Academic Reading in Graduate Students

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Abstract

The aim of the study was to determine the academic reading experiences of graduate students in Turkish Education. The study data was provided in the context of the principles of the Interpretative Phenomenological Analysis (IPA) method. The information was collected through in-depth interviews with 20 students who have received postgraduate education in Turkish at different universities and determined by the criterion-sampling approach. Contextual analysis principles were used to analyze the data. There was evidence that graduate students favor reading academic articles and theses. The project and evaluation essays were taken out of this class. Additionally, the authors searched the findings, discussion, and conclusion parts of academic literature for important information. The authors used this material by quoting, highlighting, marking, recording, taking notes, and crafting their phrases to represent it. However, it was shown that students struggle with issues including reading various academic sources, identifying important information, comprehending academic language, and synthesizing data from several sources. In this context, in order for students to have academic reading skills at the graduate level, academic reading courses should be offered at the master's level and advanced academic reading courses should be offered at the doctoral level.

Keywords: Academic language, academic reading, graduate students in Turkish education, experiences.

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Introduction

Academic texts are intensively interpreted and created in postgraduate education, which varies from undergraduate education. The effectiveness of academic reading determines the quality of activities at the postgraduate level, where scientific research is conducted, and new information is produced. As a result, the fundamental factor determining scientific progress is the experience students will gain during their postgraduate studies, which is the foundation of academic life. In this context, gathering information about postgraduate students' academic reading experiences is crucial for organizing the postgraduate education process. Both undergraduate and graduate students require academic reading abilities for a variety of tasks, including academic growth, lecture and presentation preparation, literature reviews, and the creation of academic texts.

Some researchers claim that this kind of reading is necessary to keep up with current events, prepare for conferences and literature reviews, publish research results, and critically evaluate the material already available (Keshav, 2007; Padagas & Hajan, 2020). Additionally, it was underlined in the studies that academics provided students with training in this area and that academic reading was imparted as knowledge and talent (Coady, 1993; Anderson, 2015, p. 107; Howard, Gorzycki, Desa & Allen, 2018, p. 199). At this time, Keshav (2007) made the startling claim that students can experience frustration when they attempt to learn academic reading through trial and error. Having academic reading skills is an important competence in order to avoid such situations in the academic process. Although the process of having this competence may differ from person to person, it is not fully known to what extent students have this competence, especially in postgraduate education. In this study, the aim is to explore the academic reading experiences of graduate students in the field of Turkish education through the lens of the Interpretative Phenomenological Analysis (IPA) method. With this aim in mind, the study investigated the methods students employ, the challenges they face, and the strategies they utilize in the reading process. This was the first stage of the process of identifying and enhancing the academic reading experiences of graduate students in Turkish Education. At this stage, the study made a phenomenological identification of the relevant experiences. Afterwards, an experimental project was developed to advance academic reading abilities within the parameters of the identified experiences. Therefore, the study also aims to assist in the implementation of the proposal put forward by the Council of Higher Education during the 'Workshop on the Improvement of Doctoral Education' to enhance student practices, including scientific projects, paper preparation, presentations, case studies, and analyses, within various courses (2022:13).

Academic Language

Postgraduate education is the education received for specialization in science by those who have completed their undergraduate education. In Turkey, this education is often separated into master's and doctoral degrees. Academic language proficiency is one of the most critical requirements for success at this level of education. The most fundamental requirements are comprehending the academic information required at

this level, producing academic content (Snow & Uccelli, 2009: 112), speaking in academic settings, and successfully interpreting what is said. Turkey has the lowest percentage of graduate and doctoral students enrolled in higher education in this context, according to data released by the OECD (TEDMEM, 2022: 18). The concerns about the students' poor academic language abilities could be argued to be at the root of this situation because academic language is a distinct type of language used in the context of formal education to learn academic subjects (Richards & Schmidt, 2010: 2). Academic language is one of the most critical factors that separates successful students from unsuccessful ones (Wong Fillmore, 2004 in: Zwiers, 2014). Academic language is described in another definition as a tool instructors and students use to develop their knowledge and skills (Chamot and O'Malley, 1994, p. 40). Academic language was defined by Demir (2020, p. 5) as a tool for communication among scientists working in the same field. According to a different interpretation, academic language is fluid and developing and encompasses more than just verbal or written communication (WIDA, 2014: 6). Cummins and YeeFun (2007, 800-801) emphasized that academic language is the capability of accessing and mastering oral and written academic records, understanding and expressing both oral and written concepts/ideas related to success in school. Dalton-Puffer (2017: 129) compiled academic language functions from various sources and listed them in fourteen items. These include analysis, grouping, contrasting, describing, inferring, evaluating, explaining, positing, guessing, informing, telling, persuading, and asking for or providing information. Academic language, one of the primary tools used in academic settings, is divided into the sub-components of speaking, listening/watching, reading, and writing. Speaking and writing abilities come from listening/watching and reading/understanding skills. Academic reading stands out among these abilities because it generates both academic understanding and academic production.

Academic Reading

There are various definitions of academic reading in the literature. Academic reading is critical reading with the goal of enabling learning in specific subject areas. (Sengupta, 2002: 3). Irmawati (2012, 91) emphasized that academic reading is used in higher education and requires familiarity with various features of academic texts, such as definitions, generalizations, hypotheses, and assertions with or without proof. According to Martiarini (2018, 25), this kind of reading contains various components. This definition states that academic reading entails looking for evidence to develop understanding, comprehending concepts or theories, identifying writers' points of view, and supporting individual viewpoints. Ülper (2019, 19), on the other hand, asserted that this type of reading is employed to increase the academic level. These definitions together demonstrate how academic reading encompasses ideas like "purpose," "criticism," "generalization," "hypothesis," "claim," "understanding," "evidence," and "academic development."

It could be observed that there is information detailing the components and characteristics of academic reading in addition to the definitions. Lee and Wong (2020,

24) stated that academic vocabulary and terminology are among the elements of this type of reading. Sohail (2015, 116) also pointed to the academic vocabulary of Lee and Wong (2020) by drawing attention to the challenging words and sentences based on the fact that academic texts have philosophies expressed in a complex language. One of the requirements for academic reading comprehension might be considered to be the explanations provided by Lee and Wong (2020) and Sohail (2015). In addition, reading for education/learning and reading to acquire knowledge are the two main goals of academic reading, according to Çelik (2020, 36).

The search was conducted on "YÖK Thesis Search", "TR Dizin", "DergiPark", Google Academic," "Clarivate Analysis," and "ERIC" databases. The keywords that were investigated in these databases were "Akademik Okuma", "Academic Reading", "Akademik dil" and "Academic language". As a consequence, it was discovered that there was no published research on graduate students' academic reading abilities. However, there are studies in the international literature that cover a range of academic reading-related topics. Academic reading techniques have been the subject of several of this research. (Shih, 1992; Keshav, 2007; Irmawati, 2012; Yüksel & Yüksel, 2012; Zhang vand Seepho, 2013; Akarsu & Harputlu, 2014, McWhorter, 2014; Poole, 2014; Saengpakdeejit & Intaraprasert, 2014; Sohahil, 2015; Lopatovska, 2016, Shehata, 2019; Fitriana, 2018; Baker, Bangeni, Burke & Hunma, 2019; Suraprajit, 2019; Rahman, 2020). Academic reading issues and challenges have been the subject of certain research (Snow, 2010; Hirano, 2015; Anderson, 2015; Martiarini, 2018; Kaoropthai, Natakuatoong & Cooharojananone, 2018; Singh, 2019; Cawley Haselden, 2020).

In addition, digital academic reading (Qayyum, 2008; Khadawardi, 2021), academic reading teaching (Hermida, 2009; Kemaloglu-Er, 2020), academic reading skills of students (Miller & Merdian, 2020), academic reading motivation (Munoz and Valenzuela, 2020; Yulia, Sulistyo & Cahyono, 2020), academic reading anxiety (Rahmat, Arepin & Sulaiman, 2020), academic reading perception (Howard, Gorzycki, Desa & Allen, 2018), students' academic reading needs (Şahbaz Hekmen, 2005) ; Padagas & Hajan, 2020), academic reading proficiency (Gorzycki, Howard, Allen, Desa & Rosegard, 2016), academic reading experiences (Mizrachi, 2015; Gorzycki, Desa, Howard & Allen, 2020), academic reading and critical thinking (Li & Ren, 2020, Lee & Wong, 2020), genre awareness in academic reading (Negretti & Kuteeva, 2011) and vocabulary (Qian, 2002), the role of academic reading (Maguire, Reynolds & Delahunt, 2020), and students' academic reading expectations (Eroğlu, 2005, Anderson, 2015) are other areas of focus in research. The literature about the academic reading experiences of graduate students in Turkish Education is deficient when national and international publications are considered.

Purpose of the Research

Through the reading processes graduate students in Turkish Education use, the issues they run into, and the strategies they employ, this research made a phenomenological

determination about their academic reading experiences. This study mainly tried to understand "How is the academic reading experience of graduate students?" The following supplemental questions were used to reveal the overall perspective of these encounters.

Method

Research Design

The primary methodological technique used in this study, which focuses on the academic reading experiences of graduate students, is known as Interpretative Phenomenological Analysis (IPA). Smith, Flower and Larkin (2009: 45) recommended the use of IPA for studies that focus on creating meaning in a particular context, for people who share a particular experience. In this context "Researchers using interpretative phenomenological analysis (IPA) within applied research typically use homogenous samples exploring shared perspectives on a single phenomenon of interest" (Larkin, Shaw and Flowers, 2019: 182). in this study, participants with uniform demographic characteristics were purposefully selected and their experiences regarding academic reading were investigated. In this research process, the four main indicators that IPA should carry (Constructing a compelling, unfolding narrative, developing a vigorous experiential and/or existential account, canalytic reading of participants' words, attending to convergence and divergence) were tried to be reflected at a minimum level (Nizza et al. 2021:371).

Study Group

IPA the aim is to select participants in order to illuminate a particular research question and develop a full and interesting interpretation of the data (Brokki and Wearden, 2006: 95). In this context "researchers using interpretative phenomenological analysis (IPA) within applied research typically use homogenous samples exploring shared perspectives on a single phenomenon of interest" (Larkin, Shaw and Flowers, 2019: 182). Although Smith and Osborn (2003) state that the sample size depends on a number of factors and that there is no correct sample size, the number of participants in such studies varies between one and thirty (Brokki and Wearden, 2006: 94). Criterion sampling, one of the purposive sampling strategies, was used to select the study group. The investigation of all circumstances that satisfy a set of specified criteria is known as criterion sampling (Yıldırım and Şimşek, 2008: 112). The study criterion was studying for a master's or doctoral degree program in Turkish education. Table 1 contains information about the participants.

Table 1.

Demographic information of the study group

Participant	Gender	Education Status
P1	Female	Master's degree
P2	Female	Doctoral degree
P3	Female	Doctoral degree
P4	Male	Doctoral degree
P5	Male	Doctoral degree
P6	Male	Doctoral degree
P7	Male	Doctoral degree
P8	Male	Doctoral degree
P9	Female	Doctoral degree
P10	Female	Doctoral degree
P11	Male	Doctoral degree
P12	Female	Doctoral degree
P13	Female	Doctoral degree
P14	Male	Master's degree
P15	Female	Master's degree
P16	Female	Doctoral degree
P17	Female	Master's degree
P18	Female	Master's degree
P19	Male	Doctoral degree
P20	Male	Doctoral degree

Fifteen participants were doctoral students, and 5 were graduate students, as shown in the table. 9 of the 20 participants were males, and 11 were females.

Data Collection Tool and Data Collection

A depth interview was employed as a data collection method in keeping with the nature of IPA because this study aims to ascertain the academic reading experiences of graduate students. The fact that this productive method, which allows interaction between interviewers, provides a deeper perspective on the research, can ask in-depth questions to understand the participant's view, and enables researchers and participants to offer solutions to ideas and problems, was the reason for preference in the study. In this situation, the required ethical approvals (01.09.2022-205937) were obtained to gather the study data. While collecting data, semi-structured interview categories were prepared to address specific research questions. Smith and Osborn (2003) describe semi-structured interviews as the exemplary method for IPA and most of the work published using IPA follows suit (Brokki and Wearden, 2006: 90). In this context

according to Alase, each of these categories was coded to make it simpler to reach the "meaning units" by being condensed in terms of repetitions and key sentences with the intention of "forming the essence" (2017, 15). The form consisted of two parts. The first section of the form, which was finalized after consulting experts and making preliminary applications, included the researchers' gender, program, and level of postgraduate education. There were questions about sub-problems in the second section. Data were collected using digital tools. The questions included in the semi-structured form and asked of the participants are as follows:

1. Which academic texts do you read?

2. From where(s) do you access academic texts?

3. How do you read academic texts?

4. How do you distinguish the information in academic texts that is important to you? How do you use/manage important information in academic texts?

5. Which tools do you use to do academic reading? What are the reasons you prefer the tools you mentioned?

6. Explain the difficulties you experience while doing academic reading.

7. How does academic reading benefit you? Explain.

8. What can be done for more effective and useful academic reading?

Data Analysis

The study data were examined using the content analysis method. In content analysis, researchers create several categories, count the instances that fit into each category, and then record the results (Silverman, 2018: 162). The study employed process and pattern coding, one of the first and second-cycle coding techniques (Saldaa, 2022). Gerunds are used in process coding to express actions in data (Saldaa, 2022: 111). While the codes were verbally expressed during the process coding process, the codes were grouped correctly during the pattern coding process, leading to categories and themes (the main category).

The validity and reliability of some issues were taken into account during the data collection and content analysis process. Comments, biased statements, and language based on orientation were avoided when creating the questions. The participants had enough time to respond to the questions. The researchers independently coded after analyzing the data in its current state. According to Cohen's Kappa analysis, the agreement between coders was calculated as 0.87 (Kılıç, 2015). As Kılıç (2015, p. 143) states, this result means "excellent agreement," according to Kappa analysis. Participant opinions on the codes were explicitly incorporated, and the study procedure was described in depth. A faculty member with qualitative and practical experience was

consulted as part of the researcher triangulation to assess the validity of the codes, categories, and themes identified throughout the research (Patton, 2014: 247). Creswell (2019: 197-198) also mentions the peer/external auditor research approach known as researcher triangulation. In this instance, the specialists who oversaw the research provided a written report describing the study.

When Turkish education graduate students' experiences towards academic reading were analyzed with the Interpretative Phenomenological Analysis approach, five superordinate themes were identified: "reading preference, reading strategy, reading difficulties, reading gains and feedback". Each of these themes has various sub-themes. While presenting the data in the study, a balance was tried to be observed by taking into account the criticisms (Tuffour, 2017) that the Interpretative Phenomenological Analysis approach is mostly descriptive, that is, it is not interpretive enough.

Table 2.

Main and Subthemes

| Main Themes	Sub Themes	Dataset Formation
Academic Reading Preferences	Text type preference Access to resources Reading Method Selection	All participants
Strategies for Reading Academic	Distinguishing important information Managing important information	9 participants
Difficulties in reading academic	Reader related problems Reference-citation related problems Academic language sourced problems Author related problems	All participants
Gains of academic reading	Enriching literature-based information Contributions to academic writing Contributions to academic development	16 participants
Feedback on academic reading	Feedback on legislation Feedback on academic reading strategies Feedback on reader	18 participants

Findings

In this section, findings regarding the academic reading experiences of Turkish education graduate students are included.

Findings Regarding Academic Reading Preferences of Graduate Students
Text type preference
Figure 1.
Types of Academic Texts Read by graduate students
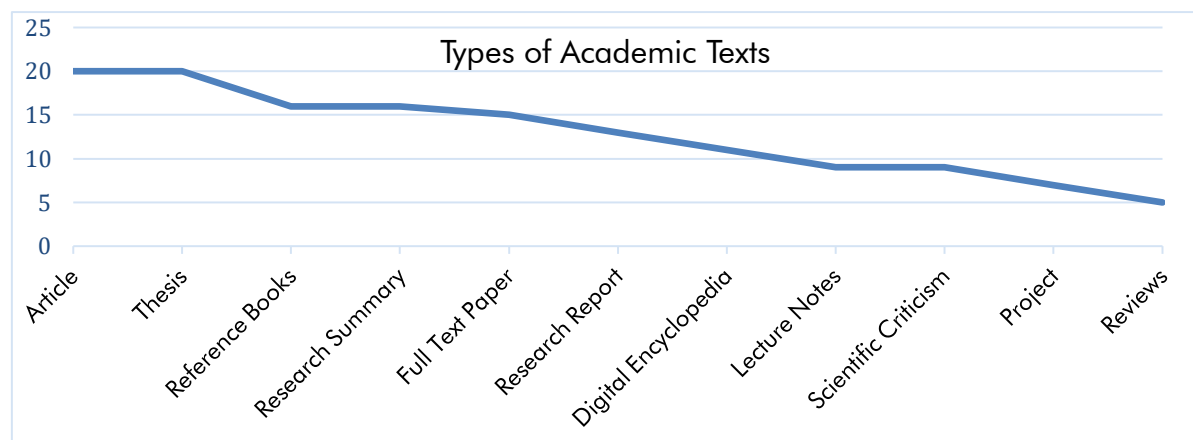
The data above shows that most articles and theses are read as expressions of popular opinion. The following types of texts are listed in order: reference books (Scientific books/textbooks), full-text papers, research reports, digital encyclopedias, lecture notes, scientific criticism, project articles, and evaluation articles. However, in terms of personal preferences, scientific criticism, projects, and evaluation articles stand out.

P5: *I mostly use articles and theses as academic reading genres because I don't think other genres will serve my purpose.*

P12: *We were shown ways of accessing theses and articles during the graduate courses. I do not have information on how to benefit from scientific criticism or project texts.*

P19: *Articles and theses are the main sources for me due to our assignments and course contents.*

P3: *We did not read scientific criticism, project and evaluation texts in courses or individual consultancy.*

Graduate students' lack of awareness of benefiting from different types of academic texts in their master's and doctoral journeys and the fact that they are mostly concentrated in articles and theses can be attributed to the fact that different sources of information are not introduced to students by academics during the education process and that students do not improve themselves in terms of academic personal development.

Access to resources
The following results are related to the sources that graduate students in Turkish Education used to access the aforementioned academic texts:

Figure 2.

Resources Graduate students Used to Access Academic Texts
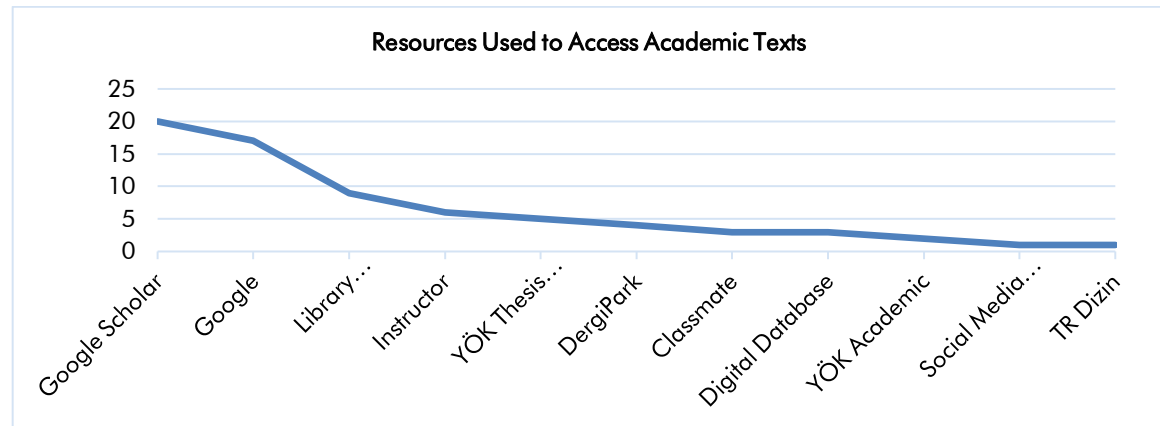
The sources of academic texts available to graduate students in Turkish Education are listed in Figure 2. Students typically access academic texts through the "Google Scholar" public network address. "Google," "library infrastructure," "instructor," "YÖK Thesis Center," "DergiPark," "classmate," "digital database," "YÖK Academic," "Social Media Working Groups," and "TR Dizin" are the specified addresses in the order listed above. It is noteworthy that some students access academic texts through "social media study groups". In addition, the fact that students do not prefer "TR Dizin" could be considered a remarkable finding. In this context, while the understanding of accessing academic texts through the "Google Scholar" and "Google" search engines is a common opinion in the study group, the use of "Social Media Working Groups and "TR Dizin" comes to the fore as an individual preference.

P7: *Google Scholar and Google are generally used in graduate courses.*
P14: *I do not have any information on how to use DergiPark and TR Index databases. According to the impression I got from the courses, I think Google Scholar includes all databases.*
The low preference for TR Index and DergiPark databases may be attributed to the fact that graduate students do not know how to use these resources and that academics who teach graduate courses prefer Google Scholar more in their courses.

Reading Method Selection
The following results are related to how graduate students in Turkish Education like to read academic texts:

Figure 3.
The Reading Techniques Used by Graduate Students for Academic Texts

When the authors examined how graduate students read academic texts, it was found
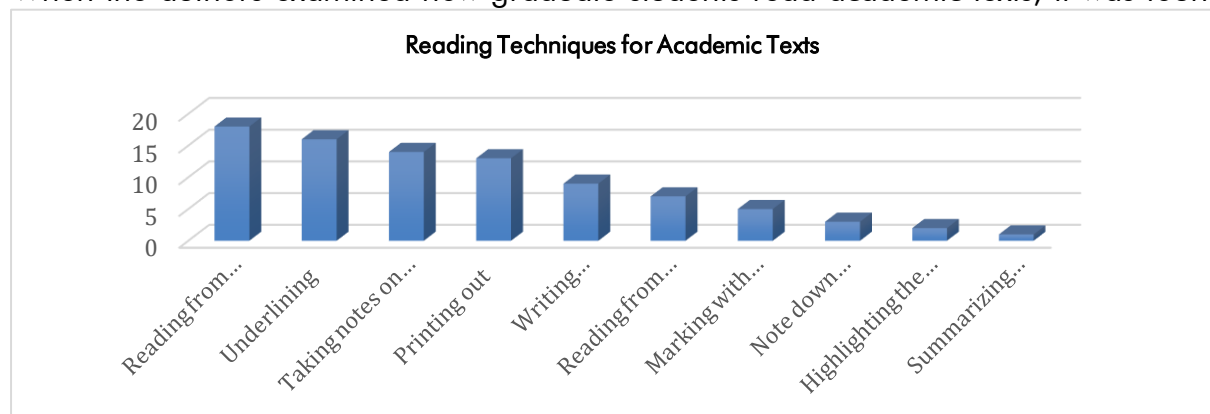
that they tend to use a variety of reading strategies, including "Reading from the computer screen," "Underlining," "Taking notes on the margins," "Printing out," "Writing descriptions on pdfs," "Reading from the phone screen," "Marking with Citavi, "Noting down quotes on related topics", "Highlighting the text", and "Summarizing with Endnote." While "Reading from the computer screen," "Underlining," "Taking notes on the margins," and "Printing out" practices are commonly employed, "Highlighting the text" and "Summarizing with Endnote" come out as more individual preferences of graduate students' while reading academic texts.

With the increasing possibilities of digital reading, it is understandable to read on a computer, take notes on a pdf, use a phone screen, or use Citavi and Endnote. However, it is thought-provoking that tools that facilitate direct digital reading such as Citavi and Endnote are less preferred. In addition, it is noteworthy that traditional reading approaches such as underlining, taking notes in the margins, or printing them out are frequently used. The opinions regarding this reading approach are as follows:

P2: *I prefer to print it out and make markings on it while scanning the literature or reading articles/theses because we usually do this in the lessons.*

P11: *I have a prejudice against reading from the screen and reading with digital tools.*

P20: *I don't know how to mark or take notes with digital tools. Moreover, I don't know how to store and manage the important information I have marked with digital tools. I have not taken a course on this, nor have I received any guidance.*

Findings Regarding Graduate Students' Strategies for Reading Academic Texts

The following are the strategies used by graduate students to identify core knowledge in academic texts:

Table 3.
Strategies for reading academic texts

Theme	Code
Strategies to distinguish important information	Key information has the same keywords as the reader's research
	Significant information is in the findings, conclusions, and discussion
	Presents important information in the summary section
	Important information fills gaps in the reader's research
	Important information supports the reader's research
	Presentsimportant information in the summary, method, conclusion, and recommendations
	Presentsimportant information in the summary and conclusion sections
	Presentsimportant information in the summary, conclusion, discussion, and suggestion sections
	Significant information is directly relevant to the subject under investigation.
	Searches important information in each chapter's summary sentence
	Searches important information in the bibliography
	Searches important information in answers to research questions
Strategies for managing important information	Citing, archiving important information
	Underlining, marking
	Taking notes on
	Marking important information on Citavi
	Expressing important information in their own words
	Filing important information
	Summarizing

When the methods graduate students used to read academic texts are examined, it becomes clear that they primarily employ " distinguishing important information" and " managing important information." In this context, it is seen that graduate students use basic strategies suitable to the nature of academic reading to distinguish important information, such as having the same keywords as the reader's research, important information presented in the findings, conclusion, and discussion sections, and important information presented in the summary section. Graduate students use strategies such as citing, archiving, underlining, marking, taking notes, expressing themselves in their own words, filing, and summarizing to manage important information. Detailed views on the strategies used are as follows:

Table 4.
Strategies to manage important information

Participant	Strategy	Type
P1	*I use important information to summarize and report on the work I reviewed in course assignments. While doing this, I explain the research in the most clear and understandable way in my own words, and I cite from it.*	Express important information in your own words.
P2	*If I am reviewing a thesis or an article, I read the abstracts first to see if the keywords are directly related to the topic. If it is directly related to the topic, I read the entire text, underlining/emphasizing, and taking notes.*	Paying attention to keywords, underlining, taking notes
P3	*I attempt to locate the original source. I compare the data in the source. I transfer data from the sources to files. I organize my files by comparing them to other data. Sufficient time is required to think about this information.*	Filing, archiving
P4	*When I print them out, I mark them with a highlighter and then I write them on another piece of paper by hand.*	Marking, taking notes
P5	*My reading purpose assists me in distinguishing information that may be considered important. I use the Citavi program to mark statements that express judgment and express the subject best that I have not heard before and send them to my work folder using various tags. When I need or want to delve deeper into a topic, I use multiple tags in Citavi and read again by going to the source where important statements about that field are mentioned.*	Using a digital tool
P6	*I underline the important parts. Then, I make a filing according to the method of the studies and the possibility of benefiting in line with my plan. Thus, I avoid confusion in source research, and I can directly access the source I want.*	Underlining, Filing
P7	*In academic texts, I always make notes of important information. I frequently write summaries that refer to different parts of the text.*	Taking notes, Summarizing chapters
P8	*I decide what I need before beginning my reading. By reading more than one text for my purpose, examining the findings of the studies I discussed, as well as the conclusion and discussion section, I can easily distinguish important information in texts.*	Determining the purpose of reading
P9	*I highlight important information and copy it so that I can use it as a reference.*	Underlining, archiving

Findings on graduate students' difficulties in reading academic texts

The following points were thematic problems and detailed justifications for the difficulties encountered by graduate students while reading academic texts:

Figure 4.
Academic reading difficulties of graduate students
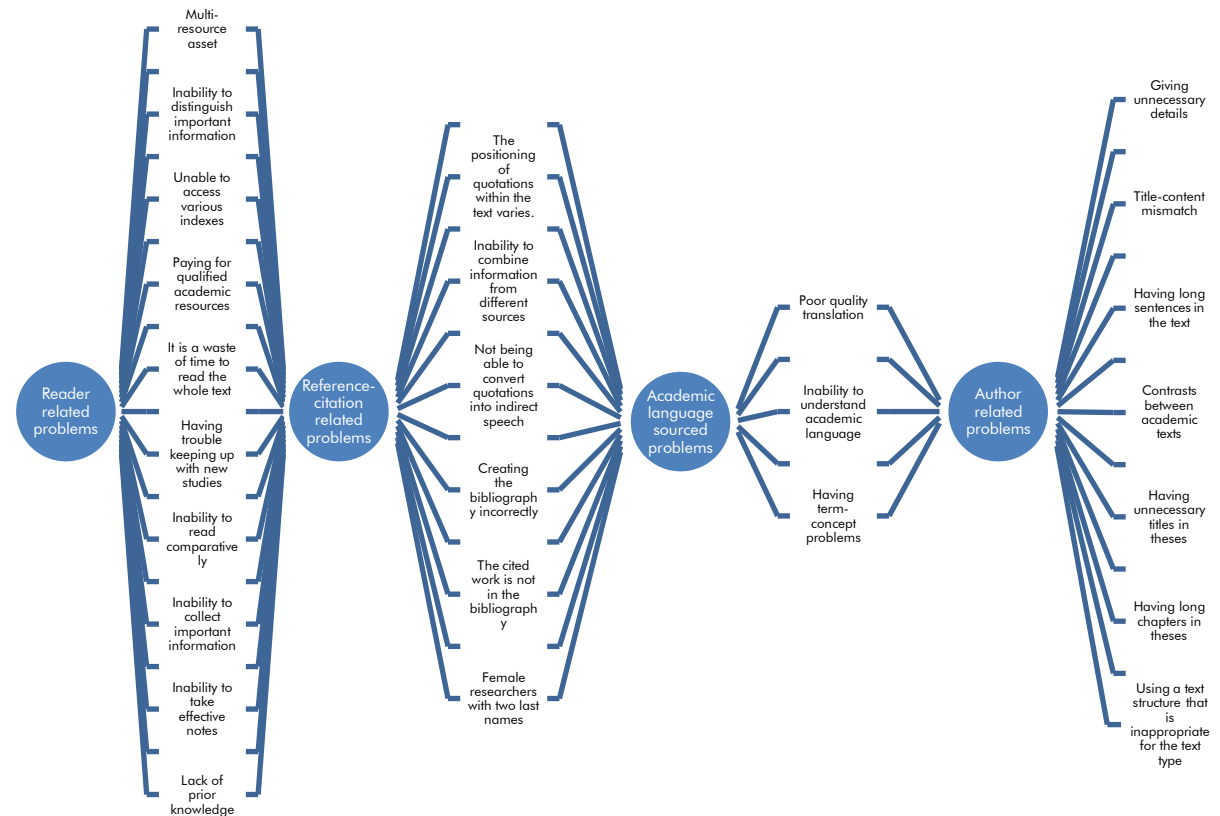
As can be seen, there are four main reasons why graduate students have difficulty with academic reading: reader, reference-citation, academic language and writer. In this context, the following elements stood out in the category of reader problems: inability to find the right source due to the abundance of sources; inability to distinguish important information; inability to reach various indexes; paying for qualified academic resources; inability to follow new studies; inability to read comparative resources; and lack of prior knowledge. The participants' views in this circumstance are as follows:

P8: *"After obtaining the necessary information for my research from the sources I have read, I find it difficult to combine them."*

P11: *"I find it difficult to follow new studies. Because there are similar studies in many different sources. It is impossible for me to read them all."*

P15: *"It is difficult to separate important information from the texts and file them systematically."*

Concerning reference-citation issues, the study identified key factors including unclear placement of quotations in the text, difficulty in synthesizing information from different sources, challenges in converting direct quotations into indirect speech, inaccuracies in the bibliography, omission of cited works in the bibliography, and misrepresentation of female researchers with two surnames.In this context, the opinions of the participants are as follows:

P3: *"The use of marriage surnames only instead of two surnames when citing the studies of female researchers and the misstatement of this in the bibliography. For example, the work of researcher Ayşe Yılmaz Mert should be cited as in-text (Yılmaz-Mert, 2022, p. 5) according to the APA rules and should be placed at the end because of the letter Y in the bibliography. Unfortunately, we see it (Mert, 2022, p. 5) in 80% of the sources."*

P20: *"The work cited in the related text is not included in the bibliography. That is why we cannot reach the study in question."*

Within the scope of academic language problems, basic barriers such as poor quality of translation, the inability to understand the academic language, and the existence of term-concept problems were identified. In this context, the opinions of the participants are as follows:

P1: *"I think that the language of some academic studies can be difficult to understand and complex for someone who has just started postgraduate studies."*

P14: *"Errors and sloppy translations in translated books are the difficulties I have while reading."*

P11: *"I get bored of reading the text when too many terms are used in the text."*

Long sentences, contradictions between academic texts, unnecessary titles in theses, long chapters in theses, and the use of a text structure unsuited to the type of the text are just a few of the issues that arise from the author. The participants' views on this situation are as follows:

P14: *"We see title and text inconsistencies, statements written solely to increase the volume of the academic text."*
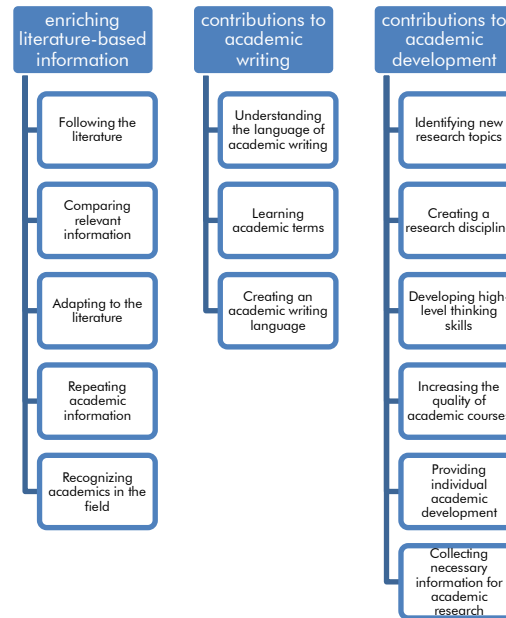
P15: *"It is difficult for me to find the correct and targeted information that I require among so much information."*

P16: *"If the titles of academic texts do not adequately reflect the content of the subject, I have to spend more time looking for the information I need."*

Findings regarding the gains of academic reading according to graduate students

The findings regarding the gains of academic reading, in the opinions of graduate students, could be grouped around three themes: "enriching literature-based information", "contributions to academic writing" and "contributions to academic development" Information on the advantages under the pertinent themes in this context is as follows:

Figure 5.
Gains of academic reading

enriching literature-based information	contributions to academic writing	contributions to academic development
Following the literature	Understanding the language of academic writing	Identifying new research topics
Comparing relevant information	Learning academic terms	Creating a research discipline
Adapting to the literature	Creating an academic writing language	Developing high-level thinking skills
Repeating academic information		Increasing the quality of academic courses
Recognizing academics in the field		Providing individual academic development
		Collecting necessary information for academic research

As can be seen, according to the opinions of graduate students, academic reading provides gains in many ways, such as following the literature, recognizing academics in the field, developing academic writing skills, creating academic writing language, collecting the necessary information for academic research, providing individual academic development, increasing the quality of academic courses, developing high-level thinking skills, creating a research discipline. It is an amazing discovery that academic reading enhances academic writing abilities. The opinions of the relevant participants in this regard are as follows:

P5: *It gives ideas for new publications. It improves the quality of the education we provide.*
P10: *I am able to better understand the studies in my field and gain inspiration for future studies because of academic reading. I notice that my abilities in areas like academic writing, watching, and listening have all improved as a result of my reading.*
P13: *It makes it easy to follow the literary context of the subject being studied. If a study is conducted, academic reading is necessary. Without academic reading, it is impossible to write the conclusion and discussion sections of a literature review.*

P20: *Thanks to academic reading, my academic writing skills are also improving. Because the knowledge gained by reading academic texts is also reflected in academic writing.*

Findings on Graduate Students' Feedback on Academic Reading
When the findings related to Turkish education graduate students' feedback on academic reading are examined, it is seen that they are grouped under three different themes:

"Feedback on legislation", "Feedback on academic reading strategies" and "Feedback on readers". The following information is relevant in this situation:

Table 6.
Graduate students' feedback on academic reading

Theme	Code
Feedback on legislation	Making the academic reading course compulsory at the undergraduate level
	Organizing trainings for academic reading skills by YÖK
	Organizing in-service training
Feedback on academic reading strategies	Reading, discussion, and evaluation activities with the group
	Identifying a personalized reading strategy
	Making comparative academic reading
	Reading academically with a purpose
	Making critical academic reading
	Learning techniques such as archiving, filing, note-taking, tagging
	Ensuring academic reading continuity
	Reading academic publications in a foreign language
	Following current publications
Feedback on the reader	Learning ways to access academic resources
	Mastering the academic text type and structure
	Following prominent authors in the field
	Reading theses related to the field
	Benefiting from the academic reading experiences of experienced academics
	Reading quality academic resources
	Identifying academic reading problems with various studies
	Following publications related to academic reading

Investigating the table, it is clear that ideas like making academic reading compulsory starting at the undergraduate level, planning trainings for academic reading skills by YÖK, and providing in-service trainings fall under the legislation category. Following are some viewpoints in this regard:

P6: "*I believe that academic reading should be required in all undergraduate and graduate programs.*"

P9: "*Although it remains theoretical in general, a new course should be created, such as the "Research Methods and Techniques" course given at universities. "Academic language skills" courses should be added to the academic catalogs of specific faculties.*
Employing academic reading strategies was yet another piece of feedback fromgraduate students. In this context, it is clear that methods like notetaking, classifying, group reading, discussion and evaluation, comparative academic reading, academic reading with a purpose, critical academic reading, archiving, filing, and filing come into play. Some viewpoints in this regard include the following:

P7: *"Works like group reading, discussion, and evaluation can be done to go deeper into academic texts' surface structure."*

P19: *"I believe that techniques like notetaking, archiving, filing, and labeling will increase academic reading's effectiveness and permanence."*

P20: *"Having a purpose can help people read for academic purposes more successfully."* Following the most well-known authors in the field, understanding how to access academic resources, being proficient with academic text type and structure, learning from the academic reading experiences of more seasoned academics, and identifying academic reading issues with various research and academic research are all suggestions graduate students make to readers. There was feedback that would directly assist in the improvement of academic reading abilities, such as reading publications that are related to reading. Some viewpoints in this regard include the following:
P2: *"Academic publications can be read, and training can be taken."*

P4: *"However, readers who are familiar with the format of scientific texts will find what they are looking for more quickly. It might be helpful to read about the text type and structure at this point.*

P10: *"Experienced scholars can share their knowledge of academic reading with scholars who have just received their training."*

Results and Discussion

Some studies in the literature showed that academic reading was still current in terms of student success (Gorzycki, Howard, Allen, Desa & Rosegard, 2016; Miller & Merdian, 2020) and that the problems related to this skill still continued (Hirano, 2015, Martiarini, 2018), Singh, 2019; Padagas & Hajan, 2020).

In this context, to reveal the validity of this situation among graduate students in Turkish Education, firstly, the academic text types read by the students were focused on. Considering the findings obtained in the research, it was determined that the related students mostly preferred articles and theses as academic resources. This result emerged naturally from accessing theses and articles from public network addresses. In addition to thesis and articles, scientific books/textbooks, research summaries, full-text papers, research reports, and digital encyclopedias are less preferred. In this context, similar to previous research it revealed the preferred academic text types. (Jackson, Meyer & Parkinson, 2006; Mizrachi, 2010; Lopatovska & Sessions, 2016; Karakoç, Ruegg & Gu, 2022). Additionally, the research drew attention to a unique finding that graduate students read their lecture notes. On the other hand, it could be argued that the low preference for project and evaluation texts is a result of the students' inability to access them and the instructors' lack of use of them.

Examining the sources used by students to access academic texts revealed that they primarily use "Google Scholar," a public network address, along with other public network addresses. Additionally, students also consult informational resources like the library's physical layout, their instructors, and their fellow students. A significant finding was the lower preference for official public network addresses like TR Dizin, YÖK Akademic, and DergiPark. Additionally, it was noted that students rarely used international directories like Clarivate Analytics, ERIC, SCOPUS, and Web of Science. Although this was very important for the national literature in terms of accessing academic reading resources, it could be argued that it is not preferred because of the situation of graduate students turning to convenience and being satisfied with the national literature. Most reading strategies are based on digital resources, according to the findings from graduate students in the study by Lopatovska and Sessions (2016, p. 509). This conclusion is consistent with what was found in the study. Given the first and second sub-findings of the study, graduate students need to be pointed in the direction of various academic text types and given information on how to access them.

When the results regarding how graduate students in Turkish Education read academic texts are examined, it could be noted that they prefer reading strategies like underlining, taking notes in the margins, printing, writing comments and descriptions on pdfs, reading from the phone screen, and using various digital tools. In terms of academic reading, Yüksel and Yüksel (2012) assessed the metacognitive awareness of Turkish university students learning English as a second language and identified strategies like underlining key passages and taking notes. Graduate students made use of processes like underlining, highlighting, taking notes, and marking with various symbols, according to the study by Qayyum (2008) that examined how they read articles from e-journals. Given this situation, it could be argued that the studies' approaches to academic reading are parallel. In addition to this information, Martiarini (2018) discovered that the participants in his study of academic reading issues among students of visual arts had trouble "taking short notes" and "re-expressing using their own words." The author claimed conclusions run counter to what was discovered in this study about "taking notes in the margins" and "writing comments and descriptions on pdf." The fact that the participants in the two studies were studying in different departments could be the cause of this discrepancy. When the data from this study are combined with the information from the literature, it could be argued that postgraduate students primarily benefit from the possibilities of digital reading, even though some students prefer the "printout" method, which is a form of the traditional format. Despite the extensive use of technology, the participants' use of "printing" might be a result of their ignorance of digital academic reading techniques.

When the methods used by graduate students in Turkish Education to identify and organize crucial information in academic texts were examined, it was found that they primarily focused on keywords. The summary, method, findings, discussion, conclusion, and recommendation sections are thought to contain important information as well. Studies in the literature that focus on differentiating important information support the findings of this research (Keshav, 2007; Li & Ren, 2020; Lopatovska & Sessions, 2016;

Martiarini, 2018; Rahman, 2020). The participants also use techniques like quoting, archiving, underlining, marking, taking notes on it, filing it, and expressing it in their own words to manage the important information they have identified. The important information management techniques covered in this study are in line with the conclusions of Yüksel and Yüksel (2012), Qayyum (2008), and Martiarini (2018). It was concluded that significant information in academic texts is typically sought in various parts of the text after considering records in the literature and the data from this research. From this point of view, it was concluded that graduate students should be supported to develop their ability to reach important information from the sections that make up the academic text and to benefit from academic texts.

Several causes were identified in the analysis of the academic reading challenges graduate students in Turkish Education faced: having a lot of sources, being unable to separate important information, being unable to access different indexes, paying for qualified academic resources, using unqualified translations, being unable to understand academic language, having term-concept issues, including extraneous details, a lack of harmony between the title and the content, unclear text citations, and collecting information from multiple sources but being unable to combine them. Studies pointing to the bad reading habits of students (Sohail, 2015) are recorded in the literature. For example, the inability to synthesize the literature (Manjet, 2013; Kuzborska, 2015; Manjet, 2017; Padagas & Hajan, 2020), the inadequacy of words and academic terms negatively affect academic reading (Şahbaz Hekmen, 2005; Manjet, 2013, Manjet, 2017; Liu & Read, 2020), the inability to transform information and the place to be quoted in one's own words (Hirvela & Du, 2013, Martiarini, 2018), the lack of time to read many publications (Hirano, 2015). According to the study's findings and the data from the literature, postgraduate students in the context of academic reading encounter issues that do not vary much from reader to reader. From this vantage point, it could be argued that graduate students should get relevant help.

Numerous noteworthy advantages were discovered when the data on the advantages of academic reading experienced by graduate students in Turkish Education were reviewed. Following the literature, comparing information on the subject, understanding academic language, learning academic terms, identifying new research topics, developing academic writing abilities, creating academic writing language, offering personal academic development, and raising the caliber of academic courses are a few of these. This result agrees with what Miller and Merdian (2020) found. Miller and Merdian's research revealed the advantages of academic reading, including knowledge expansion, learning reinforcement, topic knowledge expansion, and spotting knowledge gaps in the field. Additionally, Bridgeman and Carlson (1984) noted that for undergraduate and graduate students, organizing material from diverse sources, analyzing ideas and quotes, and criticizing are crucial skills. This study was supported by relevant findings. Reading is crucial for academic performance because it helps students compare and synthesize materials, according to Rosenfeld, Leung, and Oltman (2001). These findings provided credence to the research's conclusion that "comparing information on the issue" was important. According to Smayilli Karakoç, Ruegg, and Gu (2022), academic reading

abilities are crucial for completing written tasks as well as reading materials, which confirms the findings from this study about "developing academic writing abilities."

The following information stood out in the research's final sub-finding on suggestions for academic reading: compulsory academic reading courses at the undergraduate level, reading with digital tools, group reading discussion and evaluation, determining personalized reading strategies, ensuring continuity in academic reading, academic reading in a foreign language, critical academic reading and identifying academic reading problems through various studies. Gravatt, Lewis, and Richards (1998) determined that students cannot synthesize information, instead prefer memorization, and experience problems in critical reading. In their study on academic reading techniques, Yüksel and Yüksel (2012, p. 897) came to conclusions such as "discussing reading with others, critically analyzing what is read." Keshav (2007) argues that learning to read an article effectively is a critical but rarely taught skill. Miller and Merdian (2020) underline the importance of academics in the teaching of academic reading in support of Keshav (2007). In his study on the academic reading habits of international students, Kuzborska (2015) similarly concluded that this ability should be taught. When the statistics from this study and the information from the literature were considered, it could be argued that there is a gap, especially when it comes to academic reading courses and critical academic reading. Some of the academic reading issues identified in the sixth sub-finding of this study were also explained by the aforementioned weakness.

Recommendations

The following recommendations were made considering the research's findings and outcomes:

- In addition to theses and articles, graduate students should be taught additional academic text genres. In this context, students should be given tasks in which they can use different types of academic texts.
- Several seminars should be held to enhance the academic reading abilities of graduate students.
- Graduate students should receive reading strategy instruction tailored to the kinds of academic texts they would read.
- Graduate students should get academic guidance.
- Students should be given tasks and seminars on strategies for distinguishing important information in academic reading.
- Graduate students should have access to official databases like DergiPark, YÖK Academic, and TR Dizin, as well as global sources like ERIC, SCOPUS, Web of Science, and Clarivate Analytics.
- A common and compulsory "Academic Reading Techniques" course should be included in the curriculum of all graduate programs within the faculties.
- The foundations of academic reading abilities should be established at the undergraduate level through the necessary procedures.

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Genişletilmiş Türkçe ÖZet

Lisansüstü eğitim, akademik metinlerin yoğun bir biçimde anlamlandırıldığı ve üretildiği yer olması bakımından lisans düzeyinden farklıdır. Bilimsel araştırmaların yapıldığı ve yeni bilgilerin üretildiği lisansüstünde söz konusu faaliyetlerin nitelikli olması akademik okumanın verimliliğiyle olur. Bu nedenle akademik yaşantının temelinde olan lisansüstü eğitimde elde edilecek deneyim bilimsel ilerlemenin seyrini belirleyen temel ölçüttür. Bu kapsamda lisansüstü eğitim alan öğrencilerin akademik okuma deneyimlerini çeşitli yönleriyle belirlemek lisansüstü eğitim sürecinin düzenlemesi açısından oldukça önemlidir. Türkçe eğitimi lisansüstü öğrencilerinin akademik okuma deneyimlerini okuma sürecinde izledikleri yöntemler, karşılaştıkları sorunlar ve kullandıkları stratejiler üzerinden tespit etmeyi amaçlayan bu çalışma, öğrencilerinin akademik okuma deneyimlerinin tespiti ve iyileştirilmesi sürecinin ilk aşamasıdır.

Lisans eğitimini tamamlayanların bir bilim dalında bilim uzmanlığı ya da doktora öğrenimi yaparak uzmanlaşma olanağı sağlamak üzere aldığı eğitim olarak tanımlanabilecek lisansüstü eğitim, Türkiye'de genellikle yüksek lisans ve doktora olarak ikiye ayrılır. Bu eğitim düzeyinde başarı için gerekli şartların başında ise akademik dil becerileri gelmektedir. Bu düzeyde ihtiyaç duyulan akademik içerikleri anlamak, bir akademik içerik oluşturmak (Snow ve Uccelli, 2009: 112), akademik ortamlarda konuşmak ve konuşulanları etkin biçimde anlamak en temel ihtiyaçtır. Akademik gelişim, derslere ve sunumlara hazırlık, literatür taraması ve akademik metin üretme süreci başta olmak üzere lisans ve lisansüstü öğrenciler çeşitli görevlerde akademik okuma becerisine ihtiyaç duyabilir. Bazı araştırmacılar; güncel gelişmeleri takip etmek, yeni araştırma alanları belirlemek için literatürü taramak, konferans gibi etkinliklere hazırlanmak, araştırma çıktılarını yayımlamak ve mevcut bilgiyi eleştirel analiz etmek için bu okuma türüne ihtiyaç duyulabileceğini vurgulamıştır (Keshav, 2007; Padagas & Hajan, 2020).

Türkçe eğitimi lisansüstü öğrencilerinin akademik okuma deneyimlerine odaklanan bu araştırmada temel yöntembilimsel yaklaşım olarak yorumlayıcı fenomolojik analiz benimsenmiştir. Araştırmanın çalışma grubunu yirmi lisansüstü öğrenci oluşturmaktadır. Araştırmanın verileri görüşme yöntemiyle ve yarı yapılandırılmış görüşme formuyla toplanmıştır. Araştırmada elde edilen veriler içerik analizi tekniğiyle çözümlenmiştir. İçerik analizinde araştırmacılar bir dizi kategori oluşturur, sonra da bu kategorilerin her birine giren durumları sayarak kaydederler (Silverman, 2018, s. 162). Araştırmada birinci ve ikinci döngü kodlama yöntemlerinden süreç ve örüntü kodlama kullanılmıştır.

Elde edilen bulgulara bakıldığında ilgili öğrencilerin akademik kaynak olarak en çok makale ve tezleri tercih ettikleri belirlenmiştir. Dijital imkânların arttığı günümüzde tez ve makalelere genel ağ adreslerinden ulaşılması bu sonucun ortaya çıkışını doğal hâle getirmektedir. Tez ve makalenin yanı sıra bilimsel kitap/ders kitabı, araştırma özeti, tam metin bildiri, araştırma raporu ve dijital ansiklopedi daha az tercih edilmektedir. Akademik metinlere ulaşma kaynaklarının irdelendiği soruda ilgili öğrenciler tarafından akademik metinlere ulaşma aracı olarak "Google Akademik" başta olmak üzere çeşitli genel ağ adreslerinin kullanıldığı anlaşılmıştır. Ayrıca öğrenciler kütüphane alt yapısı,

öğretim elemanı ve sınıf arkadaşı gibi bilgi edinme kaynaklarına da başvurmaktadırlar. TR Dizin, YÖK Akademik ve DergiPark gibi resmî genel ağ adreslerinin az tercih edilmesi kritik bir bulgu olarak öne çıkmaktadır. Bunun da ötesinde öğrencilerin ERIC, SCOPUS, Web Of Sciense ve Clarivate Analytics gibi uluslararası dizin üzerinden bir arama yapmadıkları görülmüştür. Öğrenciler, akademik metinleri okarken altını çizmek, kenarlarına not almak, çıktı almak, pdf üzerinde açıklama balonu açmak, telefon ekranından okumak ve çeşitli dijital araçları kullanmak gibi okuma yöntemlerini tercih etmektedir. Ayrıca önemli bilgiyi ayırt etme ve yönetme stratejilerine bakıldığında, lisansüstü öğrencilerin önemli bilgileri ayırt ederken en çok anahtar sözcüklere dikkat etmektedir. Ayrıca özet, yöntem, bulgu, tartışma, sonuç ve öneri gibi çeşitli bölümlerde önemli bilgilerin bulunacağı düşünülmektedir. Türkçe eğitimi lisansüstü öğrencilerinin karşılaştığı akademik okuma zorluklara ilişkin incelemede özellikle çok sayıda kaynağın olması, önemli bilgileri ayırt edememek, çeşitli indekslere ulaşamamak, nitelikli akademik kaynakların ücretli olması, niteliksiz çeviriler, akademik dili anlayamamak, terim-kavram sorunları, gereksiz ayrıntılar, başlık-içerik uyumunun olmaması, metin içindeki alıntıların belli olmaması ve farklı kaynaklardan alınan bilgileri birleştirememek gibi nedenlere ulaşılmıştır. Öğrenciler akademik okumanın faydalarına yönelik literatürü takip etme, konuyla ilgili bilgileri karşılaştırma, akademik dili anlama, akademik terimleri öğrenme, yeni araştırma konuları belirleme, akademik yazma becerisini geliştirme, akademik yazı dili oluşturma, bireysel akademik gelişimi sağlama ve akademik derslerin niteliğini artırma gibi farklı nitelikler belirtmiştir. Araştırmanın akademik okuma önerilerini konu edinen son alt bulgusunda lisans düzeyinden itibaren akademik okuma dersinin zorunlu olması, dijital araçlarla okuma, grupla okuma tartışma ve değerlendirme, kişiye özgü okuma stratejileri belirleme, akademik okuma sürekliliğini sağlama, yabancı dilde akademik okuma, eleştirel akademik okuma ve çeşitli araştırmalarla akademik okuma sorunlarını belirleme verileri öne çıkmıştır.

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