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**“The Role of Motivation among Primary School Students in Choosing English as Their
Medium of Instructions”**

A thesis submitted in fulfillment for the degree of

Master of Arts

by

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Abstract

It is widely accepted that motivation is one of the most important factors affecting the process in foreign language teaching. Many studies have been conducted on motivation in language teaching and the relationship between motivation and students academic success has been revealed. Student motivation is the element that directs student behavior in the learning process. Motivational factors are predictors of academic success. In general, students who have long-term goals and are highly motivated can be better educated than those who do not have such goals. "Student motivation is accepted as one of the most important prerequisites for successful learning". "When teachers are asked to describe the good student, they usually list features such as diligence and interest in the lesson. Sometimes they simply reply, Good students are the ones who are motivated. Therefore, it can be said that motivated students are the type of student that all teachers desire. Motivation is, in a way, establishing a psychological bond between the student and the subject to be learned. Motivation is also an indispensable factor in language learning. Many factors such as the methods and techniques followed by the teacher, the classroom environment, the group the student is in, the students attitude towards language, the books and materials used, the number of students in the classroom, and the equipment can affect the motivation of students in the foreign language teaching process. For a successful foreign language learning, it is important to use methods and techniques that positively affect students motivation, as well as methods and techniques that can increase their motivation in the classroom environment. All these are very important in language education in our modern life. Based on this, we will conduct a research to explain the role of motivation in primary school students choosing English as the language of instruction - why they are curious about English. In the research, firstly, after giving general information, the results obtained by making a small query at Dunya school will be stated.

Keywords: students, primary school, language of instruction, english, motivation

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Introduction

The relevance of the topic: In today's globalized world, the ability to communicate effectively in English has become increasingly important. As a result, many educational institutions around the world, including primary schools, have adopted English as the medium of instruction to equip students with the necessary language skills from an early age. This shift in language policy raises important questions about the role of motivation among primary school students in choosing English as their medium of instruction.

Motivation plays a vital role in determining the success and effectiveness of language learning. It is the driving force that compels individuals to engage in language learning activities and persevere through challenges. In the context of primary school education, understanding the factors that influence students' motivation to choose English as their medium of instruction is crucial for educators, policymakers, and parents alike.

This research aims to explore the role of motivation among primary school students in selecting English as their medium of instruction. By investigating the various motivational factors at play, we can gain valuable insights into the preferences, attitudes, and aspirations of young learners. Furthermore, understanding the motivations behind language choice can help educators design more effective language programs, tailor instructional strategies, and create a supportive learning environment.

To achieve these objectives, this study will employ a mixed-methods approach, combining both quantitative and qualitative research methods. A survey questionnaire will be administered to a sample of primary school students to gather quantitative data on their motivation and attitudes towards English as the medium of instruction. Additionally, interviews and focus group discussions will be conducted to obtain in-depth qualitative insights into students' experiences, perceptions, and personal motivations.

The findings of this study are expected to contribute significantly to the field of language education, particularly in the context of primary school language policies. By shedding light on the role of motivation in language choice, this research can inform educational stakeholders in making informed decisions about language instruction, curriculum development, and teacher training. Moreover, it can empower students to take ownership of their language learning journey, fostering a positive and engaging learning environment that promotes lifelong language skills.

Investigating the role of motivation among primary school students in choosing English as their medium of instruction is essential for enhancing language education practices. By

understanding the factors that drive students' language choices, we can create more effective language programs and cultivate a supportive learning environment that nurtures students' linguistic abilities and prepares them for success in an increasingly interconnected world.

The purpose of the research: The purpose of the study is to identify the features of the motivation of primary school students in choosing English as their medium of instruction.

Research hypothesis: Based on the results of several studies on language learning motivation mentioned above, it can be hypothesized that:

1. The formation of students' motivation to choose English as their medium of instruction at school is determined by the peculiarities of educational motivation at different stages of education.

2. Primary school students of Azerbaijan secondary schools like to learn English for instrumental directions

3. Most of the factors that influence students' motivation to learn English are related to the immediate learning context.

4. Factors that reduce teacher motivation are the most common.

Scientific novelty of the research: The content of the phenomenon of educational motivation in its conscious and unconscious components has been clarified.

The main motives of younger schoolchildren in the study of a foreign language are determined

The subjective reasons for the decrease in interest in the language as a mismatch of conscious and unconscious components of children's motivation were identified.

Scope of research: The research is limited to finding the teaching environment in practice at the elementary level where the students in the Azerbaijani and Russian sections do not understand English. The research is limited to students studying in general education schools of Baku, the period of the research is 2022-2023 academic year, the data used in the research is limited to the answers given to the questionnaire prepared for the research.

The structure of the dissertation: The structure of the work consists of introduction, 3 chapters, conclusion and the list of references.

Limitations of the research: Certain difficulties were encountered in obtaining permission to collect data in schools. Difficulties in obtaining a letter of consent delayed the initiation of the data collection process.

In addition to the difficulty of obtaining consent for data collection, it was also difficult to obtain information from the students because they were minors. Their ages ranged from 6 to 10 years.

I CHAPTER: LITERATURE REVIEW AND AN OVERVIEW OF GLOBAL ENGLISH AND ITS ROLE IN HUMAN CAREER WORLDWIDE

1.1. Literature review

With the development of technology, societies have come closer to each other. The period we live in is an era in which societies are intertwined, borders disappear, technological developments take place incredibly fast and the dimensions of change reach the highest level. Capturing these developments is undoubtedly the goal of all societies (Su-Bergil, 2010). In order to be strong at the international level, every country, as a requirement of state policy, must enjoy the cultural richness of its citizens to the fullest. With globalization, interpersonal relations have increased. However, interaction between people with different mother tongues has also increased. As a result of political, cultural and economic interactions, individuals felt the need to use a language other than their mother tongue. Each state has begun to attach great importance to the teaching of a foreign language besides their mother tongue in their education policies. Because knowing a foreign language allows the person to know a world that is bigger than the world he defines with his mother tongue. Learning a foreign language is now more of an essential requirement rather than a mere preference. The act of acquiring proficiency in a foreign language involves not only the language itself but also encompasses an understanding of the cultural aspects associated with that language. (Aldım, 2010). As a result of various discussions about foreign language teaching, new insights and perspectives were brought to foreign language teaching by fusing new information with old information (Erkır, 2010). In foreign language teaching, first of all, the natural process of mother tongue teaching should be experienced by students. In other words, in foreign language teaching, children's correct behaviors should be reinforced by making imitation and repetitions. Children's cognitive, affective and psychomotor abilities should be handled with a holistic approach and foreign language teaching should be carried out with concrete behaviors (Akpınar Delal, 2011).

Çelebi (2006) stated in his study that learning a foreign language can be realized by teaching a foreign language, and stated that educational institutions that teach foreign languages are opened both in secondary education and in higher education, and put forward a different idea in foreign language teaching. As a result of today's scientific, social and international developments, the importance of learning a foreign language has increased even more, foreign language teaching has started in primary school in our country and even foreign language teaching has been discussed

since the pre-school period (Karcı, Akar-Vural, 2011). It is undoubtedly difficult to express that foreign language teaching is carried out in a healthy way in our country. Because the textbooks, materials used in foreign language teaching, and the inadequacy of the physical facilities of the schools are the main reasons for this situation (Doğan, 2009). Despite these difficulties, foreign language teaching has started to be carried out from the second grade of primary school with the restructured education system in our country. Considering that young ages are critical periods in language teaching, it can be predicted that this situation will lead to a positive result. However, it can be stated that foreign language teaching at a young age will bring some difficulties.

Five dimensions emerged in the scale of evaluating English teaching in primary schools according to teacher opinions. These are structural problems, gaining learning outcomes, providing interaction, creating levels and teaching. When the relationship between the dimensions is examined, there is a negative relationship between structural problems and achievement in English teaching in primary schools. When structural problems increase in English teaching in primary schools, students' achievement levels decrease. It has been determined that there are significant relationships between structural problems and providing interaction, creating a level, in the instructional dimension and in total. As structural problems increase in English teaching in primary schools, students' achievement decreases. As structural problems increase, interactional problems, level-oriented problems, instructional problems and aggregation problems also increase. As students gain gains in English teaching in primary schools, they provide positive developments in interaction, level compliance and overall. No relationship was found between enabling interaction and level building and instructional dimensions. The strongest relationship of the interaction is with the total. It is seen that the leveling dimension is only related to structural problems and the total. It is seen that the instructional dimension is only related to structural problems and the total. As the problems in teaching English in primary schools increase, the level of teachability increases, and the problems decrease when gaining gains, providing interaction, establishing a positive level, and teaching are done effectively.

Structural problems are more common in English teaching in primary schools compared to English teachers, female teachers, teachers working in multigrade classes, teachers with less seniority and working in crowded classrooms. According to English teachers, female teachers, and teachers working in multigrade classes, parents cannot contribute to students and students have difficulty expressing themselves in English.

In his study, Tekin Özel (2011) concluded that the teachers could not get the necessary support from the parents in the implementation of the primary school English curriculum. English teachers can look at teaching English in primary schools as experts. The difference may have arisen from the problems arising from the structure of the combined classrooms, as female teachers give more importance to order and order. The study of Merter et al. (2014) supports this result. Merter et al. stated that there are structural problems in teaching English to second year primary school students. Seçkin (2011) drew attention to structural problems in teaching English to fourth grade students in primary school. He stated that structural problems negatively affect English language teaching.

According to female teachers in providing interaction in English teaching in primary schools and branch teachers conducting English lessons in primary schools, encountering teachers with different attitudes in English teaching in primary schools provides positive interaction for students to learn English with pleasure. The fact that English teachers conducted the lesson themselves may have been effective. It was observed that there was a significant difference in terms of the fact that the English curriculum was sufficient in English teaching, the textbooks were prepared according to the level of the students, whether the students and parents were willing to learn English, and the participation of different teachers in the course gave students universality. In the study, primary school second grade curriculum teachers were found to be sufficient (Yıldiran & Tanrıseven, 2015; Merter et al., 2014; Karcı & Akar Vural, 2011).

In order to create a level in English teaching in primary schools, according to English teachers working in detached schools, working in the city center and teachers working in schools with good socio-economic and socio-cultural status, the fact that the English program is according to the level of the students responds to the suitability of the textbooks and the needs of the students. However, according to classroom teachers, English teachers have problems in descending to the level of primary school students, they think that English teachers need in-service training on development and learning. Yıldiran and Tanrıseven (2015) reached results in parallel with the results of the research in their study. Karcı and Akar Vural (2011) stated in their study that there are problems stemming from the structure of multigrade classes and teacher competency.

In the instructional dimension of English teaching in primary schools, classroom teachers and teachers in schools that conduct the English course themselves and provide dual education provide more instructionalism in the development and learning of students and in lowering the level of students. Classroom teachers in teaching English in primary schools are thought to have

problems in descending to the level of primary school students and that teachers need in-service training on development and learning. In the studies conducted, it was concluded that they had problems in teaching English (Yıldırım & Tanrıseven, 2015; Bozavlı, 2015; Merter et al., 2014; Küçüktepe et al., 2014; Karıcı & Akar Vural, 2011).

1.2. Education in English in a Globalizing World

Foreign language motivation theories:

In general, it is possible to talk about motivation in every field of life, in every branch of business life, in every branch of education and in one's own inner world. For example, each person may have dreams that they believe they can achieve with their own power, things they want to do and things they want to achieve. One's future hope is the source of one's current strength. In education, every student has a desire to finish his school successfully, to pass his class by getting good grades, to learn the lesson in the best way and to apply it in his own life, if we go from the outside to the inside.

"Motivation is a theoretical construct that is used to explain the initiation, direction, and quality of behavior—particularly behavior that is goal-directed." 2004 publication by Brophy, J. "The Latin root of the word motivation is to move," (Vural, S. 2007: p.10) says author Sarah Vural. According to Baykal, the meaning of the word "motivation" in its more comprehensive sense refers to the ideas or mental judgments that we have regarding the purpose of another person. According to Ar, the process that has an effect on social-cognitive learning is called motivation. According to Manolopoulou-Sergi, on the other hand, the idea of motivation in and of itself is difficult to conceive due to its complexity (olak A. 2008).

In spite of the fact that many academics emphasize the complexity of motivation and the challenge of providing a comprehensive description of it, a great number of definitions of motivation have been developed.

According to Crookes and Schmidt, motivation may be defined as the decision, interest, and perseverance that is determined by the interest, anticipation, and the result that is accomplished. According to Shinn, motivation may be defined as the power that causes action. According to Afzal, Khan, and Hamid's definition, motivation is the factor that controls the behavior of students all the way through the process of learning. "A state of mind that activates one's actions and activities is referred to as motivation," and "motivation" (Afzal H., Ali I., Khan M.A., Hamid K.A 2010).

Dornyei says that "Motivation in general is used in the selection, prioritization, planning, and successful or unsuccessful fulfillment of the first wishes and wishes that occur in a person." This is because motivation is what activates, directs, coordinates, and boosts cognitive and motor processes. It is a cumulative movement that is always changing dynamically and comes to an end after being evaluated. Ceylan, on the other hand, suggested that motivation is "defined within the student-teacher relationship and being able to establish a psychological bond."

According to Brophy, motivation is a matter of opinion and is contingent on the factors that are dependent on alternatives and activities that are outside our control. According to McDonough, motivation is a fluid concept that shifts with time, particularly in circumstances that require sustained effort such as learning a new language. According to Dornyei, changes in motivation may be broken down into three distinct stages: selecting, applying, and reflecting on previous experiences. One has an option whether or not to become an entrepreneur or educate oneself in a foreign language. In the second phase, which is the phase of implementation, persistence and resolve are necessary in order to carry on with the choice that was made.

"Motivation is how people choose to do something, how long they will continue to do it, and how much effort they will put into doing it," says Gardner.

It is a commonly held belief that one of the most essential things that might influence the process of learning a foreign language is one's level of motivation to do so. Numerous studies have been conducted on the topic of motivation in language acquisition, and researchers have discovered that there is a connection between motivation and the academic accomplishment of students. "Student motivation is a determinant of student behavior in the learning process," as stated in the findings of a study conducted by Afzal et al. on the connection between the academic performance of university students and their level of motivation to learn. According to research by Afzal H., Ali I., Khan M.A., and Hamid K.A. (2010), academic success may be predicted using motivational variables. Students who are highly motivated and have long-term objectives will, in most cases, outperform others who do not have such aspirations. "Student motivation is considered to be one of the most important prerequisites for successful learning." "When asked to identify a 'good' student, teachers typically mention attributes such as a desire to learn and a willingness to put in a lot of effort. Sometimes the only response they provide is, 'Good pupils are driven.' They have to be workable, and by using them, students should be led in the direction of achieving their ultimate objective, which is becoming fluent in a foreign language.

The ability to motivate oneself to learn a language is one of the most important components in the process. A positive attitude toward the target language and culture, in particular as a source of intrinsic motivation, is one of the most crucial factors in the field of teaching pupils a foreign language, as it is one of the most successful ways to achieve long-term success.

Researchers and teachers are always trying to understand the complex motivations that drive people's wants to learn a foreign language or a second language, as well as the desires to continue with the process of learning the language. This is true both for the desires to begin the process of learning the language as well as the desires to continue learning the language. Following a substantial amount of research that Dorney has carried out on the subject of motivation to learn a foreign language, she has arrived at the conclusion that "motivation is typically the desire to start learning a foreign or second language and to continue this learning process." The study of a foreign language. The key factors that will be taken into account when establishing his degree of accomplishment.

Since the effect of motivation in learning is accepted by educators and students, educators are looking for ways to increase motivation and provide permanence. Good and Brophy mention four elements that must be absolutely necessary for success in the use of motivational strategies. These; The environment is organized by the teacher, supporting student learning, the appropriate level of difficulty in the tasks to be given to the students, teaching the subjects worth learning, and the use of motivational strategies as many times as necessary.

General approaches and certain actions to be taken to ensure positive motivation at school can be expressed with the following items:

1. To progress a sense of confidence in the student.
2. Substitute on the student's existing interests.
3. To make education expressive and respected for the student.
4. To assistance everyone choose their own goalmouths and schemes.
5. To prepare an enjoyable environment for learning in the classroom.
6. Leveraging students' ideals and passions.
7. Using positive reinforcers when necessary.
8. To strengthen the self-respect and self-confidence of the student.
9. To include various learning styles in the learning environment and to take into account the individual differences of the students.
10. To support creativity in the classroom.

11. Giving feedback to students about their personal progress (Reid G. 2007).

According to Sercan, difficulties and problems can be encountered in English preparatory classes, and some solutions to these problems are suggested below.

1. It can be started by learning to use and control internal motivation.

2. To see clearly the place of learning a foreign language in the target set in students' lives and to perceive its achievements.

3. Be aware of life and developments and innovations in life; They should be able to see the table created by English with these innovations and understand the importance of language in this table.

4. He should accept that learning English is not a chore, it is a necessity, and he should be aware that he should start with love.

5. It is also important to understand the 'Hierarchy of Needs' (Sercan H. 2010).

According to Boinukara H., "the motivational phenomenon that is true for all subjects is also true for language" (2009: pp. 12-14). A person's actions are driven by their motivation, which is the driving force behind their actions. According to Eggen and Kauchak, there are two distinct degrees of motivation that may be seen in the learning process. The first is a more general motive for learning, and the second is a more particular motivation for learning. When it comes to long-term motivation for learning, the type in which a person competes for information in a setting conducive to learning seems to be the most effective. Students are encouraged to enroll in a certain academic program by a variety of learning motivations.

There are a lot of different hypotheses that have been established to study what drives people to learn languages.

The theory of motivation developed by Gardner. According to Gardner, "Motivation consists of four components: a goal, effortful behavior, a desire to achieve the goal, and a positive approach to the activity that is in question." Gardner contends that there is a clear connection between the acquisition of a language and one's level of motivation. Gardner and Lambert claim that the level of motivation required to effectively acquire a second language is equivalent to that required to successfully master one's mother tongue. Gardner is of the opinion that integrated motivation is more useful in the process of language acquisition. Gardner believes that a highly motivated individual is one who has the desire to learn a language, the enjoyment of learning a language, and the effort to learn the language. Many scholars believe that Gardner's theory places a greater emphasis on the

social side of what drives people to act. "Garner himself considers research as social psychology" (Lyuoliene A. and Metyuniene R. 2006: pp. 1822-4318).

Because of the social and cultural repercussions that come along with learning a foreign language, social psychologists were the ones who initially conceptualized the Language Learning Initiative (LLI) research. In 1985, Gardner was the one who carried out one of these studies. Following a number of reviews, Gardner produced a model that came to be known as the social learning model. This model had a significant amount of impact from the early 1960s all the way up until the 1980s. Gardner's definition of motivation was "a combination of voluntary effort and effort to achieve the goal of language learning and a positive attitude towards language learning." He listed two motivational tactics as integration and instrumentality, however he concentrated more on integration than on instrumentality.

The term "assimilation motivation" refers to the desire of the language learner to at least communicate in the target language or to integrate with it. The phrase "instrumental motivation" refers to more practical motivations for learning a language, such as gaining a better job, earning a higher pay, or passing a test. Other examples of instrumental incentive include traveling more and having more opportunities. Gardner placed an excessive amount of emphasis on the incentive for integration, which served as the foundation for his paradigm. According to Gardner, there is a distinction to be made between the motivations for learning a language and the integrative orientation, which takes into account things like exertion, the expression of interest, and enjoyment. The word "direction" presents some difficulties because it can also signify "point of view or position." On the other hand, it has been suggested that the idea of orientation may be interpreted in a number of various ways. For instance, according to Belmsihri and Hummel as well as other scholars working in the subject, long-term goals such as orientations and attitudes are what inspire pupils.

Foreign language education researchers have tried to expand and refine the above-mentioned socio-educational model rather than neglect it (Dornyei Z. 2005).

Below are some of the theories that have attracted the attention of LLM researchers and on which they base their research. These theories are part of the cognitive revolution that has occurred in research in psychology since the 1970s. The self-determination theory, attribution theory, and goal-setting theory that are currently prevalent and somewhat related to LLM are given below.

Self-Determination Theory (SDT). Self-determination theory is one of the theories frequently used to explain foreign language learning motivation. This theory, developed by Deci and Ryan, is

based on the relationship of human behavior with the social environment. According to this theory, the psychological needs of the individual related to the social environment he/she is in affect his/her behavior. According to Self-Determination Theory, people have three basic psychological needs. These needs are called autonomy, competence, and relatedness. Deci and Ryan's Self-Determination Theory suggests that people have a level of psychological well-being to the extent that these needs are satisfied.

The need for autonomy refers to the possibility of choice in activities in one's life. Autonomy means the ability to determine one's behavior and make decisions independently. This need is met to the extent that the person has the opportunity to choose.

The second need, competence, is a state of being "adequate" that emerges as a result of people's ability to use their own capacities. It is thought that this need of people who can overcome their work successfully and realize their competence by being appreciated for their work is met.

The third and final need is the need to be related. The need for affiliation refers to the feeling of being connected to the people with whom people interact. To the extent that people feel they belong to some people or groups, their loyalty will increase. Behaviors such as belonging to a religion, being a supporter, being a political party sympathizer can be said to arise from this need.

According to self-determination theory, students are intrinsically motivated when these three basic psychological needs are met (Sheldon K.M., Houser-Marko L. 2001: p.152-165). However, it is not always possible to motivate students internally in the classroom environment.

In self-determination theory, four different extrinsic motivation states are defined according to the degree of autonomy (Ryan R.M., Deci E.L. 2009). These; external regulation, which refers to acting in order to gain a reward or avoid a punishment; introjected regulation of acting to avoid guilt and shame or to gain ego richness; defined regulation that occurs when the person values the behaviors, wants to be recognized with them, and accepts the regulatory process; Finally, it is the integrated regulation that emerges when personal definitions are aligned with the values, goals and needs that are part of the self. Among these four arrangements, external and introjected arrangements are considered lower autonomous extrinsic motivations, while defined and integrated arrangements are considered higher autonomous extrinsic motivations. Studies show that intrinsic motivation and extrinsic motivations that are higher in autonomy have important educational outcomes (Ryan R.M., Deci E.L. 2009: p.171-196).

According to Deci and Ryan, a learning environment that supports autonomy rather than a controlling environment leads to effective learning and positive results, increasing intrinsic

motivation, self-determination and self-esteem more. In studies on language learning motivation (LLM) based on self-report, intrinsic motivation was found to be positive with general motivation, self-efficacy, speaking and reading proficiency at the end of the training; Recent research conducted by Noels et al. delved into the relationship between anxiety and motivation, particularly in the context of language learning. By utilizing the self-determination theory, the authors extensively explored this subject matter. Their analysis of various studies on intrinsic and extrinsic motivation led them to conclude that distinguishing between these two types of motivation is instrumental in elucidating disparities in learning outcomes.

Noels and her colleagues' studies indicated that intrinsic motivation experiences an upsurge when teachers grant students more autonomy, provide positive feedback, and foster an environment where students perceive less control. Subsequently, McIntosh and Kimberly examined how concepts introduced in the autonomous self-management theory intersected with the need for cognition and language learning strategies. Their research uncovered a significant and positive correlation between the desire for intellectual engagement and autonomous self-management in the context of learning a foreign language. The researchers inferred that individuals who enjoy actively contemplating their own desires also tend to prefer self-directed reasons for engaging in foreign language learning, driven by selectivity and personal enjoyment.

In a recent experimental study involving college students, Vohs et al. made an intriguing discovery that excessively offering choices can adversely impact the self-regulation process. Specifically, it was observed that such a phenomenon could lead to reduced self-regulation, diminished willingness to participate in activities, and inconsistency in performance. Vohs et al. posited that this generalization can only be applied to broad categories encompassing extrinsic motivation, intrinsic motivation, and lack of motivation.

Additionally, a comprehensive outline and explanation of the theory of purpose in language learning motivation is presented by Vohs, Baumeister, Jean, Twenge, Nelson, and Tice. Recent motivational studies have emphasized the concept of "purpose" as a crucial element. Goal theories, particularly the two-goal theory encompassing goal setting and goal orientation, have significantly influenced the field of motivation. These theories center on the reasons or objectives that students perceive as crucial for achieving success. In simple terms, a goal represents a consciously pursued objective. Goal setting theory was mainly developed by Locke and Latham with references to work environments within the field of industrial and organizational psychology. According to this theory, since human actions depend on the existence of purpose, people cannot act without purpose.

Therefore, in order for an action to take place, it is necessary to determine the goals and act towards these goals with a conscious choice. This theory also suggests that there are two elements of goals, internal and external. Internal elements represent ideas, external elements represent objects or conditions sought or desired to be achieved. According to Lock, ideas guide the process of reaching goals. Goal setting theory proposes that there are three basic characteristics of goals. These features include: 1) the difficulty level of the objective; 2) level of detail; (3) commitment to purpose. Researchers following goal-setting theory have revealed that there are specific relationships between these different traits that can contribute to an individual's motivational state: The more difficult the goal, the higher the effort and sense of accomplishment (no sense of accomplishment in easy tasks); the more detailed and clear the goal, the more precisely regulated performance (general goals such as "do your best" don't really make individuals do their best). According to Keblawi, the highest performance is achieved when the objectives are both detailed and challenging. Purpose commitment is most critical when the goal is detailed and challenging. Adherence to general or ambiguous goals can be achieved fairly easily, since general goals do not require a high commitment, and ambiguous goals can be 'manipulated' in such a way that poor performance can be achieved. A high level of commitment to goals can be achieved where the individual feels that the goal is important and achievable. In addition, it has also been found that the "goal-setting process leads to the most effective performance when feedback is given that reveals progress towards the goal. Another finding shows that "goals influence performance by influencing the direction of action, the amount of effort exerted, and the persistence of action over time." Therefore, it is seen that goals greatly affect the quality of individuals' performance.

Several researchers, including Elliot, Maehr, Zusho, Elliot, Murayama, and Oxford, Shearin, have explored motivation in language learning and incorporated the goal-setting theory into their studies. Dörnyei, in particular, integrated the goal-setting theory into his 1998 model of motivation in language learning. This theory is chosen for several reasons. Firstly, it provides quantifiable parameters and empowers students to take an autonomous role in their learning. However, since language mastery is a long-term endeavor, Dörnyei suggests that educators should establish short-term sub-goals (known as convergent sub-goals) that can be achieved relatively quickly. These sub-goals play a significant motivational role by offering learners feedback on their progress, thereby enhancing self-efficacy and motivation. Nevertheless, Van Lier, as cited by Pagliaro, also highlights the drawbacks of exclusively focusing on goals. This is because fixating solely on future objectives, particularly on attaining fluency in a foreign language over the long haul, may divert

teachers' attention from the crucial sources of motivation provided by learners' internal gratification and innate curiosity. Another view of goals is goal orientation theory. This theory was developed in the classroom environment to explain the learning process and performance of children (Dornyei Z. 2001). According to this theory, the individual's performance is closely linked to the goals he accepts. One of the important contributions of the theory is that it divides goal orientations into two types. These types are performance and mastery (or learning) orientations. While learners with a performance orientation primarily try to look good and competent, those with a mastery orientation aim to increase their knowledge. According to Dweck and Master, the individual primarily aims to appear intelligent in the context of performance goals and to be more intelligent in the context of mastery/learning purposes (Dweck C.S., Master A. 2009: p.123-140).

The third theory in the field of motivation in language learning is described below, with explanations and support studies.

Attribution Theory. Attribution theories examine the way in which events are explained in terms of personal (or internal) or environmental (or external) causes. The distinctive feature of attribution theories stems from the possibility of associating individuals' achievements with their past experiences (Gray R. 2005: p.13-17). These theories focus not on the experiences people are exposed to, but on the way these experiences are perceived by people.

When evaluated in general, the theory argues that the reasons that individuals attribute to their past successes or failures greatly affect their motivational attitudes. In the school context, learners attribute their successes or failures to various causes (or causal loci) such as ability and effort, luck, task difficulty, mood, family history, and help or hindrance from third parties. In other words, success or failure can be attributed to internal or external reasons, depending on whether individuals see the reason for their actions in themselves or in others.

Another concept in these theories is locus of control, which represents people's perceptions of their degree of control over their actions. The importance of the causal attribution type is particularly prominent in the classroom setting. For example, students who attribute their failure to a lack of ability (an external cause they cannot control) will likely have less motivation to learn the language or even disappear altogether. On the other hand, students who believe that their failures are due to laziness or lack of effort (an internal reason they can control) are likely to increase their motivation by putting in twice as much effort.

In summary, attribution theory argues that the individual who wants to be successful in the language learning process should understand that the results are under his/her control only. Other

factors are of course important, but these factors are valid in every moment of our lives. Therefore, the individual must believe that he or she can achieve this task.

Achievement need theory. According to this theory, people show different levels of motivation according to the differences in their need to achieve success. For some people, the drive to succeed dominates and is the ultimate goal of their lives, while for other people, being successful and good at something may not make much sense. Therefore, some individuals are very successful in everything they are interested in because they are motivated by their desire to be successful, while others do not strive to be successful because they do not value success and successful results.

In motivation theory that focuses on success; It is argued that a person's success can also be determined by other factors, such as fear of failure. In this respect, if a person considers the process of learning a foreign language as too difficult for him to cope with, he can avoid it altogether. Since there is the possibility of failure, he does not show interest in foreign language learning and as a result, the person is not motivated to make an effort to learn a foreign language. He avoids completing this process in order not to face the risk of failure.

According to this theory put forward by McClelland, people have three psychological needs: success, intimacy and power. According to this theory, a person with a high need for achievement seeks success and tries to reach goals that challenge him. There is a strong desire to receive feedback on success and progress. In line with this theory, a person who feels a high need for achievement is expected to prefer to take personal responsibility in foreign language learning.

The need for affiliation was used to describe people who need harmonious relationships with people and to be accepted by others. Therefore, this need is not task-oriented but human-oriented. When foreign language learning is approached in terms of the need for rapprochement put forward in this theory, it can be said that people with a high need for this need will freely approach people with different mother tongues, and they will not be too concerned with the consequences of this in foreign language learning (Kun L., Liming Y. 2007: p.82-89).

The need for power defines people who need to direct and manage other people. When approached within the framework of foreign language learning, it can be said that people with a high need for power will want to gain command and control over the foreign language.

The three needs put forward in this theory are found in every individual, although the degree of each is different. So these needs are not mutually exclusive. Only one of these needs is more dominant in each individual.

Expectation-Value Theories. According to expectancy-value theories, individuals decide to undertake tasks that they find worth fulfilling. There are two main conditions that affect these decisions. First, individuals perform tasks that they expect to achieve at the end of the process. Second, individuals make an effort if they value success with tasks. Therefore, there is a direct relationship between the motivation level of individuals and their expectations of success and value attributions for tasks. According to Dörnyei, individuals should not be expected to strive for tasks that they do not expect to achieve and whose results they do not find valuable. In this context, foreign language learners should be given tasks that they find worthwhile to complete their learning processes successfully. Foreign language learners will be able to value those of these tasks that align with their interests, needs and goals.

Dorney Second Language Introduction Preparation (Basic). The Bulgarian philosopher Dorney has carried out very important research in the field of motivation in recent years. "In 1994, after several years of work, he completed the motivational model in another language" (Fan L. 2004). "Second Language Motivation Planning, Motivation with Classroom Assessment, and Second Language Motivation in Three Areas: Language Level, Student Level and Learning Opportunity Level" (Vural S. 2007). Dorney in his article "Motivation and Motivation in Foreign Language Learning" detailed Gardner's research on motivation. It suggests that most of the items in the attitude/motivation battery developed by Gardner et al. In the same study, Dorney argued that the process of learning a second language is more complex than learning a new language. According to Dorney, the motivation to learn a language has a unique and social character. Below is an example of Dorney's second language introduction.

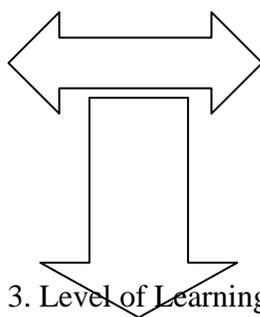
Figure 1

Dörnyei's Second Language Learning Motivation Chart

Second Language Learning Motivation

1. Language Level

2. Learner Level



3. Level of Learning Status

Source: Taşpınar, H. Teachers' and Students' Perceptions of Teachers' Task-Related Motivational Strategy Use and Students' Motivation Levels. Yüksek Lisans Tezi. Bilkent Üniversitesi, Ankara, 2004

In the language motivation component of Dornyei's program for learning a second language, students are motivated to learn the language by a variety of factors, including their positive attitudes toward that language, their attitudes toward the culture to which the language belongs, and their relationship with this culture and its people, and they take part in the process. In addition, they are motivated to learn the language because they have a relationship with this culture and its people. Dornyei is of the opinion that students' levels of motivation to study a target language are directly proportional to the extent to which they are immersed in the society and culture of that language. The students' prior achievements, both positive and negative, have a direct impact on their level of motivation throughout the process of acquiring a second language. In addition, learning settings play a significant role in the overall motivational strategy that Dornyei employs for his second foreign language.

Table 1

Level of Learning Status in Dörnyei's Second Language Motivation Chart

| |
|---|
| a) Motivation Elements Related to the Course |
| b) Motivation Elements Related to Teacher |
| c) Motivational Elements Related to the Group |

Source: Taşpınar, H. Teachers' and Students' Perceptions of Teachers' Task-Related Motivational Strategy Use and Students' Motivation Levels. Yüksek Lisans Tezi. Bilkent Üniversitesi, Ankara, 2004

Here, three factors affect student motivation very closely. "These are motivational elements related to the lesson, motivational elements related to the teacher and elements related to the group" (Fan L. 2004). Those related to the course consist of factors that can motivate or demotivate students to learn a foreign language, such as the program, the topics to be taught, and the books. Teacher's tone of voice and behaviors also affect students' attitudes and motivations towards the lesson. The third factor is the factors related to the group of students. If there is harmony in the group that the students are in, the students will be more motivated to learn the foreign language.

Williams and Burden's Motivation Framework. Williams and Burden studied second language motivation and developed a model. In this model, foreign language motivation is examined in terms of internal and external factors. Internal factors include factors such as interest and attitude towards language learning, while external factors include factors that go from specific to general such as teachers, parents, friends, learning environment, school, education system.

Dörnyei and Otto's Second Language Process Model. According to Vural, the process of learning a foreign language is a long process and motivation may not always remain at the same level in this process. In Dörnyei and Otto's process model, it is stated that motivation does not always remain the same, it can change even during a lesson, and student motivation can decrease. In this model, motivation in foreign language learning consists of three stages.

In the pre-actional stage, which is the first stage, motivation should be established, that is, the purpose should be determined, it should be protected during the action stage, and in the post-actional stage, which is the last stage, it should be evaluated by which activities the student can motivate in the future.

1.3. Teaching in English in Primary Schools and its importance

Primary school student as a subject of educational activity and motivation in L2 Learning

The child becomes the topic of instructive movement from the moment of entering the school.

The primary school student, as a subject of educational activity, develops and forms within its framework, mastering new ways of mental actions and operations: analysis, synthesis, generalization, classification, etc. It is in educational activity that the main relations of the primary school student with society are carried out. It forms the main qualities of his personality (self-consciousness and self-esteem, motivation to achieve success, diligence, independence, ideas about morality, creative and other abilities) and cognitive processes (arbitrariness, productivity), as well as his attitude towards himself, the world, society, people around. This general attitude is manifested through the child's attitude to learning, the teacher, comrades, and the school as a whole. The hierarchy of authorities changes in the primary school student: along with the parents, the teacher becomes a significant figure, and in most cases his authority is even higher, since he organizes the leading educational activity for primary school students, is the source of the knowledge gained.

Group Leadership: Study Group. The function of education is the acquisition of new knowledge, skills and abilities. In this work, opportunities for autonomy in education and daily life

are created. Meanwhile, the kinds of thinking that promote the development of scientific scientific systematic, scientific, theoretical thinking flourish. Individual activities such as writing, reading, working on a computer, visualization work and beginning design and writing projects are established in the elementary student's academic career.

The social situation of development: the position of the student as a subject; new relationship "student - teacher"; the authority of the teacher; the period of adaptation as a macrophase of development (according to A.V. Petrovsky).

The main neoplasms of this age: arbitrariness, an internal plan of action and reflection, which manifests itself when mastering any academic subject.

The primary school student is the beginning of the social existence of a person as a subject of activity, in this case educational. In this capacity, the primary school student is characterized primarily by readiness for it. It is determined by the level of physiological (anatomical and morphological) and mental, primarily intellectual development, which provides the opportunity to learn. In the studies of L.I. Bozhovich, D.B. Elkonin, N.G. Salmina, N.I. Gutkina describes the main indicators of a child's readiness for school: the formation of his inner position, semiotic function, arbitrariness, the ability to focus on a system of rules, etc. Readiness for school education means the formation of an attitude towards school, learning, cognition as the joy of discovery, entry into new world, adult world. (Мухамеджанова Б.М. 2011: p.47-62). This is a readiness for new duties, responsibility to the school, teacher, class. Expectation of the new, interest in it underlies the educational motivation of the primary school student. The child relies heavily on external guidance and instructions from adults, such as teachers and parents. The primary goal of education during the primary school years is to facilitate the development of basic cognitive skills, such as reading, writing, and numeracy, as well as the cultivation of intellectual curiosity and a positive attitude towards learning. The educational activities and curriculum provided during this period should be designed to align with the cognitive needs and developmental characteristics of primary school students. Emphasizing the importance of interest as an emotional experience, it is crucial to create a learning environment that fosters intrinsic motivation and engages students' curiosity. When the content of education aligns with the cognitive needs of the students, it enhances their internal motivation, making the learning process more meaningful and enjoyable. Readiness for school encompasses various aspects, including physical development, knowledge acquisition, self-care skills, social and behavioral competencies, language proficiency, fine motor skills for writing, cooperative abilities, and the desire to learn. These prerequisites are influenced by the child's

overall mental development, as well as the upbringing and educational experiences they have received in their family and preschool settings. The intellectual, personal, and activity qualities necessary for a student to actively engage in educational activities begin to form from birth. These qualities significantly influence the child's transition to school, their attitude towards school, academic success, and overall involvement in educational endeavors. During the primary school years, the educational focus shifts towards developing fundamental learning skills and abilities. This period is critical for the cultivation of thinking processes that lay the foundation for the assimilation of scientific knowledge and the development of theoretical thinking. Additionally, primary school education aims to foster independent learning and everyday life skills, enabling students to navigate their academic and personal lives with increasing autonomy. At this stage, children undergo psychological restructuring, which can be mentally and physically demanding. They experience a shift from external regulation of activities towards internal regulation. However, during the primary school years, external guidance and regulation still play a significant role, as children heavily rely on adults for direction and support in their learning journey. Primary school education focuses on nurturing cognitive skills, promoting intellectual curiosity, and developing the necessary foundations for further academic growth. It requires creating an environment that fosters intrinsic motivation and aligns with the cognitive needs of students. Readiness for school encompasses various aspects of a child's development and is influenced by their upbringing and previous educational experiences. During the primary school years, children acquire essential learning skills, develop thinking processes, and undergo psychological restructuring towards greater autonomy in learning and everyday life. Lublinskaya, practical activity, and the strength of this activity is quite large. Researchers identify a number of difficulties faced by a primary school student who has a new life position, i.e. the student's position as a subject. These are the difficulties of a new mode of life, new relationships - with a teacher. At this time, the initial joy of getting to know the school is often replaced by indifference, apathy, caused by the inability to overcome these difficulties. It is especially important for the teacher to take into account the basic mental neoplasms of this age - arbitrariness, the internal plan of action and reflection, which manifest themselves when mastering any educational subject. At this age, awareness of oneself as a subject of teaching begins.

During the developmental period of a person within the educational system, engaging in educational activities, acquiring new knowledge, problem-solving, and experiencing the joy of educational collaboration are considered essential. According to A.N. Leontiev, leading activities

not only span a significant period but also shape other specific activities and contribute to the development of intellectual functions such as sensory perception, memory, and attention. Additionally, the personality of the individual engaging in these activities is formed.

In the case of primary school students, specific activities such as writing, reading, computer work, visual tasks, and the initial stages of design and composition are developed through their educational activities. As subjects of educational activity, primary school students progressively develop and refine their abilities, mastering new methods of analysis, synthesis, generalization, and classification. V.V. Davydov highlights that purposeful developmental learning allows for faster and more efficient formation through systemic and comprehensive knowledge development. D.B. Elkonin emphasizes the significance of educational activity during school-age, stating that it serves as the primary means through which children establish their main relationships with society and form both fundamental personality traits and individual mental processes. Through educational activity, primary school students develop attitudes towards themselves, the world, society, and others. This includes their perception of the content and teaching methods, as well as their attitudes towards teachers, classmates, and the school environment. It is worth noting that with the transition from a family or kindergarten to a school, primary school students experience a shift in dominant authorities. While parents hold authority in the child's earlier years, the authority of the teacher becomes prominent during primary education. This shift is evident when a child protests against a mother's statement by saying, "But the teacher said so!" As the main period of adaptation comes to an end by the completion of elementary school, primary school students not only become subjects of learning activities but also engage in active interpersonal interactions. They enter adolescence during this phase of development. In the current educational context, it is crucial to foster cognitive motivation as it gives students a personal sense of purpose, making the study of a subject meaningful to them. Cognitive motivation is rooted in a thirst for knowledge and an uncontrollable desire to explore new things. With such motivation, students overcome difficulties with ease. The subject of "Foreign Language" requires intense mental activity, attention, the ability to grasp abstract concepts, and the capacity for generalization. However, not all students find foreign languages easy to learn, which can lead to dissatisfaction, self-doubt, and a waning interest in further language learning. Interest in any subject serves as a driving force for achieving high-quality knowledge and acquiring the necessary skills and abilities. Consequently, teachers face the challenging task of increasing students' interest in the subject and sustaining their motivation. (Короткова З.А. 2008: p.16-21).

Motivation is crucial when it comes to children's ability and desire to learn, and this foundation is established during primary school years. Motivation serves as the source of their engagement and plays a significant role in forming meaning and purpose. Numerous studies have demonstrated that certain teaching aids and methods are particularly favorable and effective in stimulating students' cognitive activity. These include didactic games and exercises, individual creative tasks, encouraging students' creative work across various subjects, incorporating extracurricular activities, and utilizing diverse pedagogical technologies such as problem-based learning, game-based approaches, and developmental tasks. Observations indicate that students, particularly those in elementary and middle school, are captivated by the novelty of learning a foreign language and the exploration of an unfamiliar world. The opportunity to assume a different persona while speaking a foreign language is particularly appealing to children. This immersive experience can be instrumental in arousing their interest (Abidogun B.G., Adebule O.I. 2013: p.24-26).

The effectiveness of foreign language acquisition depends not only on the student's learning strategies but also on the instructional strategies employed. Optimal results can be achieved by harmonizing these strategies. Enhancing the teacher's pedagogical influence on students is a crucial factor in attaining this goal. To develop and improve students' communication skills, a variety of techniques should be employed during lessons to activate their thinking and increase cognitive interest. This, in turn, enhances their motivation to learn. Let's delve into some of these methods. The "Images" technique facilitates the development of students' speaking skills and creative initiative by tapping into their imagination to convey images using English. This technique encompasses verbal and non-verbal communication, activates students' vocabulary, and cultivates an emotional and intellectual disposition toward applying knowledge in unconventional communicative situations. The "Describe and Draw" technique engages students in communication by encouraging them to use their own vocabulary in a foreign language. It is a versatile method that can be used to reinforce vocabulary and grammar concepts. Songs are utilized to foster communication skills. Students find songs appealing due to their content and musical form. Songs serve as a motivational factor, encouraging students to express themselves and take an interest in communication as a primary objective. When selecting content, it is essential to ensure that the educational material is emotionally rich and memorable. The lessons should incorporate vivid and specific imagery. Communicative tasks related to foreign language communication generate the greatest interest among students. They are more likely to remember words when they are required

to use them in speech. Dialogues during English lessons serve as a motivator for students to learn new words. Results demonstrate that communication techniques are the preferred activities for students in the classroom. Non-standard forms of lessons play a significant role in maintaining interest in a subject and promoting cognitive development. These forms encompass a wide range of unconventional teaching methods and techniques that not only enhance children's motivation to learn but also contribute to the development of specific skills such as reciting poems, improving pronunciation, and engaging in role-playing scenarios. Sustaining a high level of motivation in learning relies on students developing an interest in the subject matter, particularly in foreign languages. This can be achieved by incorporating innovative pedagogical technologies and non-traditional teaching methods and techniques into English lessons. Examples of such methods include using game-based communication scenarios in English, utilizing computer programs and interactive whiteboards, harnessing online resources, and employing didactic games conducted in English. The integration of information and communication technology (ICT) in teaching and educating elementary school students has a positive impact on the overall educational process by fostering heightened cognitive engagement. Information technologies in education refer to the processes involved in preparing and delivering information to students, with computers serving as the primary medium for implementation.

For the effective use of information and communication technologies, the teacher needs to master a number of skills:

- technical - the skills necessary to work on a computer as the use of standard software;
- methodical - the skills necessary for the competent education of primary school students;
- technological - the skills necessary for the competent use of information teaching aids in various lessons conducted in elementary school (Belhiah H., Elhami M. 2015).

The use of new ICT in various lessons provides advantages over the standard teaching system in the following:

- a differentiated approach is carried out in teaching a foreign language;
- each student becomes the subject of the learning process;
- students have increased interest, motivation for learning activities;
- students develop learning habits (planning, reflection, self-control, mutual control).
- for the same period of time, the amount of work performed is much larger;
- the process of monitoring and evaluating knowledge is facilitated, and so on (Belhiah H., Elhami M. 2015).

Information technology can make the learning process more interesting, relevant to the realities of today, providing the right information at the right time. Working with a computer brings a sense of novelty that naturally increases interest in learning. Additionally, computers offer the advantage of regulating the difficulty level of educational tasks, providing encouragement for making correct decisions without the need for moralizing or excessive criticism, which can often be seen from teachers. This contributes positively to students' motivation to learn. While entertainment can serve as a motivational factor for learning, it is crucial to ensure that it does not overshadow the primary educational objectives, and this is where the boundless possibilities of information technology come into play. Computer-based training programs offer numerous advantages over traditional teaching methods. They enable the training of various speech activities and their combination in different ways. These programs assist in comprehending language phenomena, developing linguistic abilities, creating communicative situations, automating language and speech actions, and fostering individualized approaches, as well as facilitating students' independent work. Many educational tutorials incorporate a microphone mode, allowing students to repeat words or phrases after a speaker. The screen displays a graphic representation of the speaker's sound and the student's attempt, making any discrepancies immediately visible. Students strive to match their graphic representation of the spoken sound as closely as possible to the sample. The SMART-Board interactive whiteboard can be effectively utilized throughout all stages of an English lesson, aligning with specific goals and objectives. It is important to note that its purpose extends beyond mere visualization; it serves as a tool for developing essential skills and abilities. Consequently, students become active participants rather than passive spectators, engaging with the board through various training exercises. (<http://xn--i1abbnckbmcl9fb.xn--p1aiB8/534623>).

The use of SMART-Board in lessons helps to effectively carry out phonetic exercises. A variety of exercises created in the SMART-Board program and imported from Word help you remember sounds, letter combinations and reading rules. The interactive board provides a good opportunity for the formation of lexical skills on various topics. It is only necessary to develop schemes in advance, select video files that can better illustrate the material. The use of an interactive whiteboard helps to save lesson time, activate the work of students, make the learning process exciting for both students and the teacher himself.

The role of various phonetic, grammatical, lexical and spelling games in English lessons is great. They stimulate children to learn and at the same time bring joyful moments to the lessons.

English for children does not seem overwhelming and tiring, but on the contrary, children enjoy this subject.

Thus, it is necessary to form a positive motivation when learning a foreign language in a complex way. The organization of the educational process in elementary school, first of all, should contribute to the activation of the cognitive sphere of students, the successful assimilation of educational material and contribute to the mental development of the child. When planning a lesson in elementary school, the teacher must carefully consider the purpose, the place, the way of using various means, forms and methods of working with students.

1.4. Motivation problems for primary school students in education in English

Starting to learn a foreign language at the earliest possible age is important not only for success in learning the language, but also for the development of the individual. However, there is no age limit at which it is difficult or even impossible to learn a language if it is passed. Each age group has its own advantages and difficulties in the process. Children are capable of acquiring languages naturally and unconsciously, just like their mother tongue, if appropriate conditions are met, in the period until the age of 6-7, that is, when the brain reaches maturity. After this age, with the maturation of the brain, this mechanism leaves its place to the conscious learning mechanism, as in adults, and the process becomes different. The important thing is to plan the foreign language teaching/learning process according to the characteristics and needs of the age group and to provide appropriate conditions. Here, the excess of contact time with the learned language, the continuity of teaching/learning, the use of age-appropriate techniques, materials and activities are often more important parameters than the age of the learner.

The subject of foreign language teaching/learning at an early age is an issue whose importance is increasing day by day, especially in recent years, in line with the intensification of researches and the increase in knowledge on this subject, as well as the needs emerging in the globalizing world. "From primary schools in Europe, the teaching of foreign languages intensified after World War II; In the USA on the other hand, we see it starting in the early 90s." (Bozavlı 2013, p. 1570). In our country, foreign language lessons for children started to be given for the first time in 1997, starting from the 4th grade of primary education. As of the 2013-2014 academic year, these courses have been brought to an even earlier age, and two hours of English per week have been included in the programs starting from the 2nd grade of primary school. Today, foreign

language activities are also carried out in pre-school period, kindergartens and kindergartens, and even the number of institutions providing education in a foreign language is increasing at this level.

The advantages of starting to study a external language as early as conceivable are undeniable. However, the best way to learn a foreign language or the only condition for being successful in this regard should not be seen as starting education in childhood. The view that it is very difficult or even impossible to learn a language after a certain age is also wrong. The opinions about the necessity of starting foreign language learning in childhood are generally due to the fact that foreign language teaching is directly related to the acquisition of the mother tongue. In addition, this subject is often associated with the view that children can learn everything more easily and quickly, without relying on scientific grounds. There are no conclusive scientific results to substantiate such widespread views on foreign language learning. Language learning process is a very complex and multilayered, multivariate cognitive process and many different factors such as gender, age, motivation, readiness and anxiety level, learning style, learning environment, equipment and teacher play a role here. In a process in which so many factors play a role, it is not possible to deal with the age factor alone, and studies mostly focus on children who learn languages at an early age in countries where the learned language is spoken (Gaonac'h 2006, p. 58).

The aim of this study is to give general information about foreign language teaching to children based on the researches carried out in the field and the data obtained, and to seek answers to the questions under which conditions this process can be successful by emphasizing the benefits of starting foreign language learning at an early age. For this, first of all, mother tongue acquisition and foreign language learning processes will be compared. Then, by emphasizing the differences between children and adults in terms of cognitive processes and motivations in the learning process, it will be tried to explain the conditions that the success of the foreign language teaching/learning process at an early age depends on.

Language Learning

Foreign language acquisition in early childhood differs significantly from the natural process of acquiring one's mother tongue. The acquisition of a mother tongue occurs spontaneously and involuntarily as children are exposed to the language spoken in their environment. No specific effort, method, technique, or material is required for this process. During the acquisition of their mother tongue, children listen to language models, imitate them, comprehend feedback, and share

their experiences and thoughts. From birth, unless there are exceptional circumstances, individuals naturally learn the language of communication through passive listening-observation. Subsequently, they progress to acquiring and utilizing the various components of language, such as sounds, syllables, words, and syntax structures, along with other layers of language (e.g., semantic, semiotic, pragmatic). Contrastingly, foreign language learning is not a natural process and necessitates the adoption of specific methods, techniques, and materials within a structured curriculum, under the guidance and supervision of a teacher. The utilization of foreign language learning strategies, which will be further explored in subsequent sections of our study, significantly contributes to the individual's active involvement and success in the learning process.

Comparison in Terms of Use of Foreign Language Learning Strategies

According to Wenden and Rubin (1987), foreign language learning strategies encompass the methods individuals employ, the mindset they exhibit, the plans they implement, and the habits they develop in order to enhance their acquisition, retention, accumulation, and utilization of information in a foreign language. These strategies significantly contribute to the overall success of the learning process. Their utilization varies from person to person, influenced by individual dissimilarities and preferred learning approaches. Furthermore, their application is contingent upon the specific subject being learned and the desired knowledge and skills to be acquired. To effectively and correctly employ these strategies, learners need to engage in cognitive operations and adopt a conscious approach to the learning process.

Numerous researchers have extensively examined and described foreign language learning strategies (as discussed in Cyr, 1998). These strategies serve to facilitate the efforts of language learners during self-study and formal learning, both within and outside the classroom. However, it is important for learners to possess an appropriate cognitive foundation to effectively utilize these strategies. According to the inventory created by Oxford (1990), foreign language learning strategies are divided into two main groups as direct and indirect. Direct strategies are aimed directly at learning a foreign language. It is used to structure, process, store and recall newly learned information when necessary. These are grouped into three subgroups: memory strategies (making mental connections; eg grouping, classifying), cognitive strategies (making structures; eg underlining information), compensatory strategies (predicting by reasoning; using linguistic clues, for example).

Indirect strategies, on the other hand, are related to how learning takes place and the emotions and social behavior patterns experienced in the process. These include metacognitive

strategies (planning and organizing learning; for example, discovering how language is learned), affective strategies (recording and expressing emotions; for example, using a checklist, keeping a diary, sharing emotions), social strategies (cooperating; for example, It is further divided into three subgroups: exchanging ideas, making division of labor).

“Adolescents and adults can benefit from cognitive skills for activating certain strategies related to foreign language learning situations” (Gaonac'h 2006, p. 59). On the other hand, due to their mastery of their mother tongue, they are able to recognize linguistic structures and concepts, make comparisons and transfers between languages, perform operations that require knowledge of reading and writing (for example, using a dictionary, underlining words in a text...), making predictions with reasoning (for example, making classifications, using words). to take their meanings out of context...), to control their emotions in the learning process (for example, to use ways of coping with stress, to share their emotions, to keep a learning diary...), to be able to work in collaboration with others (for example, to be able to consciously undertake a task in an activity carried out in group work) and to do so. they also have a great advantage in terms of using many similar strategies. Young children do not have the necessary linguistic, affective and cognitive equipment and infrastructure, so they cannot use a language learning strategy and must be in a teaching process suitable for acquiring the language with natural language skills.

Comparison in terms of Foreign Language Learning Motivation

Motivation is the basis of all learning. Motivation, which is generally and briefly defined as "the driving force that directs individuals to reach a goal", is a cognitive and affective factor that pushes individuals in the learning process to learn and facilitates this process. As it is known, regardless of the subject learned, a learning process that is started willingly and with genuine curiosity is highly likely to be successful. On the other hand, this motivation creates many positive effects such as ensuring the permanence of learning, accelerating learning, preventing the process from being seen as a necessity and making it more enjoyable. In the learning process, “starting, continuing or terminating a piece of information directly depends on the motivation of the person”.

Motivation is basically divided into two main types, intrinsic and extrinsic (see Vianin 2007). The goal mentioned in the definition given above is internal when determined by the individual himself; If the individual turns to a certain goal for any external reason, extrinsic motivation is mentioned. Extrinsic motivation leads to the formation of learning intention due to an influence from outside the individual. In terms of learning a foreign language, this effect can come into play, for example, to increase job opportunities, to get good grades and to be successful

in classes, to study or work abroad. Extrinsic motivation usually occurs in connection with a necessity or obligation. Intrinsic motivation, on the other hand, is related to factors that come from within the individual, such as curiosity about a foreign language and culture, or the desire to communicate with people who speak that language, and it generally has a stronger effect than extrinsic motivation.

CHAPTER II. METHODOLOGY

The methodological part of the research includes the methods, methods and tools used in the research.

This study is a descriptive qualitative research which refers to the method of forming conclusion by collecting, classifying and interpreting research data.

The data source of the study is the study of The Role of Motivation among Primary School Students in Choosing English as Their Medium of Instructions.

This chapter includes the method, research team, data collection technique, data analysis, reliability and validity and finally the role of the researcher.

Research question:

What is the role of motivation in choosing English as a medium of instruction among primary school students and what were the results of the research?

2.1 Research design and approach

A qualitative research design was used as the research design. This kind of creation follows a narrative and holistic presentation from the genesis of views, concepts, and events using a method of analysis.

2.2 Research Model

Phenomenology, one of the qualitative research design, was used in this study. A case study is intensively studied in relation to a situation or event. Best and Khan (2006) define phenomenology as follows: it is one or comprehensive that explains the current situation, comprehensive and analyzes it. Phenomenology is a research model that is intended to be explained as phenomena that are experienced in daily life and not fully comprehended, and that helps to better these phenomena. An effective research model can be expressed in the analysis of audit and phenomenological experiences of auditors in research. Thanks to the phenomenology, the analysis and information in the maintenance section belong to the services within the scope of the training.

2.3 Data collection tool and techniques

There are several data collection tools and techniques that can be used to investigate the role of motivation among primary school students in choosing English as their medium of instruction. Here are some examples:

Observations: Observations can be used to gather data on student behaviors and interactions

in the classroom. Observations can be structured or unstructured and can involve recording the frequency and duration of specific behaviors or interactions.

Document analysis: Document analysis involves analyzing existing documents, such as school policies, curriculum materials, and student records, to gather data on students' motivation for choosing English as their medium of instruction.

Overall, a combination of these data collection tools and techniques can be used to gather rich and comprehensive data on the role of motivation among primary school students in choosing English as their medium of instruction.

2.4 Model of analysis

There are several models of analysis that can be used to study the role of motivation among primary school students in choosing English as their medium of instruction. One such model is the Self-Determination Theory (SDT), which proposes that people are motivated by a combination of intrinsic and extrinsic factors.

In the context of choosing English as a medium of instruction, intrinsic factors may include personal interest in the language, a desire to learn more about the culture of English-speaking countries, or the perceived benefits of being able to communicate in English. Extrinsic factors may include the influence of parents or teachers, societal pressure, or the perceived advantages of having proficiency in English in terms of career opportunities.

Another theory that can be employed to examine the impact of motivation is the Expectancy-Value Theory (EVT). This theory suggests that individuals' motivation is affected by their beliefs regarding their competence to succeed in a task, as well as their perceived value or significance of that particular task. When considering the selection of English as the medium of instruction, students' motivation to choose English may be influenced by their confidence in their ability to learn the language and the perceived benefits of attaining proficiency in English. Another model that can be utilized to analyze the role of motivation is the Social Cognitive Theory (SCT). This theory emphasizes the importance of observational learning, self-efficacy beliefs, and expectations of outcomes in shaping an individual's motivation. In the context of opting for English as the medium of instruction, students' motivation may be influenced by observing the achievements of others who have chosen English, their own confidence in their ability to learn the language, and the perceived advantages associated with being proficient in English. Overall, these models can provide a useful framework for understanding the role of motivation among primary

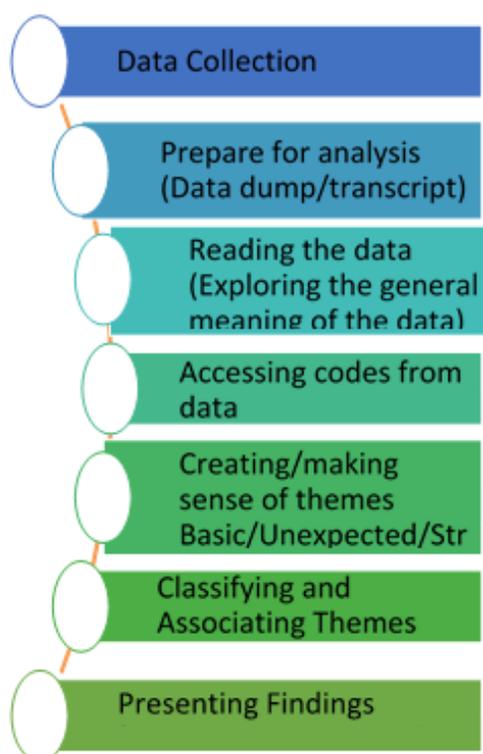
school students in choosing English as their medium of instruction. By analyzing the factors that influence motivation using these models, educators and policymakers can develop strategies to promote motivation and support students in their language learning journey.

2.5 Data Analysis

The following sequence was followed during data analysis;

Data analysis was conducted concurrently with data collection. The first step is to examine the data. This includes the processes of making general sense from the data collected, taking short notes, systematizing the data, and determining whether there is a need to collect more data. Then the data is transferred to their encoding. The following procedure was followed in coding the data.

Figure 1. Phases of Qualitative Data Analysis



Reliability

In qualitative research, validity and reliability are defined as the accuracy of the research findings and the objective interpretation by the researcher of the phenomenon under investigation.

One-to-one quotes from the researchers' opinions were conducted when examining the validity of the data analysis. The raw data and analysis were reviewed by the researcher and another expert in the field to critically look at the data for the validity of the study and check the accuracy of the result.

The interview, which is a qualitative data collection method, was conducted using a semi-structured interview technique.

A pilot study was conducted to test whether the questions of the semi-structured interview form were understood. A pilot test was applied to 10 participants to determine its reliability and create the questionnaire's final version. After it was determined that the questions were understandable, they were approved by the ethics committee, and the data collection phase was started. In order to achieve this aim, an interview form consisting of open-ended questions and interview questions were developed for the participants.

Interview hours were determined in accordance with the participants. Before starting the application, the participants were informed that the personal and professional information of the participants would be kept confidential and that they would only be used in this research and that the quotations would be coded.

A survey was conducted among 10 teachers and 30 parents about the role of motivation in choosing English as a medium of instruction among primary school students. 4 male and 6 female teachers participated in the survey. The age characteristics of the participants are aged between 26-30, 3 of the participants are aged between 31-35, 4 of the participants are aged between 36-40, 1 of the participants are aged between 41-45.

The experience characteristics of participants. 2 of the participants are experienced between 0-5 years, 2 of the participants are experienced between 6-10 years, 3 of the participants are experienced between 11-15 years, 2 of the participants are experienced between 16-20 years and 2 people are experienced between 20 above years.

III CHAPTER: QUANTITATIVE ANALYSIS OF MOTIVATION OF PRIMARY SCHOOL STUDENTS DURING THEIR EDUCATION IN ENGLISH

3.1 Evaluation of teaching in English in primary school 2nd grade according to teachers' opinions

English as the language of instruction in multilingual classrooms and bilingual education

Because of the relative infancy of the profession, it can be difficult to understand multilingual concepts on both a theoretical and a practical level. The conceptual framework that will govern the incorporation of multilingualism into educational settings is still in the process of being established. It is essential to differentiate between learning a language and learning many languages in order to provide this conceptual framework with the necessary level of transparency. When it comes to domestic and transnational scientific education, the term "multilingualism" refers to the employment of a number of teaching approaches that incorporate the simultaneous study of numerous languages, one of which being the students' mother tongue. Using this methodology, programming incorporates interactive language learning at a variety of educational levels, ranging from kindergarten all the way up to the graduate level. When considering shared educational objectives, guiding principles, and instructional methods for language learning, the phrase "multilingual education" is frequently used. On the other hand, the term "multilingualism in education" refers to the specific concept of structuring the learning process within the confines of a certain paradigm. This book makes use of a variety of concepts that are often found in international literature. Some of these words are multicultural education (M. O. Bassey), diversity education (H. M. Miller), multilingual education (W. E. Piland, H. Hess, P. K. Powers), and bilingual education (C. Baker), amongst others. The development of this typology marks the beginning of the investigation into this subject. Oral expression, as stated by the authors themselves, is the outcome of the intricate processes of language communication that occur in modern western culture as well as the various ways in which multilingual personalities are produced via the educational process. However, the overarching objective of each of these endeavors is to design a learning environment that encourages the constructive social integration of family learners and provides opportunities for all participants to get acquainted with the languages that are utilized in the setting of an educational institution. The development of several forms of bilingual education over the 20th and early 21st century resulted in two phases of language

acquisition that are connected to one another. To begin, there is a significant amount of linguistic variety all over the world. Approximately 70 percent of the population of the world is capable of speaking more than one language. Second, as a result of the increasing interconnectedness of the world's economies, there is a growing movement toward linguistic homogeneity. Experts from the European Union believe that globalization poses a risk to the diversity of languages and cultural traditions throughout the world.

A number of key ideas underpin the language policy of the European Union, which Azerbaijan has adopted as its own. First, Europe has to work toward unification while simultaneously celebrating its multilingualism, multiculturalism, and multinationalism. Second, it is essential to highlight the significance of knowing a range of languages, not only English as a required subject, but other languages as well, particularly those that are not as extensively used. This method of teaching languages is one way to ensure that a wide variety of languages, cultures, and communities will continue to exist in the world. throughout addition, learning a language need to be a continuous activity that is ingrained throughout the course of a person's life. Not only does encouraging people to speak many languages have enormous cultural benefits, but it also has significant economic benefits. Studies have shown that those who speak two or even three languages have superior translation abilities and are more likely to be successful in whatever pursuits they undertake. These individuals are distinguished by their great cognitive abilities, which include a variety of innovative and creative problem-solving talents, efficient information processing, a high tolerance for stress, and good communication. Therefore, businesses that make multilingualism a priority have a greater chance of becoming industry leaders on a worldwide scale. This interest is mirrored in conversations in the English-language media, which emphasize the significance of encouraging people who speak English to study "next languages" such as Spanish, Chinese, or Arabic. These talks highlight the necessity of encouraging English-speaking individuals to acquire languages other than English. There is a growing fear among groups of monolingual English speakers that a lack of multilingual abilities will have a negative impact on their international status as well as their national security. In the 20th century, there has been a significant increase in the amount of research conducted on multilingualism as a social and cultural phenomena. The descriptive literature defines multilingualism as the use of several languages in a social group or the use of multiple languages by people or groups in specific communication contexts. Multilingualism may also refer to the use of multiple languages in specific communication situations. According to these two lines of reasoning, being able to speak more

than one language may come either from the language policies of a nation's government or from the decisions of its citizens, independent of the linguistic climate of the nation. The implementation of multilingual programs within the educational system has brought attention to the significance of multilingualism as a basic process that may influence the decisions made by parents or young people who want to be integrated into a culturally diverse community that speaks a variety of languages. In contrast to bilingualism or multilingualism that develops naturally, educational or multilingual practice may now be thought of as a formal concept thanks to the emergence of formal language learning settings. A multilingual education is the process of acquiring more than one language in the course of one's studies in an elementary, middle, or high school that occurs organically in a linguistically rich environment that is impacted by variety and is abundant in natural languages. The goal of academic multilingualism is to have a comprehensive understanding of all language systems and to identify both the shared and differentiated characteristics of each language. In order to establish programs for education in many languages, it is necessary to take into account a variety of elements, such as linguistic, psychological, and social aspects, so that decisions on administration and instruction may be made. These questions include determining how many languages a young person needs to learn in order to be successful in an international workplace, identifying potential psychosocial differences between monolinguals and bilinguals, and developing effective strategies for language learning in order to learn a lot at once, understand language skills understanding, and self-esteem. These questions are included. - The teaching of foreign languages, taking into account the requirement for specific training for teachers working in varied language teaching situations and acknowledging the significance of prospective teachers gaining experience in the classroom with a second language other than their native tongue.

The previous discussion emphasized the importance of a comparative approach in multilingual education, which involves teaching students to draw analogies between the languages they know and identifying factors that may interfere with their learning of a new language. Psycholinguistic research suggests that when exposed to different languages, students develop a natural inclination to classify, compare, contrast, and explain the new linguistic elements they encounter. This characteristic of multilingual education places a demand on teachers to delve into the nature, system, and structure of the languages involved in the learning process. They need to consider the similarities and differences at various linguistic levels, assess students' existing knowledge of the languages being studied, and explore relevant textbooks, dictionaries, and reference materials. Additionally, teachers are encouraged to create teaching aids, such as

multilingual dictionaries, that facilitate students' assimilation of the languages. To foster effective multilingual learning, it is important to integrate all the languages (and cultures) being studied and, if possible, other subjects within the humanities. This high level of interaction among all participants in the educational process promotes a comprehensive understanding of multilingual education. Psychological and psycholinguistic aspects of multilingual education encompass issues like language switching, the mental connections between languages in a multilingual individual's mind, and the correlation between motivation and intelligence. Of particular interest is the role of multilingual education in students' cognitive development. Research, primarily focusing on bilingual children, indicates that they possess a larger overall vocabulary compared to monolingual children. Consequently, bilingual individuals demonstrate greater thinking flexibility when expressing thoughts, particularly in situations requiring language switching and task shifting. Moreover, bilingual children exhibit accelerated cognitive development, showing interests in language analysis, comparison, and metalinguistic abilities, which refer to the ability to think about the nature and functions of language. It is believed that the constant switching between languages and the associated mental effort positively impact cognitive activity, attention, organization, inhibitory control, brain function, and working memory. In the pedagogical aspect, multilingual education addresses the development of methodologies for co-learning languages, designing well-structured curricula and class schedules for the languages in contact, establishing effective methods of monitoring language learning processes, increasing motivation for learning new languages, and creating suitable forms for organizing the educational process. The inclusion of tasks and exercises that contribute to students' cognitive development is crucial. The "method of linguistic discoveries" emerges as a central teaching method, offering intellectual challenges while stimulating students' cognitive activity. Teachers are concerned with determining the proficiency levels students should attain in different languages. There are different viewpoints regarding the goal of language teaching in multilingual education. One perspective suggests that students should achieve a level of proficiency equivalent to their native language. Another viewpoint proposes that a minimum (basic) level of proficiency in the language being studied is sufficient to qualify as multilingual. A reconciling perspective suggests that bilingualism/multilingualism can be achieved when students can communicate and exchange thoughts to a satisfactory degree in a second/third, etc., language. The organization of the educational process depends on how the goal of teaching the next language is understood. Some second foreign language teachers argue that not all aspects of language skills need to be taught to the same extent. They believe that proficiency in reading foreign texts is a

communicative skill that can be maintained for an extended period without regular training and easily regained after a break. Based on this premise, some methodologies prioritize primary instruction in reading when teaching a second foreign language. By acquiring reading skills in the course of learning a second foreign language, students gain the ability to utilize them in practical situations throughout their lives. However, it is important to acknowledge that the majority of teachers agree on the importance of a well-rounded development of students through the learning of additional languages. In today's modern context, multilingual education focuses on fostering communicative competencies in all languages being studied, while also promoting the cognitive and creative abilities of students through the use of multilingual and multicultural opportunities offered by Internet communication. Teachers and educational experts aim for students to acquire at least basic communicative skills in the target language, enabling them to engage in oral and written communication with native speakers in a limited range of standard situations. This involves the ability to comprehend simple authentic texts of various genres through listening and reading, and to understand the information conveyed to varying degrees of depth (Ushioda E., 2009). An important aspect in pedagogy is the assessment and monitoring of students' proficiency levels in a particular language, using standardized criteria. The language proficiency assessment system developed by experts from the Council of Europe, known as the "Language Passport," is widely regarded as the most successful approach from a practical standpoint. The "Language Passport" is part of the comprehensive "Language Portfolio of the Student" (Ryan S., 2009). Another significant challenge in multilingual education is the socio-cultural aspect of learning multiple languages. Understanding a new culture can be a complex process. Bilingual students often interpret the cultural phenomena of another people through the lens of their own national and cultural backgrounds, which can lead to difficulties and errors that hinder effective communication. This phenomenon, known as "regional interference," is particularly evident in multicultural and multilingual environments. Overcoming such difficulties often involves a comparative analysis of cultures, identifying similarities and differences between interacting cultures, and focusing on aspects that may not be adequately covered in dictionaries and textbooks (Alexander N., 2006). Multilingual education has emerged as a response to the globalization of the economic, cultural, and educational realms, aiming to preserve linguistic and cultural diversity worldwide. Despite different approaches to language learning during the schooling years, this educational direction holds a crucial mission. Teachers are continuously developing innovative teaching methods and creating customized language programs to facilitate children's language development while

fostering linguistic and cultural diversity. The choice of language of instruction has been a burden and a major concern for educational language policy planners in multilingual societies. English as a medium of instruction simply means that subject content is taught in English throughout the educational curriculum. Hudson (2009); Klaassen (2008); Kim and Sun (2009); among others, Tatzl (2011) discusses the use of English in European and Asian universities where some students do not speak English as their first language. Movement as a medium of instruction. African countries are not immune to this urge to teach English.

The current research suggests that the use of English may emerge if teachers are confronted with multilingual classroom composition as the hypothesis "in multilingual lower elementary classrooms with minority languages" suggests, which is incompatible with educational language policy running in the opposite direction. Alternatively, if the teacher does not understand the primary mother tongue in the community, the teacher may resort to English as the language of instruction.

Bilingualism is a concept in the discipline of linguistics that encompasses a wide range of topics and is studied from a variety of perspectives by academics from all over the world. Another use for the phrase is to refer to the ability to speak two or more languages, which is known as multilingualism. A person is considered to be bilingual if they have a passing understanding of either of the languages listed above. "the constant use of two or more languages" is how Grosjean (Grosjean F. 1982) defined bilingualism. According to Wei (Wei L. 2000), bilingualism is a prevalent phenomena all over the world, with around one-third of the population being capable of speaking two or more languages.

Therefore, bilingual education is the use of two or more languages to transmit knowledge throughout the curriculum. This practice becomes more important as the monolingual orientation shifts in the classroom. Cummins (2008) defines bilingual education as the situation in which two or more languages are taught at some point in a student's educational career (Cummins J. 2008). This can be done through all levels of the education ladder - pre-primary, primary, secondary and tertiary. Closely related to Cummins are Kormi-Nouri et al., who also observed that bilinguals are people who use one language as their first language at home and another language as their second language at school. Despite some myths about bilingualism, it has many benefits, including communication, cultural, cognitive, curriculum and career benefits (Baker, 2002). Closely related to the bilingual education system is a subcategory known as transitional bilingual education, which aims to improve students' second language proficiency. When students have developed a certain

level of proficiency in L2 as a school language, L1 (the home language) will no longer be the language of instruction and L2 will henceforth assume this role. L1 then becomes a language that is learned as a discipline.

It emphasizes the concept of immersion and immersive bilingual pedagogy in the classroom. The immersion education system originated in Canada in the 1960s. The principles of the system are embedded in language learning and acquisition theory. The immersion teaching model involves the use of second language lessons in an immersive second language learning environment where learners share the same first language. L2 is not only used for content teaching, but also as a tool for language acquisition and learning. Immersion systems add a second language to the first without threatening the first. This approach is additionally bilingual, as L2 is added to L1 and both run. Children whose language is the majority achieve high levels of academic achievement. In summary, Johnson and Swain (1997) developed the following general characteristics for immersion programs:

- Second language (L2) as medium of instruction
- Immersion programs are matched with local L1 courses
- L1 is publicly supported
- As students continue to develop their L1, L2 proficiency increases and additional bilingualism is observed
- Exposure to L2 is usually limited to the classroom
- Students with similar proficiency in the second language
- Teachers are often bilingual
- Classroom culture is that of the local L1 community.

However, the subtractive approach emerged when L1 was replaced by L2. This approach is more about the concept of immersion than immersion. In this case, the students' educational success rate, in addition to the fading of the students' existing bilingual ability, is relatively low. Subtractive or "alternative" bilingualism is associated with immersion as learners become proficient in their second language (L2). L1 is disadvantaged and classified as secondary in academic settings (Wei L. 2020). Unlike immersion, where the teacher can handle both L1 and L2 of the learner, in the immersion setting of a multilingual classroom, the teacher does not know the learner's mother tongue and therefore cannot provide any communicative support when the learner needs it not.

Student-Sided Self-Criticism in English Learning: The Case of DEU Foreign Languages Primary School in Turkey

Benefits and challenges of using English as the language of instruction

Teaching multiple foreign languages has become an essential requirement in today's society due to increased mobility and sociability. English has emerged as the global language, indispensable in various aspects of human life, including the internet. Consequently, educational institutions, from primary schools to universities, incorporate the teaching of two or more foreign languages into their curricula. However, instructing multiple languages necessitates a distinct approach from language teachers. Studying languages in parallel enables students to better comprehend and internalize linguistic phenomena and processes. It broadens their horizons, stimulates linguistic speculation, and enhances motivation. Furthermore, comparing the phonetic, lexical, and grammatical systems of different languages aids in a deeper understanding of linguistic concepts, even in students' native language, such as Russian. Learning multiple languages is a complex and time-consuming process. The study of the first foreign language often involves transferring language and speech skills from the native language, leading to both positive effects (transfer) and negative outcomes (interference) that impede accurate language acquisition. Moreover, the skills and experiences gained from the first foreign language and the native language have a dual influence on the second foreign language. Information technologies have been effectively integrated into English language instruction. Utilizing these technologies enhances interest in the language. Modern teaching techniques are also employed in schools, as the evolving educational landscape necessitates innovation to enhance educational quality. Innovative approaches foster student engagement, self-confidence, cognitive creativity, and effective communication skills both inside and outside the classroom. They provide norms, indicators, and diagnostic methods for assessing innovative behavior. Research shows that incorporating information and communication technologies (ICT) in education transforms students from passive recipients to active participants in the learning process. Student motivation can be hindered by the lack of parental support. Some students may forget to bring their books, while others intentionally leave them behind. Mumary Songbatumis emphasizes that parental involvement in their children's education would prevent such occurrences. Unfortunately, similar problems exist in our country, and it is important to acknowledge the connection between parents' responsibilities and teachers' challenges in teaching English to students. One major challenge is the effective use of textbooks

in the classroom. Many teachers struggle to understand how to utilize new textbooks properly and resort to traditional teaching methods. This directly affects the development of reading skills and oral proficiency among students. Language instruction should be based on a functional system and consider the language's real-life applications. Utilizing innovative techniques alongside traditional teaching aids is crucial for foreign language learning. A teacher's proficiency in vocabulary and speech culture is central to their instructional skills. Teachers must be fluent in the language they teach and ensure that grades 1-4 are taught in a language that students can comprehend. Hence, using plain language as a principle of professional development is essential. Intrinsic motivation is a driving force in education. Students are naturally curious about the unknown and engage more fully in classes that pique their interest. Learning should not be limited to coerced knowledge acquisition but rather be driven by genuine voluntary interest. English language teachers employ the best global practices and modern technological methods to enhance the quality of English language instruction, acknowledging the importance of student interest and engagement.

Benefits

For years, language skills in Azerbaijan were taught in an order contrary to the law and operation of nature. A baby begins to listen while still in the womb, and this process continues until about 2 years old. Immediately afterwards, speaking skills develop step by step and literacy skills begin to develop at the primary school stage. However, we have violated this listening-speaking-reading-writing order of nature with grammar-based language teaching processes for years. However, with the curriculum change and update, the law set by nature was returned and a listening and speaking-based education in English was started from the 1st grade. With this new system, the student is partially introduced to reading and writing in English in the 4th grade and receives a language education prioritizing listening and speaking skills until the end of the 8th grade. Education in English, shaped by the same approach, continues at the high school stage. With these radical changes, the English learning process has reached a much more effective and efficient dimension, and as the system settles, the efficiency will come to a much better level.

Another radical change that came with the new curriculum is the introduction of education in English from the first grade. This approach, which takes into account the early age principle put forward by the Acquisition Threshold (Critical Age) Hypothesis put forward by Lenneberg (1967) and later by Krashen (1982), aims to ensure that students are not late to learn a language. This early age practice, combined with the correct skill sequence mentioned above, enables a correct language learning process for students to begin.

One of the basic principles of the new curriculum is that it aims to teach language with the action-oriented learning approach put forward by the Common European Framework of Reference for Languages. This understanding, which prioritizes the learner and the learning process, aims to create a suitable basis for students to learn by using and experiencing English, and supports learner autonomy within the framework of the Constructivist Approach. In this way, students who learn to learn gain the ability to improve their English even when their English teachers are not around (Altan M.Z. 2012).

The most recent update incorporates values such as friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism. These values will now be subtly integrated into English textbooks, ensuring that students not only learn the language but also develop an understanding of their own identity and the importance of upholding these values. Consequently, their English learning journey can become an enriching experience in terms of culture and morality. Advancements in technology have played a significant role in revolutionizing education, particularly in the 21st century, which is characterized by the dominance of technology and information. In the field of language education, various trends such as Technology-Enhanced Language Learning (TELL), Computer-Assisted Language Learning (CALL), and Mobile-Assisted Language Learning (MALL) have greatly contributed to the language learning process, primarily by promoting learner autonomy. Numerous beneficial software programs, e-books, websites, and smartphone applications are now available to aid those interested in learning English.

Technological developments can partially eliminate the limitation of the foreign language environment and the lack of practice in English, which we mentioned in the difficulties section. For example, thanks to software such as Skype and Google Hangouts, English learners in Turkey can easily communicate with a native speaker living abroad via audio and video. Again, thanks to many software such as Voki and GoAnimate, English speaking skills can be improved in a fun way. Thanks to the Internet, it is now possible to access countless original materials.

As part of the MIOIT (Movement to Increase Opportunities and Improve Technology) Project initiated by the Ministry of National Education in 2010 in order to benefit from technological developments, smart boards were installed in classrooms in almost all public schools across the country and tablets were distributed to students. Although the intended efficiency of the distributed tablets cannot be achieved, smart boards are used very effectively in almost every lesson, including English. For the new generation born into the age of technology and defined as the digital native or z generation, such technological supports can have an enhancing effect on

learning if used appropriately and effectively. Many universities in our country do not even have this opportunity that public schools have today (Abrar M. 2017).

Source Diversity. The elapsed time and the knowledge gained have led to the production of numerous resources, both electronic and printed, in the context of education in English. The diversity of dictionaries, books, magazines, and audio-visual publications in English presents unique opportunities for English learners in Azerbaijan today. There are hardly any resources that cannot be reached. Everything is accessible today, from the most recent sources to sources 50-60 years ago. Even the second-hand booksellers are now selling over the internet and offer a huge ocean for English learners. Even a source that you cannot find in Azerbaijan can be brought from international book sales sites within a month at the latest. In addition, the number of printed and electronic books offered by libraries is much better than in the past. Looking at the audio-visual sources, there are several different newspapers and television organizations broadcasting in English in Azerbaijan today. We can say that the visual and audio resources that can be accessed via the Internet or satellite channels are unlimited.

English around. The linguistic landscape, which expresses the language diversity in visuals such as street signs, store names, and traffic warnings, is in favor of English and against local languages in most places in the world today. Our country is no exception in this regard. When we go out on the street, we see English influence in many of the store names. Although this is not a situation we desire in terms of protecting Azerbaijani, it can bring some benefits in learning English. Observed different words can arouse a sense of curiosity and accelerate the learning process, especially in the context of vocabulary. Today, we can see English not only in store names, but also in almost every product we use. The 'water resistant' in the watch on our wrist, the 'UHT' in the milk box we drink, the 'genuine leather' in the inner part of the belt on our waist, the 'sugar-free' on the beverage we buy, the 'delete, print screen, caps lock' in the keyboard of our computer, the 'on' in the remote of our television (Liton H.A. 2016). In fact, we see thousands of English expressions such as /off, mute' every day. By incorporating such elements into the learning process, we not only make English relevant to real life, but also keep our sense of curiosity and learning alive.

Projects. In the globalizing world conditions, the mobility and initiative of people is also increasing. In this context, projects at national and international level also offer opportunities at the point of learning English. In Azerbaijan, Erasmus+ projects are carried out under the coordination

of the National Agency, and student and teacher / lecturer exchanges are made within the scope of these projects.

Challenges

English is a Foreign Language, Not a Second Language in Azerbaijan. The main factor that makes it difficult to learn English in our country is that this language is a foreign language in Azerbaijan. Kachru, a sociolinguist, categorized countries where English is utilized into three primary groups: the inner circle, the outer circle, and the expanding circle. In the inner circle, countries like America, England, and Australia have English as a native language. In the outer circle, countries such as India, South Africa, Pakistan, and Kenya have English as a second language. In other words, in most of these countries, English is both an official language and a common language of education. Therefore, the society can access English very easily. The common feature of the countries in this circle is that most of them are former British colonies. Britain, which established a colonial order on these countries, had a negative impact on the language and culture of the mentioned societies and caused subtractive bilingualism in the growing generations. English is learned and used as a foreign language in countries such as Turkey, Russia, China and Japan in the expanding circle. The common feature of these countries is that English is difficult to learn here (Kachru B. B. 1985).

In support of Kachru's three circles, it would be appropriate to mention Krashen's Acquisition-Learning Hypothesis. According to this hypothesis, while acquisition takes place in mother tongue and second language environments, acquisition in foreign language environments is almost impossible. Instead, the developing process is the learning process. The difference between these two dimensions is actually the degree of exposure to the target language. The long-term contact with the language to the extent that it affects the subconscious brings the acquisition process. If this contact process takes place at an early age, the yield is much better.

The learning process, on the other hand, does not give as good results as the acquisition at the point of mastery of the language. Since Azerbaijan belongs to the expanding circle and is a country where English is learned as a foreign language, English is not acquired here, it is learned. This poses a serious technical disadvantage. Learners of English often come into contact with this language in classroom settings. If we make a simple calculation, there are 168 hours in a week, and even someone who takes English lessons 24 hours a week comes in contact with this language as 1/7. For someone who learns English for 2 hours a week, this ratio is 1/84. Apart from that, they do not touch English on the street, at home, on the bus or anywhere else, unless they make their

own special efforts. If a language is not a tool that is not encountered in daily life and is felt as an essential need for survival or meeting needs, the process of developing skills in that language will naturally be arbitrary and slow.

Teacher Qualifications. In recent years, we have been talking about learner autonomy, especially within the framework of the Constructivist Approach. The autonomy dimension is a very important dimension that will eliminate the aforementioned limitation of contact with English to the class hours at school. The learner achieves this by taking responsibility for the learning process himself. However, as the name of the term suggests, the learner carries out out-of-school learning processes autonomously, not independently. This makes the English teacher an indispensable actor in the language teaching or learning process, especially in environments such as Azerbaijan where English is taught as a foreign language. At this point, the issue of the quality of teachers who will teach English to students with traditional education jargon and who will guide them in the English learning process with constructivist jargon comes to the fore (Seferoğlu, 2004).

In order to talk about the qualifications of English teachers in Azerbaijan, it is necessary to mention several different dimensions. The first of these is the question of "Can someone who is not a native speaker teach English effectively?" Medgyes, who has important studies on this subject, stated that teachers who are native speakers (NESTs) are advantageous in terms of language command and self-confidence, while non-native speakers (Non-NESTs) dominate the education system in the country, have passed the English learning process and are successful in this context. He states that they have various advantages such as being a role model and being able to predict the problems that students may encounter. When we evaluate the situation in our country, the number of native speaking English teachers in primary, secondary and high school level public schools does not exceed the fingers of one hand. However, private schools and private language courses make great efforts to employ native speakers with some marketing motivation. At university level, most English-related departments have native speakers (Medgyes P. 1994). While some of them are full-time lecturers who have been in Azerbaijan for a long time, some of them consist of young lecturers assigned to universities in temporary status through bilateral agreements through the American Education Attaché.

In summary, the majority of the population that undertakes the heavy burden of education in English throughout the country consists of native teachers trained in our education system. Since the number of English teachers was very few, teachers from different branches could enter the classes.

There have always been discussions about the quality of English teachers, who are not currently experiencing much problems in terms of quantity. If native teachers, who have advantages and disadvantages compared to native speakers, can use their advantages at the highest level, most of the problems related to teaching English will be overcome. For this, we need qualified teachers and teacher candidates. When we look at the undergraduate programs that train English teachers, we come across English Language Teaching, English Translation and Interpreting, Translation Studies, English Language and Literature, English Linguistics and American Culture and Literature programs.

In summary, no matter how well-designed your curriculum and textbook, if your teacher, who will put them into practice in the classroom, does not act as the program demands, your system is not functioning. Because language education is a job to be done with people and dialogue, and the person who will manage this process in the classroom is the teachers. In this context, Yalçın points out the importance of the teacher factor with the slogan 'Teacher First for Foreign Language Teaching' (p. 1). MoNE provides in-service training on both the Common European Framework of Reference for Languages (CEFR) and updated curricula; However, the fact that some teachers act conformist and turn to traditional language teaching methods with old habits may cause a misconception that there is still a grammatical system (Yalçın A. 2017: p.1).

A Time Requiring Process. Another dimension that makes it difficult to learn English in Azerbaijan is that it is hasty. Learning a language is a process that requires effort and patience. Learning English in Azerbaijan will be different from learning it in Canada. Even when the child acquires his mother tongue, he spends a reception period of about 2-2.5 years and then begins to produce the language. In order to be able to speak his mother tongue fully, he must be at least 5-6 years old. Therefore, being exposed to the request "Let's talk and listen in English" after taking an English course for 3 months should not discourage the learner. When a correct language learning process is carried out patiently, it definitely bears fruit.

In terms of planning, education and language teaching are both very long-term investments. For example, curriculum changes are the result of steps that plan to break new ground in English learning and teaching in our country. We will begin to see the fruits of these programs more clearly in 5-10 years. A little patience and time is needed for teachers to get used to the new system, to break the habits of students and parents, and to establish the sustainability of the system.

Existing Prejudices. Language teaching processes, which have been unsuccessful for many years in our country, have created a prejudice in people that this work cannot be done in Azerbaijan.

There are even those who go further and claim that our genetic makeup as a nation is not suitable for language learning. However, the situation is quite different. We are not the only country that has problems in learning English. Many of the countries in the expanding circle have similar problems. If we can overcome our problem of raising qualified English teachers with this awareness, there is no reason why many things should not change for the better with the current curriculum. In fact, we have to raise awareness in society that English is an easier language to learn than many languages, including Azerbaijani. For this, we need a generation that has started to learn languages with active approaches at an early age. Since steps in this direction were taken only 4-5 years ago, we have a little more time as a society to completely break this prejudice.

Ineffective Use of Measurement-Evaluation Tools. Both the exams taken during the semester and the high-stakes examinations are very effective on the learning process. This dimension, which we call the washback effect, can guide language learners in a positive or negative way. Exams should not be seen as a means of grading or punishing students. On the contrary, presenting them to students as a learning opportunity will be in favor of the language learning process. A teacher mistake made from time to time in the context of the exam effect is not showing the exam papers to the students a reasonable time after the exam. While some teachers prefer not to show the papers to the students at all, others evaluate the exam papers too late, causing a serious decrease in the information remembered about the exam. Both of these practices negatively affect learning English in the context of the exam effect (Kırkgöz Y. 2005).

Transposition is a phenomenon that occurs during the process of learning a foreign language. It involves the positive transfer of knowledge, skills, and abilities from a student's native language to the target language. It refers to using the existing linguistic experience of the student during foreign language classes without violating the norms of the target language (Барчук Р.Ю. 1971). Alongside transposition, there is interference, which arises when teaching two languages simultaneously. Interference occurs when the norms of the foreign language are violated under the influence of linguistic elements from the native language or other languages being studied. The degree of interference tends to increase with greater differences between the language systems. Interference can manifest in various aspects of language learning, including phonetics, vocabulary, grammar, and language skills such as listening, reading, writing, and speaking. Additionally, interference often arises at the sociocultural level due to insufficient knowledge of the cultural characteristics of the country associated with the language being studied. Interference can occur due to similarities between different cultures, phenomena, or behavioral norms. For example,

different forms of speech etiquette can cause interference. In Russian, the word "please" is used as a politeness formula and can mean "nothing" when used as a response to "thank you." However, in English and German, "please" and "bitte" do not carry these meanings. In English, the word "please" has several variants depending on the situation, such as "Not at all" or "Here you are," and is used in polite requests. The process of learning the phonetic structure of English often faces challenges influenced by German. The phonetic phenomenon of a hard attack (Glottal Stop), which is characteristic of German but absent in English, can be observed in the speech of students not only at the initial stage of learning but also later on. Overcoming this requires significant effort on the part of the teacher. Additionally, students' speech may involve the devoicing of voiced consonants, failure to distinguish between long and short vowels, and substitution of interdental sounds with similar sounds [t] [d]. Lexical interference refers to the use of vocabulary from one language in the spoken or written discourse of another language. When learning English as a second foreign language based on German as the first foreign language, interference primarily stems from the first foreign language. Certain lexical units in different languages can be very similar, thereby increasing the likelihood of such interference occurring when learning similar lexemes under similar circumstances.

3.2. Evaluation of teaching in English in primary school 2nd grade according to parents' opinions

When a parent is involved in their child's educational process, the student has higher academic attendance and better results in exams and tests. At the same time, activity indicators improve, the student's social skills develop, and his actions become positive both at home and at school. These are the most important factors that affect students both during their studies at school and in the process of future work. But how can parents effectively enter into the school life of students, and how can the school help them in this process? What does "parental involvement" mean?

The term "parental involvement" means the shared and unlimited responsibility of parents and teachers to improve student achievement and education, both at home and at school. It brings together parents and teachers to work together to improve student academic achievement. "Parental involvement" means that parents are usually involved in detailed relations, in the student's educational process and in various events held at the school. This time:

- Parents play an important role in the educational process of their children;

- Parents participate in events planned by the school;
- Parents are involved in the educational process of their children as full-fledged partners.

They also participate in making decisions about children's education.

"Parental involvement" can mean the following for parents:

- Participate more in school events if possible;
- Parent's praise of a task well done by the child and encouragement of the child;
- Determination of real requirements for the school;
- Participate in regular meetings with teachers and discuss the development of students;
- Helping students with homework;

For principals and teachers, parent involvement in school life can mean:

- Providing parents with relevant information about their children's development;
- Informing parents about school events;
- Organizing regular meetings to discuss student development (Bozavlı, E., 2015; p.65).

We must remember that the term "parent" does not refer only to mother or father. We can call any person involved in the upbringing of a child a parent. As a rule, parents are responsible for the child's education and upbringing, but in addition, grandmothers, grandfathers, aunts, uncles, mothers, fathers, guardians, nannies and others often take responsibility for the child's upbringing. In the document, the term "parent" refers to all adults who are responsible for the education and well-being of a child.

Benefits for the student

When parents are involved in the child's educational process, regardless of the family's socio-economic status, ethnicity, and parents' educational level, students achieve greater achievements.

- A student whose parents are involved in the educational process finishes school more successfully, has better opportunities and conditions to continue his education;
- According to statistics, if a parent has no contact with teachers and is not interested in what is happening at school, his child's academic performance is lower than that of other children;
- When parents are involved in school life, students have a better attitude towards school and their confidence in themselves and their abilities is higher;
- Students whose parents are actively involved in school life are distinguished by their exemplary actions, and the average indicator of disciplinary sanctions applied to them is lower than other students;

- Children of parents who are actively involved in school life have better relationships with teachers and family members.

- If parents and teachers work together to reconcile the differences that exist in the family and school, students from different cultural backgrounds will do better.

Benefits for the parent

Involving parents in the educational process is important both for improving student outcomes and for developing parenting skills and habits. With this, the social, emotional and personal characteristics of the parent change.

By participating in the educational process of their child, a parent:

- He is more understanding towards his child;
- Gives more attention to the social, emotional and intellectual development of the child;
- He is more caring towards his child, less strict and more appreciative of his child's achievements;

- Becomes more self-confident and willingly participates in the child's education and upbringing process

- He believes in himself more when making decisions;
- He pays more attention to the improvement of his knowledge level, skills and habits;
- Uses various opportunities more efficiently to meet the needs of his family and children;
- Gives his child the opportunity to express his thoughts and problems more precisely and more fully. Creates more positive relationships with his child's teachers;

- Gets more accurate information about the child's condition and takes timely measures to solve his problems (Boynukara H. 2009: s.87).

IV CHAPTER. RESULTS AND DISCUSSIONS

In teaching English in primary schools, English teachers think that the English program is sufficient for teachers who conduct the lessons themselves, male teachers, teachers of non-transported schools and teachers with less professional seniority. It was determined that the textbooks were prepared according to the level of the students, whether the students and parents were willing to learn English, and the participation of different teachers gave the students universality. Hisar (2006) concluded in his study that conducting lessons with activities is effective in teaching English.

Regarding the Results of the Research

1- Structural problems in English teaching negatively affect students' achievement. Structural problems in teaching English in primary school should be reduced.

2- Classroom teachers conduct the English lesson in multigrade classes. Classroom teachers' English proficiency should be improved.

3- Structural problems are more common in teaching English in crowded classrooms. Structural issues should be taken into account when creating classes.

4- Teaching English in primary schools gives students universality. The primary school English program should be geared towards practical speaking and gamification.

SURVEY RESULTS

TEACHER

1. Gender

male female

2. The most recent higher education program you graduated from

3. Professional Seniority

| | | |
|--------------------------|--|---------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> English Teaching | <input type="checkbox"/> 0-5 year |
| <input type="checkbox"/> | <input type="checkbox"/> English Language and Literature | <input type="checkbox"/> 6-10 year |
| <input type="checkbox"/> | <input type="checkbox"/> English Language Science | <input type="checkbox"/> 11-15 year |
| <input type="checkbox"/> | <input type="checkbox"/> American Culture and Literature | <input type="checkbox"/> 16-20 year |
| <input type="checkbox"/> | <input type="checkbox"/> Interpreter | <input type="checkbox"/> 20 and above |

| | | | | |
|-----|---|---|---|----|
| 13. | Encouraging the student to use the language continuously in life | 0 | 1 | 9 |
| 14. | Asking questions of difficulty appropriate to the level of the student | 0 | 2 | 8 |
| 15. | Teaching the lesson in a fun environment that will facilitate understanding | 0 | 4 | 6 |
| 16. | Education is student-centered | 0 | 0 | 10 |

A survey was conducted among parents of 30 students. 18 of the students are girls and 12 are boys. The mother tongue of 14 girls is Azerbaijani, and the mother tongue of 4 girls is Russian. The native language of 10 boys is Azerbaijani, and the native language of 4 is Russian. 15 of the girls are students of the Azerbaijani section, 3 of the Russian section, 8 of the boys are students of the Azerbaijani section, 4 of the Russian section.

STUDENTS PARENTS

1. Gender of student:

- Male
- Female

2. Mother tongue of student

- Azerbaijani
- Russian
- Other

2. Section

- Azerbaijan
- Russian

The results for the relevant questions were as follows.

| | Agree | Undecided | Disagree |
|---|--------------|------------------|-----------------|
| 1. She (he) finds English class boring | 0 | 0 | 30 |
| 2. She (he) finds English lessons more enjoyable than other lessons | 27 | 3 | 0 |
| 3. The teacher's constant criticism in the English lesson alienates the child from the lesson. | 0 | 0 | 30 |
| 4. Even though he (she) studies, he gets low grades in his English class. | 0 | 2 | 28 |
| 5. English lesson satisfies her (his) curiosity. | 30 | 0 | 0 |
| 6. He (she) doesn't feel like working because he (she) forgets his (her) English lesson subjects quickly. | 0 | 0 | 30 |
| 7. He (she) likes the English lesson because he (she) believes it is useful. | 30 | 0 | 0 |
| 8. She (he) works because she (he) has to study for English class. | 0 | 2 | 28 |
| 9. She (he) enjoys sharing the information she learned in her English class with others. | 29 | 1 | 0 |
| 10. He (she) doesn't like the way the English lesson is handled. | 0 | 1 | 29 |
| 11. He (she) likes it when his (her) English lesson includes up-to-date information. | 30 | 0 | 0 |
| 12. Has difficulty in understanding English lesson topics. | 0 | 3 | 27 |
| 13. The friendly attitude of the English teacher attracts my child to the lesson. | 29 | 1 | 0 |
| 14. He (she) doesn't feel like going to school on the day of English class. | 0 | 0 | 30 |
| 15. She (he) likes English lessons because she has talent. | 29 | 1 | 0 |
| 16. He (she) finds the English lesson meaningless and unnecessary. | 0 | 0 | 30 |
| 17. She (he) takes great pleasure in studying English. | 30 | 0 | 0 |
| 18. English lesson is not among the priority lessons for my child. | 0 | 0 | 30 |
| 19. She (he) likes English because it is an easy and understandable lesson. | 25 | 5 | 0 |
| 20. He (she) is looking forward to the day of English lesson. | 26 | 4 | 0 |

CONCLUSION

In conclusion, the role of motivation among primary school students in choosing English as their medium of instruction is crucial and has significant implications for their language learning and overall academic success. Throughout this study, we have explored various factors that contribute to students' motivation to choose English, and their impact on language proficiency and educational outcomes.

Firstly, we found that intrinsic motivation plays a pivotal role in students' decision to select English as their medium of instruction. When students perceive English as valuable, interesting, and personally relevant, they are more likely to engage actively in learning activities and invest effort in improving their language skills. Intrinsic motivation fosters a positive attitude towards English, leading to enhanced language acquisition and proficiency.

Moreover, extrinsic factors such as parental expectations, peer influence, and future career prospects also influence students' motivation to choose English. Parents who value English education and communicate high expectations tend to motivate their children to select English as the medium of instruction. Similarly, positive peer interactions and the perception that English offers better future opportunities can significantly impact students' motivation.

Furthermore, we have explored the role of teachers in fostering students' motivation towards English. Teachers who create a supportive and stimulating learning environment, employ engaging instructional strategies, and provide regular feedback and encouragement can enhance students' motivation and promote their language learning outcomes. Additionally, the availability of

appropriate learning resources, such as books, multimedia, and technological tools, can further enhance students' motivation and facilitate their English language development.

It is important for educational institutions to recognize the significance of motivation in language learning and design interventions to promote students' motivation to choose English as their medium of instruction. Strategies such as incorporating engaging and interactive teaching methods, providing opportunities for student autonomy and self-expression, and establishing meaningful connections between English and students' interests can enhance motivation levels. Moreover, collaboration between schools, parents, and the community is crucial to creating a supportive environment that nurtures students' motivation to learn English.

Motivation plays a vital role in primary school students' decision to choose English as their medium of instruction. By understanding the factors that influence their motivation and implementing appropriate interventions, educational institutions can foster a positive learning environment that encourages students to embrace English, leading to improved language proficiency, academic achievement, and future success.

So much so that in recent years, foreign language teaching has started to be taught in primary schools immediately after reading and writing. Therefore, the reason for learning a foreign language in our country is both the increase in the need for language knowledge in the world and the compulsory teaching of English as a foreign language course in our schools from the second year of primary school to the last year of high school. In today's era, English has become a widely spoken language globally, serving as a common medium for communication in various fields such as economics, social interactions, politics, arts, and sciences. As a result, English is taught as a foreign language in our country as well. The primary goal of teaching English as a foreign language is to equip learners with skills in grammar, speaking, writing, reading, and listening. Any activities or exercises designed to help individuals learn languages other than their native tongue fall under the scope of foreign language teaching and learning. Several factors contribute to whether people decide to learn a second language. Presently, English has gained the status of a global communication language, leading to its widespread teaching and learning as a foreign language worldwide, including our country. Upon completing the process of learning English as a foreign language, learners are expected to acquire communication and interaction skills in the target language. They should also attain a proficient level in listening, speaking, reading, and writing, which are essential human skills. Furthermore, they are expected to learn the structure, pronunciation, and vocabulary of the target language. It is crucial to note that foreign language

learning is a complex and challenging endeavor. According to Littlewood (2001), one of the reasons for the complexity and challenges of learning a foreign language is the influence of individual differences among learners on the language learning process. In other words, the success of foreign language learning is closely tied to the individual characteristics of students. Apart from students' individual differences, various factors such as family background, school environment, and external surroundings also impact students' success in learning a foreign language. These factors can be categorized into five distinct elements: Teacher, Student, Lesson Teaching and Education System. The motivation of students in foreign language teaching, the teacher's expertise and dominance in the field, the activities conducted in the classroom based on teaching principles and methods, and the variety of instructional practices used are significant variables that influence success positively or negatively. While teacher competence is crucial in their field, many teachers tend to rely heavily on lecture-based teaching methods. However, language teaching cannot be effectively accomplished using only this method. Nonetheless, factors such as large class sizes, time constraints, anxiety about covering curriculum, varying levels of student readiness, and the necessity of providing theoretical information contribute to teachers' reliance on the lecture method. The question and answer method is commonly employed by teachers to elicit feedback, enable student expression, and foster class participation. The method of demonstration and concrete examples, which enhances knowledge retention, is employed by fewer teachers. Similarly, the discussion method is rarely used. Techniques like brainstorming, cooperative learning, project-based learning, and concept mapping are the least utilized and often not preferred by teachers. Nevertheless, the diversity of methods and techniques holds importance in foreign language teaching, and this is closely tied to teachers' professional competencies. Teachers generally acquire these competencies during their pre-service training. During pre-service teacher training, educators focus on essential competencies such as personal and professional values, professional development, understanding students, teaching and learning processes, monitoring and evaluating learning, growth, school-family and community relationships, and program and content knowledge. It can be argued that teachers who possess a high level of these competencies are likely to be more effective in their teaching practice. The process that takes place in order for an individual to learn and master languages other than their mother tongue is evaluated within the scope of foreign language teaching-learning. The effectiveness of the activities in this process is demonstrated by the success of the students. The success of students in learning English can be explained by whether they gain the skills to use English or not. There are many reasons that cause

students to be successful or unsuccessful in the education process. Since these reasons affect the process, they also affect the aim that is planned to be achieved at the end of the process, and this is also related to success. Success is reaching the determined target in general terms; failure can be considered as not being able to reach the goal. Of course, in order to be successful, there should be in-depth learning instead of superficial learning. Because surface learning reveals low learning outcomes, but with the deep learning approach, the student gains the ability to actively understand what he reads and to construct and organize information, to present information, which is a learning situation with all its aspects. In order for learning to take place in this way, while the teacher has important duties, importance should be given to the teaching of the lesson. When the learning strategies included in the teaching of the lesson are applied effectively by the teacher, it helps to learn independently and willingly at school and afterwards by gaining awareness with active participation in the learning process, conscious behavior and procedures. In terms of teaching methods, techniques and strategies, it is difficult for the teacher to fully address all cognitive, affective and psychomotor approaches in the course process. For this reason, the main issue in terms of reinforcing learning is the problem encountered in learning outside of school. Teachers cannot match the content of the lesson with real life. This makes the environmental factor important in language learning. As a matter of fact, the families of the students may not attach importance to education and language learning and may not have sufficient opportunities for this. Families of students TV, newspaper, computer, etc. may lack technological capabilities. In addition to learning problems both at school and outside, the chance for students to practice and do what they have learned is related to the opportunities of the school and the family. As a matter of fact, the use of technology and materials has an important place in language learning today in terms of applying what has been learned.

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