



The Role of Speaking Self-Sufficiency and Problematic Internet Use in Predicting Prospective Teachers' Reading Habits

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Abstract

The teaching profession is characterized by academic competence, interaction skills, the transfer of knowledge and skills to individuals, and conveying emotions and thoughts using appropriate language. It is a special profession that requires a common ground and interactions between children, parents, and school administrators, in short, all segments of the society. Therefore, among the questions that need to be answered is how a technology-oriented lifestyle affects teacher candidates' speaking skills, which is a sensitive issue that should be emphasized in university education. Accordingly, this study aimed to describe the role of problematic internet use and speaking self-sufficiency in predicting prospective teachers' reading habits. The study was designed in a relational survey model, and the sample consisted of prospective teachers of a foundation university in Gaziantep in the 2020-2021 academic year. An appropriate sampling method was used for the selection of the participants. The data were collected using a "Personal Information Form," "Attitude Scale Towards the Teacher Candidates' Reading Habit," "The Scale of Pre-service Teachers' Self-sufficiency Perception of Speaking Skills," and "The Problematic Internet Usage Scale." Descriptive statistics, correlation analysis, and hierarchical regression analysis were used to analyze the data. The study results revealed that improving university students' speaking self-sufficiency increases positive attitudes towards reading habits. An increase in problematic internet use undermined speaking self-sufficiency but increased the attitudes towards reading habits.

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INTRODUCTION

One of the primary criteria of being a modern and developed society is the presence of citizens who use basic language skills effectively. Inherently characterized by basic language skills, communication is a prerequisite for the existence of individuals in social life and is also a challenging skill to acquire (Nordin & Broeckelman-Post, 2019). The practical and accurate use of language is gained through reading. Reading, one of the critical steps of comprehension, is a complex activity that involves the movements of the sense organs and the mind's efforts to grasp the meaning, supports human development, introduces the life, people, and the environment, helps individuals learn "yesterday" and "today" and plan the "future," and maintains the intergenerational transfer of culture (Aytaş, 2005). The skill closely related to such an essential activity is the reading habit. As a human need, the reading habit is a continuous and regular activity (Tanju, 2010) that contributes to society in two ways. Firstly, reading activates logical development, and secondly, booklovers contribute to economic growth (Phillip, 2005). According to Loop (2017), a good reading habit plays a vital role in success at school and business and acquiring an ideal job. The development level of countries is correlated to the reading habits of young citizens studying at universities. Therefore, it is crucial to be a university graduate who has a reading habit, chooses what to read deliberately, and understands and discusses what they read (Erdağı Toksun, 2019).

The teaching profession requires not only academic competence but also interaction skills, the transfer of knowledge and skills to learners, and the ability to convey emotions and thoughts using appropriate language. Therefore, prospective teachers who are expected to interact with students, parents, and school administrators appropriately, in short, with the people from all strata of society, should have reading habits for both their intellectual development and as a requirement of their job. If teachers and teacher candidates desire to get students reading habits, firstly they should be good readers. According to Brooks (2007), teachers should be good role models for reading. Therefore, teacher candidates' attitudes towards reading habits are essential to promoting future generations' reading habits acquisition.

Speaking is a basic language skill used to express thoughts in daily and professional life. Speech, conceptually a "mental product" and the communication of thoughts using voice, is an interactive and quite complicated process (Dohen et al., 2010; Thornbury, 2012). However, especially for certain professions (e.g., teaching), speaking functions beyond satisfying basic communication needs in daily life. Accordingly, teachers are among the groups expected to use speaking skills very frequently and effectively. Therefore, regardless of the teaching branches, teachers must communicate with their students for an efficient and permanent learning process in the classroom environment (Katrancı, 2014) accurately. Perception of self-sufficiency, one of the essential components of speaking skills, refers to self-judgments and beliefs about their potential capacity for a specific subject (Bandura, 1997). In this sense, teachers' speaking self-confidence and self-sufficiency play a critical role in reaching educational goals in the classroom setting because teachers with speaking self-sufficiency are committed to professional, educational, and personal achievements and create an effective learning environment for students (Bruning et al., 2004). A life without reading and speaking is impossible, but the online reading and speaking activities systems are undeniable facts in this technological era.

In the technological era of the 21st century, the internet is an inseparable part of human life and makes life easy and comfortable (Kılıç Çakmak et al., 2015). According to the "Global Internet Report 2020" by "We Are Social" and "Hootsuite Platform," there are 4.54 billion internet users worldwide, which corresponds to approximately 59% of the world population. It is reported that internet users spend an average of 6 hours and 43 minutes online daily. This rate was 79% in Turkey's 16-74 age group in 2020 (Turkish Statistical Institute, 2020). In Turkey, 62.1% of the 16-24 age group use computers almost every day, 88.5% are regular internet users (almost every day/ at least twice a week), and 72.5% of internet users follow news and read newspapers and magazines online. It suggests that the internet

has become one of the most preferred information search and entertainment tools for people in recent years (Ko Yen et al., 2012) and has changed how they work, learn and spend leisure (Siddiqi & Memon, 2016; Tsai et al., 2009). Today, there are various and easy ways of accessing information through technology. The rapid development of information technology facilitates access to the latest news on the internet for more and more people worldwide (Griff & Matter, 2013). Considering the current life conditions and the global Covid-19 pandemic, schools are no longer the only source of information and do not provide adequate information, but technology-based means (i.e., internet, social media, television, smartphone) are used as educational tools (Ergişi, 2005; Ertürk & Dönmez, 2021; Quadir & Zhou, 2021).

An information society requires that citizens should have reading habits and know digital access to information. The world is rapidly shifting to digital reading platforms (Odabaş et al., 2019), and teacher candidates' reading interests and habits constantly change and increase due to technological developments and pandemic conditions. In today's world, where the internet and social media are getting popular day by day, people can learn information by using the internet and social networks. Many easily accessible online platforms offer reading materials for all ages and reading levels, and it is easy to access thousands of documents, texts, audio, and animated graphics from all spheres of life (Odabaş et al., 2020). Today, teacher candidates, who can meet daily information needs mainly through search engines, can also quickly obtain the materials they need through digital media, which offers a ground for improving fluent and efficient speaking skills. In this sense, improving reading habits by using electronic materials can be considered one of the benefits of technology, and teacher candidates should benefit from the advantages of technology to refine reading habits and speaking self-sufficiency.

Despite their problematic usage and negative consequences, social media, characterized by a unilateral interaction, and the internet, distinguished by bilateral interaction, provide important convenience for individuals and societies (Eşitti, 2015). In this sense, the quality and quantity of leisure activities have changed with the developing technology. For instance, reading, which used to be considered a means of intellectual entertainment and leisure activity, has been replaced by technological tools such as television, computer, smartphone, and tablet. Such tools can be so influential on the behavior patterns of individuals that they might promote new positive or negative habits and attitudes. Due to the closure and lockdown restrictions during the Covid 19 pandemic, face to face and one-on-one interactions have ceased, and the amount of time spent on remote communication devices such as television, computer, tablet, and smartphone has increased (Durmaz & Ertaş, 2021; Aktaş & Dastan, 2021; Ürkmez & Eskicumalı, 2021). The reading habit, a neglected activity due to the rapid flow of life, has regained popularity during the pandemic. The increase in reading behavior, which can be described as discovering new worlds, might be associated with the excess of leisure or vice versa (Altun Ekiz & Kır, 2020). In other words, reading behavior, which is considered a daily life activity, has been replaced by alternative preoccupations such as social media and internet use (Minaz & Çetinkaya Bozkurt, 2017). The Covid 19 pandemic has led to the widespread use of the internet, especially among young people (Baltacı et al., 2021; Çiçek et al., 2021; Durmaz & Ertaş, 2021). Moreover, the general increase in computer and internet use among the young population might impose a threat or alternative to reading habits (Altun Ekiz & Kır, 2020).

THE PURPOSE AND IMPORTANCE OF THE RESEARCH

Teachers are special people who achieve and guide desired learning at schools. There is always an intense flow of information and messages from teacher to student, and vice versa, and language is a vital instrument to recognize and make sense of the environment and empathize and sympathize with others. Thus, teachers play an important role in building a communication environment and using the language effectively in sharing information in the classroom (Hayran, 2020, MEB, 2017, Yelok & Sallabaş, 2009). Therefore, it should be explained how the current conditions dependent on technology due to the Covid-19 pandemic have influenced teacher candidates' speaking skills. With

the distance education practices during the Covid-19 pandemic, we have witnessed compulsory increases in the amount of time spent online at all educational levels, from preschool to university. In our study group, teacher candidates maintained their education in live classes on Zoom, Skype, Microsoft Teams, and Google Meet platforms. Those students are expected to be active participants and acquire 21st-century skills such as critical thinking, problem-solving, creativity, communication, and cooperation. However, it is still a wonder if the passive listeners-students- in online classes would fulfill such requirements due to the limited interactions between students and lecturers and how this situation would affect students' communication skills. This study aimed to evaluate the predictive power of problematic internet use and speaking self-sufficiency on prospective teachers' reading habits. Thus, we sought answers to the following questions:

- 1- Is there a relationship between reading habits, speaking self-efficacy, and problematic internet use of prospective teachers?
- 2- What effects are speaking self-efficacy and problematic internet use on prospective teachers' reading habits?

METHOD

RESEARCH MODEL

The researcher used a relational survey model to determine whether prospective teachers' problematic internet use and speaking self-sufficiency predicted their reading habits. Relational surveys examine the relationships between two or more variables (Creswell, 2016). The survey is a quantitative research method to determine the perceptions and attitudes of a group of people towards particular events, facts, and situations (Fraenkel et al., 2015). Observation without intervention is one of the advantages of the relational survey model (Büyüköztürk et al., 2016). This model was preferred as the study explored the relationships between prospective teachers' reading habits (the dependent variable) and speaking self-efficacy and problematic internet use (the independent variables).

RESEARCH SAMPLE

In Turkey, besides state universities, there are also foundation/private universities established by non-profit foundations that balance their income and expenses. The participants consisted of 350 prospective teachers studying at a foundation university in Gaziantep in the 2020-2021 academic year and were chosen using a convenient sampling method. After the extreme values were removed from the data set, the analysis was completed on 346 participants. The demographic characteristics of the participants are shown in Table 1.

Table 1. Demographic characteristics of the participants

		f	%
Gender	Male	58	16.80
	Female	288	83.20
Department	Classroom teaching	111	32.08
	Pre-school teaching	66	19.08
	English teaching	38	10.98
	Special Needs Education Teaching	38	10.98
Previous university degrees	Guidance and Psychological Counseling	84	24.28
	Other departments (Turkish Language Teaching, Social Studies Teaching, Computer Teaching)	9	2.60
	First university	296	85.55
Previous university degrees	Second university	33	9.54
	Third university	10	2.89
	Fourth university	7	2.02

As seen in Table 1, 83.2% of the participants were female, and 16.8% were male. Of the participants between 18 and 38, 32.08% were the Classroom Teaching Department students, 24.28% were Guidance and Psychological Counseling Department students, 19.08% were Pre-School Teaching Department students, 10.18% were English Teaching Department students, and 10.18% were Special Needs Education Teaching Department students. Nine participants were from different programs. Besides, 85.55% had their first university degree, 9.54% had the second, 2.89% had the third, and 2.02% had the fourth university degree.

DATA COLLECTION TOOLS

The study data were collected using a "Demographic Information Form," "The Attitude Scale Towards the Teacher Candidates' Reading Habit," "The Scale of Pre-service Teachers' Self-sufficiency Perception of Speaking Skills," and "The Problematic Internet Usage Scale (PIUS)."

DEMOGRAPHIC INFORMATION FORM

Researchers developed the form including three questions about gender, department, and previous university degrees. In this way, we aimed to diversify the working group.

THE ATTITUDE SCALE TOWARDS THE TEACHER CANDIDATES' READING HABIT

The scale was developed by Susar Kirmızı (2012). There are 34 items in the 5-point Likert type scale, including 29 positive and five negative attitude statements. The lowest possible score is 34, and the highest possible score is 170. There are three sub-dimensions in the scale: "attitudes towards meeting the learning and entertainment needs," "attitudes towards the meaning and necessity of reading habits," and "attitudes towards developing reading habits." The Cronbach's Alpha reliability coefficient of the original scale was .95. In this study, Cronbach's alpha value was found to be .93.

THE SCALE OF PRE-SERVICE TEACHERS' SELF-SUFFICIENCY PERCEPTION OF SPEAKING SKILLS

The 5-point Likert-type scale was developed by Katrancı and Melanlıoğlu (2013). There are 25 items and five sub-dimensions on the scale: "public speaking," "effective speaking," "applying the speaking rules," "organizing the speech content," and "evaluating the speech." The lowest possible score is 25, and the highest is 125. The Cronbach's alpha reliability coefficient of the original scale was .92, while this study .94.

THE PROBLEMATIC INTERNET USAGE SCALE (PIUS)

The scale was developed by Ceyhan, Aykut-Ceyhan, and Gürcan (2007) to measure problematic internet use among university students. There are 33 items and three sub-dimensions in the scale: "excessive use (EU)," "negative consequences of the internet (NCOI)," and "social benefit/social comfort (SB/SC)." The internal consistency coefficient of the scale was .94, and the test-retest reliability coefficient was .81. The internal consistency coefficients of the sub-dimensions were .94, .85, and .74, respectively. The 5-point Likert-type scale was scored as "Not appropriate," "Not very appropriate," "Somewhat appropriate," "Appropriate," "Very appropriate" there were 17 items (9, 14-25, 27- 29, and 31) in the negative consequences of the internet sub-dimension, ten items (3, 4, 5, 8, 10, 11,13, 26, 32 and 33) in the social benefit/social comfort sub-dimension, and six items (1, 2, 6, 7, 12 and 30) in the excessive usage sub-dimension. Items 7 and 12 were scored in reverse.

DATA COLLECTION PROCESS

The necessary permissions and approvals were obtained from the Social and Human Sciences Ethics Committee of Hasan Kalyoncu University (No: E--804.01-BABBFCF3, Date: 23.04.2021). The study data were collected from the prospective volunteer teachers via a Google form during the spring term of the 2020-2021 academic year. The participants were briefly informed about the purpose of the research and voluntary participation and confidentiality. A short instruction about the scales was

also given to the participants. The online surveys took approximately 30 minutes, and the data collection process was completed in May 2021.

DATA ANALYSIS

The obtained data were analyzed using descriptive statistics such as frequency, percentage, mean correlation analysis, and hierarchical regression analysis, which was carried out with the SPSS 24.0 program. In hierarchical regression analysis, researchers divide the variables into specific blocks according to logical or empirical findings and evaluate the effects of the variables in the blocks on the dependent variable (Büyüköztürk et al., 2016). The assumptions of the hierarchical regression analysis were assessed in detail in the findings section. Before the hierarchical regression analysis, it was checked whether the data was entered correctly into the file, and no errors were found. The second stage was to check if there was missing data in the data set, and no missing data was allowed. Finally, one-dimensional and multidimensional extreme values in the data set were assessed, and four participants with one-dimensional extreme values were excluded from the data set. No extreme multidimensional value was found.

FINDINGS

This section includes the findings regarding descriptive analysis, the multicollinearity problem, the relationships between the variables, and hierarchical regression analysis results.

DESCRIPTIVE INFORMATION REGARDING THE VARIABLES

Table 2 shows the minimum and maximum values, and mean and standard deviation scores of the attitudes towards reading habit -the dependent variable of the study- and the speaking self-sufficiency and problematic internet use- the independent variables.

Table 2. *Descriptive information on the variables*

Variables	N	Min.	Max.	Mean	Standard deviation
Attitudes Towards Reading Habit	346	40.00	167.00	99.3642	35.90229
Speaking self-sufficiency	346	28.00	125.00	95.1243	21.20635
PIUS-Negative Consequences	346	14.00	70.00	31.8526	15.69635
PIUS-Excessive Usage	346	6.00	30.00	18.9335	6.24975
PIUS-Social Benefit	346	7.00	35.00	16.5636	7.56864

As seen in Table 2, the participants' attitude mean scores were 99.36, and the standard deviation value was 35.90. The speaking self-sufficiency mean scores were 95.12, and the standard deviation value was 21.20. These two results show that attitude and self-sufficiency scores are above the average value. The mean scores in the negative consequences sub-dimension of the PIUS were 31.85, 18.93 in the excessive usage sub-dimension, and 16.56 in the social benefit sub-dimension. It is seen that the scores for the sub-dimensions are close to the average. The standard deviation scores were 15.69, 6.24, and 7.56, respectively.

THE MULTICOLLINEARITY PROBLEM

There should be no multicollinearity problem between the variables in order to perform the regression analysis, which is tested using binary correlations, tolerance values, variance inflation factor (VIF), and condition index (CI) values (Büyüköztürk, 2017). When the binary correlations between the variables were examined, they were below .80, the tolerance values were higher than .20, the VIF values were less than 10, and the condition index values were not higher than 30.

RELATIONSHIPS BETWEEN VARIABLES

Table 3 shows the correlations between the attitudes towards reading habits, speaking self-sufficiency, and problematic internet use.

Table 3. *The Correlations between attitudes towards reading habit, speaking self-sufficiency, and problematic internet use*

Variables	1	2	3	4	5
Reading Habit (1)	1				
Speaking self-sufficiency (2)	.35**	1			
PIUS-Negative Consequences (3)	-.008	-.44**	1		
PIUS-Excessive Usage (4)	.19**	.05	.47**	1	
PIUS-Social Benefit (5)	-.03	-.39**	.77**	.30**	1

** p<.01

As seen in Table 3, there was a moderate, positive, and significant correlation between speaking self-sufficiency and attitudes towards reading habits ($p<.01$). Accordingly, as the speaking self-sufficiency score increased, so did the attitude scores. When the correlations between the sub-dimensions of problematic internet use, reading habit, and speaking self-sufficiency were examined, negative and moderate correlations were found between the negative consequences sub-dimension and speaking self-sufficiency. There were positive but slight correlations between the excessive usage sub-dimension and reading habit. Moreover, there were negative and moderately significant correlations between speaking self-sufficiency and social benefit sub-dimension ($p<.01$). In other words, the sub-dimensions of problematic internet use and speaking self-sufficiency had negative correlations, and as problematic internet use increased, speaking self-sufficiency decreased, and vice versa. The positive and significant correlation between a sub-dimension of problematic internet use and reading habit referred that an increase in problematic internet use led to improvements in the attitude towards reading habit.

HIERARCHICAL REGRESSION ANALYSIS RESULTS

The effects of speaking self-sufficiency and problematic internet use in predicting reading habits were examined by performing a hierarchical regression analysis, and the findings are shown in Table 4 below.

Table 4. *The Hierarchical Regression Analysis Results*

Model	Predictor	B	SHB	B	ΔR^2	Tolerance	VIF
1	Speaking self-sufficiency	.60	.08	.35**	.12**	1.0	1.0
	Speaking self-sufficiency	.67	.09	.39**	.03**	.71	1.4
2	PIUS-Negative Consequences	.25	.21	.11		.29	3.4
	PIUS-Excessive Usage	.69	.34	.12*		.69	1.5
	PIUS-Social Benefit	.01	.37	.00		.39	2.5
	Constant	13.64	11.75	-			

* $p<.05$; ** $p<.01$

The speaking self-sufficiency was added to the model first, and it explained 12% of the attitude towards reading. Secondly, the sub-dimensions of problematic internet use were added to the model. The analysis results revealed that only excessive usage sub-dimension was a significant predictor, which explained 15% of the attitudes towards reading habits.

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study aimed to determine the predictive power of the problematic internet use and speaking self-sufficiency on prospective teachers' reading habits and found that the participants' attitudes towards reading improved when they had high speaking self-sufficiency. Speaking is the most commonly used linguistic skill by teachers in the classroom. Healthy interactions between teacher and students, course efficiency, and fulfillment of educational goals are only possible with an effective communication process (Katrancı, 2014). The proficiency problems may lead to the loss of communication between teachers and students and students' losing interest in the lesson, which

impose an important limitation to educational goals. Therefore, proficiency in speaking skills should be determined to remove communication barriers (Hayran, 2020). Therefore, the attempts to determine and improve university students' speaking self-sufficiency are crucial in this term.

Many studies in the literature have investigated the effects of reading habits on speaking skills and self-sufficiency (Hamzadayı & Büyükkiz, 2015; Hayran, 2020; Kantarcı, 2014; Kantarcı & Melanlıoğlu, 2013; Oğuz, 2009; Temizyürek et al., 2017; Varışoğlu, 2012). In one of the recent studies, Hayran (2020) emphasized that the increase in the number of books read by teacher candidates was correlated with the high speaking self-sufficiency scores. Similarly, Tekşan and Çinpolat (2018) found a positive correlation between teacher candidates' attitudes towards reading habits and speaking self-sufficiency perceptions. They stressed that as their attitudes towards reading habits increased, so did their speaking self-sufficiency perceptions, which overlapped with our findings.

One of the study findings was that speaking self-sufficiency decreased in parallel with the increase in problematic internet use. Several studies in the literature proved the correlations between long-term internet use and specific problems such as loneliness, depression, weak social relations, fewer close friends, and withdrawal from social interaction (Büyükgöz Koca & Tunca, 2020; Esen, 2010; Morahan-Martin & Schumacher, 2000; O'Reilly Dogra et al., 2018; Sanders et al., 2000; Pawlak, 2002; Ceyhan & Ceyhan, 2008). Besides, in their study on secondary school students, Akalın and Adıgüzel (2020) found that students who spent approximately 1.5 hours or more on the Internet daily had higher speaking anxiety and less speaking self-sufficiency scores than those spending about 30 minutes daily. Since the internet is based on one-way communication, it negatively affects students' speaking skills and may trigger anxiety. Especially during the COVID-19 pandemic, the intentions to access the internet have become diversified among young people, and the time spent online has considerably increased. Therefore, it would be helpful to provide university students with online activities and interventions to improve their speaking skills. The teacher candidates with a high level of speaking skills and proficiency guarantee the rise of promising and vigorous generations.

The study results revealed a significant correlation between the excessive usage sub-dimension and positive attitudes towards reading habits. In other words, the problematic internet usage due to the pandemic led to an increase in the attitudes towards reading. There have been several social, cultural, and economic changes in daily life in Turkey and the whole world due to the Covid-19 pandemic, which has also changed reading practices and habits (Alnıaçık et al., 2021; Ghazawy et al., 2021; Popyk, 2021; Yang et al., 2021)

Considering the increasing demand for mobile applications, the time spent on the internet, and the integration of social daily life experiences into the digital environment, it can be suggested that the pandemic conditions offer young people reading opportunities. Although a global is inherently considered a disaster and an end, it can be seen as the symbol of new beginnings (El Maarouf et al., 2021). In other words, the pandemic can also be considered a chance for young people to step out of their comfort zone, contemplate their reading attitudes, behaviors, and habits, and gain new perspectives about their future lives (Buheji & Ahmed, 2020). The pandemic conditions have dramatically democratized and facilitated access to information. For example, digital dictionaries, articles, archives, private and public libraries, electronic encyclopedias, digital books, blogs, discussion forums, social networks, and web pages are one click away today, which also radically has changed the access to information, share networks and reading habits (Taşkıran, 2017). The act of reading, which is generally neglected under normal conditions, has increased through digital technologies during the pandemic, and the discomfort felt from the abundance of leisure has opened the doors of a new world to escape from the pandemic (Altun Ekiz & Kır, 2021). The findings before the pandemic showed that lack of time was the most common excuse for not reading books (Aslantürk & Şahintürk 2010; Karaşahin, 2009; Konan, 2013; Konan & Oğuz, 2013). The closure of schools and universities during the COVID-19 pandemic and the online courses play a critical role in time management, which is thought to improve planning skills and reading habits. Therefore, it can be inferred that this process contributes

to the online reading practices of teenagers who have to stay home due to curfews and mandatory quarantine.

Finally, the hierarchical regression analysis results revealed that speaking self-sufficiency explained 12% of the attitude towards reading books. When the problematic internet use sub-dimensions were included in the second stage, it was seen that only the excessive usage sub-dimension was the significant positive predictor; in other words, speaking self-sufficiency and excessive usage explained 15% of the attitude towards reading habit. Thus, it can be stated that speaking self-sufficiency and problematic internet use played a positive and significant role in predicting reading habits. The digital age allows people to be ready for innovations and quickly achieve whatever and whenever they want. Therefore, it is inevitable to update reading habits. The reading behaviors in online environments should also be re-evaluated due to the pandemic. However, no study addresses this subject in the literature, suggesting further research. Future studies would provide detailed findings on the relations between reading and technology use, which would shed light on the technology-oriented life of the future.

The study was limited to the data collected from 346 university students using the cross-sectional survey method, and only quantitative techniques were used in the data collection process. Future studies can also use qualitative data collection techniques to enrich findings (Adams & Cox, 2008).

In conclusion, COVID-19 pandemic and technology-oriented new conditions have influenced university students' language skills (Karakuş et al., 2000; Kaplan & Gülden, 2021). Education faculties have important responsibilities in this regard. Creating learning environments where teacher candidates would improve their language skills and organizing and supporting skill development activities would bear positive results. Therefore, the research results have important implications for understanding the new reading behaviors and speaking self-sufficiency in young people in parallel with internet use and technological advances. Those results would guide future studies in this area.

AUTHOR CONTRIBUTION

-First author have been involved in drafting the manuscript or revising it critically for important intellectual content.

-The second author have made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data.

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