 1) and “in my spare time” (1 %, N = 1). When asked how often they read newspapers, 51% of the students (N = 52) responded “occasionally”, 46.1 % (N = 47) “never”, and 1 % (N = 1) “regularly”, 1 % (N = 1) “three times a year”, and 1 % (N = 1) “when possible”.

Regarding the frequency of reading magazines, 42.2 % of the students (N = 43) responded “occasionally”, 24.5 % (N = 25) “never”, 31.4 % (N = 32) “always”, and 2 % (N = 2) “when possible”. Concerning the question of how many pages of a book they read in day, 37.4 % of the students (N = 38) said “60 pages and above”, 23 % (N = 24) “40-60 pages”, 20.6 % (N = 21), “10-20 pages”, 13.7 % (N = 14) “20-40 pages”. Furthermore, three students (2.8 %) responded as “3-7 pages”, “15-30 pages” and “5-10 pages”. When asked when they last read a book, 52 % of the students (N = 53) responded “yesterday”, 22.5 % (N = 23) “1 week ago”, 5.9 % (N = 6) “1 month ago”, 2.9 % (N = 3) “1 year ago”, and the remaining 16.7 % (N = 17) “today”, “2 days ago” or “3 days ago”. Concerning the type of articles in the printed media, 43.1 % (N = 44) of the students preferred to read sections on “sport”, 9.8 % (N = 10) “economy”, 7.8 % (N = 8) “politics”, 7.8 % (N = 8) “magazine”, and 3.9 % (N = 4) “articles”. Twenty-three students (22.5 %) did not read any printed media. Furthermore, 5 students (4.9 %) responded to the same question as “I solve the puzzles”, “I read the scientific parts”, “I read everything”, “I read what interests me”, and “I read about accidents”.

Concerning the question regarding the reason why they read printed media, half the students (N = 51) stated, “need to know”, 18.6 % (N = 19) “homework”, 8.8 % (N = 9) “teacher’s recommendation”, 5.9 % (N = 6) “friend recommendation”, 2 % (N = 2) “reading contests at school”, and 14.7 % (N = 15) “out of curiosity”, “because I feel that way”, “to learn more”, “to improve my reading”, “because I like”, “necessity”, and “because reading is a good thing”. When asked what prevented them from reading printed media, 35.3 % of the students (N = 36) responded as “intensity of lessons”, 22.5

% (N = 23) “spending a lot of time in front of the TV, 13.7 % (N = 14) “it does not interest me, 4.9 % (N = 5) “I have no books to read, 3.9 % (N = 4) and “being in front of the computer for a long time”, and 13.7 % (N = 14) “nothing”. Furthermore, 6 students (5.9 %) referred to “loud noise from downstairs”, “lack of spare time” and “preparing for tests”.

The results of the correlation analysis with regard to the participant students’ level of reading written materials are given in Table 3.

Table 3

Results of the correlation analysis with regard to the participants’ level of reading written materials

		I2	I3	I4
I2	Pearson Correlation	1	.223*	.284**
	Sig. (2-tailed)		.024	.004
	N	102	102	102
I3	Pearson Correlation	.223*	1	.276**
	Sig. (2-tailed)	.024		.005
	N	102	102	102
I4	Pearson Correlation	.284**	.276**	1
	Sig. (2-tailed)	.004	.005	
	N	102	102	102

The results of correlation were interpreted as indicating a low relationship if $r = 0.10-0.29$, medium relationship if $r = 0.30-0.49$ and high relationship if $r = 0.50-1.00$ (Cohen, 1988). Table 3 shows that the correlation factor between items 2 and 3 of the questionnaire was 0.22, demonstrating a low positive relationship between the two. There was also a low positive relationship between items 2 and 4 of the questionnaire with a correlation factor of 0.28. Another low positive relationship was observed between items 3 and 4 with a correlation factor of 0.28.

DISCUSSION

This research presents the reading profiles of fourth-grade primary school students. However, it is not possible to generally compare the results of this research with those reported in previous studies since most researchers focused on identifying the reading profiles of different populations, such as the youth, teachers and prospective teachers (Batur, Gulveren & Bek, 2010; Gur, Dalmis, Kirmizidag, Celik & Boz, 2012; Karasahin, 2009; Kurbanoglu & Taskin, 2012).

Reading is a meaningful and multi-dimensional mental process for people of all ages, and is a significant activity for personal, social and cultural life. In the current study, 98 % of the students believed that reading was important and 88.2 % defined reading as a “fun” activity. However, when asked how frequently they read books, newspapers and magazines, almost half of the students responded “occasionally”. However, the rate of those who considered themselves as being good readers was 62.7 %, and 77.5 % thought they read enough. This result shows that almost all the participant children intellectually considered reading to be important and necessary; yet, they could not fully reflect this thought in their actions. Reading not only contributes to the language development of

the child, but also is useful for reading habits and literacy as a natural process. Both parents and teachers have great responsibilities in this process. Parents have a significant role in their child's language acquisition in terms of language use, learning new words, adopting grammar, and development of storytelling (Alaca & Kuntay, 2015: 16). Parents can trigger the reading behavior of their children by buying books, taking them to public libraries, reading or talking about their reading activities (Kraaykamp, 2003). Teachers, on the other hand, should maintain the interest and motivation towards reading by class discussions on books, arranging book exhibitions at school, promoting books at regular intervals, and ensuring that students exchange books.

Almost 80.4 % of the participants read at home and 12.7 % at school revealing that home reading is preferred since it gives the reader more time and space compared to the school environment and less restrictive. No doubt, the first reading experience is with family members. However, the purpose of reading with family members is to give an interest in reading to children. The best place for reading, however, is schools. This is because the reading education in schools aims at forming a reading approach in the individual, making use of reading as a means of learning and research, having him/her be interested in reading and develop a habit of reading.

The majority of the students who participated in the research (76.5 %) said that they themselves decided on what to read and 17.6 % made this decision with their "family". Taking into consideration that children learn by modeling and empathizing and that the visuals, figures, protagonists and messages in the reading material have a direct effect on their development, it is necessary that the family and the teachers guide the children in selecting their reading material. It is not appropriate for the child alone to choose the reading materials due to the level of their intellectual and psychological development and the importance of improving their creativity. Thus, the choice of reading material should be undertaken guided by the family members and the teacher. Children intrinsically love dreaming and objects, animals and people around them are a part of their fantasies. Excessive reading of didactical books that give advice and make an absolute distinction between what is right and wrong may restrict their desire to read and hamper their imagination (MEB, 2013: 79). The finding shows that children are left alone in deciding on the reading material. Parents need to take responsibility in selection of the reading materials and make selections in view of the needs, mental and psychological state of their children.

In terms of choosing a book 63.7% of the students took the "subject" and 8.8 % "author" into consideration. This finding can be interpreted not only as the author being a neglected criterion in choosing books but also as children paying no attention to who the author is or their reputation. However, based on previous work, there is no doubt that book choice is influenced by the reputation of the author as well as the subject, type, cover, appearance and typography of the book (Kamphuis, 1991).

The overall assessment of the research findings demonstrates that almost all the participant students believed that reading was a meaningful, significant and necessary activity; however, this was not reflected in their actions on the same scale. Reading is considered to be a positive experience; therefore, there is an urgent need to ensure that

all children in Turkey develop adequate reading skills and discover the enjoyment of reading from an early age starting in the pre-school period.

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Turkish Abstract

İlkokul Öğrencilerinin Okuma Profili

Bu çalışma, ilköğretim öğrencilerinin okuma profilini ortaya koymayı amaçlamaktadır. Araştırma verileri, araştırmacı tarafından geliştirilen ve açık uçlu soruların oluşturduğu iki bölümden elde edilmiştir. Birinci bölüm kişisel sorular içermekte, ikinci bölüm ise ilköğretim öğrencilerinin okuma profilinin düzeyini yansıtmaya beklenen 15 maddeden oluşmaktadır. Verileri analiz etmek için SPSS programı kullanılmıştır. Sonuçlar, neredeyse tüm çocukların entelektüel olarak okumanın önemli ve gerekli olduğunu düşündüklerini ortaya koymuştur; ancak, bu düşünceleri eylemlerine tam olarak yansıtamamaktadırlar.

Anahtar Kelimeler: ilkokul öğrencileri, okuma, okuma profili, ilkokul, öğrenci

French Abstract

Le Profil Lisant d'Étudiants d'École primaire turcs

Cette étude vise à révéler le profil lisant d'étudiants d'école primaire. Les données de recherche ont été obtenues d'un deux questionnaire de section développé par le chercheur et consisté de questions ouvertes. La première section a inclus des questions personnelles et la deuxième section a consisté en 15 articles qui ont été attendus pour refléter le niveau du profil lisant d'étudiants d'école primaire. Le programme de SPSS a été utilisé pour analyser les données. Les résultats ont montré que presque tous les enfants ont intellectuellement considéré que la lecture était importante et nécessaire; encore, ils ont pu ne pas exactement refléter qui a pensé dans leurs actions.

Mots Clés: étudiants du primaire, lecture, lecture du profil, école primaire, élève

Arabic Abstract**ملف القراءة لطلاب المدارس الابتدائية التركية**

وتهدف هذه الدراسة إلى الكشف عن ملف القراءة لطلاب المدارس الابتدائية. تم الحصول على بيانات البحث من استبانة من قسمين وضعها الباحث وتتألف من أسئلة مفتوحة. تضمن القسم الأول أسئلة شخصية، أما القسم الثاني فقد تألف من 15 بنداً كان من المتوقع أن تعكس مستوى القراءة لدى طلاب المدارس الابتدائية. تم استخدام برنامج سبيس لتحليل البيانات. وأظهرت النتائج أن جميع الأطفال تقريباً اعتبروا أن القراءة مهمة وضرورية؛ لكنهم لم يتمكنوا من التعبير عن هذا الفكر في أعمالهم.

الكلمات الرئيسية: طلاب المدارس الابتدائية، القراءة، القراءة الشخصية، المدرسة الابتدائية، طالب

German Abstract**Das Leseprofil der türkischen Grundschüler**

Diese Studie zielt darauf ab, das Leseprofil der Grundschüler zu enthüllen. Die Forschungsdaten wurden aus einem von dem Forscher entwickelten Zwei-Sektion-Fragebogen gewonnen und bestanden aus offenen Fragen. Der erste Abschnitt umfasste persönliche Fragen und der zweite Abschnitt bestand aus 15 Punkten, die erwartet wurden, um das Niveau des Leseprofiles der Grundschüler zu reflektieren. Das SPSS-Programm wurde verwendet, um die Daten zu analysieren. Die Ergebnisse zeigten, dass fast alle Kinder intellektuell betrachteten, dass das Lesen wichtig und notwendig war; Dennoch konnten sie diesen Gedanken nicht in ihren Handlungen widerspiegeln.

Schlüsselwörter: grundschüler, lesen, leseprofil, grundschule, schüler

Malaysian Abstract**Profil Bacaan Pelajar Sekolah Rendah Turki**

Kajian ini bertujuan untuk mendedahkan profil bacaan pelajar sekolah rendah. Data penyelidikan diperoleh dari dua soal selidik yang dikembangkan oleh penyelidik dan terdiri daripada soalan-soalan terbuka. Bahagian pertama termasuk soalan peribadi dan bahagian kedua terdiri daripada 15 item yang diharapkan dapat mencerminkan tahap profil bacaan pelajar sekolah rendah. Program SPSS digunakan untuk menganalisis data. Keputusan menunjukkan bahawa hampir semua kanak-kanak secara intelektual menganggap bahawa bacaan adalah penting dan perlu. Namun, mereka tidak dapat merefleksikan pemikiran tersebut dalam tindakan mereka.

Kata Kunci: pelajar sekolah rendah, membaca, profil membaca, sekolah rendah, pelajar

Russian Abstract**Чтение Профиля Турецких Учеников Начальной Школы**

Это исследование направлено на выявление профиля чтения учащихся начальной школы. Данные исследования были получены из двух секционных вопросников, разработанных исследователем и состоящих из открытых вопросов. Первый раздел включал личные вопросы, а второй раздел состоял из 15 пунктов, которые должны были отражать уровень профиля чтения учащихся начальной школы. Программа SPSS использовалась для анализа данных. Результаты показали, что почти все дети интеллектуально считали, что чтение важно и необходимо. Тем не менее, они не смогли точно отразить эту мысль в своих действиях.

Ключевые Слова: ученики начальной школы, чтение, чтение профиля, начальная школа, студент