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## Goal Orientation and Reading Strategy Use of Turkish Students of an English Language Teaching Department

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## Goal Orientation and Reading Strategy Use of Turkish Students of an English Language Teaching Department

### Abstract

This study aims to investigate qualitatively the role of goal orientation in reading comprehension both in native (L1) and second or foreign languages (L2), and the reading strategy use in L1 and L2 of the Turkish advanced students of an English Language Teaching (ELT) Department in order to understand the pedagogical aspects of reading. The data of this phenomenological study come from one-on-one, semi-structured interviews carried out with 8 Turkish ELT students; 4 preparatory class students, 4 firstyear students, who take a reading course. The results of the study demonstrated that the participants had a variety of goal orientations which lend support to the multiple goal approach that claims the reasons students have for engaging in the academic endeavours influence the goals they adopt. All the students perceive the reading strategies as helpful. The data of the study evidenced that mastery goal oriented, and high mastery and low performance-approach participants use more strategies than the performanceapproach (except for one) and work-avoidant participants. Mastery goal oriented students seemed to be more persistent when they confront a comprehension problem in English. All of them think that there is a necessity to teach reading strategies to the students both in their L1 and L2.

### Keywords

Goal Orientation, Reading Strategy Use in L1 and L2, Reading Motivation, Multiple Goals, Phenomenology

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## Goal Orientation and Reading Strategy Use of Turkish Students of an English Language Teaching Department

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Reading is a skill that human beings need both in their daily and academic lives. Among the four language skills, it has a key role in that it is a means to improve other language skills, and it is crucial in grammar and vocabulary learning. Grabe (2002) claims that reading ability, in a second language (L2), is one of the most important skills in academic settings, because it is through reading that people learn new information and have a chance to obtain alternative explanations and interpretations about certain information. However, it is a complex and multifaceted activity as the readers perform this activity through orchestrating cognitive, metacognitive, motivational, and social processes. Reading is a cognitive process in that it requires mental capacities such as attention, memory, ability to analyse, ability to make inferences, and visualization. Besides all this, the readers need to know and regulate their cognition which is referred to as metacognition (Baker & Brown, 1984). These two processes are carried out by the readers by employing reading strategies which are according to Afflerbach, Pearson, and Paris (2008) “deliberate, goal-directed attempts to control and modify reader’s efforts to decode text, understand words, and construct meanings of text” (p. 368). As these strategic processes are seen as inevitable elements to attain desired reading comprehension by the L1 and L2 reading researchers (Sheorey & Mokhtari, 2001), reading researchers have attempted to investigate and shed light on the reading strategies, and the issues related to them such as the relation between reading strategy use and reading

comprehension, the influences of reading motivation on strategy use and comprehension, and the effects of reading strategy instruction as well.

Reading strategies are cognitive, metacognitive, goal directed, and motivated actions that readers take intentionally before, during, and after reading a text to acquire, store, and retrieve information. Studies show that reading and employing reading strategies before, during and after reading a text requires motivation to read which is defined as “the individual’s personal goals, values and beliefs with regard to topics, processes, and outcomes of reading” (Guthrie & Wigfield, 2000, p. 405). Several motivation theories have been postulated in the recent years, one of which is goal orientation theory. However, studies investigating reading motivation with a lens of this particular theory are scarce. Seeing this scarcity in the literature, it was authors’ aim to shed light on factors affecting reading motivation through goal orientation theory; that is, to investigate qualitatively the role of goal orientation in reading comprehension both in L1 and L2, and reading strategy use in L1 and L2 of the Turkish advanced students of English Language Teaching (ELT) Department in order to understand and make implications about the pedagogical aspects of reading.

Often, out of the framework of a qualitative study will emerge the problem of the study and specific research questions (Merriam, 1998, p. 46). Having this in mind, the following research questions were posed to help narrow the purpose of our qualitative study, without precluding emerging questions in the course of the study:

1. What is the nature of goal orientations and L1 and L2 reading strategies of Turkish ELT students?
2. What are Turkish ELT students’ reading purposes in English?
3. What are Turkish ELT students’ reading purposes in Turkish?
4. What are the reading strategies used by Turkish ELT students in English?
5. What are the reading strategies used by Turkish ELT students in Turkish?

Under the guidance of these research questions, the purpose of this phenomenological study will be to describe the lived experiences of the Turkish students of an ELT department about L1 and L2 reading strategies and goal orientations; all of which have influence on their reading comprehension. Although this study is a local one as it was carried out in Turkey where English is a foreign language, and does not have an official status, it may have global importance because there are other contexts similar to Turkey where English is taught as the one and common foreign language. Thus, this particular study may serve as a representative of the other similar contexts and it may be beneficial for the practitioners and curriculum designers of English language teaching.

## **Reading Strategies**

Reading strategy research has flourished since the 1970s after a call for process-oriented research, which tries to collect descriptions of what L2 learners do rather than a product-oriented one. There is a consensus among the L1 and L2 reading researchers that reading strategies play a crucial role in skilled reading (Sheorey & Mokhtari, 2001). Knowing how to use reading strategies to facilitate comprehension is considered as an important feature of learning to read. In order to shed light on the strategies that the readers use, L1 and L2 reading researchers have strived to define, explain and explore the ways the readers use them and the outcomes associated with employing them.

As the literature accumulated on the reading strategies, there appeared various definitions and classifications of these strategies. For example, the definition of these cognitive operations for Paris, Wasik, and Turner (1991) is as “actions selected deliberately

to achieve particular goals” (p. 611). Afflerbach et al. (2008) investigates the issues related to reading strategies and skills, and explain the reading strategies as “deliberate, goal-directed attempts to control and modify reader’s efforts to decode text, understand words, and construct meanings of text” (p. 368).

Researchers call the readers who are aware of what the reading strategies are and how and when to employ them “strategic readers” (Janzen & Stoller, 1998; Paris, Lipson, & Wixson 1983; Paris et al. 1991). According to Paris et al. (1983) the strategic reading process necessitates three elements: a capable agent (reader), an attainable goal, and an allowable action through which the reader can reach the desired end state.

Employing reading strategies during processing the text is a motivated and goal directed activity. The reader not only brings prior knowledge but also puts effort into learning new knowledge from the text at hand to some extent. Since it is possible that the reader may confront some reading problems caused by the vocabulary, grammatical structure, and textual features of a text, the reader may need to be persistent to fulfill the process at a desired level. These qualities, that is, persistence and effort are determined and influenced by the goals students adopt (Ames, 1992; Dweck & Leggett, 1988). Thus, the goal orientations that students hold have impact on students’ choosing, utilizing, and orchestrating reading strategies.

### **Goal Orientation**

Pintrich (2000) defines goal orientations as “purposes or reasons an individual is pursuing an achievement task in academic contexts” (p. 93). The early conceptualizations of students’ goals yielded a dichotomous approach which comprises mastery versus performance goals, learning versus performance goals, task-involved versus ego-involved goals, and task-focused goals versus ability-focused goals. In the late 1990s, researchers regarding the inconsistency of the findings related to performance goal orientation and avoidance and approach dimensions of achievement motivation extended the theory to an approach consisting of a trichotomous perspective. Elliot and his associates claim that performance goal should be partitioned into two as performance-approach and performance-avoidance (e.g., Elliot, 1999; Elliot & Church, 1997). Skaalvik (1997) also made this distinction by proposing self-enhancing orientation for performance-approach and self-defeating orientation for performance-avoidance. In the recent years, goal orientation literature has experienced a shift to multiple goal models. In other words, one perspective of multiple goals approach proposed existence of avoidance dimension of mastery goal orientation. The other perspective demonstrates that individuals may be oriented to more than one goal at particular conditions. In addition to the goals mentioned above, research studies lend credence to existence of other goals such as work-avoidance goal, social goals, and extrinsic goal.

To cover these convergent constructs, we will use the terms “mastery” and “performance” goals. In general, mastery goals are associated with having a focus on a task for the sake of learning, improving competence and understanding, acquiring new knowledge and skills. On the contrary, performance goals are associated with having a focus on a task for the sake of outperforming or besting others, showing ability, superiority, competence and avoiding the demonstration of lack of ability and competence. Mastery orientation is self-referential and the standards of achievement are set by the individual whereas the standards of achievement in performance orientation are relative to others (Schunk, Pintrich, & Meece, 2008). The extant goal orientation literature demonstrates that mastery goals are correlated with positive processes and results while performance goals are correlated with negative processes and results. Elliot (1999) proposed that mastery goal orientation has been related

with showing “persistence in the face of failure, choice of moderately challenging tasks, adaptive attributional patterns, deep processing of information, task absorption, creativity, and intrinsic motivation” in experimental laboratories; and classroom studies reveal that mastery goals are associated with “persistence, effort, elaborative processing, self-regulatory strategies, appropriate help-seeking behaviour” (p. 173). On the contrary, performance goal orientation is characterized by trying to achieve a task with little effort or withdrawal of effort in the face of failure, surface processing of study material, decreased task enjoyment, and maladaptive patterns of cognition, affect, and behaviour (Ames, 1992; Dweck & Leggett, 1988).

### **Reading Strategies and Goal Orientation**

By integrating findings of research related to the categories and subcategories of goal orientation theory into the domain of reading either L1 or L2, an understanding of the factors affecting the process of reading comprehension may be grasped. The studies investigating the influences of readers’ goal orientations on reading strategy use and reading comprehension are limited in number (He, 2008; Meece & Miller, 1999). Although limited in number, the existing studies demonstrate that the readers’ goal orientations have an influence on their reading comprehension and reading achievement.

Comprehension theorists provide evidences of the interplay between processes during reading comprehension and the readers’ achievement goals. Lorch and van den Broek (1997) states that “a reader’s goals and motivation are likely to influence both the elaboration and coherence of the mental model the reader constructs and the degree to which the mental model is integrated with background knowledge” (p. 231).

Meece and Miller (1999) and Miller and Meece (1997) investigate the changes in the nature of elementary school students’ motivation to read and write through classroom interventions. These studies argue that students with high task-mastery goals strive to understand texts completely, comprehend them fully, and construct a well-integrated situation model.

A study of the influences of stimulating tasks, which are defined as classroom activities that elicit situational interest from students, on reading motivation and reading comprehension by Guthrie, Wigfield, Humenick, Perencevich, Taboada, and Barbosa (2006) states that emphasizing mastery goals in the classroom is one of the crucial practices that increase motivation for reading and reading comprehension. Because mastery orientation enables the readers to gain knowledge from text, understand the text fully, and grasp the essence of the literary texts (p. 233).

Schraw and Bruning’s (1999) study that investigates the implicit models of reading by dividing them into three; transmission, translation, and transactional beliefs, attempts to explore the correlations between learning and performance goals of Dweck and Leggett (1988) and transmission and transaction beliefs. The findings of the study demonstrate that transaction beliefs are positively correlated with learning goals but negatively correlated with performance goals. As for the transmission beliefs, there is no correlation with these beliefs and both learning and performance goal orientations. These findings depict that the readers who have transactional beliefs, that is to say, the readers who are active constructors of meaning, adopt learning goal orientation. On the other hand, the readers with transmission beliefs who think that meaning is directly transmitted by the author to the reader are performance goal oriented.

Botsas and Padeliadu (2003) analyses the goal orientations of students’ with and without reading difficulties and their reading comprehension and strategy use. They conclude that mastery goal orientation is the most adaptive orientation for students without reading

difficulties (non-RD). The study's results show that high-mastery and performance-approach and low performance-avoidance are related to higher level of strategy use, but mastery orientation is the only predictor of better reading comprehension.

Taraban, Rynearson, and Kerr (2000) claim that college students are motivated to employ various strategies to achieve their goals, which depicts that using strategies is a goal-oriented and motivated activity. This study also indicates that as the students' strategy use reports increases, so does their reading comprehension and academic achievement.

He (2000, 2001) explore the effects of cultural schemata and goal orientations of 38 EFL Taiwanese college adult students on reading comprehension and strategy use. The findings of these experimental studies show that the cultural schemata and goal orientations have impact upon the frequencies of students' using strategies of processing intra-sentential comprehension, processing inter-paragraph comprehension, activating background knowledge, and accepting ambiguities. The combined mastery and performance group's achievement is better on culturally familiar and culturally unfamiliar essays in comparison to mastery goal oriented group.

In a recent experimental study, He (2008) investigates the effects of achievement goals on 57 English as a Foreign Language (EFL) college students' reading strategy use and reading comprehension from the perspective of multiple goals in Taiwan. The findings of the study show that strong mastery and strong performance goal oriented students used intra-sentential, inter-paragraph, intra-paragraph and monitoring/evaluating strategies more frequently at a significant level. On the contrary, students with strong mastery but weak performance goal orientations employ these strategies more often than the students who are oriented with weak mastery but strong performance goals. He concludes that strong mastery and strong performance goal orientation is a significant positive predictor of degrees of reading comprehension and frequency of strategy use (p. 238).

In conclusion, the related literature has shown that goal orientations have effects on the students' employing reading strategies. To end, this paper seems to contribute to the relevant literature on the impacts of goal orientation on L1 and L2 reading strategy use of EFL students by adopting a qualitative paradigm of research which is a gap in the literature as the former studies have mainly adopted quantitative paradigms.

The corresponding author of the present paper has been interested in research on L1 and L2 reading, motivation, and educational psychology. She has published papers in both national and international journals. The other author, who was a doctorate student of the corresponding author, has been interested in researching reading in L2 as he teaches reading. The topic of the present study seemed significant to both authors as their students have problems in comprehending L2 reading materials. In sum, authors, who were faculty at the department when the research was implemented, intended to shed light on this phenomenon experienced by the students which also concern them as they wanted to further their teaching.

Context of this study is English Language Teaching Department of Kâzım Karabekir Faculty of Education, Atatürk University in Erzurum, which is the central city in Eastern Anatolia, Turkey. The University is one of the oldest higher education institutions in Turkey with its history more than fifty years. It is also one of the most crowded one in Turkey. The department provides dual (day-time and night-time) education for more than 500 students. The department provides a 4-year full-time pre-service EFL teacher education after preparatory class whose students are the ones who cannot take at least 60 out of 100 in an exemption examination carried out before the semester starts. The examination comprises two parts: one assessing students' performance in grammar, vocabulary, reading and writing; and the other assessing listening and speaking. The objective of the preparatory class is to enhance the students' language skills. The preparatory class students in this department take courses of grammar, reading, writing, and speaking each of which is 5 hours a week. They

take a final exam which aims to assess their achievement levels with written and oral parts at the end of the second semester. Those who take 60 and over out of 100 are eligible to become freshmen. During the first year, students take contextual grammar, advanced reading and writing, vocabulary, listening and phonetics, and speaking courses in English besides courses related to education and Turkish language. The curriculum for the programme is determined by Higher Education Council (YÖK). Students are selected to the program by two national exams; Student Selection Exam and Foreign Language Exam, carried out by Student Selection and Placement Centre (ÖSYM). Students who graduate from this department are qualified to teach English at primary and secondary schools, and may have academic careers if they succeed in further required exams.

### **Methods**

The guiding methodology of this study is phenomenology which is a firm mode of qualitative research with respect to its methods of participant selection, data gathering, and data analysis (Moustakas, 1994). Phenomenology is both a label for a philosophical school which serves as a theoretical underpinning of qualitative research (Merriam, 1998) and a tradition of qualitative inquiry which entails “the systematic searching of a description for the meaning or essence of a phenomenon and is designed to obtain knowledge through lived human experiences” (Trumbull, 2005, p. 107). Edmund Husserl (1859-1938), a German philosopher, initiated the development of phenomenology (Berry, Maliski, & Ellis, 2006; Wilding & Whiteford, 2005). He investigated how we know objects. The lived experiences of people are the main concern of phenomenology. For Mealing (1998), phenomenology uses methods that try to understand the participants of the study from their perspectives and their links to their environment.

A phenomenological study tries to investigate the meaning of a concept or a phenomenon constructed by several individuals (Creswell, 1998). Meaning is “constructed by human beings as they engage with the world” (Crotty, 1998, p. 43). Meaning in this study is also socially constructed by the participants’ experiences within their natural environments. A phenomenological study deals with the essence of a phenomenon lived by human beings in a systematic way. Thus, it is concerned with the experiences of the individuals in their natural settings.

According to Schwandt (2007), a phenomenological study “aims to identify and describe the subjective experiences of respondents” (p. 226). In order to understand the experiences of Turkish ELT department students on reading strategies in Turkish and English, and their goal orientations, the authors designed this phenomenological study. The meaning in this study is constructed by the perspectives of participants gathered through in-depth interviews and thematic analysis of the data.

### **Participant Selection Procedure**

As the university did not have Institutional Review Board (IRB), before selecting the participants, we presented the research proposal which included an outline comprising the significance, purposes, and methodology, and research tools of the study to the head of ELT department. After approval from all the professors of the department, it was presented to both dean of faculty and the Executive Board of Graduate School of Social Sciences. When the approval gained from both institutions, the participants of this study were selected by using the method which Creswell (1998) refers as “criterion selection.” This method necessitates choosing participants according to some criteria (Patton, 2002, p. 238). Our criterion for participant selection was being experienced or experiencing the phenomena under

investigation, that is to say, reading strategies and goal orientation. Polkinghorne (2005) suggests: “one would have to choose people who are willing to describe their experience to a researcher” (p. 140). He also claims “in criterion sampling, participants are selected who meet some important predetermined criterion” (p. 141).

The participants of the study were selected by administering Patterns of Adaptive Learning Scales (PALS; Midgley et al., 2000) to assess achievement goals of students' in achievement settings. PALS mainly comprises two parts; one assessing students personal achievement goal orientations that was used prior to interviews, and the other one assessing the teachers' achievement goals which was not included in the study. The scales used five point Likert-type rating. It was administered to a sample of 75 students, from a preparatory class (N=31; F= 26, M= 5) and freshmen from two class sections (N=44; F= 36, M= 8; Section A N= 23, Section B N= 21). It was administered to preparatory and first-year students of English Language Teaching Department of Kâzım Karabekir Faculty of Education, Atatürk University in Erzurum, Turkey. These students were chosen as they were taking reading courses. Eight interviewees were selected on a voluntary basis according to their scores of PALS, reading grades and grade point averages (GPA). By using the results of PALS, we determined students' goal orientations and grouped them according to their goals, achievement in reading courses and overall achievement, which helped us to have an idea about their level of experiencing the phenomenon under investigation.

As no IRB was received, we ensured to protect the participants' rights through informing them of the objective and design of the research, no anticipated risks or harms of the study, approximate duration of the interviews, and confidentiality of data in order to diminish suspicion and to promote sincerity. Before the interviews an informed consent form was received from the interviewees, and we told them they were free to leave the study whenever they wanted.

## **Interviews**

The instruments of this qualitative study are PALS and “one-on-one interviewing” (Creswell, 2005). The main data collection instrument of the study is in-depth interviewing. Moustakas (1994) maintains that typically the long interview is the method through which data is collected on the topic and question in the phenomenological investigation (p. 114). The interviewees were preparatory (F= 4) and first-year students (F= 2, M= 2). Their ages were between 19 and 23, and the average being 20. The average duration for the interviews was 23 minutes, the shortest one being 16 minutes and the longest one being 38 minutes.

## **Data Collection**

Data collection phase of the study commenced with administering PALS at the beginning of the spring semester of 2007-2008 academic year. After the results of the scales had been analysed, the interviewees were selected on a voluntary basis. An interview protocol was prepared. It included 14 semi-structured questions attempting to understand the participants' lived experiences related to reading purposes, reading strategy use in Turkish and English, and goal orientations. These questions were prepared by taking into consideration themes to be covered and as well as suggested questions to form a conversation manner (Kvale, 1996). In addition, probes were used when necessary. We implemented the interviews in Turkish as the interviewees felt more comfortable and proficient in their native language. As Moustakas (1994) cautions the interviews began with a social conversation aimed at creating a relaxed and trusting atmosphere. We audio recorded and transcribed the interviews verbatim. We carried out the interviews with a review of informed consent, asking

the students to choose their pseudonyms, background questions, semi-structured questions asking students' experiences about reading in Turkish and English, and thanking to the interviewees.

In order to avoid researcher bias, we strongly encouraged the participants to feel free to explain their experiences, and we did not ask any questions about the instructors of the courses and the department. By the time the interviews were conducted, the researchers were not teaching any courses to the participants. We described ourselves as open rather than subjective and conducted this study "without prejudice, including no preconceived hypotheses to test" (Patton, 2008, p. 451).

## **Data Analysis**

Creswell (2007) defines data analysis as the process of making sense out of the data. The data of the study were analysed by following Creswell's (1998) approach to data analysis of phenomenological tradition which was adopted from Moustakas (1994).

Data analysis included the following stages:

We transcribed all interviews, and we checked these transcriptions and the audiotapes to ensure accuracy. When checking was finished, the interviewees were returned the transcriptions, and we had each of the participants sign their transcriptions if it was exactly what they said. The reviewed transcriptions were read by the researchers as many times as necessary to carry out "phenomenological bracketing" (Moustakas, 1994) which Creswell (1998) defines as "the process of data analysis in which the researcher sets aside, as far as is humanly possible, all preconceived experiences of participants in the study" (p. 235). Penner and McClement (2008) assert that "bracketing is a continuous process that is used to facilitate the clear emergence of the phenomenon under investigation" (p. 96). In the present study, we bracketed our own experiences regarding the phenomenon under investigation.

The second stage; horizontalizing, was fulfilled by rereading the transcriptions to form initial codes by taking margin notes and checking for their accuracy. Moustakas (1994), describes this process as "every statement initially is treated as having equal value. Later, statements irrelevant to the topic and question ... are deleted leaving only the Horizons (the textural meanings and invariant constituents of the phenomenon); Clustering the Horizons into Themes; and Organizing the Horizons and Themes into a Coherent Textural Description of the phenomenon" (p. 97). The meaning statements about how the individuals experienced the topics were found and listed by the researchers. These meaning statements were treated with equal worth. Then, the researchers grouped these statements into meaning units to provide textural and structural description of the phenomena investigated.

In order to evaluate the trustworthiness of this qualitative study, we used Lincoln and Guba's (1985) four criteria; credibility, confirmability, transferability, and dependability.

Credibility refers to the confidence that a reader of the study can have in the truth of the findings (Tercanlioglu, 2008). To ensure credibility of the study, we used member checking (Creswell, 2003, p. 196) by means of taking descriptions and themes back to the participants. They indicated that they felt the descriptions and themes were accurate with respect to their responses in the interviews.

The criterion of confirmability stands for to what extent the results of the study could be agreed by others. Although various ways to augment confirmability exist in the literature, in this study, we chose to use an external auditor who was familiar with the topics under investigation and experienced in qualitative inquiry. The auditor reviewed the whole project, the transcriptions, meaning units, and findings.

The transferability criterion refers to the extent the findings of an inquiry can be transferred to other contexts which entails generalizations. Although this study was carried

out in a local setting, its findings may serve as a stimulus to new research projects in other settings.

We assured the dependability of this study by rich descriptions of methodology, participants, context, data analysis stages, and results of the study. Also, integrating the auditor to the project adds to dependability of the study as Lincoln and Guba (1985) states “a single audit, properly managed, can be used to determine dependability and confirmability simultaneously” (p. 318).

## Results

The students’ experiences and perceptions about their goal orientations, and reading strategy use in Turkish and English were categorized into seven meaning units. These are as follows: (1) goal orientations the students adopt towards reading, (2) purposes for reading in English, (3) reading strategies used in English, (4) purposes for reading in Turkish, (5) reading strategies used in Turkish, (6) viewing reading in L1 and L2 as different processes, and (7) a call for reading strategy instruction.

### Goal Orientations: The Students Adopt Towards Reading

With responses to several questions and their probes, we identified the goal orientations students adopt towards reading. Most of the participants have positive attitudes towards learning English. Seven of eight interviewees stated that they like English very much. The only exception was a female freshman student, Aysun, who said that she does not like English so much.

As for the goal orientation she holds, she reported that she reads in English when her teacher wants her to read for homework or a task. She said that “I do my homework and other tasks with little effort because my teacher wants me to do them.” She also expressed that she compares herself with her classmates but she does not think about their achievement. She was aware of being affected by this comparison. She added, “I do not think about others so much. Indeed, this comparison sometimes affects me. I get angry with myself when I do not manage, although I have the ability.” Thus, Aysun’s academic goal was determined as work avoidance. She also expressed that she experiences reading anxiety when she has to read in front of the peers and the teacher. She compares herself with her friends in terms of knowledge and intelligence.

Dilara, a female preparatory class student, and Fatma, a female freshman, exempt of preparatory class, were identified as mastery goal oriented because they engage in the reading activity for the sake of learning information. They have self-referenced norms for learning, in other words, they do not make comparison with peers, and they do not try to surpass others in terms of grades they take from exams. Dilara stated that she does not compare herself with others. Dilara said,

*I do not base my studies on others and being successful. I think about my learning, not those of my friends. I follow my methods during reading. If I have trouble, I ask my friends how they do. My purpose is to improve myself and my knowledge. My goal is learning.*

Fatma, who adopts mastery goal for reading, stated that her aim is absolutely mastering information. However, she added that interest in the subject of the task is very crucial for her. When she is not interested in the subject she could not fully engage in the task. She also stated that she compares her reading but not her grades with peers.

In addition to these perceptions, Fatma believes that students' goals are not stable and adopting goals are situational. She thinks that students may change their goals according to their levels of interest in the text. If the material is interesting for her, she becomes more engaged. If vice versa, she fulfills the task for the sake of doing homework, but in this instance she believes that she does not comprehend what she reads. She also articulated that if she does not strive to surpass others, she feels more motivated. Fatma was aware of the necessity of attention during the reading activity.

Ayşe, a female preparatory class student, also adopted mastery goal. She said, "My prior goal is mastering information but every student wants to be a good and successful one in the class." She reported that she compares herself with friends and this comparison influences her. When we probed into this statement she said, "By considering how they read, to what points they are attentive, I direct my reading, I add to myself." She thinks that she learns a lot by observing her peers' reading. She is predominated strongly by mastery goal orientation and weakly by performance-approach goal. Hence, her reading seems to be affected by two goal orientations. Through her statements, we identified her to be oriented towards a combination of high mastery and low performance-approach goals. Thus, her goal orientation also reveals that in the academic contexts students may exercise competition among the students.

Işık and Elif, female preparatory class students, and Sencer, a male freshman exempt of preparatory class, were identified as adopting performance-approach goal orientation which is characterized by striving to surpass friends or besting others. These interviewees believe that doing best in the class was their main aim. They compare themselves with other friends in the class. Sencer said,

*I am sometimes selfish. I am aware of this. For example, in the high school years, my friends and I got 5 over 5. If one of my friends got 5 from 95 over 100 and I got 5 from 85 over 100, I was very upset. I was trying to surpass them. I follow my friends' and my achievement. I want to be different. [he smiles]*

Elif, in response to a question asking her purposes for reading, expressed that she engages in the reading activity because first of all she sees it as her responsibility as a student, and being successful is one of her greatest aims. She also added that she tries to outperform. This demonstrates that she is oriented towards performance-approach goal.

The data of the study evidenced performance-avoidance goal orientation, which is characterized by avoiding negative judgments of others in the achievement contexts. Aydın, another male freshman who took preparatory class, stated that his reading goals were avoiding looking inferior in the class, to be liked by the teacher and mastering information. When we probed into his response, he admitted suspicion about his answer and said, "I think, it is mastering information." However, as his response delineates, he does not hold a stable goal but a combination of mastery goal and performance-avoidance. In a follow-up question "Why do you do a task or read a book? To master information or to pass others?" he responded, "The main goal is often to master information. But, there are instances that we adopt other goals. When we are in a hurry, or something else, for example, [he pauses], or under other conditions, our goals may be other than mastering information."

The data of the study demonstrated that students may adopt social goals in the achievement settings. Three participants of the study, Işık, Fatma, and Aydın also adopt social goal toward reading. Işık and Fatma stated that they are going to be English teachers when they graduate from the department. They do not want their students to think of them as incompetent teachers. They strive to avoid these negative thoughts by trying to learn everything they can. Dowson and McInerney (2001) refers to this orientation as "social

responsibility.” Aydın, who is also under influence of social reasons in engaging reading, stated that he considers what others think about his success. In other words, he sometimes tries to avoid being unsuccessful in order not to encounter with negative feelings of others around him. This finding of the study is in line with Somuncuoglu and Yıldırım (1999) which claims that in Turkish culture social approval of success is traditionally very important. This social phenomenon directs students to engage in the academic activities to earn social approval as a member of the society.

### Purposes for Reading in English

As is seen in Table 1, we identified six meaning units demonstrating the participants’ reading purposes in English. Of these six meaning units, reading for improving English is one of the most articulated purposes. Half of the participants stated that they read to improve their English (Aysun, Sencer, Dilara, and Işık). The other half, although not directly stating that they read to improve their English, they reported their purposes are to improve several skills and aspects of English language.

**Table 1.** Identified Meaning Units of Purposes for Reading in English

Meaning units
1) Reading for improving English
a) grammar
b) writing
c) speaking
d) pronunciation
e) vocabulary
1) vocabulary retention
2) idioms
f) reading comprehension
g) reading fluency
2) Reading for self-improvement
3) Reading for learning new information
4) Reading for pleasure
5) Reading for enhancing thinking in English
6) Reading because learning a foreign language is different

All of the interviewees stated that they read in English so as to improve their vocabulary. Fatma elaborated her purpose for reading in English as such:

*I read in English mostly to learn vocabulary. My best way of learning vocabulary is to see it in a sentence and understand it, that is to say, I understand the meanings of the vocabulary during reading. I see a word that I do not know the meaning, I look it up in a dictionary. My vocabulary improves in this way. When I encounter new words, I need to check them in a dictionary. Because these words are sometimes the main words or keywords of the text. When I am curious about their meaning, I look them up in a dictionary, and I never forget them.*

Sencer, like Fatma, supported the idea that reading improves vocabulary. He also added that reading enhances retention of vocabulary. He expressed, “Everybody learns many words in a way but they forget them after a while. When you read them in a text, you can retain

them.” Aydın emphasized another aspect of reading related to vocabulary knowledge by mentioning that his purposes for reading are to capture different words, to see different usages of words, especially to see the idioms in a text, their usage and to learn them.

As for language skills, interviewees stated that reading enhances writing and speaking. Işık reported that extensive reading contributed to writing and speaking skills of the people she knew. She said, “If a student reads a lot, s/he can comprehend easily and be more successful. S/he can transfer this success to writing.” Likewise, Sencer stated that reading enhances speaking fluency by enabling remembering and choosing the vocabulary to use quickly. Another point that was focused on related to speaking was pronunciation. Aydın stated that reading improved his pronunciation.

Some of the participants were aware of the influences of reading on fluency and comprehension. Sencer believes that extensive reading contributes to reading fluency. Işık claimed that when a person read more and regularly, s/he could comprehend well. This phenomenon was named as “Matthew Effect” by Stanovich (1986).

Reading to improve grammar is one of the purposes for reading in English. Aysun, who reported that she does not like reading English, stated that she reads to improve her English and especially to improve her grammar. She believes that reading is a way of encountering grammatical forms and usage. Through reading learners see how patterns and structures new to them are used in a text.

Aydın, unlike other interviewees, believed that reading in a foreign language added to thinking in that language which, he viewed, was necessary for better comprehension. Also, he stated that reading contributed to understanding the way of thinking of the native speakers of English if the author’s L1 is English.

Reading for learning new information was another meaning unit identified through the interviews. Aydın, Ayşe, Dilara, Elif, Fatma, and Işık focused on the role of reading in learning new information. Dilara said she reads to learn not only new information but also about the culture in which that language is spoken. She believes that learning the culture of the language is important for foreign language learners. They were aware of the fact that reading in a foreign language provided them with the opportunity to encounter new information through texts. Işık elaborated this point by saying,

*Reading texts in English deal with the topics different from those of Turkish texts. The subjects of the English texts are more universal. I have learnt a lot of different things about countries. These texts provide information on all subjects, for example, a characteristic of a particular animal or a plant, etc. It is enjoyable.*

Having pleasure is a stimulating force for reading. Half of the participants expressed that they read for pleasure (Sencer, Fatma, Ayşe, and Elif). Fatma reported that when she feels bored, she reads in English because she thinks that English as a language, its usage and its style are distinct. Sencer also reported that he reads in English for pleasure and added, “I like reading English because reading or comprehending something in a foreign language, is pleasing for me.” The participants, who stated reading for pleasure, believe that getting pleasure from a text is directly related to reading engagement, motivation and keeping interest in the text for a longer period of time.

Two of the interviewees, Fatma and Dilara, believe that learning a foreign language is different, that is to say, by learning a language they think they will become different from the other people around them. It adds to their desire to be extraordinary. The common characteristic of these interviewees were that they both reported adopting mastery goal orientation.

Reading is also seen as a way of self-improvement. Three of the participants, Ayşe, Işık, and Dilara said that they read because it contributes to their self-improvement. Ayşe elaborated her purpose for reading in English as, “I like reading in English. I read in English because I improve myself. By means of reading texts in English I learn how to use English better. I like it. It is enjoyable for me.”

Unlike the other participants, Aysun, who adopted work-avoidance goal, reported that she reads in English because her teacher wanted her to do so. In other words, her purpose for reading in English is to do her homework. This shows that her achievement goal influences her reading purpose.

To sum up, the participants of the study generally read in English to improve their knowledge and skills related to English. They try to achieve learning new information through reading in English. Most of them engage in reading to be pleased and they see it as enjoyable. With respect to these purposes, another factor which drives them to read is self-improvement which can be viewed as a general aim of reading. Thus, most of the participants were aware of the crucial role of reading in learning a language and life-long learning.

### **Reading Strategies used in English**

In order to determine the reading strategies used by the Turkish reading students in the process of reading English texts, we asked them what they do before, during, and after reading a text in English, what they do when they cannot understand a word or a sentence, how they find the main idea and supporting ideas of a text, and what they do when a strategy does not work. They were also asked whether they think reading strategies are helpful so as to understand their beliefs about them. We analysed the responses to these questions, and coded their reading strategies according to the previous classifications of reading strategy researchers (Anderson, 1991, 1999; Barnett, 1988; Block, 1986; Mokhtari & Reichard, 2002). Then, we grouped the strategies articulated by the interviewees according to time of use, and they are presented in Table 2.

### **Reading Strategies used Before Reading the Text**

The interviewees of the study expressed the use of four reading strategies: activating prior knowledge, reading the title, skimming, and scanning the text for vocabulary in the before-reading phase of reading activity. The strategies used in this phase are viewed as important as the reader decides to engage or not to engage the reading activity in this phase. In a similar way, this phase has a great role in reading motivation and interest.

Activating prior knowledge helps the reader to remember her/his knowledge about the subject matter of the text. Ayşe, Dilara, Fatma, Işık, and Sencer reported that they use this strategy before reading the text. Fatma said, “If the subject matter of the text attracts me, I try to remember where I have encountered it. This makes reading more enjoyable. If you are interested in it, you concentrate more.”

Reading the title and skimming enable the readers to have a gist of the text. Elif and Aydın told that they read the title and try to understand what the text was about. As for skimming, Sencer, Aysun, and Ayşe reported that they skim the text in order to have a general idea about the subject matter before reading it wholly.

Scanning the text for vocabulary provides the reader with an idea of the difficulty level of the vocabulary of the text. Aydın and Ayşe stated that they scan the vocabulary of the text before reading. Through this strategy they can be prepared to what awaits them in the text.

## Reading Strategies Used during Reading the Text

For the during-reading phase, in which the readers carry out the reading activity, the interviewees expressed that they use several cognitive and metacognitive reading strategies such as underlining, taking note, inferencing, prediction, translating, and monitoring comprehension. It should also be noted that they use some of these strategies during reading to achieve comprehension and they execute several strategies when they confront a problem.

**Table 2.** Identified Reading Strategies used in English

Time of use of reading strategies	Strategies Identified
Before-reading	Skimming Activating prior knowledge Reading the title Scanning the text for vocabulary
During-reading	Underlining <ul style="list-style-type: none"> <li>a) Underlining the unknown vocabulary</li> <li>b) Underlining the parts seen as important</li> <li>c) Underlining the parts that can be used in writing</li> <li>d) Underlining and highlighting</li> <li>e) Underlining the uncomprehended sentences</li> </ul> Reading aloud Skipping <ul style="list-style-type: none"> <li>a) unknown words</li> <li>b) uncomprehended sentence</li> </ul> Looking up unknown words in the dictionary Note taking Prediction Asking for help <ul style="list-style-type: none"> <li>a) from friends</li> <li>b) from teachers</li> </ul> Parsing Translating Rereading Monitoring comprehension
After-reading	Forming a summary <ul style="list-style-type: none"> <li>a) Written</li> <li>b) Mental</li> </ul> Evaluating the text Analysing the text

Underlining some parts of a text is a reading strategy that is used commonly by interviewees. The participants explicated various uses of this strategy. Aysun, who adopts work-avoidance goal orientation towards reading, stated that she underlines the unknown vocabulary she confronts during reading. She also added that she underlines the sentences that she cannot comprehend. She takes notes of these sentences and parses them as well. Not only Aysun but also other students, namely, Fatma, Ayşe, Işık, and Dilara reported that they underline sentences which they find important, and if they can be used in writing a composition. They also write these underlined sentences in a notebook. These participants mentioned that this way of underlining was advised by their reading teacher. Aydın, who adopts a performance-avoidance goal, said that he underlines and highlights the important

parts of a text with a fluorescent pen because this type of highlighting makes it more noticeable.

Aydın, Işık, Dilara, and Sencer reported that reading aloud is one of their reading strategies. Aydın stated that if the place he is reading in is convenient he tries to read aloud. Sencer used reading aloud with paying attention to pronunciation of words. He explained his reason for doing this as his reading teacher was meticulous in the correct pronunciation of the words. Işık, unlike Aydın and Sencer, expressed that she tries reading aloud if a reading strategy that she employed does not work. She thinks that hearing what she is reading contributes to enhancing comprehension. Dilara believes hearing contributes to better comprehension as well.

Monitoring comprehension, one of the metacognitive reading strategies, is characterized by checking comprehension in course of reading. Fatma and Dilara, who adopt mastery goal orientation towards reading, and Işık, who is oriented towards performance-approach goal, stated that they monitor their comprehension in the during-reading phase. Fatma elaborated how she monitors her comprehension of a book by saying, "I read 10 or 20 pages. I check what I remember in order not to forget what happened, because I can forget after a while. Then, I continue reading. I do this after reading 5-10 pages."

Fatma reported that she employs note-taking strategy while reading a text in addition to reading strategies she uses presented above. She takes notes of the characters of a novel. For her, employing this strategy helps her remember the characters while reading the text.

### **Reading Strategies used When Confronted a Problem**

When the readers confront a reading problem caused by an unknown word or a sentence during reading, they employ various reading strategies to solve them. Also, they change the strategies they use when one of them does not work.

One of the reading strategies identified through the responses was skipping. Three participants, Fatma, Işık and Elif, reported that they use skipping. Işık and Elif said they skip the unknown words they encounter during reading. Fatma expressed that she skips not only the unfamiliar words but also the sentences that she cannot comprehend.

All of the interviewees, except Aysun, expressed that they employ the prediction strategy when they confront a problem while reading. This strategy is used in two ways. Sencer uses this strategy when he has a problem in comprehending a sentence. Dilara, Fatma, Işık, Elif, Aydın, and Ayşe try this strategy when they have a problem with a word. They refer to context to make a prediction about the unknown word. They believe that referring to the dictionary whenever they encounter an unknown word decreases their attention which may cause comprehension problems.

Most of the interviewees stated that they refer to a dictionary when they face a problem with a word. However, they use dictionary with various reasons. For instance, Ayşe stated that she refers to a dictionary in order to check whether what she predicted is correct. Fatma checks the words that she identified as content words of a text. The others stated that they check the words that they cannot predict from the context. Işık, another interviewee holding performance-approach goal, articulated that she uses a dictionary after underlining and predicting an unknown word and when she finishes reading the text because she has the belief that referring to the dictionary as soon as an unknown word is encountered decreases attention and interest. Aysun uses a dictionary when she cannot understand the meaning of a word. If it does not work, she searches the Internet. Elif, a performance-approach goal oriented student, stated that she does not like using a dictionary while reading. Thus, she does not utilize this strategy.

Asking for help is another strategy that is used in two ways, that is to say, the students ask for help from friends and teachers. Fatma expressed that she asks for help from friends when she confronts a vocabulary problem. Dilara asks for help from teachers for the sentences. When confronting with a problem, Aysun stated that she asks for help from friends first when she faces a problem with a sentence. If they cannot solve the problem, she refers to her teachers. Ayşe and Işık mentioned that they ask for help from both their friends and their reading teacher when they confront a problem either with a sentence or a word they do not comprehend.

The interviewees expressed also to use three strategies when they confront a comprehension problem. These strategies are parsing, translating, and rereading. Aysun and Aydın told that they parse a sentence in order to comprehend the components of the sentence first. After parsing, Aydın tries to translate it into Turkish as far as he can. Dilara and Fatma reread the sentence if they cannot comprehend them with the employment of other strategies.

### **Reading Strategies used After Reading the Text**

In the last phase of reading, the interviewees reported execution of three reading strategies; forming a summary, evaluating the text, and analysing the text. The interviewees told that they form two types of summaries. Aysun, Fatma, Ayşe, and Işık told that they form a mental summary after finishing the reading activity. They try to achieve mental summarizing by recalling what they have read. Sencer told that he prepares a written summary of the text if it was assigned to him. Aydın, unlike others, summarizes the text on a paper in order to comprehend it. Before writing his summary he evaluates the text by recalling the keywords he identified by means of scanning the vocabulary in the before-reading phase. He tries to evaluate the consistency of what he had as a gist of the text and what he comprehended after reading. These interviewees who engage in summarizing believe that forming a summary contributes to their comprehension and retention of information they learned from the text.

Analysing the text for general meaning was another after-reading strategy reported. Aydın mentioned that he analyses the texts he reads. He explicated his reading process of English texts by saying,

*Generally, I read aloud if the place is convenient. I scan the text if there are words that attract me. I have a look at them. I try to extract keywords from those words and try to have a gist of the text. While reading, I pay attention not to forget. When the text is about to end, I am attentive to retain the beginning parts in my mind. After reading, through evaluating the keywords that I identified on the text, I try to reach an analysis of the text.*

### **Purposes for Reading in Turkish**

To grasp an understanding of the purposes for reading in Turkish, the interviewers asked the participants whether they like this activity and why they engage in reading in Turkish. After we analysed the transcriptions of the responses to these questions, the meaning units in Table 3 were identified as the reading purposes for Turkish.

All of the participants stated that they like reading in Turkish. They had positive attitudes towards reading in their native language. However, there were differences when the text type they enjoy to read was taken into consideration. Most of them expressed willingness to read stories and novels in Turkish. Sencer, unlike the majority of the participants, stated that he likes reading political books. He mentioned that when he confronts difficulties in

comprehending them he stops reading them. He also added that he is not a good reader of Turkish because he does not read so often in Turkish. Another interviewee, Işık pointed out that she liked reading classical novels but she stopped reading them and started to read books focusing on the role and importance of language recently. She also expressed that the books she chose to read should be instructive.

**Table 3.** Identified Meaning Units of Reading Purposes for Turkish

Meaning units
1) Reading for improving Turkish
2) Reading for improving thinking skill
a) interpretation
b) enhancing perspectives
3) Reading for learning new information
a) reading for learning life experiences of others
b) reading for learning new perspectives
4) Reading for pleasure
5) Reading for enhancing writing and speaking skills

Three participants, Aysun, Dilara, and Elif reported that they read in Turkish to improve their Turkish. Aysun and Dilara also expressed that reading in Turkish enhances their thinking skills. Dilara believes that through reading she improved her Turkish and her interpretation faculty. Related to thinking skill, Aysun said,

*I read so as to improve my Turkish. You learn to think from various perspectives. It opens new horizons. You learn diverse things. You can encounter various thinking styles. Reading affects thinking. You can think better through reading. You can think about various things.*

Half of the interviewees, namely Aysun, Dilara, Işık, and Sencer reported that they read Turkish to learn new information. Elif elaborated her purpose for reading in Turkish as “I read to improve my Turkish. I read to get pleasure. [pause] Reading about experiences of others or reading about thoughts of others pleases me.” The participants who read in Turkish to learn new information also stated that reading helps them learn about experiences and perspectives of others.

Another meaning unit which emerged from the data related to the students’ purposes for reading in Turkish is “reading for pleasure.” Dilara, Elif, and Işık told that they read in Turkish to experience enjoyment or pleasure. Their viewing it as an enjoyable activity evidences that they like reading in Turkish and they have positive affects towards this activity.

Işık and Dilara, who were conscious of positive influences of reading on writing, reported that they engage in Turkish reading because this activity enhances their writing skill. Işık elaborated the relationship between reading and writing as the following:

*I do not remember that I started reading thinking that it is useful to me. I found stories enjoyable. However, when I got older, I experienced the positive influences of reading. During the primary school years, my Turkish teachers liked my compositions very much. In those days, I was reading very much while my friends were not. The books I read contributed to me by giving new opinions. During writing, I thought that I read this idea from that book and that idea from another book.*

Işık mentioned about the positive effects of reading on not only writing but also speaking. For her, reading contributed to her communication with others. She said that through reading you can state whatever you want easily.

### Reading strategies used in Turkish

The reading strategies of the interviewees for Turkish were analysed through their responses to the question “What do you do before, during, and after reading a text in Turkish?” Then, the identified strategies (Table 4) were coded and grouped with respect to time of use.

**Table 4.** Identified Reading Strategies used in Turkish

Time of use of reading strategies	Strategies Identified
Before reading	Skimming Activating prior knowledge
During reading	Underlining a) Underlining the sayings of popular people b) Underlining the parts that can be used in writing c) Underlining and putting an asterisks Inferencing Looking up unknown words in the dictionary Monitoring comprehension Rereading Taking note the sentences that are liked
After reading	Forming a summary in mind

The interviewees reported to employ two reading strategies; skimming and activating prior knowledge, in the before-reading phase. Aydın and Dilara mentioned that they skim the Turkish text before reading it. Aydın said, “I start to read after having a look at the text to have a general idea about it, to form a schema about its subject matter.” Dilara said that she reads the reviews about the book which are provided in the preface or at the back cover. She tries to activate her prior knowledge. Like Dilara, Ayşe, and Işık use the strategy of activating prior knowledge.

In the during-reading phase, the participants articulated to employ four reading strategies; namely, underlining, inferencing, monitoring comprehension, and taking note. The interviewees reported to use three different ways of using underlining. The first way is underlining the sayings of popular people. Fatma told that she underlines the sayings of popular people that she liked. Fatma also added that if she likes them very much she sends them as text-message to her friends. The second way of this strategy is to underline the parts of the text to use them in writing tasks. Işık reported to use this way and the next way of underlining which is underlining and putting an asterisk to the part that is seen as important. She explicated her uses of these ways as “I underline the sentences that I think I like and I can use later, and I put an asterisk.”

Another strategy identified for reading in Turkish is inferencing. Ayşe, stated that she draws inferences when she reads a text in Turkish by thinking about the subject matter of the text, how it is presented, and what it means to her.

Some of the interviewees expressed that they use a dictionary in Turkish to look up unknown words which consist of either lexical elements borrowed from Persian and Arabic or archaic words. Dilara and Elif reported that they use a dictionary to solve problems about vocabulary which is less than in reading English texts. Unlike others, Işık stated that she does not use a Turkish dictionary. She directly asks the unknown words to those whom, she estimates, know the meaning. Sencer asks for help from his father when he confronts an unknown vocabulary.

Dilara, a mastery goal oriented student, expressed the use of monitoring comprehension and taking notes. She emphasized that she checks her comprehension while reading a text. She thinks about what she learned from the text. She also articulated that she rereads the sentences or parts that she cannot understand. Besides to the strategies she reported, she told that she takes notes of the sentences that she likes.

In the after-reading phase, two interviewees stated that they use a reading strategy, that is, forming a summary in mind. Fatma and Aydın expressed that they form a summary in their minds after finishing reading. Fatma thinks that forming a mental summary facilitates retention of what is comprehended from the text.

Three of the participants, Sencer, Aysun, and Elif stated that they do not use reading strategies in Turkish as it is their native language and they do not confront problems during reading. They told that they have fluency and automaticity necessary for reading comprehension. Elif and Aysun emphasized that they know most of the words of their native language.

### **Viewing Reading in L1 and L2 as Different Processes**

There is a controversy in reading literature with respect to the researchers' views on whether L1 and L2 reading are the same or different processes. To understand the participants' views we asked them whether they read in the same way in Turkish and English, and if they are not the same, what the differences are for them. Their responses to these questions revealed us that they are aware of the differences and similarities between native language reading and foreign language reading.

All of the interviewees, except Fatma, believed that Turkish reading and English reading are different processes. In other words, they stated that they read in Turkish and in English in a different way. Fatma, a first year student, expressed that they are the same processes but in the later parts of the interview she focused on the differences of these processes.

One of the most important points that the participants emphasized was that they believe they read in English more attentively (Ayşe, Dilara, Elif, Fatma, and Işık). They claimed that reading in L2 requires more attention than reading in L1 because their vocabulary knowledge and grammatical knowledge of the foreign language were more limited than those of Turkish. Dilara said,

*I understand better in Turkish. It is your native language. I read more slowly in English. I try to comprehend every word. I feel to check unknown vocabulary in a dictionary but while reading in Turkish, I do not have to refer to the dictionary so often. As I know most of the words, my reading rate is higher.*

Aydın and Dilara expressed that they feel more at ease while reading in Turkish. This point may be caused by a belief of comprehending better in Turkish, which Dilara stated. Aydın, who stated that he comprehends better in Turkish, like Dilara, claimed that reading in

English is more tiring. For him, reading in English requires more mental activity than reading in Turkish. When we probed into his thoughts on this statement, he said,

*There are differences between Turkish and English texts. When I start to read a novel in Turkish, I can read 100-150 pages at a time. But, when the text is in English, it comes more tiring to me. It tires your brain. Because you think the Turkish meaning of every word you read or you translate the sentences you read. This process tires you and may cause motivational problems.*

Similar to the above thoughts, Aydın, Dilara, Elif, and Sencer believe their Turkish reading rate is higher than their English reading rate. Elif, like Dilara, thinks that confronting more unknown vocabulary in English texts causes this difference. Sencer asserted that he is more competent in Turkish, and his reading is more fluent in Turkish. For him, the reason behind this fact is rereading the sentences when he confronts a difficulty in comprehending. However, it should also be noted that this difference in the reading rate is not seen as a stable trait. Dilara mentioned that this difference can be minimized as the reader improves her/his English. In the same vein, Dilara expressed that she reads more frequently in Turkish.

### **A Call for Reading Strategy Instruction**

In order to understand whether the participants were provided with reading strategy instruction in English and Turkish, we asked them if they were instructed to use particular reading strategies in comprehending English and Turkish texts.

Five of the eight participants reported that they were not provided a formal and constant reading strategy instruction. Nor have their reading teachers taught them how to read a text in English. One of the preparatory class students, Işık expressed that her reading teacher required them to summarize the text they read. She added that their reading teacher wanted them to summarize a text so as to enhance reading comprehension. Elif, another preparatory class student, also expressed that their reading teacher told them to summarize the text they read.

Other preparatory class students, Ayşe and Elif told that their reading teacher wants them to take notes of the sentences they like or they find new to them during performing reading tasks. The teacher wanted this activity to enhance their knowledge about the structures and patterns used in English and to enhance their writing skill.

To understand their views on the necessity of reading strategy instruction in English and Turkish, the students were posed if there is a necessity to teach reading strategies to the students. All of the interviewees believed that it is necessary to instruct students about the reading strategies and how to use them during reading in English. They all stated reading strategies are helpful to enhance reading comprehension of the foreign language learners. They believe that they may comprehend better what they read. Işık emphasized the importance of reading strategy instruction. She said,

*Reading strategy instruction is certainly necessary. Readers of a foreign language, when they do not know how to comprehend a text, get bored quickly. Because they cannot get pleasure from reading and consequently they do not like reading. They will be puzzled when they think why others like reading. Thus, the reading strategies should be taught so that they may like reading and they may read more.*

Most of the participants except Aysun and Elif believe that students should be taught strategies for reading in Turkish. Elif and Aysun were not certain about the necessity of reading strategy instruction for Turkish. Elif said, "There is a necessity to teach reading strategies for Turkish during the primary and secondary schools but I do not think there is a necessity to teach them in later years."

### Discussion

The aim of this study was to investigate qualitatively the role of goal orientation in reading comprehension both in L1 and L2, and reading strategy use in L1 and L2 of the Turkish advanced students of English Language Teaching (ELT) Department in order to understand and make implications and recommendations for practice about the pedagogical aspects of reading. To accomplish this aim, a phenomenological study, which is a sound tradition of qualitative research, was designed.

The data of the study which come from the one-on-one interviews carried out with 8 (F=6, M=2) Turkish ELT students (preparatory class students F=4, first-year students F=2, M=2) demonstrated that 3 participants adopt performance-approach goal orientation, 2 participants hold mastery goal orientation, one participant adopts a combination of high mastery and low performance-approach goals, one of the participants holds work-avoidance goal orientation, and one participant adopts performance-avoidance goal orientation. The variety of their goal orientations lend support to the multiple goal approach (Harackiewicz, Barron, Tauer, & Elliot, 2002) in recent years; that is to say, students engage in the academic activities with various reasons. Thus, their reasons influence the goals they adopt, and there is an interaction among the goals. This result is in line with Barron and Harackiewicz (2001) that claims that a combination of goals will have independent, positive effects on a particular achievement outcome. Hence, the data of the study depicted three students who hold different goals are under influence of social goals which drive them to engage in academic tasks.

As for the participants' reading purposes, they have some common and some different purposes in reading English and Turkish. The participants all know that reading is a medium through which they can enhance not only their reading skill but also other language skills, vocabulary, and grammar. They are aware of the fact that one language skill is connected with others. As the participants of the study learn English in Turkey, which is distant to the places where English is spoken as a first language or as a second language, the students are mostly exposed to English through written materials but not oral communication. Thus, reading in English is the main way of exposure to the language. All the participants believed that there is a connection between reading and vocabulary, and some of them emphasized the relationship between reading and vocabulary retention, and encountering usages of idioms through texts.

Our data revealed that mastery goal oriented students believe that learning a foreign language is different in many regards. They want to be different from others. This purpose entails that reading is an activity that improves the linguistic ability of a particular language, therefore, they read to improve their English, which will enable them to be different from others who have not acquired a second or foreign language.

Students with performance-approach goals, mastery goals, and a combination of high mastery and performance-approach goals expressed that they engage in reading English texts for the sake of self-improvement. Also, these participants, except for Dilara, a mastery goal oriented student, read in English for pleasure, which shows us that they believe that learning new information, reading about experiences and lives of others is a pleasing activity.

The participants reported that they have common purposes for reading in English and Turkish as well. As an example, reading for pleasure, learning new information through

reading, and enhancing writing and speaking ability are the common ones. However, the students also believe that reading in their native language enhances their interpretation faculty and their ability to analyse phenomena around them.

When the reading strategies the participants use while reading in English and their goal orientations are considered, all the students reported that they employ them but there are differences among the participants with respect to the number of the strategies they use, when the strategies are employed, and how they are employed.

The data of the study demonstrate that mastery goal oriented, and high mastery and low performance-approach participants use more strategies than the performance-approach goal oriented (except for one) and work-avoidant participants. One of the performance-approach goal oriented participants, Işık, seemed to use more strategies than the other participants who adopt the same goal. She reported to use similar strategies with mastery goal oriented participants. This difference may stem from instability of her achievement goal.

Students who have mastery goal orientation and students who have performance-approach goal orientation stated that they activate prior knowledge before reading. Using this reading strategy is seen crucial in that the reader tries to link what s/he knows about the subject matter of the text and what s/he predicts to be inherent in the text. This strategy also serves as one of the determining factors of reading interest, engagement, and reading motivation.

Monitoring comprehension which is a metacognitive reading strategy was reported to be used by mastery goal oriented participants, and the performance-approach student, Işık, who is seen as an exception. Thus, we can conclude that mastery goal oriented students are more conscious about their cognitive resources and regulation of their cognition.

Mastery goal oriented students seemed to be more persistent when they confront a comprehension problem in English. Dilara and Fatma's statement to reread when they encounter a comprehension problem shows us that they do not give up effort and they try to solve comprehension problems. However, Aydın, a performance-avoidant student, and Aysun, a work-avoidant student, try to parse the sentence. Aydın stated also that he translates it into Turkish as far as he can.

The work-avoidant participant reads in English to do her homework or to please the teacher. In contrast to other participants, she expressed that she feels anxious when reading in front of her teacher and classmates. The goal she adopts has impact upon the way she fulfills the reading comprehension task. She uses fewer strategies than the other participants. Although all participants expressed that they use the prediction strategy, she did not report to use it. She seems to spend less effort than the other participants.

When the strategies used in English and Turkish are compared, it is seen that the number of strategies they use in Turkish is less than the number of strategies they use in English. This difference may stem from the belief that reading in their native language is easier for the students and viewing themselves more competent in Turkish. They also believe that they confront fewer problems while reading in Turkish.

The mastery goal oriented students and Işık, who is seen as an exception of the performance-approach group, reported to use more strategies than the other participants as well. Only one of the mastery goal oriented participants reported to use monitoring comprehension. A high mastery and low performance-approach goal oriented participant uses less strategies than the mastery goal oriented ones. As for the performance-approach goal oriented participants, two of them stated that they do not use reading strategies in Turkish. Likewise, the work-avoidant participant articulated that she does not need strategies in Turkish as it is her native language.

Thus, the conclusion that mastery oriented students seem to make use of more strategies in L1 and L2 may be drawn. They are more strategic than the other participants.

They are more persistent to fulfill the reading tasks. Therefore, the mastery goal oriented participants put more cognitive effort, and they do this consciously.

### Limitations

This study has some limitations. Firstly, interviews may be limited when used for collecting data about the activities including cognitive and metacognitive operations because the respondents may be unaware of their mental activities and/or may not be able to accurately articulate them (Singhal, 2006). In order to overcome this limitation the interviews were carried out in Turkish, the researchers' and the interviewees' native language, and the researchers provided them with enough time to think. Secondly, the researchers are faculties at the same department. Although the interviewees were told to feel comfortable, and confidentiality of their responses was ensured, to what extent being staff at the same department has impact upon their responses is unknown.

### Future Research

Further research may address the same research questions in the light of the findings of this study with different methods such as observation and think-aloud protocols which are also used in reading strategy research. Likewise, by mixing qualitative methodology with quantitative measures, longitudinal projects can be designed. This study did not address the effects of gender on goal orientation and reading strategy use. This is an issue which can be investigated by further research.

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