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ISTANBUL AYDIN UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

THE ROLE OF GENDER, ATTITUDE, AND SELF-EFFICACY ON EFL STUDENTS' INDIVIDUAL VERSUS COLLABORATIVE READING STRATEGY USE

MASTER THESIS

Masoud AHMAD

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(Y1612.020049)

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YÜKSEK LİSANS TEZ ONAY FORMU

İngiliz Dili ve Edebiyatı Anabilim Dalı İngiliz Dili ve Edebiyatı Tezli Yüksek Lisans Programı Y1612.020049 numaralı öğrencisi Masoud AHMAD'ın "**The Role Of Gender, Attitude and Self-Efficacy On EFL Students' individual vs collaborative reading strategy use**" adlı tez çalışması Enstitümüz Yönetim Kurulunun 16.12.2019 tarihli ve 2019/03 sayılı kararıyla oluşturulan jüri tarafından oybirliği/oyçokluğu ile Tezli Yüksek Lisans tezi 27.12.2019 tarihinde kabul edilmiştir.

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DECLARATION

I hereby declare that all information in this thesis document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all materials and results, which are not original of this thesis. (27.12.2019)

Masoud AHMAD AHMAD

FOREWORD

I would like to thank the light of my eyes, my father and mother, who surrounded me with love and tenderness.

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ABSTRACT

The ability of a person to decipher a written text has always been considered a critical and fundamental question since it is a major activity everyone performs every day. Moreover, social and emotional factors have grabbed the attention of researchers, such as gender, attitude and self-efficacy. This study is an attempt to explore Turkish EFL students' attitudes and self-efficacy towards reading based on their gender, as well as to determine their tendency towards use of individual versus collaborative reading strategies based on their gender. The study targeted 86 sophomore, junior and senior students from the English Language Teaching (ELT) department in Istanbul Aydin University. The study took two weeks during the fall semester in the 2019-2020 academic year. The data was collected with a well-established questionnaire consisting of 31 questions. The questionnaire was divided into three main parts; the learners' attitudes towards reading; the learners' tendency towards individual vs. collaborative reading strategies and the learners' self-efficacy level towards reading. In data analysis, the descriptive statistics including frequency distribution, dispersion distribution, histogram and pie chart were used, as well as the Friedman test used to prioritize each item. However, after ensuring the accurate distribution of the variables, the independent sample t-test, Mann Whitney U test and Chi-square were used to test the hypotheses. The results showed that the students' attitudes towards reading based on their gender were different, their tendency towards individual and collaborative reading strategies based on gender was different and their self-efficacy towards reading comprehension was also different. The results also revealed that among 86 participants in this study, 8 (9.3%) students preferred collaborative strategies and 78 (90.7%) students preferred individual strategies. This means more than 90 percent of Turkish EFL students in this study preferred individual strategies. This study will be a positive guide for EFL students who are interested in improving their reading skills based on social and emotional factors.

Keywords: *Reading, Reading comprehension, self-efficacy, English as foreign language (EFL), Collaborative reading strategy (CRS).*

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN BİREYSEL VE İŞBİRLİKÇİ OKUMA STRATEJİSİ KULLANIMI ÜZERİNDEKİ CİNSİYET, TUTUM VE ÖZ-YETERLİLİĞİN ROLÜ

ÖZET

Bir kişinin yazılı bir metni çözümleyebilmesi, herkesin her gün gerçekleştirdiği önemli bir faaliyet olduğu için her zaman kritik ve temel bir soru olarak kabul edilir. Dahası cinsiyet, tutum ve öz-yeterlik gibi toplumsal ve duygusal faktörler araştırmacıların dikkatini çekmiştir. Bu çalışma, İngilİzceyi yabancı dil olarak öğrenen Türk öğrencilerinin cinsiyetlerine göre okumaya karşı tutumlarını ve öz-yeterliklerini araştırmanın yanı sıra, cinsiyetlerine göre bireysel ve işbirlikçi okuma stratejilerini kullanma eğilimlerini belirleme girişimidir. Bu çalışmada İstanbul Aydın Üniversitesi İngilizce Öğretmenliği (ELT) bölümünden 86 ikinci ve son sınıf öğrencisi hedef olarak alınmıştır. Bu çalışma, 2019-2020 akademik yılının güz döneminde iki hafta sürmüştür. Veriler 31 sorudan oluşan köklü bir anket ile toplanmıştır.

Anket üç ana bölüme ayrıldı; öğrencilerin okumaya karşı tutumları; öğrencilerin bireysel ve işbirlikçi okuma stratejilerine eğilimi ve öğrencilerin okumaya yönelik öz-yeterlik düzeyleri. Veri analizinde her bir öğeye öncelik verilmesi için Freidman testinin kullanılmasının yanı sıra, sıklık dağılımı, ayrışma dağılımı, histogram ve pasta grafiği de içeren tanımlayıcı istatistikler kullanılmıştır. Ancak değişkenlerin doğru dağılımını sağladıktan sonra hipotezleri test etmek için bağımsız t-testi, Mann WhitneyU testi ve Ki-kare kullanılmıştır. Sonuçlar öğrencilerin cinsiyetlerine göre okumaya yönelik tutumlarının farklı olduğunu, cinsiyete dayalı bireysel ve işbirlikli okuma stratejilerine yönelik eğilimlerinin farklı olduğunu ve okuduğunu anlama yönündeki öz-yeterliklerinin de farklı olduğunu göstermiştir. Ayrıca, sonuçlar bu çalışmaya katılan 86 öğrenciden 8'inin (% 9,3) işbirlikçi stratejileri, 78'inin (% 90,7) bireysel stratejileri tercih ettiğini ortaya koymuştur. Bu durum da bu çalışmada İngilizceyi yabancı dil olarak öğrenen Türk öğrencilerinin yüzde 90'ından fazlasının bireysel stratejileri tercih ettiği anlamına geliyor. Bu çalışma İngilizceyi yabancı dil olarak öğrenen ve sosyal ve duygusal faktörlere dayalı okuma becerilerini geliştirmek isteyen öğrenciler için olumlu bir rehber olacaktır.

Anahtar Kelimeler: *Okuma, Okuduğunu anlama, öz-yeterlik, Yabancı dil olarak İngilizce (EFL), Ortak okuma stratejisi (CRS)*

1. INTRODUCTION

1.1 Introduction

The ability to read and comprehend various texts is an essential means forsuccess in various everyday activities as well as educational activities. Reading is of primary importance to English as a foreign language (EFL) students (Birjandi & Noroozi, 2008), as it is one of the techniques by which they learn the target language in an environment described as "input-poor" by Abdelhalim (2017). Significant research efforts have therefore been dedicated to reading comprehension strategies and advice aboutthe methodology for self-efficacy. Studies have determined that non-implicit instruction of reading comprehension strategies and self-efficacy reinforces self-efficacy experienced in reading comprehension strategies of students in all language fields including the EFL classroom (e.g., Khezrlou, 2012; Alqarni, 2015; Cubukcu, 2008; Philip & Hua, 2017). Strategic reading has become a common practice in EFL classes, in accordance with this research focusing on the teaching of reading strategies. The main goal of this is, therefore, to supply participants with a reading technique that can help them to comprehend and understand what they are reading in and out of the language classrooms. Proficiency in reading is also a key objective for school and a major condition for learning, both within and beyond the context of formal education (Boulware-Gooden, Carreker, Thornhill & Joshi, 2007).

The best technique for teaching reading ability is through the bottom-up method where the reading skill develops by combining letters and sounds, as discussed by some reading scholars such as Yeh, Lu, & Humes (2016). The EFL students are instructed to concentrate on language knowledge, words, and text forms when reading. Chen & Chen (2015) claimed that the top-down strategy is more successful and therefore it is now recognized as a learning psycholinguistic scheme in which the reader's prior experience is considered to be very significant.On the other hand, some other reading scholars suggested an immersive reading approach including both bottom-up and top-down processing, such as Gilakjani & Sabouri (2016) and

Khosravi (2017). Supporters of this method assume the students can determine which method is more effective according to this situation. In particular, if trainees have access to the essential instruction of the target text, they will easily benefit from a top-down method. If, on the other hand, they do not have specific knowledge of this subject area and itis important to get point of the text, then a bottom-up approach would be of additional help (Tavakoli & Koosha, 2016; Ahmed & Rajab, 2015).

The collaborative reading strategy that was suggested by Klingner, Vaughn & Schumm (1998) is the most modern method of teaching reading strategies. Collaborative reading strategy is an educational sequence that gathers strategies for reading comprehension and cooperative learning. This establishes an academic environment in which learners can collaboratively train in a collection of research-based reading comprehension techniques. The essential basic assumption in the collaborative reading strategy is that collaborative work in classroom groups makes it easy for learners to read passages more dynamically and use comprehension strategies to better understand reading materialssuch as literary texts, paragraphs, magazines, etc. (Vaughn & Edmonds, 2006).

Most of the exploration using collaborative reading strategy documented the positive role of training in improving EFL learners' reading comprehension. For instance, research documented the positive influence of the collaborative strategy on the reading understanding of EFL students; Alqarni (2015) examined the effect of the collaborative reading strategy on the reading comprehension of two intact groups. Results showed that the collaborative reading strategy was more successful than traditional teacher-led reading approach that focuses on grammar and vocabulary teaching to improve reading comprehension. Anggeraini, Novarita &Afifah, (2018) used a collaborative reading strategy withtwo intact classes divided into a control group and an experimental group to examine the learners' reading qualification skills. The collaborative reading strategy required qualitative information such as numerical data; for instance, a qualitative research strategy would be unstructured interviews which generate qualitative information through the useof open questions. This allows the target sample to talk in some depth as well as choosing their own words. In addition, it showed that learners with good reading ability provided collaborative qualification skills to learners with poor reading ability.

Correspondingly, the collaborative reading strategy was provento be more operative than the old-fashioned approach of reading comprehension for EFL learners.

Gender has become a subject of great importance for scientists and literary scholars, especially those who are interested in knowing how to form and shape certain behaviors by gender alone. Many literary studies have pointed to the difference in gender in the fields of education, whether in the classroom or outside. For example, Swan (1993) showed that girls tend to be less assertive, frank, and have less self-efficacy than boys. However, Swan saw the reason for this as due to boys getting more attention from the teaching staff and having wider space than girls, etc. Sommers & Lawrence (1992), and Redpath (1989) reported similar outcomes. Swan stated that the results aboutgender differences should be viewed as trends, as the female and male behaviors canbe changed according to the context.

There are many literary and scientific studies statingthe positive role of students' attitudes towards reading, and some of them also indicated the negative role. For example, McKenna, Kear & Ellsworth (1995) stated that the attitude aboutstudents' reading was positive and theseattitudes could turn negative as they get older. This is more evident in students whose experience of reading is poor. Therefore, these scholars maintain that students' success or failure in reading is related to reading attitudes and this shows us there is a strong relationship between reading and students' attitudes. Day & Bamford (1998) said the attitudes of students towards reading were influenced by past experiences of reading, background, self-efficacy and reading success and failure.

Self-efficacy is one of the important psychological variables that guides the behavior of the individual and contributes to the achievement of personal goals. The judgments and beliefs possessed by the individual about theirabilities and capabilities have important roles in controlling the environment, which contributes to increasing their ability to achieve. The concept of self-efficacy has become prominent as a method especially in studies of educational structures such as academic achievement, goal setting and problem-solving. Self-efficacy beliefs affect an individual's thinking patterns and emotional reactions. If theycreate a sense of high self-efficacy, thissense helps to approach difficult tasks and activities, unlike individuals with low self-efficacy who believe that things are beyond their abilities. This belief leads toanxiety, stress, and depression. Perseverance associated with high self-efficacy can

lead to increased morale and a sense of self-efficacy, while resignation associated with low self-efficacy leads to failure (Bandura & Cervone, 1986).

1.2 Significance of the Study

The majority of Turkish students in departments of English as a foreign language (EFL) at Turkish universities and schools appear to think of reading as a difficult skill to comprehend. In fact, it is not as difficult as they perceive, because all educators, teachers, as well as academic professors willhelp them to overcome this problem by using several means. For example, by guiding them to use cognitive strategies which enables them to comprehend the context of a written text, guiding them how and what to read, encouraging them to utilize reading skills not only in classroom settings but also in their daily life, as well as working with them in groups utilizing modern reading strategies and methods to develop their reading skills and also vocabulary learning.

The current study has many main goals; the researcher aims to discover the attitude of Turkish EFL students towards reading in English taking into account their gender differences. The second aim is to determine the Turkish EFL students' tendency toward using individual and collaborative reading strategy, taking into account their gender differences. The final goal is to understand the role of self-efficacy on reading comprehension of Turkish EFL students.

To the best of the researcher's knowledge, no other study has attempted this research before. It willbe a good contribution to determine if the addition of a cooperative element makes a difference to strategic reading. An additional aim of the study was to determine which reading comprehension strategies are more effective in promoting reading comprehension strategies among EFL students. The study aims to identifywhich of the tworeading comprehension strategies are more effective to improve the reading skills of Turkish EFL students.

1.3 Statement of the Problem

All over the world, the importance given to instructional activities has been increasing for reading qualification skills; thus, countries make an attempt to vary their English education framework for their university students. The amendment has

brought a brand-new demand in relation to schoolroom instruction with reading comprehension strategies as an outcome. Therefore the role of the collaborative strategy effect on EFL learners' reading comprehension and self-efficacy within the university are dynamic techniques to improve reading qualification skills. For a satisfactory collaborative strategy effect on EFL learners' reading comprehension and self-efficacy, it is essential that reading comprehension strategies ought to be improved as it is the most useful training within the instructional framework and to understand that coaching is effective and ensures students are empowering (Poonpon, 2017). Skilled reading development requires collaborative reading comprehension strategy frameworks to strengthen students' performance level. Skilled collaborative reading comprehension strategy development is additionally the sole manner in which students will learn. Thus, they are able to improve their reading performance and elevate their accomplishments (Oxford, 2016).

During the reading process of an English text or paragraph, most Turkish EFL students cannot exactly comprehend and understand what they are reading because they face several problems. These problems include; the reader's language problem, language plays a key role in reading if a student has a problem with thelanguage this may directly affect his reading comprehension strategies; the fundamental skills of reading have not been automatized so when a reader tries to read a text in a second or foreign language in which they are not familiar their attention will be divided between the message he receives and between the language itself and the reader is unable to decode the written word as the decoding of the written word is an essential subject within reading qualification skills, so reading comprehension strategy is not an effective process without decoding the written word. This explores why a lot of students can't understand and comprehend what they are reading while they are reading a piece of writing in English. Consequently, to solve the above problems and other reading comprehension strategy problems, the current study was conducted to see which reading strategy use, collaborative or individual, is better for students and to observe Turkish EFL students' attitude towards reading taking into account their gender differences.

University lecturers should bear in mind the reading comprehension strategies in the English language over time and should be compelled to sustain changes inreading qualification skills. This is vital so as to be able to implement changes in the reading

comprehension strategies academics face in language classrooms. Consequently, students should follow new innovations, share ideas and experiences with their colleagues and reflect on their reading performance through reading comprehension strategy skills. This study reviewed requirements for lecturers in universities to debate the role of the collaborative strategy effect on EFL learners' reading comprehension and self-efficacy in academic life; therefore, to assist the learners to progress in their reading and to overcome some understanding difficulties.

1.4 Research Questions

- RQ$_1$: What is the attitude of EFL students toward reading?
- RQ$_2$: What is the tendency of EFL students toward individual and collaborative reading strategies?
- RQ$_3$: What is theself-efficacy belief of EFL students about reading?

1.5 Definitions of key terms

Reading: Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. It is of primary importance to EFL students (Birjandi & Noroozi, 2008), as well as being one of the techniques by which they learn the target language in an environment described by Abdelhalim (2017) as "input-poor".

Reading Comprehension: The ability to understand and process the meaning of atext and to integrate it with what the reader already recognizes (Alshumaimeri, 2017). Comprehension is not just a matter of understanding the written text, it involves a series of steps or processes that the reader follows to be able to fully grasp the meaning.

Self-efficacy Belief: This is the personal beliefs that students have about their ability to succeed at a particular task (Mc Cabe & Margolis, 2001). Hallian & Dunher (1994) defined self-efficacy as an individual's inherent confidence in their abilities during new situations, or situations with many unusual demands, with an emphasis on competence in interpreting behavior without sources or other reasons for optimism.

English as a Foreign Language (EFL): EFL most commonly refers to English as a Foreign Language and university English as a Foreign Language lessons to improve education and learning interms of improving students' English qualification skills.

Collaborative Reading Strategy: This was described by Klingner, Vaughn & Schumm (1998) as the most modern method of teaching reading strategies. It is also an educational sequence that combines strategies for reading comprehension and cooperative learning.

2. LITERATURE REVIEW

This chapter explains the definitions and types of reading strategies, reading, reading comprehension, collaborative reading strategy and individual reading strategy.

2.1 Reading

No one is born knowing how to read, and reading skill is not an easy skill to learn, so based on this point many scholars have defined reading in their studies as a complex process. Abdelhalim (2017) stated that reading is an extremely hard process for poor readers as it makes the active collaboration of the reader with the text at hand difficult and requires development of a channel of interaction through which the reader selects appropriate strategies to grasp the meaning and functions in order to fully comprehend the task. Teaching reading comprehension strategies to English language (EFL) students remains necessary as it equips properly to tackle the task (Abdelhalim, 2017). Because reading is a complex process, it cannot be controlled. There are no concrete laws in reading; however, it rather provides readers an escape to produce their own products intro spectively. This promotes a deep exploration of texts during interpretation (Fiske, 2017). Vernon (2016) stated that in order to decode and understand the written text, readers can use a wide variety of reading strategies. In order to identify the meaning of unidentified words, readers may use visual cues of context. Readers easily integrate the sentences they read into their current knowledge or schema.

As students offer recommendations and suggestions about revising the most difficult messages from their school year, their reading abilities don't develop consequently to satisfy these needs. They need to make sense of not only "what" to peruse but also "how" to peruse (Shomarimi, 2017). As the attention toperusing was progressively refined research about writings increases in schools and the student needs more help than at any time in recent memory. They also announced that providingthe devices instructors need to help learners of all capacities elevated the amount writings tomake this imperative change. To deal with perusing, readers depend on a "learning-

focused" method. It offers an overall study of the issues encompassing education and learning and of the particular demands specific writings require from readers. At that point, there are numerous imaginative procedures to train learners to fathom, absorb and utilize these sorts of writings.

2.2 Reading Strategies

There are reading strategies through which learners will not only comprehend the context of the text in English but also obtain what they need to deliver a response. For instance, skimming, thinking skills, scanning, guessing and predicting, as well as finding the main idea inthe context. Scanning is reading a text quickly to pick out specific information (Stracke, 2016). Skimming is a reading comprehension strategy for a text to quickly get an overall idea of what it is about. Inferring is deciding how a writer feels about something from the way that they write rather than the words they use. The teacher teaches learners to usereading strategies while working collaboratively to assure their reading comprehension strategies are successful (Bahadori & Hashemizadeh, 2018). There are a lot of reading comprehension strategies that have been used by teachers to teach reading. The strategies of reading comprehension canvary according to the challenges, like new concepts, unfamiliar vocabulary, unclear words, long sentences, complex phrases, etc. Dealing with all of these difficulties and challenges can be senseless and unrealistic at the same time. These strategies should be suited to the students' ability and age level, as well as their aptitude (Raja, Qureshi & Albesher, 2017).

2.3 Reading Comprehension

Comprehension is not just a matter of understanding the written text, it involves a series of steps or processes that the reader follows to be able to fully grasp the meaning. Bahadori & Hashemizadeh (2018) declared that several studies demonstrated that reading comprehension strategies remain a complex matrix of processes that involves the encoding of facts, the activation of knowledge and the generation of inferences to connect information in ways that make it understandable and memorable". From this, a reading comprehension strategy is a process that takes into consideration meaning and prior knowledge of the reader. In fact, Babaei & Abednia (2016) illustrated that reading comprehension strategy competence is

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mandatory because it involves the ability to judge, organize and apply reading comprehension strategies to process the text at hand. Cognitive awareness of the learner correspondingly involves the reader recalling fact-based knowledge in order to be able to break into the text as well as understand the writer's intentions. In addition, several students have emphasized the role of reading ability as "critical" for learner's reading comprehension strategies to comprehend texts as well as to progress academically.

In fact, the process of comprehension involves understanding the writer's words and then utilizing background knowledge to construct an approximate understanding of the author's practices. Reading comprehension is the ability to process text, understand its meaning and to integrate it with what the reader already knows (Fahim & Barjesteh, 2018). Fundamental skills required for inefficient reading comprehension are knowing the meaning of words, ability to understand the meaning of a word from the discourse context, ability to follow the organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents (Chang & Millett, 2015), ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone, to understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional infections, etc.) conveyed for assertions, questioning, commanding, refraining etc. Finally it involves the ability to identify the purpose, intention and point of view of the author and make deductions about the author (discourse semantics) (Marzban & Davaji, 2015; Wang, 2017).

2.4 Collaborative Strategy Use

A collaborative reading comprehension strategy is a state in which the students learn or attempt to learn something together. Therefore, the collaborative reading comprehension strategy is often displayed when groups of students work together to look for understanding, meaning, or resolutions or create an object or outcome as a result oftheir practicing reading comprehension strategies (Anggeraini, Novarita & Afifah, 2018).

The collaborative learning strategy is a teaching strategy that involves a small group of students working together to improve the learning experience of each member as

much as possible. It is one of the group-based learning strategies to achieve a specific goal so that each individual becomes responsible for the success or failure of the group. However, collaborative learning is based on dividing students into small groups that work together to achieve the classroom learning goals so cooperative learning depends on creating an organizational structure for the work of a group of students so that all members of the group participate in learning according to clear and specific roles, while emphasizing that each member of the group learns professionally and accurately. Unlike individual learning, with collaborative learning students capitalize on the resources and skills of each other, question each other for knowledge, assess each other's ideas, monitor each other's work, etc. Furthermore, collaborative learning is based on the model that information can be created in a population where participants actively communicate bysharing experiences and assuming asymmetric roles (Peacock, 2001). The collaborative reading comprehension strategy refers to methodologies and settings in which learners participate in a common task in which each student relies on each other and are responsible for one another. This includes face-to-face meetings, internet forums, chat rooms, as well as computer discussions (Kara, 2009). The collaborative reading comprehension strategy redefines both the traditional reader and the teacher relationship in the classroom, which results in debate as to whether this model is more advantageous than harmful. Furthermore, collaborative reading comprehension strategy activities include cooperative writing, problem-solving, group work, discussions, study team members and other activities. This strategy is a strategy closer to the cooperative reading comprehension strategy (Khairuddin, 2017).

Firstly, as a definition of collaborative strategy, it means to teach in the form of groups or could be called team teaching which involves teachers working to organize, instruct and tutor groups of students and teach them in small groups. The collaborative strategy has been widely studied in many educational fields in both classroom settings and the outside environment; furthermore since the 1960s it has been well studied in higher educational institutes and institutions. Alternatively, collaborative and cooperative strategies are often used and different definitions abound in many literary studies (Barkley, Cross & Major, 2005). Team learning, and "team-based learning" (Michaelsen & Richards, 2005) are forms of collaborative learning that are widely used by instructors to teach students in small groups.

Chioran (2017) stated that the use of collaborative strategy has become an essential approach that makes learners with different cultures, race or religions work together in the form of groups. They completeclassroom activities together in an environment that might not be possible unless collaborative learning was allowed. The researcher also referred to the benefits of collaborative strategy use such as; developing social skills, learning from peers, engaging in learning and attainingself-efficacy where the use of this strategy can help shy learners to express themselves more.

2.5 Collaborative Reading Strategy

Collaborative reading strategy canalso be known as collaborative strategy reading (CSR) which is a clearer and more familiar strategy for the target sample in this study. CSR is a strategy in which teachers teach students to use comprehension strategies, while achieving a classroom activity cooperatively. Collaborative strategic reading comprises four reading comprehension strategies including previewing, click or clunk, getting the gist and wrapping up. These comprehension strategies may be applied before, during and after the reading process (Abdelhalim, 2017).

Alshumaimeri (2017) reported that although CSR was designed to be used with expository text, it can also be used with narrative text. It is highly compatible with a range of reading programs, including literature-based instruction, basal reading programs, and eclectic or balanced approaches. Moreover, the goals of CSR are to improve reading comprehension and increase conceptual learning in ways that maximize student involvement. In addition, developed to enhance reading comprehension skills for students with learning disabilities and students at risk ofreading difficulties, CSR has also yielded positive outcomes for average and high average achieving students.

2.5.1 The four collaborative reading strategies.

Collaborative strategic reading (CSR) can be performed in four strategies namely previewing the text; providing outstanding feedback by deciding "click" or "clunk" at the end of each paragraph; "getting the gist" of the essential parts and ideas in the text; and "wrapping up" key concepts. In this section, we will discuss each strategy separately. Firstly, the preview strategy is a technique to activate the previous awareness of the students (Jaeger, 2017), to generate interest, and to help them to

refine their predictions. Preview consists of two specific activities: predictions and brainstorming. The prediction is what we think we will know and learn about the subject while we are reading the text. Brainstorming is what we know about the subject already. The instructor helps their students with the previewing strategy to observe and utilize visual signs in the text, such as charts, diagrams or images and to check and look at the subheadings and headings that are used in the text. Secondly, the click and clunk strategy. Ciullo & Dimino (2017) stated that learners click and clunk when they read each part of the text and click and clunk strategy is a strategy in which the teacher controls and monitors understanding during the reading process of the learners and uses fix-up strategies when the learners notice that they fail to understand the passage. The difference between click and clunk in terms of meaning is that "click" means the students understand the information, but "clunk" is when they cannot make sense of it. Learners work together to define the complicated words or terms in the text and apply fixing-up techniques to deal with their problems and solve them. Thirdly, the getting the gist strategy. Khonamri & Karimabadi (2015) stated that this strategy means the students are able to identify the most important ideas in sections such as a paragraph or set of paragraphs in their own words, in a brief way as much as possible. Students are taught by their teachers to identify the most important who or what in the paragraph, and then the teachers ask the learners to tell, in their own words, the most important idea about the person, place or thing. Fourthly, wrap up. Gani, Yusuf & Susiani (2016) declared that in this strategy students prepare questions and answers about what they have read. The goal of the wrap up strategy is to provide the students with an opportunity to review what they have read and learned and to remember what they have learned. A better way for teachers to teach their students with this strategy is to let students use questions starting with who, what, when, where, how and why.

Collaborative strategic reading may lead to notably improvement in the students` comprehension. Collaborative strategic reading provides significant contribution to help the learners with reading comprehension strategies for the text because the students can share their predictions regarding the specific textwith this strategy. The collaborative reading strategy is an educational sequence that collects reading comprehension reading strategies as well as cooperative English reading comprehension learning. It forms an educational situation in which students

collaboratively practice a set of investigations in terms of reading comprehension strategies (Hayikaleng, Nair & Krishnasamy, 2016). The view requiredbeyond the collaborative strategy is that encouraging research in small groups helps learners to read passages more effectively and to use learning comprehension techniques to better understand reading material (Chang & Millett, 2017). Empirically, many researchers and a mixture of studies agree and at the same time support the positive influence of the collaborative strategy on EFL students reading comprehension (for example, Anggeraini, Novarita & Afifah, 2018; Alqarni, 2015).

2.5.2 Roles of the teacher

As soon as the instructors have provided the learners with the strategies and procedures and they have begunto work in their cooperative learning groups, the role remaining for the teacher is only to circulate among the students and provide ongoing help if needed. Additionally, students are expected to need help learning to work in collaborative groups and to develop plans and master educational material. The instructor will assist by constantly listening to the conversations of the students and, if necessary, clarifying difficult words, influencing the use of techniques, motivating students to participate and share information with each other (Fletcher, 2013).

The following points are the most important and common teachers' roles in the collaborative classroom and they could be considered as duties towards learners in collaborative reading settings. Acting as group process manager, in which the teacher divides the students into many small groups according to their proficiency and according to educational levels; facilitator, in this stage the teacher facilitates the collaborative and interaction process and makes the reading process smoother and easier; monitor, the teacher here observes the learners' reading process and assists them if needed and additionally many other roles that help the learners to improve their reading comprehension.

2.5.3 Roles of the student

Students should beprepared to work together in small groups, to help each other to achieve a common reading goal and to bring all members of the group to the level of proficiency. By improving learners' skills in implementing comprehension strategies through teacher-led activities, they are willing to take on roles in their peer-led cooperative learning groups while using collaborative reading strategy. Roles should

rotate regularly to allow students to experience a number of roles and to allow everyone to take a turn as the leader. If necessary, students can play more than one role at a time (Perry, 2018).

The possible roles that the students can undertake include; leader; in which a student takes part to explain the reading, leads the reading process and ensures that everyone is sharing and recorder where a student records what the other students are reading and takes notes. The students also may undertake aresearcher rolein which they processall the resources and materials needed by the group.

2.6 Individual Strategy Use

Individuality is the state of being alone whether in educational fields or in daily life; a person is separate from other peopleand possesses their own objectives, needs, desires or other personal features" (Gracia, 1988). The individual strategy is self-development by taking personal responsibility for one's own learning and improving through a process of evaluation, thinking, and taking action. According to Kaldenberg, Watt & Therrien (2015), using strategy instruction to enhance understanding of different readers develops the learners' comprehension.

In addition, strategy instruction allows tutors to constitute and identify the strategies of comprehension in an essay and then directly encourage students to use these same techniques and recognize them happily and willingly. Several studies concentrate on the efficacy of strategic instruction in developing reading comprehension for reluctant pupils, students with disabilities and EFL learners. In addition, a lot of teachers use strategy instruction in their classrooms to help students to overcome all classroom difficulties and this enables students to be active and critical thinkers during the reading process. Without a doubt, most students can benefit from strategy instruction.

2.7 Individual Reading Strategy

Most second-language reading scholars consider reading as an interactive skill. The instructor may provide simple exercises to produce information through targeted strategies to encourage students to use effective strategies when reading in a foreign language. Such activities can be differentiated by the reading stage at which they

occur, such as pre-reading during the reading activity. An attempt is also made to determine to what degree the reading activities affect the reading performance of the same-level subjects and the three testing points of reading comprehension (Toprak & Almacıoğlu, 2009). Individual reading is a structure for classroom independent reading in which students read books at their "just-right" reading levels. The teacher actively takes part in individual reading by consulting with individual reading students to check, watch and promote the student's reading comprehension.

2.8 Self-Efficacy

The concept of self-efficacy can be considered an essential concept in the interpretation of human behavior, especially from the point of view of the theory of social learning. The concept of self-efficacy was defined by Artino (2006) as judgments or expectations of the individual's behavior in ambiguous situations and these expectations are reflected in the choice of activities involved in performance, effort, difficulties, and behavior. Self-efficacy is generated from life experiences and from people we hold as examples and self-efficacy can determine the individual's path either in an innovative or stereotyped form (Milner, 2002). Hallian & Dunher, (1994) defined self-efficacy as the individual's inherent confidence in their abilities during new situations or situations with many unusual demands, with an emphasis on competence in interpreting behavior without sources or other reasons for optimism. They noted that self-efficacy is the confidence of individuals with regard to their abilities. With performance in diverse fields, the individual has the greatest knowledge of themselves about whether they have the ability to accomplish the goal. It is clear from previous definitions of self-efficacy that they did not deviate from Bandura's definition who was the first to introduce this concept through the theory of social learning. Bandura (1997) stated "The beliefs of the individual's self-efficacy are manifested by the cognitive perception of personal abilities, experiences and multiple, whether direct or indirect."

Both Zimmerman and Payne noted that several factors affecting self-efficacy were classified into three groups; the first group ispersonal effects. The perceptions of self-efficacy among students depend on four personal effects: knowledge of the library, and processes of metacognition, goals, and subjective effects. The second group of behavioral influences includes three stages: the stage of self-observation, the stage of

self-government and the stage of self-reaction. These stages involve three responses: behavioral reactions, self and personal reactions, andenvironmental self-reactions. The third group is environmental impacts and the importance of the subject of modeling and visual means in changing the learner's perception of his own competence (Zimmerman 1989; Payne 2000).

Self-efficacy theory emphasizes an individual's beliefs in their ability to exercise control over events that affect their life. Self-efficacy is concerned not only with the skills possessed by the individual but also with what one can do with the skills that they possess. The theory of self-efficacy is based on judgments issued by the individual about their ability to achieve or perform certain behaviors, and the self-assessment of the individual for what they can do in relation to difficulties and resistance to failure. Beliefs aboutself-efficacy affect individuals in knowing how they feel, think and behave in different situations in their lives. It also affects their motivation towards achievement (Bandura, 1993; Bandura, 1995).

Yilmaz (2016) reported that several researchers studied self-efficacy from multiple points of view, noting different approaches in self-efficacy development; the dynamics of self-efficacy and lack of self-efficacy in many different environments; relationships between self-efficacy and self-concept; and attribution patterns that contribute to or take the focus away from self-efficacy. Kathy Kolbe says, "Belief in innate abilities implies the recognition of one's particular set of intellectual capabilities. It also includes persistence and perseverance in overcoming obstacles that would interfere with using certain innate abilities to accomplish objectives. She also claimed that self-efficacy affects every field of human effort. This strongly influences both the ability a person actually has to face challenges competently and the decisions an individual is most likely to make by assessing a person's beliefs about their power to affect situations. In terms of behaviors affecting health, these effects are especially apparent and compelling.

Bernacki, Nokes-Malach & Aleven (2015) stated that self-regulated learning theorists suggest that students' intentions and cognitive and meta-cognitive processes communicate affectively throughout learning. Researchers, however, usually assess motivating structures as stable indicators. Furthermore, self-efficacy was commonly evaluated to observe the variability throughout learning and how the efficacy of students was linked to their performance and behavior in problem-solving. In

addition, after each fourth problem in an intelligent teaching system, pupils answered the self-efficacy prompts Ina mathematic unit. The outcomes for stability and shift, direction and correlation analysis indicate that students' feelings differ efficiently in relation to the learning activity. For example, if their previous performance was accurate; subsequent judgments of self-efficacy were predicted but this relationship decreased over time since judgments were less accurately informed and increasingly fluent. They also stated that monitoring for previous performance and self-efficacy, increases efficacy through a problem-solving period expected for help-search activity, success and learning in the next time. Learners consider many sides of achievement to inform their efficacy judgments, and these differences in efficacy influence self-regulated learning processes and outcomes.

2.9 Code-Related Skills

In fact, speech discrimination, phonological knowledge, and decoding (Gilmanova, Nikitina & Yuzmukhametova, 2018) are abilities that learners encounter most. Students with severe to profound hearing loss may not have sufficient speech discrimination skills for weak phonemic skills; however, students with weak speech discrimination skills encounter problems with reading comprehension of phonemic awareness and other procedures (Bahmani & Farvardin, 2017). There are few studies that reported the use of phonemic awareness with sign language structures in deaf education for three reasons. For example, differences in modality, a native framework that is not alphabetical as it is in English and the difficulties related with handshape representations in the English sign frames (Yousefi & Mohammadi, 2016). In addition to the challenges of suitable terminology, there are no agreed terms describing in writing the relationship between alphabetical hand shapes and graphs.

Falk (2016) tested the interrelationships among English language systems, such as phonological knowledge, morphological knowledge, and silent word reading fluency as well as reading comprehension in a group of forty-five deaf and hard-of-hearing learners in grades 3 to 8, taking into account their physical demographic presence. During the research test, Tasters Pearson correlations and multiple regression analyses were used in addition to an independent t-test. Results indicated that morphological knowledge was a key factor favorably connected to reading

comprehension beyond other indicators, such as phonological knowledge, silent word reading fluency, and factors such as home language, sex, and age. Jones & Reutzel (2015) reported that the aim of theirresearch was to examine whether the code-related frameworks utilized by students in the current approaches to writing instruction in classes transfer toreading outcomes. A writing workshop group, an interactive writing group, and a control group were the three instructional groups used withrandomly assignment. The results of the study showed that code-based writing instructions can support important early reading skill acquisition.

2.10 The Relationship between Reading Comprehension and Self-Efficacy

Conway (2017) said that students with strong self-efficacy are better able to practice reading comprehension strategies than students with poor self-efficacy. The problems faced by students with low self-efficacy are related to understanding the meaning of words (Tavakoli & Koosha, 2016). By having to participate ina collaborative reading comprehension strategy, it was shown that it is hard for learners to understand the meaning of words in the text when they read because of low self-efficacy (Peura, Viholainen, Räikkönen, Usher, Sorvo & Aro, 2019). In addition, all learners with low self-efficacy in the classroom find it difficult to understand the meaning of words in the text while practicing reading comprehension strategies, because they do not believe that they can understand the text well. The author suggests that English teachers should respect the students in order for them to have a positive appreciation of themselves. In addition, the English teacher should not denigrate the students in order to avoid feelings of inferiority (Gilakjani & Sabouri, 2016).

According to Desideri, Ottaviani, Cecchetto & Bonifacci (2019), students with high self-efficacy were more efficient and confident than students with low self-efficacy, and they trust in their abilities. The reason for this is that they canseek and determine the answers to questions by themselves without hesitation. However, students with low self-efficacy don't think they can respond to the questions in the correct way, so these students have difficulty answering questions. They cannot depend on themselves to solve their educational problems and they always tryto escape the problems they face (Carroll & Fox, 2017). Unlike low self-efficacy students, students with high self-efficacy try to solve their difficulties, challenges, and problems. For

instance, when students with high self-efficacy faced difficulties withcomprehending the meanings of wordsin the exercise, they try to understand the meaning by using a dictionary if they didn't find the required answer (Unrau, Rueda, Son, Polanin, Lundeen & Muraszewski, 2018). If they don't find the key idea inthe text, they might read the sentences more than once and look for the context inthe text; they completely avoid the idea of cheating.

2.11   The Relationship between Gender and Reading Comprehension.

Reading is a language skill that is deemed an essential part of verbal ability as well as reading ability being an important element that plays a key role in the development of literacy and which can make positive changes to the reading process. Ay & Bartan (2012:63) note that during the 2003 PIRLS (Progress in International Literacy Study), females in many different countries scored significantly higher than males. Arellano (2013:68) reported that forverbal ability, females are stronger than males. Logan & Johnston (2009:202) refer to girls consistently outperforming boys in the national literacy test in British schools. Forreading comprehension, females are superior to males as "several studies have shown female superiority in terms of language comprehension" (Saidi, 2012:231). The study conducted by Logan & Johnston (2009:200) regarding the relationship between reading comprehension and gender revealed the finding that girls' attitude towards reading is more positive, and girls are better atreading comprehension than boys, while girls also read more frequently than boys.

2.12   The Relationship between Gender and Strategy Use

Students' gender differences (male and female) canbe named a "gender gap." Several empirical studies have shown and proved that gender has a significant impact on the extent of strategy use, with females tending to utilize the strategies of learning more often than males (Lan & Oxford, 2003; Lee & Oh, 2001; Oxford & Ehrman, 1995; in Lee & Oxford, 2008; Zeynali, 2012). Results of research carried out by Oxford (2016) indicate that gender has an important effect on the frequency of learning strategy use. The research findings showed that women use memory, cognitive and social techniques more frequently. Zeynali (2012:1614) stated that many studies have shown that the gender variable influences academic interest, needs, and achievement

of students. Dongyue (2004) conductedvery interesting research about the relationship between language proficiency, gender and strategy use. The research findings reveal that there are statistically meaning ful gender differences in memory, affective and overall strategy use in favor of females.

Learning strategy use is influenced by differences betweenmany learners (learning strategies, learning style, self-concepts, and beliefs) and all these factors canbe a source of variation once examined under the effect of the sex variable All researchers agree that learning strategies are an important element that candistinguish the successful student from the unsuccessful student (Bernat & Lioyed, 2007; Zeynali, 2012).

Even if males and females attain an equivalent outcomein similar subjects, they still differ in their self-concept. Self-concept is "the image a person has of himself or herself" (Richards Schmidt, 2010:516). Faber (2013:669) reported that the gender gap in learning mathematics has decreased recently, but males display higher self-concept than females.

2.13 Related Empirical Research.

Shang (2010) announced that a qualitative interview technique and quantitative research methods including a paired-sample t-test and Pearson Product Moment Correlation wereused to estimate the relationship between reading strategy use and perceived self-efficacy for students' reading achievement. Results showed that the most frequent reading strategy used was found to be a metacognitive strategy, followed by compensation strategy and then followed by cognitive strategy. In addition, there was a significant positive relationship between the use of reading strategies and perceptions of self-efficacy. Reading strategies, however, were unrelated to reading achievement. Results of interview findings were analyzed to explore in-depth information about the conditions of strategy use.

Abidin& Riswanto (2012) referred to the importance of using collaborative strategic reading (CSR) as a prominent approach in teaching reading based on conceptual and theoretical frameworks of cognitive and metacognitive concepts, demonstrated by reading scientists in educational settings in L1, ESL and EFL. In terms of cognitive and metacognitive theories, this study gave a clear description of CSR.

Kassem (2013) reported that there were no significant differences in reading comprehension and self-efficacy between the CSR and Individual Strategic Reading classes, while conducting research to determine the relative effect of CSR and Individual Strategic Reading on reading comprehension and self-efficacy inEFL learners. The study included 105 students as participants, divided into three groups, each group consisting of 35 students. The first group was instructed using the direct teaching method (which the investigator states was Individual Strategic Reading), the second group was instructed in the same reading strategies according to Collaborative Strategic Reading, and the control group was also used as a comparison group. The results indicated that there was no obvious distinction between learners who were taught reading strategies according to Collaborative Strategic Reading and Individual Strategic Reading.

Roustari & Reza (2013) completed a study which examinedthe attitudes of respondents about the usefulness of comprehensive reading and reading strategies, as well as how their perception affects self-efficacy in reading.A total of 60 undergraduate students were selected to participate in the research at the Islamic Azad University of Iran. They were split into control and experimental groups. Participants from both groups received extensive reading instruction, but distinct common reading strategies were introduced only to respondents in the experiment group. Two distinct information collection tools were used: (A) reading comprehension test and (B) the questionnaire on self-efficacy. Data collectionwas conducted at the beginning and end of one educational semester. The results of the study showed a significant effect of the reading strategy instructions on the reading comprehension performance of the treatment group. Hopefully, the results of the study will help EFL teachers to choose acceptable teaching techniques that can help learners improve their reading self-efficacy and, in general, to develop their cognitive reading comprehension skills.

Yoğurtçu (2013) stated there is a positive significant correlation between high achievement and self-efficacy beliefs. The study examined the effect of self-efficacy beliefs on reading comprehension foracademic achievement in the case of preparatory class students of High School of Foreign Languages of Kyrgyzstan-Turkey Manas University enrolled in the academic year 2011-2012. Results were based on responses to survey questions from 556 learners acquired by random

sampling. The success rate was evaluated using multivariate statistical techniques for different factors influencing perception of self-efficacy on reading comprehension and foreign language.

Riani (2013) conducted research on Indonesian high school students. The aim was to identify the attitude of learners towards the implementation of the CSR and to figure out whether or not the implementation of the CSR will improve the students' reading comprehension. He collected data using a questionnaire, observation checklist, and reading test. The findings showed that 82 percent of learners had positive attitudes towards CSR implementation, and the research showed that CSR improved the students' reading comprehension.

Karger & Zamanian (2014) announced a good relationship between self-efficacy and reading comprehension strategy. This result was obtained during their research on the relationship between self-efficacy and reading comprehension strategies used by male and female EFL students in Iran. Independent samples t-tests were used to see whether there was any statistically significant difference between male and female learners regarding the use of reading comprehension strategies as well as the difference between the self-efficacy of male and female students.

Roslan & Habibian (2014) stated that there was a noticeable relationship between reader self-efficacy and reading comprehensionin an investigation into the relationship between self-efficacy in reading with language proficiency and reading comprehension. They used the Scale of Belief Self-Efficacy comprehension and reading comprehension test in their study to collect data from students of several Master and PhD programs. Furthermore, readers with a high level of competence performed better at the reading task than readers who were deemed to have elevated self-efficacy and the self-efficacy of readers withdistinct levels of foreign language skills was different.

In the study conducted by Jonson Reid & Lee (2015), there were two important goals. First, to see whether academic self-efficacy is related to children's reading achievement, and here the results showed that self-efficacy substantially affected students' reading accomplishments. The second section aimed at knowing whether student motivation and classroom behavior mediated the relationship between self-efficacy and reading, and the final results of the two potential mediators indicated

that student motivation significantly mediated the relationship between self-efficacy and reading achievement.

Vandergrift& Baker (2015) declared that determining the overall frequency of reading strategy use and how these strategies are used varies according to gender. There were strong relationships between the association and between reading strategy use and reading comprehension achievement. More than one-hundred and fifty participants inthe research survey came from intact (late) FI classes, sampled from 3 different cohorts reflecting the calendar year the particular students entered the program. All three cohorts were taught by the same teacher and data collection took place near the end of the school year. Although no L2 proficiency measure was administered, it would be fair to assume that the language proficiency attained by the students at this point in their FI program would be at the A2 level but definitely not yet at the B1 level. This is roughly equivalent to the Intermediate Mid-High ranges in the ACTFL Guidelines often employed in the United States. The data were collected using seven different instruments to measure the cognitive variables of interest, for instance, L1 listening comprehension, L2 listening comprehension, L1 vocabulary knowledge, L2 vocabulary knowledge, auditory discrimination ability, metacognitive awareness of listening, and working memory capacity.

What aspects affect a students' level of self-esteem? Hisken (2015) conducted a study to learn if there is a relationship between the self-esteem of students and their reading ability, reading level and academic achievement. Research showed a high correlation between self-esteem and capability for reading, reading level and academic achievement. The levels of self-esteem of students were positively affected, if they were successful in reading and other academic subjects.

Koosha, Abdollahi & Karimi (2016) randomly selected 121 EFL students from the Central Tehran Branch of Islamic Azad University, studying English literature and translation, to determine whether there is an important correlation between self-esteem, autonomy and reading comprehension of EFL learners and to learnwhether there is any important difference between self-esteem and autonomy of EFL learners in predicting their ability to comprehend reading. The final findings showed an important correlation between self-esteem, autonomy and reading comprehension of EFL learners. There was also an important difference between the self-esteem and autonomy of EFL learnersin predicting their reading comprehension.

Zahedi & Moghaddam (2016) conducted training on 60 male university students in Babol technical center in Iran. They were all non-English major students who were randomly assigned by administering a Nelson test in two groups, the control group and the experimental group.The experimental group usedcooperative reading approaches and the control group used traditional instruction techniques. The training was divided into 16 sessions, each for three hours. Statistical results indicated that the experimental group were better than the control group and as a consequence, cooperative reading techniques were efficient in enhancing Iranian college students' reading understanding. The findings showed that learners who have the possibility to collaborate learn more quickly and more effectively, have more retention and feel more positive about the classroom experience. The research outcome may be useful for educators and instructors in junior and senior high schools. It promotes taking advantage of more student-centered operations and motivating learners to take part in school operations. These strategies assist learners to be less anxious when participating in classroom operations.

Koban Koç (2016) claimed, in research conducted to examine the impact of gender on reading comprehension, that there was no measurable difference between women and men in understanding different types of literary texts. Outcomes of the study showed that both women and men were considerably better at comprehending the text. In this study, the author wanted to know the role that gender playsin interpreting and understanding English literary texts. The main aim of thestudy was to learn whether or not there was a notable difference between Turkish EFL male and female students in the comprehension of English literary texts.

Hager (2017) suggested that self-efficacy has a positive relationship with academic achievement and examined the relationship between student reading self-efficacy and student reading performance. The results showed a non-significant positive correlation between student reading self-efficacy and student reading performance.

Conway (2017) used the Northwest Evaluation Association and Measure of Academic Progress to investigate if there wasa positive correlation between high school students' self-efficacy and their Smith High School reading comprehension scores. Twenty-four students took part in this study, in three small groups; eight of them were in special education, eight were in honors, and the last eight were in general education. The results showed that there was a reasonable correlation

between reading comprehension and general perception, as well as a moderate correlation between reading comprehension and social input.

Abdul-Kadhim & Oda (2017) conducted a study to investigate the relationship between gender differences of students and their reading comprehension strategy. They divided reading comprehension into four levels which are literal, critical, appreciative and inferential to compare the participants' performance intwo gender groups (male and female) to see whether there was a relationship between reading comprehension and gender. In the end, the findings stated that females are better atreading comprehension than males, while the results also showed that females read more frequently than males did, and girls had a more positive attitude to reading. Females had a more positive attitude toward reading than males. Some researchers have attempted to determine the reasons behind this; "perhaps the higher frequency of reading and better reading ability could be an explanation for females more positive attitude to reading".

Mojtaba & Mehdi (2018) stated that reading strategies instruction had a significant impact on the reading comprehension of experimental group participants when they examined the relationship between the reading strategy instruction of Iranian EFL learners and their performance on different types of reading comprehension tests. They also investigated the differences between the reading strategy preferences of these learners based on their personality types.

Through a literary study conducted by Kabir & Kiasi (2018), they used an experimental design to examine students differences in reading comprehension and vocabulary gain in two distinct strategic cooperative reading and traditional instruction methods. They divided their learners into two groups, experimental and control, to understand their primary skill levels and administered two pretests forreading comprehension and vocabulary. The results showed that collaborative strategic learning in the experimental group had an impact on the students' comprehension of reading and vocabulary acquisition.

According to Sumantri (2019), as an inductive method the teacher starts the lesson from specifics, introduces topics by presenting specific observations or problems, and encourages and guides students to discover the underlying principles for themselves. This study was conducted with the eleventh grade of one senior high

school in Ciamis consisting of 37 students. It employed a case study design. The data were obtained from several sources, including classroom observation and student questionnaire. The data from classroom observation were analyzed by being classified, coded, interpreted and commented in the results of classroom observation from field notes and video recordingsin each meeting. In analyzing the questionnaire, the writer used display interpretation based on the percentage of computation which was displayed in 10 tables completed with the description and conclusions from each item. Based on these findings, it was recommended that the inductive method be used as an alternative method to teach a reading narrative text to senior high school or junior high school. Teachers at senior high school level should give the students opportunities to try to analyze the text and reading text before the beginning of the lesson. In this regard, the inductive method can be implemented in teaching reading narrative text to enhance students' reading ability. Furthermore, this study also found the students' social skills improved through teamwork, responsibility, critical thinking and solving problems together.

3. THE RESEARCH METHODOLOGY

3.1 Overview

This chapter presents the methods and procedures followed during the data collection process. The first section gives the overview of the study. Then the second introduces the setting in which the study was conducted and the participants. The last section presents the procedures through which data were collected and analyzed.

Generally, in research items are grouped according to the constructs that are to be measured and instead of focusing on individual items, the number of items is evaluated as a whole (Netemeyer, Bearden & Sharma, 2003). Questionnaires are an easy and practical means of gathering data from a large population compared to other data collection instruments (O'Maley & Chamot, 1990). Moreover, Oppenheim (1993) indicated that the reasons for using questionnaires as instruments are that it requires little time, there is no extended writing, it is easy to process, makes group comparisons easy and is useful for testing specific hypotheses.

This study aims to examine the Turkish EFL students' attitude to reading taking into account their gender differences and to investigate the students' tendency towards individual and collaborative reading strategy use based on their gender differences, as well as to investigate the role of self-efficacy in Turkish EFL students' reading comprehension. This study explored its research questions through a hard copy questionnaire divided into four parts including 31 questions. The first part included two questions gathering demographic information about the participants; the second part included 10 questions related to the participants' attitudes towards reading; the third part consistedof 9 questions involving the students' tendency towards individual and collaborative reading strategies; and the fourth part included 10 questions investigating the students' self-efficacy in reading. The first three parts were developed by the researcher by himself. The reliability of these parts of the questionnaire was examined using 15 Turkish EFL students and was estimated through Kuder-Richardson. However, the last part of the questionnaire was developed by Kassem (2013) and adapted by the researcher.

3.2 Participants

Eighty-six (thirty-four males and fifty-two females) sophomore, junior and senior students in the English Language Teaching (ELT) department at Istanbul Aydin University, Istanbul, Turkey were selected to participate in this study during the fall semester of the 2019-2020 academic year. They were divided into five groups according to their courses, as each group had a different number of students. The students in the program are trainingto be English language teachers. They all had taken a course named "reading skills" in the previous years and had a full understanding of what processes readers are involved in when comprehending passages. The course is offered in their first year when students are admitted to the program. Hence, freshmen were not included in the study. Table (3.1) shows the distribution of the participants according to gender.

Table 3.1: Gender of the Participants

Variables		Frequency	Percentage
Gender	Male	34	39.5
	Female	52	60.5
Total		86	100

As Table 3.1 shows, among 86 Turkish EFL students, there were 34 (39.5%) male students and 52 (60.5%) female students.
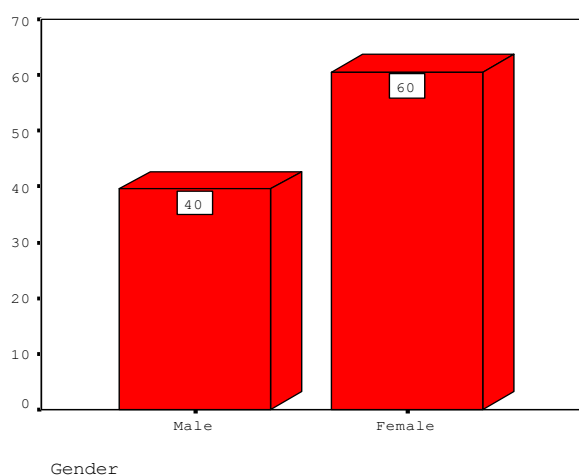
Figure 3.1: Gender of the Participants

3.3 Instruments

The hard copy questionnaire paper was divided into four main parts; the first three parts were developed by the researcher himself and were his own words. But the last part including the self-efficacy scale was developed by Kassem (2013) andadapted by the researcher. The four parts were as follows:

1- Part one: This section was about demographics (questions: which include name and gender). The names of students werenot important because this study aimed to analyze the participants' answers by numbers in order to facilitate and accelerate the process of data analysis. In the gender question in this section, the researcher wanted to determine what role gender can play in the students' reading skills while they read a text in English.

2- Part two: This section investigated students' attitude towards reading in English, using ten questions. Answers were collected as (YES) or (NO) where (YES) refers to thestudents liking reading and (NO) refers tostudents not liking reading. For example, question number 3. Reading is an interesting activity for me. Here, if a student selects (YES) that means theylike reading, but if theyselect (NO) it means they do not like reading.

3- Part three: This section examined students' tendency towards individual and collaborative reading strategies. It included nine questions and the collected answers were measured by (YES) or (NO), with (YES) referring to the students preferring individual reading strategy; and (NO) referring to a preference for collaborative reading strategy. For example, question number 13. I prefer individual reading to collaborative reading. Forthis question, if a student chose (YES) that means they prefer individual reading strategy, but if theychoose (NO) it means that theyprefer collaborative reading comprehension.

4- Part four: This section included reading self-efficacy scales comprising ten questions with answers categorized by strongly disagree, disagree, undecided, agree, and strongly agree (source: Hassan Mohammed Kassem). In Kassem's study, there were 38 questions in total in original study, but the researcher removed 28 questions in this study because Kassem's study involved training and this study doesnot. In this sectionthe researcher wanted to learnthe students' self-efficacy level towards reading.

The questionnaire was analyzed and categorized to simplify the measurement and the research analysis is illustrated in Table.3.2.

Table 3.2: Research Questionnaire

Category	Statements
Student attitude	3. Reading is an interesting activity for me.
	4. I like reading in general.
	5. I feel proud about my reading skill.
	6. I see reading is a beneficial activity.
	7. For me, reading is the easiest skill in English language.
	8. I like reading in many languages.
	9. Reading increases my cultural background.
	10. Reading helps me to improve my other skills in English.
	11. Reading is an easy activity for me.
	12. I am successful in reading.
Individual and collaborative reading strategy	13. I prefer individual reading to collaborative reading.
	14. I am verysatisfied with individual reading strategy.
	15. I read better when I read alone.
	16. Reading individually facilitates my reading process.
	17. I can focus more when I read alone.
	18. I don't read well when I read in a group.
	19. I understand what I am reading when I read collaboratively more than individually.
	20. Individual reading strategy is more academic than collaborative reading strategy.
	21. Reading alone makes me feel that I am a good reader more than reading in a group.
Reading self-efficacy scales	22. When I compare myself to other students in my class, I am a good reader.
	23. I believe that I am a poor reader in English.
	24. I feel confused when I read in English.
	25. I believe that my reading comprehension improves with time.
	26. When I read, I can figure out words better than other students.
	27. My understanding of difficult reading material doesn't improve.
	28. I feel good about my ability to read.
	29. I am less confident in my reading than other students.
	30. If reading gets difficult for me, I am successful at fixing the problem.
	31. I can analyze what I read better.

3.4 Procedures

As mentioned in the participant section, this study was completed at Istanbul Aydin University and the data was collected by questionnaires answered by86 ELT students in the last week of September and the first week of October 2019. In the beginning, the researcher explained the details of the questionnaire to the instructors inthe classroom and obtained their permission. Data collection took twelve days (about two weeks) divided into five-time stages, with each stage including one group. The stages were as follows:

- The first group: consistedof fifteen students on 26 September 2019 (males and females).
- The second group: consistedof eighteen students on 26 September 2019 (males and females).
- The third group: consistedof fifteen students on01 October 2019 (males and females).
- The fourth group: consistedof twenty-four students on 03 October 2019 (males and females).
- The fifth group: consistedof fourteen students on 07 October 2019 (males and females).

At the beginning of each stage, the instructor introduced the researcher to his students and informed them what the study is about and the importance of the study, as well as asking them to be frank and more reliable while answering. During the questionnaire process, the researcher answered all students' questions about the questionnaire. In each stage, the data collection took 15-20 minutes.

3.5 Tests of Reliability and Validity

Validity is ostensibly the most significant criteria for the nature of a test during a research study. The term legitimacy alludes to whether the test estimates what it professes to quantify (Bolarinwa, 2015). In a test with high legitimacy, the itemswill be firmly connected to the test's expected core interest (Delshad et al., 2015). For further affirmation, SPSS measurements imply the items will identify very well with particular comparisons between individual and collaborative reading strategy (Smart et al., 2016; Goebels et al., 2015).

Reliability is a stand out among the most significant components to test the research hypothesis quality (Le, 2018). It has to do with the consistency of an examinee's out come son the test (Le, 2018). For instance, to checka test with high dependability foran examinee in two events, the aim is to achieve similar decisions about the examinee's presentation multiple times (Ye et al., 2017). A test with poor quality might result in altogether different scores for the examinee over two situations tested for individual and collaborative reading strategy (Hill & Bartol, 2016). The reliability of the attitude questionnaire included 10 positively designed items. The pilot study was conducted with 15 students and reliability was estimated with Kuder-Richardson. The reliability of the strategy questionnaire included 9 items, while item 7 on this questionnaire required recoding. All the items ask about the tendency of the students for individual reading. The pilot study was conducted among fifteen students and the reliability was estimated through Kuder-Richardson. The reliability of the self-efficacy questionnaire included ten items, and items 2, 3, 6 and 8 on this questionnaire needs recoding. The pilot study was conducted withfifteen students and reliability was estimated with Cronbach's alpha.

3.6 Data Analysis

The data were collected by using a questionnaire that involved 31 questions concerning reading and factors affecting it such as learners' gender, attitude and self-efficacy. This study also analyzed the gathered survey answers in the terms of the relationship between two factors byutilizing the descriptive research methodology. Furthermore, the impact of some factors on each other was determined byutilizing the T-test. As shown in this chapter, with the analysis of the results the questionnaire was designed to cover several subjects withinthe research to facilitate statistical techniques, which are:

- Theattitude of Turkish EFL students toward reading related to the attitude questionnaire comprising 10 items.
- Ranking and prioritization of the answers to the 10-item attitude questionnaire by using the *Friedman Test*.
- The analysis of the distribution of participants' attitudes toward reading completed to calculate the effect of individual and collaborative reading strategy on EFL students.

- The Turkish EFL students' attitude toward individual and collaborative reading strategies related to the strategy questionnaire was examined with 9 items.

- The frequency of the answers to nine items about tendency toward individual reading strategies against collaborative strategies was analyzed by using the *Friedman Test.*

- The Turkish EFL students' tendency score for individual reading strategies against collaborative strategies were identified by using mean score, standard deviation and minimum and maximum scores and finally, the percentage was calculated.

- Ranking and prioritization of ten items forTurkish EFL students' self-efficacy by using *Friedman Test.*

- The mean score, standard deviation, and the minimum and maximum scores for Turkish EFL students' self-efficacy were identified as well as the percentage calculated.

- Kolmogorov-Smirnov Test was used for Turkish EFL students' reading attitude with normal distribution.

- The attitude of Turkish EFL Students had abnormal distribution and thus the non-parametric Mann-Whitney U test was applied.

- Comparison of mean Turkish EFL students' attitude toward reading based on individual and collaborative reading strategies used the Mann-Whitney U test.

- The Kolmogorov-Smirnov Test was used to analyze Turkish EFL students' self-efficacy with normal distribution

- The t-test was applied for self-efficacy due to normal distribution and thus the parametric independent sample test was used.

- Comparison of mean Turkish EFL students' attitude toward reading based on their gender used Mann-Whitney U test.

- Comparison of mean Turkish EFL students' self-efficacy toward reading based on their gender used std. deviation.

- The relationship between gender and tendency toward reading strategies utilized thechi-square test.

4. RESULTS AND DISCUSSION

4.1 Introduction

Chapter four deals with the analysis of the obtained data that was conducted using SPSS software version 24. Initially, the reliability of the questionnaires was examined among 15 Turkish EFL students. The gender of the participants was examined with frequency distribution illustrated in histograms. In order to provide answers for research questions 1, 2 and 3, descriptive statistics including frequency distribution, dispersion distribution, histogram, and pie chart were calculated and the Friedman test was used for prioritization of the rank of each item. Moreover, after confirming the normal distribution of variables, the independent sample t-test, Mann-Whitney U test and chi-square were used for hypothesis testing.

- Reliability of Attitude Questionnaire

This questionnaire included 10 designed positivelyitems. The pilot study was conducted among 15 students and the reliability was estimated using Kuder-Richardson. The reliability for this questionnaire was 0.52 and it was confirmed.

$$\bar{x} = 6.73 \qquad\qquad n` = \frac{n}{n-1} = \left(1 - \frac{\bar{x}(n-\bar{x})}{ns^2}\right)$$

$$S^2 = 4.2 \qquad\qquad n` = \frac{10}{9} = \left(1 - \frac{6.37(10-6.73)}{10 \times 4.2}\right) => n` = 0.52$$

$$n = 10$$

- Reliability of the Strategy Questionnaire

This questionnaire included 9 items, and item 7 of this questionnaire needed recoding. All the items ask about the tendency of students for individual reading. The pilot study was conducted among 15 students and the reliability was estimated through Kuder-Richardson. The reliability for this questionnaire was 0.53 and it was confirmed.

$$\bar{x} = 7.33 \qquad n` = \frac{n}{n-1} = \left(1 - \frac{\bar{x}(n-\bar{x})}{ns^2}\right)$$

$$S^2 = 2.66 \qquad n` = \frac{9}{8} = \left(1 - \frac{7.33(9-7.33)}{9 \times 2.66}\right) => n` = 0.53$$

$$n = 9$$

- Reliability of Self-Efficacy Questionnaire

This questionnaire included10 items, and items 2, 3, 6 and 8 on this questionnaire need recoding. The pilot study was conducted among 15 students and the reliability was estimated with Cronbach's alpha. The reliability for this questionnaire was 0.88 and it was confirmed.

4.2 Descriptive Statistics

This section deals with the results forfrequency related to the gender of the participants and the answers provided to the research questions.

4.2.1 Gender of the participants

Table 4.1: Gender of the Participants

Variables		Frequency	Percentage
Gender	Male	34	39.5
	Female	52	60.5
Total		86	100

As Table. 4.1 shows, among 86 Turkish EFL students, there were 34 (39.5%) male students and 52 (60.5%) female students.
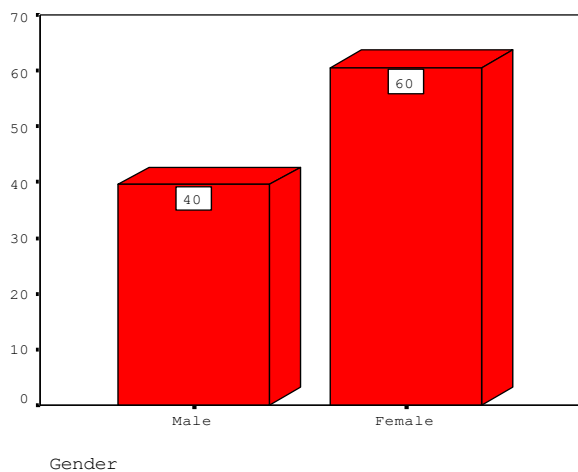
Figure 4.1: Gender of the Participants

4.2.2 Research questions

RQ₁: What is the attitude of Turkish EFL students towards reading?

Note: 1= Yes   0= No F= Frequency   P= Percentage

Table 4.2 shows the results of the Turkish EFL students' attitude toward reading related to the attitude questionnaire comprising10 items.

Table 4.2: Frequency of the Answers to 10-item Attitude Questionnaire

Questions	No		Yes	
	F	**P**	**F**	**P**
1. Reading is an interesting activity for me.	19	22.1	67	77.9
2. I like reading in general.	20	23.3	66	76.7
3. I feel proud ofmy reading skill.	44	51.2	42	48.8
4. I see reading as a beneficial activity.	7	8.1	79	91.9
5. For me, reading is the easiest skill in English language.	38	44.2	48	55.8
6. I like reading in many languages.	36	41.9	50	58.1
7. Reading increases my cultural background.	6	7	80	93
8. Reading helps me to improve my other skills in English.	6	7	80	93
9. Reading is an easy activity for me.	22	25.6	64	74.4
10. I am successful in reading.	21	24.4	65	75.6

According to Table 4.2, foritem 1, 19 (22.1%) students selected No and 67 (77.9%) students selected Yes. Foritem 2, 20 (23.3%) students selected No and 66 (76.7%) students selected Yes. Foritem 3, 44 (51.2%) students selected No and 42 (48.8%) students selected Yes. Foritem 4, 7 (8.1%) students selected No and 79 (91.9%) students selected Yes. Foritem 5, 38 (44.2%) students selected No and 48 (55.8%) students selected Yes. Foritem 6, 36 (41.9%) students selected No and 50 (58.1%) students selected Yes. Foritem 7, 6 (7%) students selected No and 80 (93%) students selected Yes. Foritem 8, 6 (7%) students selected No and 80 (93%) students selected Yes. For item 9, 22 (25.6%) students selected No and 64 (74.4%) students selected Yes. For item 10, 21 (24.4%) students selected No and 65 (75.6%) students selected Yes option.

Table 4.3: Ranking and Prioritization of Responses to 10-item Attitude Questionnaire

Items	Rank
1. Reading is an interesting activity for me.	5.67
2. I like reading in general.	5.61
3. I feel proud about my reading skill.	4.22
4. I see reading as a beneficial activity.	6.37
5. For me, reading is the easiest skill in English language.	4.56
6. I like reading in many languages.	4.68
7. Reading increases my cultural background.	6.42
8. Reading helps me to improve my other skills in English.	6.42
9. Reading is an easy activity for me.	5.49
10. I am successful in reading.	5.55

Table 4.4: Results of Friedman Test

N	86
Chi- Square	110.73
df	9
p	0.000

According to the results of the Friedman test in Table 4.3, which was applied torank the items related to the attitudes of Turkish EFL students toward reading, the attitude of the participants toward reading in items 3, 5 and 6 had lowest rank and the attitude of the participants toward reading in items 4, 7 and 8 had highest rank. Moreover, Table 4.4 shows that X2 =110.73 with significance value of p=0.000, which is lower than 0.05 and the ranking is reliable (p<0.05). In fact, the attitude of the participants toward reading in items 4, 7 and 8 is higher than for the other items.

Table 4.5: Distribution of the Participants' Attitude toward Reading

Variable	N	Mean	Std. Deviation	Skewness	Min	Max
Attitude	86	7.45	1.75	-0.36	3	10

Table 4.5 illustrates that after adding the scores for the10 questions, the mean score of the participants for attitude toward reading is 7.45, with standard deviation of 1.75 and skewness of -0.36, minimum score is 3 and the maximum score is 10. Thus, the attitude of the Turkish EFL students toward reading is at the level of 74.5%.
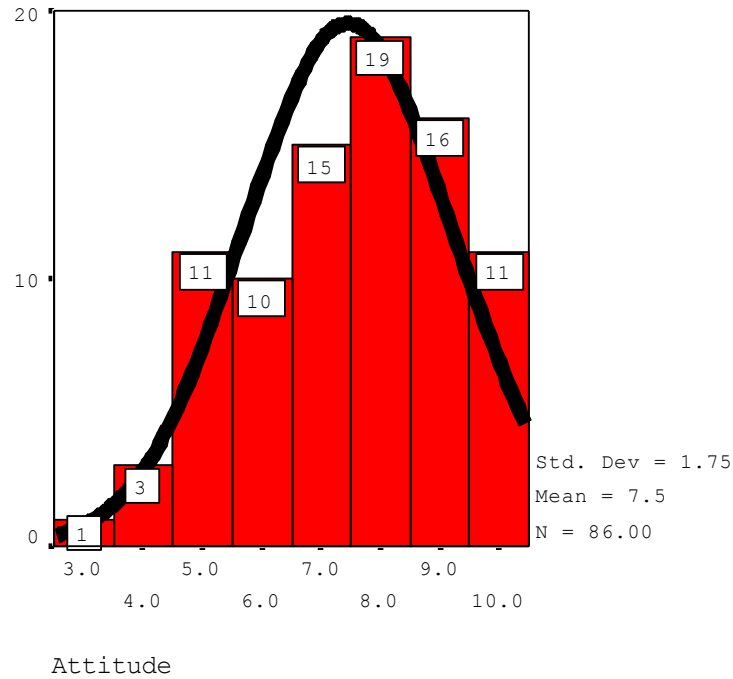
Figure 4.2: Distribution of the Participants' Attitude toward Reading

RQ2: What is the tendency of Turkish EFL students toward individual and collaborative reading strategies?

Note: 1= Yes   0 = No F= Frequency   P= Percentage

Table 4.6 shows the results forthe Turkish EFL students' attitude toward individual and collaborative reading strategies related to the strategy questionnaire with 9 items.

Table 4.6: Frequency of the responses to Nine Items forthe Tendency toward Individual Reading Strategies against Collaborative Strategies

Questions	No		Yes	
	F	**P**	**F**	**P**
1. I prefer individual reading to collaborative reading.	7	8.1	79	91.9
2. I am very satisfied with individual reading strategy.	17	19.8	69	80.2
3. I read better when I read alone.	4	4.7	82	95.3
4. Reading individually facilitates my reading process.	3	3.5	83	96.5
5. I can focus betterwhen I read alone.	-	-	86	100
6. I don't read well when I read in groups.	30	34.9	56	65.1
7. I understand what I am reading when I read collaboratively more than individually.	68	79.1	18	20.9
8. Individual reading strategy is more academic than collaborative reading strategy.	35	40.7	51	59.3
9. Reading alone makes me feel that I am a good reader more than reading in group.	13	15.1	73	84.9

According to Table 4.6, foritem 1, 7 (8.1%) students selected No and 79 (91.9%) students selected Yes. Foritem 2, 17 (19.8%) students selected No and 69 (80.2%) students selected Yes. For item 3, 4 (4.7%) students selected No and 82 (95.3%) students selected Yes. For item 4, 3 (3.5%) students selected No and 83 (96.5%) students selected Yes. Foritem 5, all of the 86 (100%) students selected Yes. Foritem 6, 30 (34.9%) students selected No and 56 (65.1%) students selected Yes. For item 7, 68 (79.1%) students selected No and 18 (20.9%) students selected Yes. For item 8, 35 (40.7%) students selected No and 51 (59.3%) students selected Yes. For item 9, 13 (15.1%) students selected No and 73 (84.9%) students selected Yes.

Table 4.7: Ranking and Prioritization of Nine Items forthe Tendency toward Individual Reading Strategies against Collaborative Strategies

Items	Rank
1. I prefer individual reading to collaborative reading.	5.37
2. I am so satisfied with individual reading strategy.	4.85
3. I read better when I read alone.	5.53
4. Reading individually facilitates my reading process.	5.58
5. I can focus betterwhen I read alone.	5.74
6. I don't read well when I read in groups.	4.17
7. I understand what I am reading when I read collaboratively more than individually.	4.8
8. Individual reading strategy is more academic than collaborative reading strategy.	3.91
9. Reading alone makes me feel that I am a good reader more than reading in group	5.06

Table 4.8: Results of Friedman Test

N	86
Chi- Square	111.45
Df	8
P	0.000

According to the results of Friedman test in Table 4.7, applied torank the items related to the tendency of Turkish EFL students toward individual and collaborative reading strategies, the tendency of the participants toward individual reading strategies in items 8, 6, 7 and 2 has the lowest rank and the tendency of the

participants in items 1, 3, 4 and 5 has the highest rank. Moreover, Table 4.8 shows that X2 =111.45 with significance value of p=0.000, which is lower than 0.05 and the ranking is reliable (p<0.05). In fact, the tendency of the participants toward individual reading strategies against collaborative strategies in items 1, 3, 4, and 5 is higher than other items.

Later, in order to identify the domain and status of Turkish EFL students' scorefor tendency toward individual reading strategies against collaborative strategies, mean score, standard deviation, and minimum and maximum scores were identified and finally, the percentage was calculated.

Table 4.9: Distribution of Turkish EFL Students' Tendency toward Individual Reading Strategies against Collaborative Strategies

Variable	N	Mean	Std. Deviation	Skewness	Min	Max
Tendency toward Individual Strategies against Collaborative Strategies	86	7.52	1.48	-1.42	1	9

Table 4.9 illustrates that after adding the scores for 9 questions, the mean score forthe participants' tendency toward individual reading strategies against collaborative strategies is 7.52 with standard deviation of 1.48 and skewness of - 1.42, minimum score is 1 and maximum score is 9.
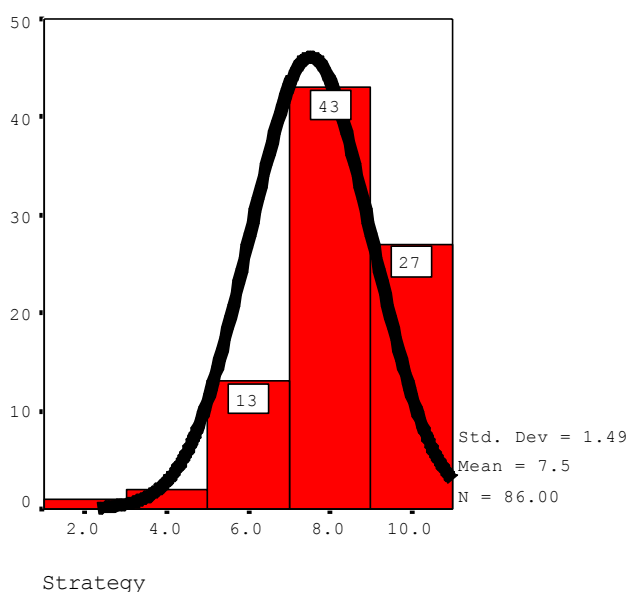
Figure 4.3: Distribution of the Tendency of Turkish EFL Students toward Individual Reading Strategies against Collaborative Strategies

In the following section, in order to identify the Turkish EFL students who tended toward individual reading strategies and the Turkish EFL students who tended toward collaborative reading strategies, the status of the strategies is presented as follows:

$$\frac{\text{Maximum - Minimum}}{2}$$

$$\frac{9-1}{2} = \frac{8}{2} = 4$$

1 to 5 $\longrightarrow$ Individual Reading Strategies

5.01 to 9 $\longrightarrow$ Collaborative Reading Strategies

Table 4.10: Frequency of the Turkish EFL Students' Tendency toward Individual and Collaborative Reading Strategies

Variables		Frequency	Percentage
Reading strategies	Collaborative	8	9.3
	Individual	78	90.7
Total		86	100

After identifying the tendency of Turkish EFL students towards reading strategies, Table 4.10 illustrates that among 86 participants inthis study, 8 (9.3%) students preferred collaborative strategies and 78 (90.7%) students preferred individual strategies. Thus, more than 90 percent of Turkish EFL students in this study preferred individual strategies.

STRATEGY

Figure 4.4: Distribution of the Tendency of Turkish EFL Students toward Individual and Collaborative Reading Strategies

RQ3: What is the level of Turkish EFL students' self-efficacy?

Note: 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, 5= Strongly Agree

F= Frequency P= Percentage

Table 4.11: Frequency of the Answers to 10-Item Self-Efficacy Questionnaire

Questions	1		2		3		4		5	
	F	P	F	P	F	P	F	P	F	P
1. When I compare myself to other students in my class, I am a good reader.	1	1.2	4	4.7	24	27.9	38	44.2	19	22.1
2. I believe that I am a poor reader in English.	33	38.4	45	52.3	7	8.1	1	1.2	-	-
3. I feel confused when I read in English.	31	36	39	45.3	9	10.5	6	7	1	1.2
4. I believe that my reading comprehension improves in time.	1	1.2	1	1.2	1	1.2	45	52.3	38	44.2
5. When I read, I can figure out words better than other students.	-	-	4	4.7	39	45.3	31	36	12	14
6. My understanding of difficult reading material does not improve.	18	20.9	45	52.3	18	20.9	4	4.7	1	1.2
7. I feel good about my ability to read.	-	-	2	2.3	14	16.3	51	59.3	19	22.1
8. I am less confident in my reading than other students.	24	27.9	38	44.2	15	17.4	7	8.1	2	2.3
9. If reading gets difficult for me, I am successful at fixing the problem.	-	-	5	5.8	19	22.1	52	60.5	10	11.6
10. I can analyze what I read better than before.	-	-	-	-	6	7	54	62.8	26	30.2

According to Table 4.11, foritem 1, 1 (1.2%) student selected Strongly Disagree, 4 (4.7%) students selected Disagree, 24 (27.9%) students selected Undecided, 38 (44.2%) students selected Agree, and 19 (22.1%) students selected Strongly Agree. Foritem 2, 33 (38.4%) students selected Strongly Disagree, 45 (52.3%) students selected Disagree, 7 (8.1%) students selected Undecided, and 1 (1.2%) student selected Agree.Foritem 3, 31 (36%) students selected Strongly Disagree, 39 (45.3%) students selected Disagree, 9 (10.5%) students selected Undecided, 6 (7%) students selected Agree, and 1 (1.2%) student selected Strongly Agree. Foritem 4, 1 (1.2%) student selected Strongly Disagree, 1 (1.2%) student selected Disagree, 1 (1.2%) student selected Undecided, 45 (52.3%) students selected Agree, and 38 (44.2%) students selected Strongly Agree. For item 5, 4 (4.7%) student selected Disagree, 39 (45.3%) students selected Undecided, 31 (36%) students selected Agree, and 12 (14%) students selected Strongly Agree. For item 6, 18 (20.9%) students selected Strongly Disagree, 45 (52.3%) students selected Disagree, 18 (20.9%) students selected Undecided, 4 (4.7%) students selected Agree, and 1 (1.2%) students selected Strongly Agree. For item 7, 2 (2.3%) students selected Strongly Disagree, 14 (16.3%) students selected Undecided, 51 (59.3%) students selected Agree, and 19 (22.1%) students selected Strongly Agree. For item 8, 24 (27.9%) student selected Strongly Disagree, 38 (44.2%) students selected Disagree, 15 (17.4%) students selected Undecided, 7 (8.1%) students selected Agree, and 2 (2.3%) students selected Strongly Agree. For item 9, 5 (5.8%) students selected Disagree, 19 (22.1%) students selected Undecided, 52 (60.5%) students selected Agree, and 10 (11.6%) students selected Strongly Agree. For item 10, 6 (7%) students selected Undecided, 54 (62.8%) students selected Agree, and 26 (30.2%) students selected Strongly Agree.

Table 4.12: Ranking and Prioritization of 10 Items forTurkish EFL Students' Self-Efficacy.

Items	Rank
1. When I compare myself to other students in my class, I am a good reader.	4.83
2. I believe that I am a poor reader in English.	6.6
3. I feel confused when I read in English.	6.01
4. I believe that my reading comprehension improves in time.	6.95
5. When I read, I can figure out words better than other students.	3.85
6. My understanding of difficult reading material does not improve.	5.02
7. I feel good about my ability to read.	5.52
8. I am less confident in my reading than other students.	5.27
9. If reading gets difficult for me, I am successful at fixing the problem.	4.65
10. I can analyze I read better than before.	6.28

Table 4.13: Results of Friedman Test

N	86
Chi- Square	116.52
Df	9
P	0.000

According to the results of the Friedman test in Table 4.12 to rank the items related to self-efficacy of Turkish EFL students, items 5, 9 and 1 have lowest rank for the students' self-efficacy and items 4, 2, 10 and 3 have highest rank for their self-efficacy. Moreover, Table 4.13 shows that X2 =116.52 with significance value of p=0.000, which is lower than 0.05 and the ranking is reliable (p<0.05). In fact, self-efficacy of Turkish EFL students in items 4, 2, 10 and 3 and 10 is higher than other items.

Later, in order to identify the domain and status of Turkish EFL students' self-efficacy, mean score, standard deviation, and minimum and maximum scores were identified and finally, the percentage was calculated.

Table 4.14: Distribution of the Turkish EFL Students' Self-Efficacy

Variable	N	Mean	Std. Deviation	Skewness	Min	Max
Self-Efficacy	86	39.9	4.64	0.34	29	50

Table 4.14 illustrates that after adding the scores of 10 questions, the mean score for the participants' self-efficacy is 39.9 with standard deviation of 4.64 and skewness of 0.34, the minimum score is 29 and the maximum score is 50. Thus, the self-efficacy of Turkish EFL students is at the level of 79.8%.
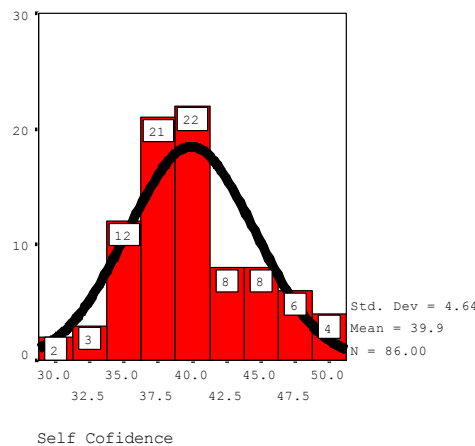
Figure 4.5: Distribution of the Self-Efficacy of Turkish EFL Students

4.3 Hypothesis Testing

H₁: The attitude of Turkish EFL students towards reading differs based on tendency toward individual and collaborative reading strategies.

In order to test the hypothesis, initially, the distribution of the Turkish EFL students' reading attitude variable was examined:

Table 4.15: Results of Kolmogorov-Smirnov Test for Normal Distribution of Turkish EFL Students' Reading Attitude

Variables	N	Z	P
Attitude	86	1.45	0.02

As Table 4.15 shows, the significance value of Turkish EFL students' attitude toward reading is less than 0.05 ($p<0.05$). Accordingly, the attitude variable is found to haveabnormal distribution and thus the non-parametric Mann-Whitney U test was applied.

Table 4.16: Mean Rank of Turkish EFL Students' Attitude toward Reading based on Individual and Collaborative Reading Strategies

Variable	Strategy	N	Mean Rank	Sum of Ranks
Attitude	Collaborative	8	26.19	209.5
	Individual	78	45.28	3531.5

Table 4.17: Comparison of Turkish EFL Students' Attitude toward Reading based on Individual and Collaborative Reading Strategies.

Variable	Mann-Whitney U	Z	p
Attitude	173.5	2.08	0.03

Table 4.17 shows that the significance value of the test is $p=0.03$, which is less than 0.05 and $z=2.08$. Thus, it can be argued that there is a significant difference between the attitudes of Turkish EFL students based on their tendency toward individual and collaborative reading strategies. Also, the results in Table 4.16 show that the attitude of Turkish EFL students toward individual reading strategies with mean score of45.28 is higherthan collaborative reading strategies with mean score of 26.19.

Thus, the Turkish EFL students with the tendency toward individual reading strategies have a better attitude toward reading.

H₂: The self-efficacy of Turkish EFL students toward reading differs based on tendency toward individual and collaborative reading strategies.

In order to test the hypothesis, initially, the distribution of the Turkish EFL students' self-efficacy variable was examined:

Table 4.18: Results of Kolmogorov-Smirnov Test for Normal Distribution of Turkish EFL Students' Self-Efficacy

Variables	N	Z	P
Self-efficacy	86	0.98	0.28

As Table 4.18 shows, the significance value of Turkish EFL students' self-efficacy is more than 0.05 (p>0.05). Accordingly, the self-efficacy variable is found to havenormal distribution and thus the parametric independent sample t-test was applied.

Table 4.19: Results of Mean for Turkish EFL Students' Self-Efficacy based on Individual and Collaborative Reading Strategies

Variable	Strategy	N	Mean	Std. Deviation
Self- efficacy	Collaborative	8	36.75	4.94
	Individual	78	40.23	4.51

Table 4.20: Results of Mean Comparison for Turkish EFL Students' Self-Efficacy based on Individual and Collaborative Reading Strategies

Variable		F	p	T	df	p
Self-Efficacy	Collaborative	0.02	0.88	2.05	84	0.04
	Individual					

Table 4.20 shows that the significance value of the test is p=0.04, which is less than 0.05 and t=2.05. Thus, it can be argued that there is a significantdifference between the self-efficacy of Turkish EFL students based on their tendency toward individual and collaborative reading strategies. Also, the results of Table 4.19 demonstrate that the self-efficacy of Turkish EFL students with individual reading strategies with mean score of 40.23 is higher than the self-efficacy of Turkish EFL students with

collaborative reading strategies with mean score of 36.75. Thus, Turkish EFL students with individual reading strategies have higher self-efficacy.

H₃: The attitudes of Turkish EFL students toward reading differ based on their gender.

Table 4.21: Mean Rank of Turkish EFL Students' Attitude toward Reading based on their Gender

Variable	Gender	N	Mean Rank	Sum of Ranks
Attitude	Male	34	40.71	1384
	Female	52	45.33	2357

Table 4.22: Results of Mean Comparison for Turkish EFL Students' Attitude toward Reading based on their Gender

Variable	Mann- Whitney U	Z	P
Attitude	789	0.85	0.39

Table 4.22 presentsthe results of the Mann-Whitney U test; accordingly, the significance value is p=0.39, which is more than 0.05 and z=0.85. Thus, it can be argued that there is nosignificant difference between the attitudes of Turkish EFL students based on their gender. That is to say, male and female Turkish EFL students have equally positive attitudes toward reading.

H₄: The self-efficacy of Turkish EFL students toward reading differs based on their gender.

Table 4.23: Mean of Turkish EFL Students' Self-Efficacy toward Reading based on their Gender

Variable	Gender	N	Mean	Std. Deviation
Self- efficacy	Male	34	40.67	4.62
	Female	52	39.4	4.62

Table 4.24: Results of Mean Comparison for Turkish EFL Students' Self-Efficacy toward Reading based on their Gender

Variable		F	P	T	df	P
Self- efficacy	Male	0.08	0.77	1.24	84	0.21
	Female					

Table 4.24 demonstrates that the significance value for Turkish EFL students' self-efficacy is p=0.21, which is more than 0.05 and t=1.24. Thus, it can be argued that there is no significant difference between the self-efficacy of Turkish EFL students based on their gender. That is to say, male and female Turkish EFL students have equal self-efficacy toward reading.

H5: The tendency of Turkish EFL students toward individual and collaborative reading strategies differs based on their gender.

Since, we are examining the relationship between two qualitative variables, the χ^2 test was applied in order to test the hypothesis.

Table 4.25: Results of the Relationship between Gender and Tendency toward Reading Strategies

Variables		Gender		Total
		Male	Female	
Collaborative	Count	1	7	8
	Percentage	2.9	13.5	9.3
Individual	Count	33	45	78
	Percentage	97.1	86.5	90.7
Total	Count	34	52	86
	Percentage	100	100	100

Table 4.26: Results of Chi-Square for Single Variable

N	86
χ^2	2.69
df	0.13
P	0.13

As Table 4.25 shows, 1 (2.9%) male student had atendency toward collaborative strategies and 33 (97.1%) male students have tendency toward individual reading strategies. Among female students, 7 (13,5%) students have tendency toward collaborative strategies and 45 (86.5%) have tendency toward individual reading strategies. As Table 4.26 demonstrates, χ^2 =2.69 and p>0.05. Thus, it can be argued that there is a significant difference between the tendency of Turkish EFL students toward individual and collaborative reading strategies based on their gender and both male and female Turkish EFL students have higher tendency toward individual reading strategies.

5. CONCLUSION AND DISCUSSION

5.1 Discussion

In general, this studyfound reasonably good support for hypotheses1, 2, 3, 4 and 5. In fact, the reliability of the study survey was examined among 15 Turkish EFL students. The gender of the participants was examined withfrequency distribution illustrated using histograms. In order to provide an answer for research questions 1, 2, and 3, descriptive research methods including frequency distribution, dispersion distribution, histogram, and pie chart were used, and also the Friedman test was used for prioritization of the rank of each item. Furthermore, after ensuring the normal distribution of the hypothesis variables, the independent sample t-test, Mann-Whitney U test, and chi-square test were utilized to test the three research hypotheses.

Although student's self-efficacy and individual and collaborative reading strategies affect Turkish EFL students'attitudes toward reading, which already has an impact on Turkish EFL student's satisfaction, it does not affect the student's reading strategies. It is positive that the normal distribution of the Turkish EFL students' reading attitude impacts the Turkish EFL students' reading attitude. This result verifies the findings of Kulaç& Walters (2016) and Şentürk (2015). This research finding concludes that the significance value of Turkish EFL students' attitude toward reading has a positive impact. If the Turkish EFL students at the university have a positive attitude toward reading strategies, then it will lead to students having higher satisfaction withuniversity, so a positive relationship exists betweenthem and there are multiple variables related to reading strategies that affect Turkish EFL students' attitude toward reading. Moreover, these study results suggest that there is a significant difference between the attitudes of Turkish EFL students based on their tendency toward individual and collaborative reading strategies.

Furthermore, the outcomes of this research indicated the attitude of Turkish EFL students who use individual reading strategies are better for this type of strategy than

collaborative reading strategies, which issimilar to the study by Kulaç& Walters (2016). According to resultsof this study, there is a significant difference between the self-efficacy of Turkish EFL students based on their tendency toward individual and collaborative reading strategies. Moreover, the self-efficacy of Turkish EFL students with individual reading strategies is higher than the self-efficacy of Turkish EFL students with collaborative reading strategies, as stated by Meniado (2016) and Balyalı Yılmaz(2019).

In fact, Turkish students are dissatisfied with their reading ability while they are reading and comparing themselves with other students. However, when they are asked if they believe that they are a poor reader in English, a high number of the students strongly disagreed which means that they believe in themselves and their ability to read in English. This was reflected in the answer tothe third research question based on the status of Turkish EFL students' self-efficacy.

When Turkish EFL students were asked if they preferred individual reading strategy, a higher number of students answered (Yes), which showsthat Turkish EFLstudents prefer individual reading strategy. However, when asked about understanding when they were engaged in collaborative reading compared to individual reading, the responses indicated that TurkishEFL students understand more whenthey use collaborative reading strategy, as reported by Kazemi, Hosseini,&Kohandani(2013). Indeed, when students were asked if they believed that their reading comprehension improve in time, a high number of students responded that they strongly disagree (Öztürk, 2016). On the other hand, when they were asked that if they can learn the meaning of the new words betterthan other studentswhile they are reading, a high number of students answered that they strongly disagreed. This means that they are dissatisfied with their method of reading and they should be advised to select suitable reading strategies during lectures.

As documented inthis study, male and female Turkish EFL students have similar positive attitudesforself-efficacy toward reading as argued by Shehzad (2018). In addition, the results of this study report that there is no significant difference between the tendency of male and female Turkish EFL students toward individual and collaborative reading strategies and both male and female Turkish EFL students have a higher tendency toward individual reading strategies, which is similar to the study by Şener & Erol (2017).

5.2 Conclusion

This research was performed to illustrate the relationships among self-efficacy, and tendency for individual and collaborative reading strategies among Turkish EFL students. Considering the results of the current research study, it is concluded that there wasno significant difference between the tendency of male and female Turkish EFL students toward individual and collaborative reading strategies and both male and female Turkish EFL students have a higher tendency toward individual reading strategies. This research study used several statistical techniques to analyzethe collected data. Furthermore, the reliability of the attitude questionnaire was examined using Kuder-Richardson. Thus, apilot study was conducted among fifteen students and the reliability was estimated withKuder-Richardson.

The reliability of the self-efficacy questionnaire was examinedwith a pilot study conducted among fifteen students and the reliability was estimated with Cronbach's alpha.

This study also presentsdescriptive statistics including frequency distribution, dispersion distribution, histogram, and pie chart. In addition, the Friedman test was used to prioritize the rank of each questionnaire item. Also, after ensuring the normal distribution of the hypothesis factors, the independent sample t-test, Mann-Whitney U test, and Chi-square were used forhypotheses testing.

The Friedman Test was used to reveal the effects of both the lowest rank and the attitude of the participants toward reading strategy as well as the highest rank according to the survey questions. According to theseresearch results, the Friedman test was applied to rank items related to the tendency of Turkish EFL students toward individual and collaborative reading strategies. It was found that the tendency of the participants toward individual reading strategies against collaborative strategies in items 1, 3, 4, and 5 is higher than for other items. Additionally, the mean score, standard deviation, and the minimum and maximum scores for Turkish EFL students' tendency toward individual reading strategies against collaborative strategies were identified and finally, the percentage was calculated. In addition, the research finding also documented that Turkish EFL students in this study preferred individual strategies. As concluded inthis practical study, the findings suggest that

the tendency of Turkish EFL students is to prefer individual reading more than collaborative reading strategies.

5.3 Suggestions and Recommendations

This study focused on providing some recommendations and suggestions for EFL departments at Turkish universities. Turkey is one of the developed countries aiming to attain high quality English qualification skills provided on the campus by avoiding dissatisfaction among Turkish EFL students during reading by applying reading strategies; for instance, individual or collaborative. Also, this study introduces an evaluation of one of the most useful works that can increase Turkish EFL students' productivity and reading performance during lectures.

- Turkey, as an advanced country, should keep working to improve the students' qualification skills specifically at EFL departments in Turkish universities by utilizing technological improvements to help EFL students while reading.

- Turkish universities should improve EFL student's communication throughout the academic year by using the internet to detect and investigate knowledge of other EFL students and share information in terms of how to avoid any accrued problems during the reading process.

- The Turkish Ministry of National Education should providegeneral professional courses for all English teachers as well as instructors to enhance reading strategies and qualifications skills forEFL students.

- The Turkish Ministry of National Education should enhance the EFL education of the Turkish students by giving those courses about how to avoid misconceptions and side effects of reading strategies in lectures.

- The English department at universities should explain the advantages and disadvantages of collaborative and individual reading strategies to the EFL students during lectures.

- Giving the students the freedom to select the reading strategytype that suits them is very important and can help them to complete their reading tasks as soon as possible.

- English teachers should understand the student's tendencies toward reading and whether they prefer collaborative or individual reading strategies to make the reading tasks more interesting, readable, understandable, enjoyable, etc.

- Turkish EFL students need to be advised by their English teacher to select a suitable method for reading strategyduring lectures.

- Turkish EFL students should be encouraged by English teachers to assess their own reading process.

- The significance of reading comprehension strategy should be determinedto enhance academic achievement, development, success, and growth of Turkish EFL students.

- The Turkish Ministry of National Education should compare the successful reading strategy methods in other countries by visiting universities and discussing how students improve similar reading strategy methods (individual or collaborative reading strategy) to be successful in the future.

- Appropriate reading methods should be successfully implemented by the English Department at Turkish universities in order to avoid students' dissatisfaction, and to motivate the students to practice and do reading exercises during study to gain more reading ability and positive feeling in the classrooms.

- Appropriate teaching strategies for the reading comprehension of Turkish EFL students should be chosen accurately, it is important to take into account the students' personal learning styles and their linguistic needs.

5.4 Practical Benefits of the Research

The current study is beneficial for EFL university students who are interested in improving their reading skills as well as showing the role of gender differencesamong students in improving reading with both individual and collaborativestrategies. In addition, this study has practical benefit for EFL teachers in showing how students prefer one of two reading strategies, individual or collaborative. The study also can be considered a source ofguidancefor future studies with the same research topic as resource and reference and to compare related information with future research.

5.5 Future Work

This practical study will progress by exploring the same factors byreplacing the target sample with Syrian students. However, the researcher prefers to examinethe impact of individual reading strategies on enhancing reading comprehension strategies. Thus, the next studywill cover the topic based on "How can individual reading strategies improve Syrian EFL students' reading comprehension? Infuture research, the researcher wants to provide training and instruct the target sample according to individual and collaborative reading strategies and through this process the reasons why students prefer one strategy to another will be revealed.

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APPENDICES

Appendix A: Reseach questionnaire

Appendix B: Permission from Kassem (2013) by Email.

APPENDIX A: Research questionnaire.

Reading Comprehension and Self-Efficacy Questionnaire.

PART 1: 1 - Name: ....

      2 - Gender: Male   Female

Students' attitude towards reading

PART 2: Choose ONLY one answer for each item and don't leave any items unmarked.

1- Reading is an interesitng activity for me.
<div align="center">Yes.....No</div>

2- I like reading in general.
<div align="center">Yes.....No</div>

3- I feel proud about my reading skill.
<div align="center">Yes.....No</div>

4- I see that reading as it is a beneficial activity.
<div align="center">Yes.....No</div>

5- For me, reading is the easiest skill in English language.
<div align="center">Yes.....No</div>

6- I like reading in many languages.
<div align="center">Yes.....No</div>

7- Reading increases my cultural background.
<div align="center">Yes.....No</div>

8- Reading helps me to improve my other skills in English.
<div align="center">Yes.....No</div>

9- Reading is an easy activity for me.
<div align="center">Yes.....No</div>

10- I am successfull in reading.
<div align="center">Yes.....No</div>

The tendency of EFL students toward individual and collaborative reading strategies

PART 3: Choose ONLY one answer for each item and don't leave any items unmarked.

NOTE: Collaborative Reading: is a term used in educational settings, where students are involved to read materials(book, magazines, etc..) in small cooperative groups.

Individual Reading: or independent reading strategy, in which students can read materials(book, magazines, etc..) alone in the classroom or even outside the classroom.

1- I prefer individual reading to collaborative reading.

                                Yes.....No

2- I am so satisfied with individual reading strategy.

                                Yes.....No

3- I read better when I read alone.

                                Yes.....No

4- Reading individual facilitates my reading process.

                                Yes.....No

5- I can focus more when I read alone.

                                Yes.....No

6- I don't read well when I read in group.

                                Yes.....No

7- I understand what I am reading when I read in collaborative more than individual.

                                Yes.....No

8- Individual reading strategy is more academic than collaborstive reading strategy.

                                Yes.....No

9- Reading alone makes me feel that I am a good reader more than reading in group.

                                Yes.....No

APPENDIX B: Permission from Kassem (2013) by email.

Self-efficacy Scale

Please choose ONLY one answer that corresponds your degree of agreement with the statements below.

1- When I compare myself to other students in my class, I am a good reader.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

2- I believe that I am a poor reader in English.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

3- I feel confused when I read in English.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

4- I believe that my reading comprehension improves with time.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

5- When I read, I can figure out words better than other students.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

6- My understanding of difficult reading material doesn't improve.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

7- I feel good about my ability to read.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

8- I am less confident in my reading than other students.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

9- If reading gets difficult for me, I am successful at fixing it up.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

10- I can analyze what I read better.
    Strongly Disgree   Disgree   Undecided   Agree   Strongly Agree

RESUME

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