Young Learners' Attitudes and Motivation towards Learning English in terms of Dörnyei's Theory of Motivation

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Abstract

This study tries to explore young learners' attitudes and motivation towards learning English via Dörnyei's motivational self-system. Designed as a qualitative study, the study employs interview schedules and an observation checklist that were adopted from Dörnyei and Csizer (2006) and a questionnaire designed by Ryan (2005). The data collection tools were developed by the advisor and the researcher of the study upon expert opinion. The study was carried out with 57 primary school second-grade students from a state primary school in both face-to-face and online settings. The data were analyzed by thematic content analysis and coding via the Nvivo program. According to the results of the study, a positive learning environment and activities are significant factors that have an impact on young learners' attitudes and motivation to learn English. Regardless of the teaching environment, students' attitudes were mainly positive towards learning English and they were intrinsically motivated. This is especially important in countries where English proficiency is not as high as expected.

INTRODUCTION

As of World War II, English has become the "international" and today, 80% of the information stored in the computer is in English as it is the main language on the internet. More than half the world's scientific journals are in English, as well. English has become the main way to get around, or, get things done, to make friends, business with a foreign country, and last but not least, to find a job. This brought about the need to learn English. To fulfill these needs most of the schools and institutes of education are mainly English medium in non-English speaking countries. Furthermore, schools started to include English language courses in even young learners` curriculum to achieve this aim since it is believed that the earlier the language is learned, the better it is (Hu, 2007; Nunan, 2003).

To fulfill this need Turkish Ministry of National Education revised the young learners' English language curricula in 1997 and it was the first time that English was introduced in the 4th grade of public schools (MONE, 1997a). As of 2017, the English language teaching program was completely revised again, and from then on English instruction became compulsory from the 2nd grade onward.

Despite all the efforts of all the parties involved, learning English is a persistent problem in Turkey. At this point, different interrelated questions are to be prompted:
1. Is learning English the active choice of the young learners as well?
2. If it is, then, how ready and willing are they to fulfill the requirements of their choice?
3. If it is the active choice of the parents and not theirs, then what could be done so that it would be theirs as well?

Motivating young learners to learn English could be difficult especially in countries where the official language is not English. Their exposure to English would be limited and this could hinder young learners especially the ones who have limited resources to understand the reason for learning English (Ho 2003; Li, 1993). To make the language learning experience as successful as possible, language teachers have to understand the young learners' motivational level for language learning. After all, the learner is the most significant factor in the language learning process (Rubin & Thompson, 1982). Be that as it may, measures to observe and analyze motivation are various and not straightforward. As a consequence, rather than giving a general thought of the term, the factors show just the inspiration of L2. It is likewise essential to take note that inspiration is conflicting and insecure; this implies, later on, the outcomes that appeared in this examination may change, even though the members are equal to each other. It is, on the other hand, still believed that identifying the attitudes and motivation of young learners towards English can enable teachers to take the necessary measures to review the instructional design and, thus, take measures to hinder future problems to a certain extent.

THEORETICAL FRAMEWORK

If learning a foreign language is not the active choice of these learners, then, they would just respond reflexively overriding reflective problem-solving skills (Schunk & Zimmerman, 2006). Since, when the emotional/attentional systems (the Limbic System) report a serious problem, the first line of either defense or attack tends to be reflexive. It

is a pure survival instinct that triggers the unconscious activation of powerful reflexive response repertoires.

At that point, this can consequently thwart the psychological advancement of the students between the ages of 7-11, because it is around these ages when the students start to consider solid occasions. They comprehend the idea of protection, become increasingly consistent and sorted out, start utilizing inductive rationale, or thinking from explicit data to a general standard. The hindrance of the higher-request figuring aptitudes would cause demotivation that would negatively affect student learning (Schunk and Zimmerman, 2006).

LITERATURE REVIEW

While the first motivational theories focus on unconscious spurts, emotions, and humor that are rooted in human behavior, the 20th-century motivational paradigm focuses on behaviors and actions while focusing on conscious cognitive processes such as goal and expectation, self-efficacy, and interpretation of events (Dörnyei, 2001b). The researchers also stressed different stages of the motivation process, while some researchers emphasized the first stage of motivation, such as choosing and executing actions (expectation-value theory), while others emphasized the final effects of activities learned (learned helplessness) (Dörnyei and Ushioda 2011). Although all of these citation points arise with various theories, in general, scoring is classified into two basic categories, internal and external. Extrinsic motivation is the transfer of interest and energy of an individual to a certain direction due to an external cause and involvement at the end of any activity while intrinsic motivation is an intrinsic desire or tendency to participate in an activity just to perform that activity (Eggen and Kauchak, 2010; Seifert and Sutton, 2009, Alderman, 2004).

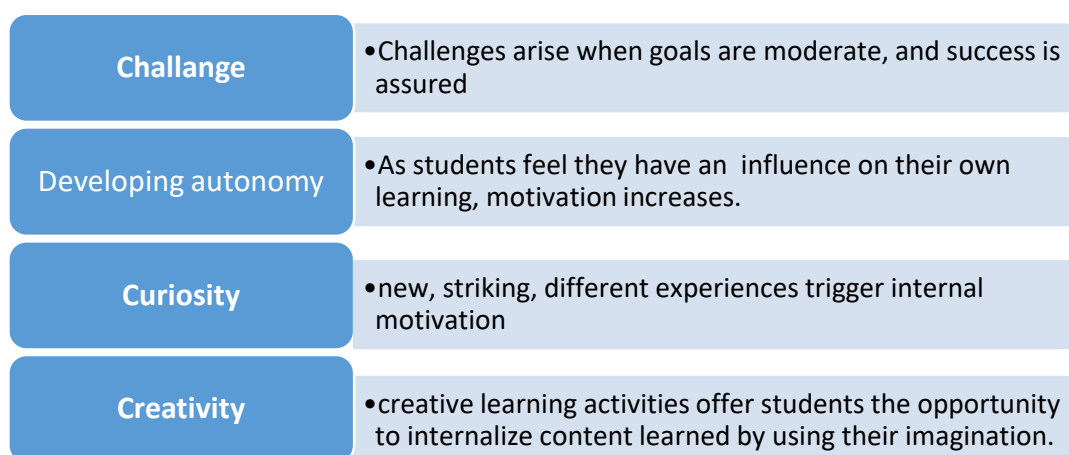| Challange	•Challenges arise when goals are moderate, and success is assured
Developing autonomy	•As students feel they have an influence on their own learning, motivation increases.
Curiosity	•new, striking, different experiences trigger internal motivation
Creativity	•creative learning activities offer students the opportunity to internalize content learned by using their imagination.

Figure 1. Characteristics of intrinsically motivated self (Eggen and Kauchak, 2010)

When this process is transferred to an educational environment, the following conclusions are reached: externally motivated students study for the exam because studying means getting a good grade, but internally motivated students work to learn the content of the course because they see learning as something of a hassle (Eggen and

Kauchak, 2010). The fact that intrinsic motivation in the field of education is more effective than external motivation leads many researchers to focus on this issue. In addition, researchers suggest that the learning experiences offered to them to ensure that they are intrinsically motivated should have the following characteristics (Eggen and Kauchak, 2010).

In an EFL context, where students have constrained access to the English-talking condition, the instrumental direction assumes a more significant job than the integrator. These learners are regularly propelled to gain proficiency with the objective language for movement, companionship, instruction, or comparative reasons. Therefore, teachers play an important role in EFL students' motivation development. It was also stated that the levels of enthusiasm and commitment of the teachers were one of the most important factors affecting the students' motivation'(Guilloteaux & Dörnyei, 2009; Gardner et al., 2004; Chambers, 1998; Dörnyei, 1998; Williams & Burden, 1999; Clément et al., 1994).

Monitoring the instrumental thought processes in an EFL setting and the requirement for integrative inspiration, Dörnyei (2009) planned a three-dimensional L2 Motivational Self System model comprising of "the perfect L2 self", "the-should self" and learning background. The perfect L2 self is identified with the impression of the individual who is impacted by Gardner's (1985) "integrative direction" of your future. The should-self is the center necessities that incorporate duties and commitments forced by outer experts. MacIntyre et al. (1997) describe this type as "the imperatives of maintaining the linguistic dimension of ethnic identity, as when a heritage language is under threat" (page 49). The final structure concerns L2 learning experience, motivation associated with prior learning, and interaction with the current learning situation.

Dörnyei Motivational Model

The L2 Motivational Self-System model proposed by Dörnyei (2009) is comprised of three measurements, which are named the Ideal L2 self, the Ought-to self, and the L2 Learning background.
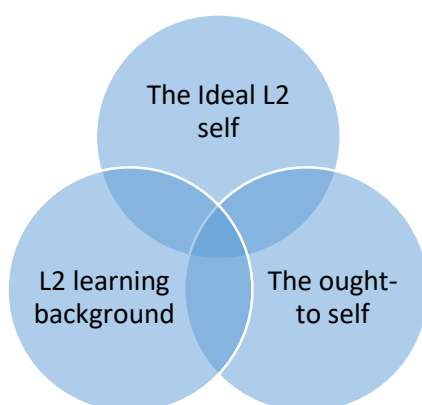

Figure 2. The L2 Motivational Self-System model proposed by Dörnyei (2009)

The Ideal L2 self is the "L2-specific facet of one's 'ideal self'" (Dörnyei, 2009: 29). It speaks to the perfect picture that an understudy needs to have later on. For instance, if you need to be a familiar L2 speaker who cooperates with global companions, the picture

that this individual will make as a familiar speaker can go about as a ground-breaking inspiration since it will decrease the contradiction among the real world and perfect self (Papi, 2010). This measurement is related to customary integrative and instrumental themes because the quick priority of the Ideal L2 Self is a mentality towards L2 speakers and networks. The perfect L2 is "a clear and genuine picture: one can see, hear and feel one's optimal self" (Dörnyei et al., 2006: 92). This implies that a definitive perfect self is the primary speaker of L2, so if there is an inspirational disposition towards this speaker, the romanticizing of L2 winds up more extensively. It is far-fetched that young learners who reject the L2 people group will build up a solid L2.

The Ought-to L2 self "concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes" (Dörnyei, 2009: 29). Charges and obligations are characteristics that control this measurement. For instance, if an individual needs to fulfill a family, educator, or supervisor by familiar language, Ought-to L2 is the fundamental motivation for their learning. This measurement can be related to outside persuasive elements because the language that is remunerated or lauded by others is what is legitimate for achieving great language learning.

The L2 Learning experience concerns "situated, executive motives related to the immediate learning environment and experience" (Dörnyei, 2009: 29). The curriculum may have a strong influence on specific motivational behaviors such as L2 teachers, peer groups, and teaching materials (Papi, 2010). This dimension concerns the situation in the learning process, not the self-image. For some language learners, the L2 learning motivation benefits the learning environment, not self-images. This last dimension is concerned with intrinsic motivation because a sufficient environment or situation can improve the attitude or work of the student.

The vision of students as L2 speakers should motivate the learning of L2, the union of these three dimensions which can be summarized as social pressures and a positive environment from the outside. The Motivational Self-System additionally gives a more extensive perspective on motivation. The Ideal L2 self recently acquainted can be utilized to clarify "the inspirational set-up in differing learning settings regardless of whether they offer next to zero contact with the L2 speakers" (Dörnyei, 2006: 94).

Far from inspiration, mentalities of these learners towards language learning are significant for the obtaining of that unknown language. Even though scientists endeavor to understand how young learners are influenced, the source of their inspiration and dispositions to unknown language learning is still unclear (Juriševič and Pižorn, 2013; Nikolov, 1999; Djigunović, 2012) Among the predetermined number of studies, Nikolov (1999) researched some demeanors and inspirations of Hungarian youthful students in a longitudinal report, and found that youngsters' inspiration for learning English depended on an assortment of components, such as study hall experience, instructors, grants, and notes. Also, playing amusements was their preferred action in English classes. In another examination directed in the Slovenian setting, Juriševič and Pižorn (2013) explored students that matured around 6-8 years and found that they wanted to build up an inspirational frame of mind towards language learning and to play in established perusing and composing exercises. In another examination, which gives a diagram of the articles

concentrating on the demeanors and inspirations of youthful unknown dialect students in the European setting, Djigunović (2012) clarifies the attributes of these learners and the aftereffects of cross-sectional and longitudinal investigations. The adjustment in nature and shakiness of youthful learners was the principal result of this examination.

Even with the significance of these structures in language adapting, little endeavors have been made in this setting to explore the frames of attitudes and motivation of young learners in the Turkish setting. Mavis and Bedir (2014) looked through the dreams of instructors and sophomore learners (7-8 years) about the English program executed in the 2012-2013 scholastic year. A review of literature proved that the young learners adored their English educators, adapted new things, the likelihood of speaking with outside individuals, and the reasons they like English exercises in a fun environment and English exercises. Likewise, an investigation was directed in fourteen fourth graders' homerooms in Turkish educational modules research facility primary schools in seven urban areas of Turkey amid the scholarly year 2006-2007 to discover youthful language students' demeanors towards English and English exercises in Turkish primary schools. To characterize youthful language students' dispositions towards the English language inside and outside the study hall, two surveys have been created. The discoveries of the examination have uncovered that these learners appear to have inspirational demeanors towards English language aptitudes and sub-abilities, materials, the coursebook, and exercises. It has been discovered that the dispositions of the students change altogether as per language aptitudes and learning conditions. There is certifiably not a critical contrast in the frames of mind of young learners towards English as per sexual orientation (Kızıltan&Atlı, 2013).

The L2 motivation self-framework comprises three parts. As referenced before, the Ideal L2 Self is simply the L2 and L2 Learning Experiment. This methodology has been recently endorsed by numerous investigations (Taguchi, Magid and Papi, 2009, Lamb, 2007, Al-Shehri, 2009). Taguchi, Magid, and Papi directed a similar motivation consider for English students in Japan, China, and Iran. The outcomes demonstrated a positive relationship between's optimal L2 self and integrability in every one of the three gatherings. Nonetheless, the endeavors of young learners might be clarified by the perfect L2 substance as opposed to by integrative direction. Sheep (2007) likewise directed a contextual analysis with two students in Indonesia. It has been discovered that perfect and thought L2 dialects can be compelling components in language learning motivation. The motivation examination was led by Al-Shehri (2009), who utilized Saudi students as research members. It was intriguing to find that the perfect language itself was a significant motivational factor. An investigation led by Noraini Md. Yusof (1999) remarked that numerous students know about the significance and points of interest of learning English. Their discoveries recommend that there are no endeavors to improve their learning. Bandura's (1997) independence model characterizes independence as a faith in the capacity to arrange and execute activity courses for the securing of one. Achievement and disappointment in performing assignments additionally add to the dimension and inspiration of the understudy to accomplish the objective language learning. There is another learning circumstance where the instructor influences the

young learners to learn dialects. As per Wong (2006), the educator's identity, conduct, and training techniques will strongly affect these learners and their learning procedure, as well.

The aim of this study is, therefore, to identify the young learners' attitude and motivation towards learning English via Dörnyei's motivational self-system. There are four interrelated reasons for employing Dörnyei's motivational self-system. First of all, motivation is a complex concept since it entails various components that belong to differing disciplines. In other words, it is a multidisciplinary dimensioned concept (Murray, 2011; Pintrich, 2003; Rigby et al., 1992). Secondly, studying learners' motivation in language learning has recently gained so much importance (Dörnyei, 2005; Dörnyei & Schmidt, 2001). Next, there are various motivational theories; yet, the number of theories with implementation models is relatively limited especially for young learners (Spolsky, 2000). Finally, it is quite difficult to come to understanding the motivational level of young learners. Hence, it is believed that Dörnyei's L2 motivational self-system is user-friendly in identifying young learners' motivational levels.

Sub-Research Questions
1. What are the primary school students' goals for learning English?
2. What motivates primary school students to learn English?
3. Are the primary school students' intrinsically or extrinsically motivated?
4. What causes primary school students' demotivation?
5. What are primary school students' feelings for learning?
6. What kinds of learning experiences have these learners had?

Significance of the Study
The notion of "motivation" has a significant role in learning English. It prompts and urges us to progress or achieve a target and it bolsters and guides us during this procedure. Motivation is a long procedure task. During this procedure, there are stages, which are shaped. Motivation has its very own strategies. Nowadays, the main reason for being unsuccessful in learning English is the lack of motivation. In this study, the researcher identifies the primary school 2nd graders' attitude and motivation towards learning English via Dörnyei's motivational self-system. Hence, this particular study may be a guide and contribute to further studies and schools and teachers that are interested in.

METHOD
This study has a descriptive multi-design study. Data were collected from 57 second-grade students at a public primary school via semi-scheduled interviews and in-class observations and online setting.

Data Collection
The data were collected in three stages. The first stage was designed in line with Dörnyei's Model. 45 second-grade students were interviewed one by one in a quiet classroom at their convenience. These interviews took 3 to 6 minutes and were audio-recorded by the

researcher upon the consent of the participants, their parents, and school administration. The breakdown of the interview questions can be seen in Table 1.

Table 1. Breakdown of Interview Questions

Dörnyei Motivational Self System	Interview Questions	Sub-Research Questions
The Ideal L2 Self	1)Do you like English? 2)Have you gone to an English-speaking country? 3)What do you think about people living in English-speaking countries? 4)Do you have any English-speaking friends? 5)How much would you like to meet people from English-speaking countries? 6)Do you watch cartoons or movies in English? 7)Do you imagine yourself speaking English as if you were a native speaker of English?	What motivates primary school students to learn English?
The Ought to L2 Self	1)Do you want to learn English? 2)Do you talk about learning English at home? 3)What would you like to do when you learn English? What are your dreams? 4)How much do you think knowing English would help you to become a more knowledgeable person?	Are the primary school students intrinsically or extrinsically motivated? What are the primary school students' goals for learning English?
The L2 Learning Experience	1)How much do you like the atmosphere of your English classes? 2)How much do you find learning English is interesting? 3)Do you always look forward to English classes? 4)Do you think time passes faster while studying English? 5)How do you study English at home?	What kinds of learning experiences have these learners had? What are primary school students' feelings for learning? What causes primary school students' demotivation?

During the second stage of the study, students were observed in a classroom setting. The researcher made 35-40-minute observations via the observation sheet constructed by the researcher based on Dörnyei's (2001) framework of motivational strategies. The third stage included online interviews with 12 students. Zoom sessions were arranged and the items in the same questionnaire were addressed to the students with regards to their online English education. Written consent was sought from all the parents of the participating students. They were assured of confidentiality and of the ability to withdraw at any time.

Data Analysis
In the analysis of the data, firstly, all face-to-face and online interviews were recorded and then transcribed. The transcribed data were analyzed via NVIVO. Later on, codes and

themes were arranged and density and diversity were presented. The findings of the participants were defined and interpreted with direct quotations. The results were provided by employing descriptive and content analysis. The data were analyzed in four stages: (1) Encoding the data, (2) Determining the themes of the encoded data, (3) Arranging the codes and themes, and (4) Defining and interpreting the findings (Yıldırım & Şimşek, 2008).

First of all, in the analysis of the students' opinions, groups were made according to the similarity of the expressions. Explanations were made by giving a code number (P1, P2) of the students who were consulted in the analysis. The data obtained by the interview technique were digitized and expressed as frequency and percentage.

The design of the study is a multi-method design, which combines and associates interviews and observations to strengthen the structure of the study. The human experience is the focus of qualitative research. In order not to overlook the contexts in which human behavior is shaped, the researcher assumed the role of an observer rather than a passive audience. During the research, the identification of common characteristics as well as unconventional features made it possible for the researcher to make continuous observations. Long-term interaction allows researchers to understand the basic features of context. This can also lead to the elimination of irrelevant features. (Guba, 1981; Lincoln and Guba, 1986). In particular, each person was invited to refuse to participate in the research. In this way, it was ensured that data collection sessions were carried out only with people who wanted to contribute sincerely and who were ready to present data with their free will. From the beginning of the sessions, participants were encouraged to be outspoken. The researcher tried to establish intimacy in the start-up moments and stated that the questions did not have the correct answer. The participants were educated that they could pull back from the interview without giving any reason. For the determination of contradictions and suspicious data, the researcher returned to the issues previously raised by the participant and chose the way of descending into the essence of the available data by expressing the previous questions in different ways. The researcher supervised the work of the researcher's colleagues who were not involved in the study of preserving hypotheses, developing hypotheses, and shaping the design of the research (Lincoln and Guba, 1986). The use of observation and individual interview methods through diversification has helped to eliminate the scientific weaknesses of each. It was evaluated how well the results of the study were consistent with the results of the previous studies. Research findings were compared with current theoretical or practical information.

FINDINGS AND DISCUSSION
Dörnyei's L2 Motivational Self-System model framed the premise of this investigation. The L2 Motivational Self-System model proposed by Dörnyei (2009) is comprised of three measurements, which are named the Ideal L2 self, the Ought-to self, and the L2 Learning knowledge. Subsequently, the consequences of the data assembled will be introduced under these three dimensions. The findings in this study, therefore, fall into three headings as "attitude", "motivation" and "learning experience".

Attitude
Even though one of the participants of this study had either been abroad or met a native speaker of English they all said they liked English very much and wanted to be friends

with a native speaker. When asked the reason for liking English they said that it was fun. Some of the responses given by the learners were "*It is so fun, I love it so much*" (P13) I think English is a beautiful language (P19). One of the students said that "*Sometimes, it can be boring but in general it is good*" (P7). They furthermore said they wanted to be friends with people living abroad. One of the students said that "*I'm not very eager because I don't know some things in English"* (P12).

Some of the answers given by the young learners were:

"*I would like to have a friend like my brother there who teaches me English, maybe also teaches in German"* (P11),

"*I would like to go to a country where I would like to be friends and talk to them in English. I'd love to have a friend who speaks Englis*h" (P2).

It could also be said that there was some type of admiration towards native speakers in between lines in some of the responses:

"*They are very lucky to know a foreign language because it is very good"* (P1),

"*So I want to go, we will go to Paris with our school team so I think this is an opportunity, I insist to go to my mother"* (P23),

"*As English is a beautiful language I think they are very lucky"* (P2).

On the other hand, some students did not want to have English-speaking friends and believed that English-speaking people were not different than them and did not have any idea about the topic. The student said, "*They are like Turks"* (P13); "*I do not think anything"*(P12). They however also added that they could not speak English. One of the learners said, "*I am not very willing as I do not know English very well"* (P1). So, it was not rather due to their level of English than meeting a native speaker. When the very same students were asked if they imagined themselves speaking English as a native speaker most of them said that they could imagine. One of the students said that "*I cannot imagine as I do not know English very well"* (P4).

When the answers of the students who received online English classes were examined, similar results were obtained under the first part except for Q4. 7 students out of 12 reported that they were already friends with a "native speaker" thanks to online games.

Consecutively, students preferred singing and/or playing while they were learning English most. An inspection of literature also recommended that such diversions could be great assets to empower learners to be eager to learn English since they are fun and inside propelling for youngsters. Also, the attitudes of young learners are influenced by positive conditions, learning setting and uplifting frame of mind towards the teachers.

Motivation

Looking into young students' frames of mind towards English indicated motivational demeanors towards learning English and English talking nations. They were for the most part self-spurred to learn English. Themes about What to Do When Learning Speaking English are distributed as 'Going Abroad and Work, Going Abroad and Having New Foreign Friends, Travelling the World, Writing English Articles, Speaking English'. Only 2 students from the online group reported that they did not have any dreams related to English speaking. It is seen that the most intense themes were going abroad and working and being friends with new people from abroad in both face-to-face and online settings.

Some opinions of the participants are:

"*When I learn English, I want to go to England and give education there*" (P1),

"For example, I would like to go to a country where I would like to be friends and talk to them in English. I'd love to have a friend who speaks English" (P5),
"Travelling the world" (P6),
"When I learn English, I'd like to open up a company with British companies and grow business" (P7),
"Go to England and get a nice job there" (P11).

All in all, the inspiration of young learners to learn English is fluctuated. It was sure that they simply learned English to convey their messages in English. This response included imparting in English with various beneficiaries. Students who are worried about what others think about themselves fear frustrating others, and this underlines their motivating behavior and, thus, their anxiety as a negative factor for language achievement. This potential concern related to the "Ought to L2 self" likewise influences the learning knowledge, since students might be less persuaded to take part in the class in light of their worries.

Learning Experience
The L2 Learning experience concerns 'situated, executive motives related to the immediate learning environment and experience' (Dörnyei, 2009). The learning experiences were at school and after school. It was seen that in both of these settings the materials used affected the students' experience to a great extent. This is also the reason why an online dimension was added to this research. It was observed that the participation of the students was higher in the courses with color visuals and videos in the classroom context. It was also observed that the students were reluctant to do the activities in their colorless books. The fact that more videos were watched in English lessons than the other courses seemed to be one of the main reasons why students were more eager to learn English and looking forward to English lessons. Singing songs, painting and playing made them happy in the class. In other words, English was almost the only course where most of these types of activities were carried out. However, 5 out of 12 students receiving their English classes in online settings reported that they were bored and the lessons were neither interesting (N=5) nor fun (N=3).Additionally, while most participants in face-to-face settings thought that time passed fast when studying English and were looking forward to English Lessons only when colorless activities were not done, half of the participants (N=6) in online settings reported that they were not looking forward the English lessons except for the time when they played online games.

The after-school activities at home were mainly doing homework with their parents and reading a book. Most of them did not like memorizing vocabulary and having spell checks because it made them anxious. One of the students said, "*I don`t know why but I am not good at spelling at school"* (P3).

So, the results showed that students were having problems at after-school learning experiences since they were expected to remember what they studies in class yet they were unable to construct the new knowledge on the old one. This meant more confusion, boredom, and lack of focusing. Parents, on the other hand, were highly ambitious for them to learn English especially very quickly. They wanted these young learners to be proficient in English and therefore asked them to speak in English out of nowhere at a family gathering for example. This is another pressure that caused anxiety in the children which inhibits their progress.

CONCLUSION

By and large, all young learners were extremely happy to learn English. They had a positive attitude towards English as a language, the native speakers of English, and learning English. In terms of 'Ideal L2 Self' learners were internally motivated to learn English. The young learners reported that they had a good time during the English lessons. So, the nature of the activities shapes their perception. This means, they want a colorful, entertaining variety of activities in every lesson and do not like memorization activities since they make them anxious. This is also related to the 'L2 Learning Experience'. Nevertheless, online settings could well influence the young learners' attitudes and motivation towards learning English.

The foremost pedagogical implication is the need to look into the teacher enactment of all courses. It allowed the employment of flipped learning instructional strategy which reverses the traditional practices so that instructional content is done by the learners at their convenience outside the school and communicative practices at schools. One of the main objectives of flipped learning is to exclude students from passive learning and to direct students to active learning in which they participate in collaborative activity, peer-learning, and problem-based learning. In this context, the role of the teacher is shifting towards the role of facilitator and coach, enabling students to take control of their learning. The use of technology further enhances the translated learning process and develops the skills necessary for 21st century learning. In other words, their homework is to do interactive tasks the teacher assigns such as watching a video and focusing on the use of the language at the school. The teacher is responsible for facilitating the use and practice of what they learned at home via materials designed upfront. Teachers and all parties involved that the gap between intended and enacted curriculum is closed.

The short-term desire of the young learners is to have a native English-speaking friend and the long-term one to go to a country either for visiting purposes or living there. The young learners could not justify the reason for this. So, they seem to be heavily influenced by their parents, the numerous shopping malls that are used for after-school or weekend social activity with the family and/or their friends, and the internet. The implication would be to design activities that are related to their after-school experiences and exposures. This would enable learners to make use of what they have learned at school to use. Therefore, the activities should be designed very carefully to be not only colorful and entertaining but also educative and build on one another. Meanwhile, the students also stated their anxiety due to being laughed at by their classmates or not being able to speak English when their parents ask them to do it all of a sudden. Again, affective objectives of the curriculum and if and how these objectives are reached need to be looked at at the school level such as a lesson or learning studies.

In countries where the English proficiency level is low the importance given to the standardized tests and whether or not English is incorporated into this test need to be looked into. Standardized tests play a major role in education in Turkey and English is incorporated only if they want to be a language teacher. Therefore, unless a learner is going to be a language teacher the engagement of learners to English courses is very low. So, as the learners move to higher grades their level of engagement and motivation lowers. The decision to incorporate the use of English to the standardized exams which play a vital role in the students` academic careers and are administered nationwide is beyond the scope of this article. So, every effort should be taken for learners to see themselves as global learners, extend their imagination in terms of English beyond the classroom, and

last but not least see it as a hobby in their life. There is also a need for longitudinal and meta-analysis studies to identify not only the potential of the curricula being implemented but also the reasons for lack of high level of proficiency in language learning and thus generalization of the findings.

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