Book Reading Habits of People Who are Learning Turkish as a Foreign Language (Example of Kyrgyzstan)

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Abstract
As from the acquisition of the skill in the language acquisition and learning process, until the competent reader level is reached and afterwards, the reading skill and action should be constantly improved. For this reason, reading should be in the habit of language learners. Accordingly, in this study, it was aimed to determine the Turkish book reading habits of students studying Turkish in Kyrgyzstan. In the study, phenomenology (phenomenology), one of the qualitative research designs, was used as it was aimed to reveal the existing situation regarding the determination of the Turkish book reading habits of the students studying Turkish in Kyrgyzstan. The working group of the research consists of 132 Kyrgyz students studying at the Kyrgyzstan Bishkek Turkey Turkish Education and Training Center (TTÖMER).Convenient (easily accessible) sampling method was used to determine the working group. In the collection of data in the research, the opinions of the Kyrgyz students on Turkish reading habits were collected with a semi-structured interview form. The scale used in the research was presented to the students as a questionnaire form online by the researchers. The data collection process was carried out on a voluntary basis and the students were informed about the purpose of the study. As a result, it has been determined that Kyrgyz students who learn Turkey Turkish as a foreign language read books in Turkish for travel and education, the books they read increase their Turkish vocabulary, accelerate their language learning, and improve their speaking and writing in the target language.
Keywords: Book Reading Habits, Turkish Teaching, Teaching Turkish to Foreigners, Kyrgyzstan Kyrgyz Students

Introduction

The interest and teaching of Turkish as a foreign language is to increase its importance day by day. The needs in this field are changing in parallel with the characteristics of the target audience and the developments in pedagogy. Since language teaching encompasses every moment and area of human life, it contains many rules and gains in itself. Therefore, language teaching is not a linear but a dynamic process. Because language is the basic communication tool that manages the understanding and narration activities of the individual. In order for a successful and effective communication to take place, it is necessary to fully use comprehension and expression skills.

One of the two basic skills of language comprehension is reading. Read; Recognition of written messages through mental processes is the process of coding, decoding, making sense, and then generating thoughts and making sense of them. (Altunkaya, 2017; Demir, 2015; Odabaş et al., 2008; Özdemir, 1983). In addition to these, reading; It is an action that is possible with the combination of many affective features such as seeing, synthesizing and interpreting (Arslan, Çelik & Çelik, 2009; Coşkun, 2002).

Therefore, reading has a multidimensional structure that is shaped by the effects of factors such as family, society, school, and media, rather than being an easily understandable scientific subject consisting of mechanical operations only as a skill (Arikan & Zorba, 2017; Demir, 2015).

As from the acquisition of the skill in the language acquisition and learning process, until the competent reader level is reached and afterwards, the reading skill and action should be constantly improved. For this reason, reading should be in the habit of language learners. Reading habit; it is the ability of an individual to remove the act of reading from being a means of entertainment and to perform it regularly and critically throughout life (Tanju, 2010; Yılmaz, 1995; Yılmaz, Köse & Korkut, 2009).Reading habit provides positive contributions to individuals both in developing their mother tongue and in foreign language learning. First of all, the individual who has the habit of reading will be able to establish healthy relationships. An individual who can recognize and use exemplary language structures through the habit of reading will establish healthy relationships in the society and the motivation to learn language will gradually increase (Özdemir, 1983). In addition, the vocabulary of the language learned and the habit of using a dictionary will develop (Demir, 2015). The existence of studies showing that students with reading habits are more successful than students who read less in vocabulary tests (Anderson, Wilson & Fielding, 1988) also guide us towards acquiring the habit of reading.

Reading in foreign language teaching; It is more necessary than mother tongue teaching because attention, memory, perception process and comprehension process are active in a coordinated way. Because the reader will reach sufficient information about the cultural dimension, vocabulary, world of meaning and sentence structure of that language through reading (Cunningham & Stanovich, 2001; Er, 2010). Since the reading skill paves the way for the individual to gain competence in all areas of his life, one of the important topics of the foreign language teaching process is to develop this skill as a habit (Balcı & Dündar, 2017).For this reason, the European Language Portfolio project counts reading as one of the basic language skills to be developed (Council of Europe, 2000) and makes it mandatory to know and follow the reading habits of students in learning a second language.

When the relevant literature on reading habits is examined, it is seen that reading habits are handled in different extents. The primary studies are aimed at determining the existence of the reasons (such as economic power, transition from oral culture to written culture; mobile phone, internet use, television, WhatsApp, Instagram, Youtube) that negatively affect students' reading habits. (Aksaçlıoğlu & Yılmaz, 2007; Arıkan & Zorba, 2017; Gezgin, 2021; Odabaş, 2003; Yılmaz, Köse & Korkut, 2009). Another extent is the studies that show the level of reading habit. The common aspect of these studies, it shows that students' reading habits are at a low level. (Arslan, Çelik & Çelik, 2009; Geçgel & Burgul, 2009; Yılmaz, Köse & Korkut, 2009). Finally, the extent related to studies examining the reading habits of a community (students in schools) in terms of various variables is to draw attention.The importance of the love of reading in students' reading habits, the effect of friends and parents' reading habits on reading habits come to the fore. As well as, students' interest in reading books, reasons for choosing books, and their orientation to books and libraries were discussed (Balcı, 2014; Calp, 2018; Şanlıbaba & Gümüş, 2014; Yalman & others, 2013). Generally, despite the intensity of studies examining the reading habits of individuals in Turkey according to various variables, there are a limited number of studies examining the reading habits of students learning Turkish as a foreign language. These studies are mostly studies on language teaching sets used by students. In these studies, the relationship between reading and comprehension was examined (Demirel, 2021; Memiş, 2019). The common feature of these studies is the inadequacy of the texts in the language sets and the fact that they are not at a level to gain reading habits. On the other hand, the study of Maden & Dincel (2017) on the reading habits of those who learn Turkish as a foreign language in Turkey come to the forefront. However, it has been observed that there is no study in the literature on the reading habits of students who learn Turkish as a foreign language abroad. In parallel with these data, the aim of the study was determined as follows:

Research Objective

In this study, it was aimed to determine the Turkish book reading habits of students studying Turkish in Kyrgyzstan. For this purpose, answers were sought for the following sub-problems:

- What are the aims of Kyrgyz students to read Turkish books?
- What are the opinions of Kyrgyz students about the contribution of the Turkish books they read to them?
- What are the reasons that lead Kyrgyz students to read Turkish books?
- What are the types of Turkish books read by Kyrgyz students?
- What are the reasons that prevent Kyrgyz students from reading Turkish books?
- What are the problems that Kyrgyz students experience while reading Turkish books?
- What is the reading status and frequency of Kyrgyz students' reading of Turkish texts (journals, articles, columns, etc.) on the internet?

Method

Model of the Research

In the study, phenomenology (phenomenology), one of the qualitative research designs, was used as it was aimed to reveal the existing situation regarding the determination of the Turkish book reading habits of the students studying Turkish in Kyrgyzstan. In the phenomenology model, it is aimed to describe how people express their understanding, perception, perspective, feelings and beliefs about a certain phenomenon or concept and how they experience this phenomenon (Rose, Beeby &Parker, 1995, 1124). As well as, in phenomenology studies, it is tried to get to know and understand a phenomenon better, and to reveal the experiences and experiences of people about this phenomenon, and the meanings that a group ascribes to this phenomenon (Yıldırım & Şimşek, 2013).Phenomenological research deals with the facts and actions in our lives that we know but do not have detailed information about it. In this context, the study was carried out in the phenomenology pattern, since the Kyrgyz students' perception, perspective and experiences of reading Turkish were determined.

The Participants

The working group of the research consists of 132 Kyrgyz students studying at the Kyrgyzstan Bishkek Turkey Turkish Education and Training Center (TTÖMER).Convenient (easily accessible) sampling method was used to determine the working group. Appropriate sampling method is the researcher's selection of samples in a way that is convenient depending on conditions such as time, money, location (Büyüköztürk et al. 2016). In this study, an easily accessible language course was preferred to the participants in the data collection process in Bishkek, Kyrgyzstan, and students who voluntarily participated in the research in this language course were selected. Descriptive information about the sample of the study is given in Table 1:

Table 1 Identifying Information about the Working Group

Descriptor	Category	Frequency (n)
Gender	Female	102
	Male	30
Graduation Level	Primary School	5
	Middle School	5
	High School	17
	Universty	82
	Other	23
Language Course Level	A1	39
	A2	44
	B1	34
	B2	14
	C1	-
	C2	1
Foreign Language Known	Russian	99
	English	30
	German	4
	Arabic	4
	Uzbek	
	Kazakh	3
	Chinese	2
	Azerbaijani	1
	Persian	1
	French	1

When the distribution of the participants by gender is examined; It is seen that there are 102 female and 30 male participants in the study group. Their distribution according to their graduation status is as follows: 5 of them have "primary school", 5 "middle school", 17 "high school", 82 "university", 23 "other" levels. When their distribution according to the language course level is examined; There are 39 participants at A1 level, 44 at A2 level, 34 at B1 level, 14 at B2 level and 1 at C2 level. While the majority of the participants know "Russian" (f=99) as a foreign language, this is followed by the participants who speak "English" (f=30) languages. In addition, "German" (f=4), "Arabic" (f=4), "Uzbek" (f=3), "Kazakh" (f=3), "Chinese" (f=2), "Azerbaijani" It was determined that some of the participants, including the participants who knew " (f=1), "Persian" (f=1) and "French" (f=1) languages, knew a few of these foreign languages.

Data Collection Tool

In the collection of data in the research, the opinions of the Kyrgyz students on Turkish reading habits were collected with a semi-structured interview form. For the purposes of the research, the draft interview form created by the researchers was organized in two parts. In the first part of the form, there is a personal information form created to collect personal information (gender, graduation level, language course level, foreign languages known). In the second part of the form, there were open-ended and closed-ended questions prepared to determine the participants' aims of learning Turkish and their views on reading books in Turkish. Opinions of 2 Turkish language education experts were sought regarding the draft interview form. In line with expert opinions, some questions in the form were expressed with shorter items and some of the items were converted to short-answer. The interview form was applied as an electronic form with 13 different open and closed-ended questions.

Data Collection Process

The scale used in the research was presented to the students as a questionnaire form online by the researchers. The data collection process was carried out on a voluntary basis and the students

were informed about the purpose of the study. Questionnaires filled in completely by 132 students studying at TTÖMER were evaluated.

Data Analysis

During the data analysis process, first of all, the answers given to the control question in the questionnaire were examined and it was determined that there was no questionnaire that should be removed from the data set. The data obtained from the research were analyzed by content analysis and descriptive analysis. Content analysis is an inductive analysis method in which data is analyzed by subjecting it to a deep process (Çepni, 2018). Descriptive analysis, on the other hand, is a deductive analysis method in which the data are analyzed according to the themes revealed by the conceptual framework of the research or the research questions (Yıldırım & Şimşek, 2013). In order to check whether the participants of the research answered the questions in the form sincerely and to increase the reliability of the data obtained, the control question was "Did the Turkish books you read help you use Turkish correctly and fluently?" has been added. If the answers given to this control question, which is a closed-ended question and appeared twice in the form, were different from each other, the data were not evaluated. In addition, the answers given by the participants through the form were classified and coded separately by the researchers. During the analysis process, the data were analyzed and interpreted twice by the researchers at a certain time interval, and the consistency of the interpretations was checked. Similarities and differences are reviewed. The opinions that the evaluators determined to be a partnership were transferred to the data set. Thus, the reliability of the findings obtained from the research was tried to be increased.

Findings
Findings Related to the Purposes of Reading Turkish Books of Kyrgyz Students

In the first sub-problem of the research, the aims of reading Turkish books of the Kyrgyz students studying at TTÖMER were examined. The obtained results are presented in Table 2.

Table 2 Findings Related to the Aims of Reading Turkish Books of Kyrgyz Students

Theme	Examples of Participant Opinions	f
Traveling/ Touring to Turkey	Traveling to Turkey in the future (K41)	52
	I want to fly on a trip to Turkey to see the sights (K70)	
	To visit Turkey and the world (K60)	
	I want to travel to Turkey (K89)	
	I plan to travel to Turkey in the future (K131)	
Getting an education in Turkey	I want to study in Turkey so I am learning Turkish (P5)	44
	To study at a university in Turkey (K14)	
	Because I will go to Turkey to study at the University (P28)	
	To enroll in Turkish University (K65)	
	I am learning Turkish to study in Turkey (K115)	
Working in Turkey	To work in Turkey (K36)	17
	I want to work in Turkey (P40)	
	Since I work in Turkey, my aim is to learn Turkish (P59)	
	I work in a Turkish company (K120)	
Developing foreign language skills	I like to learn Turkish language (P23)	23
	I love Turkish language (K114)	
	I just love Turkey and speaking Turkish (K84)	
	I like to learn foreign languages (P4)	
	I like to learn new languages (K32)	
	I like to learn many languages (K81)	
Living in Turkey	I want to live in Turkey (P6)	8
	Moving to Turkey (K65)	
	I want to move to Turkey (K127)	
Examining and researching Turkish history and culture	Examining and researching Turkish history (K24)	8
	I am interested in learning more through the history of	
	Turkish people and modern language (K76)	
	To meet Turkish culture (K32)	
	I want to learn more about Turkey and its culture (P36)	
	Getting to know Turkish culture better (K62)	
	I am interested in learning more about the culture of	
	Turkish people through language (P76)	

When Table 2 is examined, it is seen that the majority of the participants learned Turkish in order to travel/travel in Turkey (f=52) and to study in Turkey (f=44). In addition, it was determined that some of the participants learned Turkish in order to work in Turkey (f=17) and to live in Turkey (f=8). It was determined that some of the participants' reasons for learning Turkish were to know Turkish culture better (f=5), to love Turkish (f=12) and to examine and research Turkish history (f=3).

Findings Related to the Opinions of the Kyrgyz Students about the Contribution of the Turkish Books They Read

In the second sub-problem of the research, the students' views about the contributions of the Turkish books they read were examined. The obtained results are presented in Table 3.

Table 3 Findings Regarding the Opinions of Kyrgyz Students about the Contribution of the Turkish Books they Read to them

Findings Related to the Contributions of the Turkish Books Read by the Students	Yes f	Partly f	No f
Did the Turkish books you read contribute to your speaking Turkey Turkish?	120	9	3
Did the Turkish books you read help you get to know Turkish culture?	113	15	4
Did the Turkish books you read help you use Turkish correctly and fluently?	114	15	3

Do you think that you can use Turkish more comfortably in your daily needs thanks to the Turkish books you read?	113	14	5
Do you think that the Turkish books you read contribute to your learning Turkish?	120	10	2
Did the Turkish books you read improve your Turkish comprehension skills?	117	14	1
Did the Turkish books you read improve your Turkish writing skills?	114	16	2
Did the Turkish books you read increase your Turkish vocabulary? (If your answer is yes to the question, give examples of your favorite words.)	123	8	1

When Table 3 is examined, it is seen that almost all of the participants stated that the Turkish books they read contribute to their learning Turkish and speaking Turkey Turkish (f=120). Similarly, for the majority of the participants, it was determined that the Turkish books they read helped them to get to know Turkish culture (f=113) and to use Turkish more comfortably in their daily needs (f=113). In addition, most of the participants think that the books they read help them to use Turkish correctly and fluently (f=114) and that their Turkish comprehension and writing skills (f=114) have improved thanks to the Turkish books they read. In addition, a significant part of the participants stated that the Turkish books they read increased their Turkish vocabulary (f=123). Table 4 and 5 show the findings regarding their favorite words in line with the participants' views on the increase in vocabulary knowledge of the Turkish books they read.

Table 4 Participants' Favorite Turkish Words

Poor Man	My Baby	Station	Wife	personal growth	Architect	Respect
Brother	Baby	Emotional	Sneeze	Book	Faculty of architecture	I love You
Cry	Body	World	Pocket Money	Huge	Purple	Love
Cry	Body	World	Pocket Money	Huge	Purple	Love
Family	White	Yes Sir	Memory	Composition	Kitchen	Exorable
Shopping Center	Leaving	Education Member	Towel	Talk	Absolutely	My love
Gosh	Moustache	God bless your hands	Pool	Foster-parents	Happy	I love
Aim	Computer	Good bye	Dream	Dog	To be Happy	Love
Ankara	Sweetheart	Work	Life	Bridge	Interference	Travel
Find out	First one	Yes	My life	Small	Perfect	Extraordinary
Mother		Blah Blah..	Exciting	Library	Quarrel	After
Antalya	Ice	Mouse	Fast	Need	How r you	Question
Friend	Big	Refresh	Story	Language	Kind	Shut up
Elevator	Answer	Bakery	My Teacher	Please	Been	Super
Never	Work	Elephant	Welcome	Adventure	Rate	Ornate
Love	Bag	Influencial	Good Bye	Material	Noon	City
My love	Enviroment	Waiter	Like	Clippers	Teacher	Company
Determined	Flower	Traditional	Cow	Spiritual	Early	So so
Father	Children	Travel	İstanbul	View	Example of	Hallelujah
Let's see	A lot	Rainbow	Good evening	Joiner	Money	Table
Baklava	Elegant	Pride	I'm good	Table	Pink	Ok

Honeylike	Much	Rose	Zucchini	Tale	Chesee	Date
Glass	Try	Smile	Female	My angel	Reference	Move
Make peace	Series	Sun	Hero	Hometown	Color	Delivery
Another	Ice cream	Beautiful	Breakfast	Glad to meet you	Patient	Thank
Capital	Döner	Memory	Coffee	Dont worry!	Saloon	Thank you
Owl	Turn Back	Judge	Sofa	Hello	Chair	Aunt
Flag	Lip	Aunt	Evidence	Fruit	Prosecuter	Medicine

Findings Related to the Reasons Leading Kyrgyz Students to Read Turkish Books

In the third sub-problem of the study, the reasons leading students to read Turkish books were examined and the findings are presented in Table 5.

Table 5 Findings Related to the Reasons that Lead Students to Read Books in Turkish

Reasons for reading Turkish books	Examples from participant comments	f
To learn Turkish better	Improving my Turkish (K103)	36
	I want to improve my Turkish and I want to read	
	Turkish books (K112)	
	Developing my Turkish better (K32)	
To speak Turkish well	To speak Turkish easily (K33)	14
	To improve my Turkish speaking a lot (K60)	
	I want to speak Turkish well (131)	
To improve Turkish vocabulary	Increasing my vocabulary, being able to use new words (P13)	13
	To expand my vocabulary (K31)	
	I will learn new words in Turkish by reading books (K131)	
	Learning more new words (K58)	
To find Turkish books interesting and to like	To be interesting of Turkish books (P27)	11
	Because it's interesting (K102)	
	I like it (K100)	
Directions of Teacher and Course	Teacher (P1)	6
	My teacher and the library at TÖMER (K5)	
	Course (K82)	
	Course (K83)	
Love Turkish	Turkish language is beautiful (K43)	7
	Turkish is very beautiful language (48)	
	My love and interest in the Turkish language (K65)	
To increase the level of reading Turkish books	Increasing my reading level (K20)	4
	To improve reading (K40)	
To better understand Turkish culture and literature	To meet Turkish culture is to meet Turkish literature (P53)	3
	Culture (K56)	
	Turkish culture (K79)	

Turkish history	Turkish history (K24)	2
	Turkish history (K26)	

When Table 5 is examined, it has been determined that the students mostly read Turkish books in order to learn Turkish better (f=36), speak Turkish well (f=14) and improve their Turkish vocabulary (f=13). In addition, students found Turkish books interesting and liked them (f=11), liked Turkish (f=7), wanted to increase their reading level in Turkish (f=4), and wanted to understand Turkish culture and literature better (f=3). It is among the reasons that lead students to read books. Some of the students stated that they read books with the teacher and course directions (f=6), and some of them stated that they did not read Turkish books (f=6).

Findings Related to the Types of Turkish Books Read by Kyrgyz Students

In the fourth sub-problem of the study, the types of Turkish books read by the students were determined and the findings related to this problem are presented in Table 6.

Table 6 Findings Related to the Types of Turkish Books Read by the Students

Book Genre	Book Title	f
Course and Workbooks	Yedi İklim	9
	Kuran-ı Kerim (3),	
	Peygamberimizin Hayatı (3),	
	Peygamberler Tarihi (3)	
Religious books	Nasrettin Hoca Fıkraları (6)	6
Joke	Asla Pes Etme, Bilinmeyen Kadının Mektubu, Bomba (4), Charlie'nin Çikolata Fabrikası, Falaka (3),	34
	Güneşin Doğduğu Yer, İki İhtiyar, İncili Yorgan, Kar Yağar Gül Üstüne (5), Kuklacı, Küçük Bey (6),	
	Küçük Çocuk, Mızıka Çalan Kedi, Robin Hood, Şeker Portakalı (5), Yaşlı Ağaç,	
	Konuşmak Yürek ister, Satranç	2
Story	Güzel ve Çirkin, Keloğlan (5), Küçük Prens (6), Peri Masalları, 80 Günde Devri Âlem, Türk Masalları (7),	21
Personal development books	Ak Gemi, Bir Bilim Adamını Romanı, CIA'nın Türk Casusu, Çalıkuşu (6), Deniz Kızı, Gurur ve Önyargı, Gün Olur Asra Bedel (4), İçimizdeki Şeytan (3), İlk öğretmen, Kara İğne Kolonisi, Köprü, Simyacı (3), Sol Ayağım, Yağmurun Gözyaşları, Yaşamak Güzel Şey Be Kardeşim, Yeni Hayat,	28
	Türkçe Sözlük (5)	5
Tale	Mesnevi	1
Novel	Vücudumuzu Tanıyalım (4)	4

When Table 6 is examined, it is seen that the students mostly read books in the story genre (f=34). Secondly, they read novel (f=28), and thirdly, it is Fairy tale (f=21). Course and workbooks (f=22) are among the types of books that students read intensively.

Findings Related to the Reasons Which Prevent Students from Reading Turkish Books

In the fifth sub-problem of the research, the reasons that prevent students from reading Turkish books were examined. The obtained results are presented in Table 7.

Table 7 Findings Related to the Reasons that Prevent Students from Reading Turkish Books

The reasons that prevent students from reading Turkish books	n	%
TV	5	3.8
Internet	54	40.9
Work-Trip	26	19.7
Other	47	35.6
Total	132	100

According to Table 7, approximately one third of the participants (n=54) have the opinion that the most effective reason preventing them from reading Turkish books is the internet. In addition, 19.7% of the participants stated that they could not read because of work-trip and 3.8% because of television. It was determined that other reasons prevented reading books for 35.6% of the participants.

Findings Related to the Problems Students Experience While Reading Turkish Books

In the sixth sub-problem of the research, students' views on the problems they experienced while reading Turkish books were examined. The obtained results are presented in Table 8.

When Table 8 is examined, it is seen that most of the participants have problems in reading Turkish books due to their weak vocabulary (f=52). In addition, not understanding the sentence/ misunderstood (f=15), difficulties in pronouncing (f=13), difficulties in some letters of the Turkish alphabet (f=9), difficulties in reading long words (f=7) and grammar (f). =8), slow reading (f=4) are

also among the problems experienced by students in reading books. Some of the students stated that they did not have any problems while reading a book in Turkish (f=20).

Table 8 Findings Related to the Problems Experienced by Kyrgyz Students while Reading Turkish Books

Problems experienced by trainees while reading Turkish books	Examples from participant comments	f
Poor vocabulary	Not know the words (K14)	52
	I don't know most of the words (P17)	
	Not know many words in Turkish (K76)	
	I don't know many words (K94)	
	Too many words I don't know (K103)	
	I know a few words in Turkish (K127)	
Difficulty in pronunciation	Difficult to pronounce (K4)	13
	I was having difficulty reading some words (K31)	
	Hard to read rare words (K40)	
	Sometimes I have trouble saying the words (K131)	
Don't understand /misunderstand the sentence	There are moments when I do not understand the meaning of sentences (P10)	15
	Not being able to understand (K16)	
	Misunderstanding (K28)	
	I cannot understand the meaning of some words (P46)	
	Sometimes I didn't understand (K58)	

Difficulty in some letters in the Turkish alphabet	The letters I and İ are very similar (K42)	9
	Similarity of English and Turkish alphabets (K93)	
	I mixed up the letters (K95)	
	New letters (K130)	
	O-Ö,I-İ,U-Ü (K100)	
Difficulty reading long words	Reading difficult and long words (K98)	7
	Long words (K9)	
	From long words (K38)	
	Long compound words (K78)	
Difficulty with grammar	Grammar (K24)	8
	Grammar (K26)	
	New grammar (K48)	
	New grammar (K115)	
Problem of accessing Turkish books	Turkish book shortage (P2)	4
	The scarcity of Turkish books (K569)	
Slow Reading	Slow reading (K16)	4
	Low speed (K113)	
I don't have any problems	It was okay, I just wanted to read more (K12)	20
	There were no problems while reading a book (K59)	
	No problem easy for me (K102)	
	There is no problem (K99)	

Findings Concerning the Status of Reading Turkish Texts (Magazines, Articles, Columns, etc.) on the Internet by Kyrgyz Students

In the seventh question of the research, the students' reading status and frequency of reading Turkish texts on the internet were examined. The obtained results are presented in Table 9.

Table 9 Findings on Students' Reading Status of Turkish Texts (Journal, Article, Column, etc.) on the Internet

Status of Students	Reading Frequency	n	%
Yes	Everyday	26	19.7
	2-3 times a week	11	8.3
	Once a week	7	5.3
	Sometimes/Rarely	20	15.2
	Uncertain	24	18.2
No	-	44	33.3

When Table 9 is examined, it was determined that the majority of the participants (n=44) did not read Turkish texts on the internet. It has been determined that 19.7% of the students who read Turkish texts on the Internet read every day, 15.2% sometimes / Rarely, 8.3% 2-3 times a week, 5.3% once a week. Some of the students (n=24) who read Turkish texts on the internet did not make any explanation about the reading frequency or stated that it was unclear.

Discussion and Conclusions

In this study, the reading habits of Kyrgyz students who learn Turkish as a foreign language were examined and the following results were reached:

In the first sub-problem of the research, when the results about the aims of the Kyrgyz students in reading books were examined, it was seen that the main purpose was to travel to Turkey. The second place is to receive education in Turkey and the third is to develop foreign language skills. According to the findings, it is seen that the reading skill is the basic skill that allows the realization of many different purposes. For this reason, a healthy reading habit should be gained to students for the development of reading skills in language teaching.

In the second sub-problem, in which the contributions of the Turkish books read by the Kyrgyz students are discussed; Thanks to Turkish books, students' knowledge of Turkish vocabulary increases, positive acceleration in Turkish learning, and improvement in students' speaking and writing skills are among the prominent contributions. This shows that the development of reading skills paves the way for the development of other language skills. This finding is consistent with the findings of President and Ustabulut (2020) and Sallabaş (2008). Again, in the study of Maden and Dincel (2017), it was concluded that reading books contributes to improving vocabulary and helping to learn Turkish. This result is supported by the findings of the third sub-problem, which deals with the reasons that lead

Kyrgyz students to read Turkish books. Kyrgyz students stated that they learned Turkish better by reading books, and thus they spoke Turkish better. The main reason for the improvement in their speech is the increase in their vocabulary. According to scientific studies, it has been determined that there is a positive relationship between extracurricular reading and academic achievement. As well as, it has been observed that there is a relationship between the Turkish course in private and the academic success of the course (Baş & Şahin, 2012; Başaran & Ateş, 2009).

In the fourth sub-problem, which deals with the types of Turkish books read by Kyrgyz students, it was observed that more than one type of book was read: Course and workbooks, religious books, anecdotes, stories, personal development books, fairy tales, novels, dictionaries, poetry and medicine books. Since it is seen that different literary texts contribute to foreign language education (Bülbül, 2010), this diversity should be seen as positive and language teachers should take it into account when gaining the habit of reading books to students. Another result that should be addressed in this sub-problem is that Kyrgyz students read textbooks and workbooks at a certain rate (f=20). This may be due to the fact that students could not reach enough Turkish reading books in their country. However, the preference of course and workbooks in reading preferences has brought some problems. In the researches, it has been determined that language teaching sets have little effect on reading habits (Memiş, 2019; Gün, Akkaya, & Kara, 2014; Toprak, 2011). The fact that the variety of vocabulary in these books is not at a sufficient level (Göçen & İleri, 2022) creates a negative situation for students who only read textbooks. In addition, the irregular selection of the texts in the Turkish language teaching sets negatively affected the attitudes and satisfaction of the students in reading habits (Memiş, 2019). On the other hand, it has been determined that the texts adapted according to the language level have a direct effect on the reading comprehension relationship (Demirel, 2021). For this reason, the reading skills of foreigners learning Turkish should be supported with books written in different genres other than course and workbooks.

According to the findings of the fifth sub-problem, which deals with the reasons that prevent Kyrgyz students from reading books in Turkish, internet use is one of the important reasons that prevent Kyrgyz students from reading books. The busyness of work life is another reason. What is noteworthy here is that, according to the research conducted by Gezgin (2021), social media addiction is at a lower level in students who have the habit of reading. The seventh sub-problem of the study also supports this finding. In the study of Maden and Dincel (2017), it was determined that the most effective reason preventing people learning Turkish as a foreign language from reading books is the internet. When we add the negative answers such as that one third of the students do not read Turkish texts on the internet, ambiguous and once a week, to this rate, the negative effect of internet use on the development of reading habits will be seen.

These are the findings related to the last sub-problem regarding the problems experienced by Kyrgyz students while reading Turkish books. The primary problem is that the students' vocabulary is weak. Other problems include not understanding the sentence or misunderstanding, and difficulties in pronouncing it. These problems will bring reading anxiety to the fore in students over time. The main reason for this is the anxiety of reading comprehension (Çapan & Karaca, 2013; Altunkaya, 2017). Since reading, as an activity that helps understanding, is a determining factor for student success at every stage of teaching (Yaman & Suğumlü, 2010; Güney et al. 2014), gaining the habit of reading will alleviate the effects of such problems before they become anxiety.

As a result, it has been determined that Kyrgyz students who learn Turkey Turkish as a foreign language read books in Turkish for travel and education, the books they read increase their Turkish vocabulary, accelerate their language learning, and improve their speaking and writing in the target language. It has been seen that Kyrgyz students mostly read Turkish textbooks and workbooks, the most important factor preventing them from reading books is the use of the internet, and they have presented an opinion that the weak vocabulary is a problem in reading Turkish books.

Recommendations

Teachers who teach Turkish as a foreign language should continue their language teaching by knowing the reading habits of the students. Reading strategies to be developed in students who have acquired the habit of reading will positively improve the reading comprehension extent of the individual (Balcı & Dündar, 2017; Çakır, 1993) and will increase the language learning motivation of the student. For this reason, activities based on strategies should be used in the education of reading Turkish as a foreign language. However, reading resources other than textbooks should be written and adapted for those learning Turkish as a foreign language, and relevant criteria should be included in the curriculum.

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