Reading motivation levels of bilingual primary school students: Suggestions for increasing reading motivation

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Abstract

One of the difficulties bilingual primary school students in Turkey face in acquiring a second language (Turkish) is reading skills. Bilingual students who cannot read the second language texts fluency for various reasons cannot understand what they read. Reading turns from being a temptation to a challenge for bilingual learners. In such cases, bilingual students begin to feel the need to be motivated to read. The research aims to determine bilingual students' reading motivation levels, discuss it in the context of various variables, and develop solutions to increase reading motivation. Consisting of bilingual students (n=256) and primary school teachers (n=32) teaching bilingual students, this research was carried out with a mixed method. The study group of the research was determined by the criterion sampling method. As a result of the research; Gender and preschool education were effective on bilingual student reading motivation. It has been stated that there is a consensus on increasing the capacity of primary school teachers to increase the reading motivation of bilingual students.

Keywords: Reading motivation, bilingualism, primary school students

1. Introduction

1.1. Introduce the problem

Bilingualism is an unexplored area with many aspects (Asbjørnsen, 2013). Bilingualism is the ability to express oneself at a certain level in both languages (Rodríguez, Carrasquillo & Lee, 2014). It is sufficient for individuals to have enough language to meet their needs and express their wishes, without the condition of being

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dominant in both languages (Modaresi, 2007). Bilingualism, which is a necessary and integral part of human life for many people today (Marlina, 2016; Marshall & Gomari, 2013), is sometimes inevitable and compulsory. People living in multilingual societies and cultures may have to learn and speak the official/dominant language while speaking and maintaining their first language. Indeed, Heinlein and Williams (2012) also drew attention to these societies. This interaction can also make individuals bilingual (Wallner, 2016). As Niemeier (1999) said, students are natural bilingual individuals in this context. Many activities, especially education, are carried out in the official language in societies and countries where natural bilingual individuals live. Bilingual individuals who have to learn the official language of the society other than their mother tongue to adapt to the society (Derince, 2012) are sometimes official citizens of that country. Nevertheless, sometimes they can be refugees/immigrants/asylum seekers (Niemeier, 1999; Wallner, 2016). However, in any case, these individuals have to learn the second language, the official language of society. Early, late, balanced, dominant individuals can be bilingual (Akutina & Akutina, 2020; Kızıltaş, 2019). For example, those who learn a second language before starting school become early bilingual. Those who are bilingual with school education are also considered as late bilinguals.

There are also many bilingual students in Turkey. Palabıyık (2017) lists bilingual students as Kurdish/Arabic/Zaza/Laz/Greek as their first language. He states that especially people whose first language is Kurdish, and naturally students, constitute a more significant majority. Bilingual students live in many provinces of Turkey, including the western regions (Derince, 2012). However, the most densely populated areas are the country's eastern regions. Most bilingual students, who are official citizens of Turkey and have a shared history, religion, and culture with other people in the country, encounter some problems (Coşkun, Derince & Uçarlar, 2010; Kasap,2021a) while learning Turkish. Bilingual students, who encounter difficulties acquiring Turkish as a second language (Bialystok, 2002), generally live more intensely in Turkey's eastern and southeastern Anatolian regions (İnal, 2020). The language used by bilingual students at school (Turkish) and the language they use at home (Kurdish) are different (Derince, 2012; Kasap, 2021b) is one of the reasons for their difficulties. Andrade (2018) draws attention to the problems caused by the different home-school languages. Because of these problems, being bilingual can turn into a disadvantage, not an advantage, for the students in question.

The difficulties and problems bilingual students face in rural Turkey acquiring Turkish as a second language are more concentrated on reading skills (Wallner, 2016). Problems in reading feed other problems. Because reading is arguably one of the most important neurocognitive skills that children learn (Whitford & Joanisse, 2018). Yousaf

and Khan (2014) even state the difficulties and problems bilingual students face. They emphasize that academic failure will be inevitable when the second language is not sufficiently mastered. This problem will cause bilingual children to drop out of school early. Levey, Langdon, and Rhein (2012) drew attention to this difficulty and stated that the problems are; states that focus on phonological awareness, and vocabulary (Heinlein & Williams, 2012). According to Brice and Brice (2009), one of the solutions for this is the preschool education that bilingual students will receive and their activities during this education period. Creating an infrastructure for reading skills by enriching the vocabulary is also expressed as another solution (McLaughlin et al., 2000). As a result, bilingual students in rural areas who cannot be reading fluency (Rasinski, 2016) because they do not have enough vocabulary have short and long-term problems in reading comprehension (Kızıltaş, 2019, 2021). After a certain period, their enthusiasm for reading fails, and their reading motivation decreases. Academic failure is also inevitable. Therefore, it is crucial to motivate bilingual students to read or discuss the reasons that reduce their motivation. It is also essential to develop solutions for this problem.

Reading motivation, defined as students' positive and negative ideas and feelings about reading (Guthrie & Wigfield, 2000), is important in increasing reading skills (Marinak & Gambrell, 2008). It also effectively raises reading comprehension skills by making people love reading (Ahmadi, Ismail & Kabilan Abdullah, 2013). Thanks to the reading motivation, the student whose interest and desire for reading increases can enjoy reading by spending more time on the reading process (Guthrie, Wigfield, & VonStecker, 2000). Reading motivation, which requires psychological and mental preparation for reading and includes the willingness to read, is also affected by various factors. These factors may originate from the student and external factors outside the student (Deci, Koestner & Ryan, 2001). The student's sense of curiosity, willingness to participate, interest, and reading preferences are internal factors. Conditions such as attracting attention in the classroom, the desire to get high grades, and competition also affect reading motivation (Wang & Guthrie, 2004). Therefore, it is possible to say that reading motivation has internal and external dimensions. In this sense, it is possible to classify reading motivation as intrinsic and extrinsic reading motivation. Of course, other factors affect reading motivation. Factors such as age, gender, family, preschool education, language, and bilingualism are other factors that have an essential role in reading motivation (Brice & Brice, 2009; Kasap, 2018; Mante-Estacio, 2012). Especially when considered in the context of second language learners, the effect of bilingualism and linguistic differences (Mante-Estacio, 2012) on reading motivation is worth discussing. In other words, reading motivation is of great importance for second language learners (Ahmadi, Ismail & Kabilan Abdullah, 2013).

Reading motivation is an essential concept for bilingual learners. Reading motivation also affects bilingual students' reading comprehension levels and seriously impacts their academic success. Kirchner and Mostert's (2017) research also presents the relationship between reading motivation, reading comprehension, and academic success. Whether the effects are positive or negative depends on the measures taken. It is essential to minimize the adverse effects of language on reading motivation. Indeed, Sani et al. (2011) also point out that having low language proficiency is a severe barrier to reading motivation. Similarly, in order to increase reading motivation, it is of great importance to prepare rich reading materials, do silent readings (Reiter, 2003), use various reading strategies (Nichino, 2007), to have intensive and comprehensive readings (Asraf & Ahmad, 2013; Pirih, 2017). Nichino (2007) states that these strategies will also improve fluency reading skills in second language learners. She emphasizes that these approaches to reading motivation will improve reading comprehension skills. According to Day and Bamford (1998), it is necessary to do some activities to increase the motivation to read in a second language. In this respect, it is essential to do comprehensive readings with remarkable, accessible, and understandable texts and to develop comprehensive reading programs. Comprehensive reading programs; should contain rich, easy, varied, lifelike, exciting reading materials. The student should be able to choose the reading materials they want. It is necessary to read for pleasure/information/understanding.

Studies examining the reading motivation of bilingual students who have acquired a second language are almost not found in the literature in Turkey. Therefore, there is a need for studies in this area outside of Turkey. Komiyama (2013) draws attention to this issue and states that the studies on the reading motivation of second language learners are insufficient (Mante-Estacio, 2012) and are not at the desired level. There are almost no studies in Turkey that directly examine the reading motivation levels of bilingual students and provide solutions. Although the deficiencies make this research meaningful and valuable, the lack of research also delays producing solutions to the problems.

On the other hand, when we look at the literature outside of Turkey, there are studies on the reading motivation of bilingual students (Abdullah & Yunus, 2019; Kirchner & Mostert, 2017; Pirih, 2017). These studies have an encouraging and motivating role in increasing the number of studies in Turkey. The research focuses on eliminating a deficiency by drawing attention to a gap in the Turkish-oriented literature, and developing suggestions to increase reading motivation in bilingual students makes the research even more valuable. The aim of the research is also evident at this point. The study aims to reveal the reading motivation levels of bilingual students and examine the roles of some variables in this situation. Likewise, the research aims to develop solutions

to increase the reading motivation of bilingual students according to the opinions of the primary school teacher. In the context of the purpose of the research, answers to the following questions were sought:

1.   What is the reading motivation of bilingual primary school students?

2.   Does the reading motivation of bilingual primary school students differ significantly according to gender and preschool education status?

3.   What are the primary school teachers' views on the reading motivation levels of bilingual primary school students?

4.   What activities do primary school teachers do in the classroom to improve the reading motivation of bilingual primary school students?

5.   What factors do primary school teachers think are most influential on bilingual primary school students?

6.   What are the suggestions of primary school teachers to increase the reading motivation of bilingual primary school students?

2. Method

2.1. Model of the research

In the research, a mixed research model was used. In addition, an explanatory design from mixed research models was also used. Mixed research methods allow the collection of quantitative and qualitative data and the evaluation of the data separately. At the same time, it is considered vital as it allows the collected data to confirm each other. Confirmation also strengthens the credibility of the results (Yıldırım & Şimşek, 2013). On the other hand, the explanatory design requires collecting quantitative data first and then qualitative data. In other words, quantitative and qualitative data are collected at different times. As a matter of fact, in this study, data were collected following the nature of the explanatory design (Yıldırım & Şimşek, 2013).

In the context of the qualitative dimension of the research, it was aimed to reveal the reading motivation levels of bilingual students and the views of primary school teachers on different questions. In this context, the case study method was used. Identifying and seeing the details that make up an event in the case study; is used to develop possible explanations for an event and to evaluate an event (Büyüköztürk et al., 2011). Therefore, it is seen that the research conducted in this framework is suitable for the nature and dynamics of the case study.

The general survey model, one of the quantitative research methods, was used in the study. General scanning models are scanning arrangements made on the whole universe or a group, sample, or sample taken from a universe consisting of many elements to reach a general conclusion about the universe (Karasar, 2012).

2.2. Study group

2.2.1. Study group for qualitative method

The study group of the research consists of primary school teachers (n=32) studying in the province of Van in the 2021-2022 academic year. In qualitative research, the small number of participants makes it possible to go deeper into the data. In order to reach comprehensive data on the reading motivation of bilingual students, quality rather than quantity was prioritized in the number of samples (Yeşil, 2010). Criterion sampling, one of the purposive sampling methods, was used to determine the study group. The criteria here are; primary school teachers have bilingual students in their classrooms. Information on the gender and professional seniority of the participants in the study group is given in Table 1.

Table 1. Information on teachers' gender and professional seniority

Teacher	Gender	Seniority	Teacher	Gender	Seniority
1T	Male	11-15 year	17T	Male	6-10 year
2T	Male	11-15 year	18T	Male	6-10 year
3T	Male	16 + above	19T	Male	11-15 year
4T	Female	0-5 year	20T	Male	0-5 year
5T	Female	11-15 year	21T	Male	0-5 year
6T	Male	16 + above	22T	Female	0-5 year
7T	Female	6-10 year	23T	Male	11-15 year
8T	Male	11-15 year	24T	Male	6-10 year
9T	Female	6-10 year	25T	Female	16 + above
10T	Female	11-15 year	26T	Male	16 + above
11T	Male	16 + above	27T	Male	11-15 year
12T	Male	16 + above	28T	Male	11-15 year
13T	Male	16 + above	29T	Female	6-10 year
14T	Male	16 + above	30T	Female	6-10 year
15T	Female	0-5 year	31T	Male	11-15 year
16T	Female	6-10 year	32T	Male	11-15 ear

11 of the participants are female, and 21 are male teachers. In addition, five of the participants have 0-5 years; eight, 6-10 years; eleven, 11-15 years, and eight, 16 years or more professional seniority.

2.2.2. *Study group for quantitative method*

The study group of the research consists of fourth-grade students (n=273) attending primary school in Van in the 2020-2021 academic year. Being the last year of primary school, students have reached a certain level in reading, less likely to have language problems. Therefore, criterion sampling, one of the purposive sampling methods, was used to determine the study group. In criterion sampling, specific criteria are determined following the purpose of the research. Then, individuals, events, or situations that meet the specified criterion/criteria are included in the study group (Büyüköztürk et al., 2016). For example, this study considered bilingual students and continued education in rural areas as criteria. Information about the students who make up the study group is given in Table 2.

Table 2. Information on gender and preschool education status of bilingual students

	Gender	Preschool education status		Total
		Yes	No	
Student	Girl	97	50	147
	Boy	83	43	126

While 93 of the students did not receive preschool education, 180 of them received it. Among girl students, those who are deprived of this education are more. A total of 147 girls and 126 boy students participated in the study.

2.3. Data collection process

2.3.1. Qualitative data collection process

Qualitative data were collected through an online questionnaire. In this context, Google Forms techniques were used. Web-based online surveys such as Google Forms are both valuable and practical as they allow to reach a large number of people in a short time (Kumar & Naik, 2016). However, classes have lagged far behind education due to the Covid-19 pandemic. This problem also negatively affected the data collection process. Therefore, the data was collected through an online survey for some reason. These reasons can be listed as follows: Teachers' thoughts that they are behind the lessons and achievements enough, their efforts to raise programs/achievements, their haste, the

limited time to do interviews at schools, teachers' hesitant approach to face-to-face meetings due to the reasons created by special and pandemic conditions. There are four open-ended questionnaires in the online questionnaire. These questions can be listed as follows: 'What do you think about the reading motivation levels of bilingual primary school students whose first language is Kurdish/Arabic', 'What kind of activities/works do you do to improve the reading motivation of bilingual primary school students, what are your efforts', 'What factors do you think are effective on the motivation levels for reading', 'What solutions can you offer to motivate bilingual primary school students to read'. Before applying the online questionnaire, a pilot application was made.

For this, expert opinion was taken. The experts' features consist of academicians: They have studies on second language acquisition and reading skills. Field experts also evaluated the questions in the online questionnaire in terms of language and content. After expert opinions, no change was made in the number of questions. However, the experts' opinions on the question statements were considered. Then, the pilot application was carried out online on five primary school teachers. The data collected from the teachers in this context were shared with the experts in question. After the final approval of the experts, the actual application was started, and an online questionnaire was sent to the primary school teachers. In the personal information form included in the data collection tool, the gender and professional seniority of the participants were tried to be determined. In addition, at the beginning of the data collection process, the data obtained will only be used scientifically, and personal information will be kept confidential. Thus, it was ensured that all participants voluntarily participated in the research.

2.3.2. Quantitative data collection process

Quantitative data were collected with the reading motivation scale developed by Aydemir and Öztürk (2013). Necessary permissions were obtained from the researchers at the point of application of the scale. The scale consists of four factors and 22 items: 'perception of reading difficulty', 'reading proficiency', 'effort/appreciation for reading', and 'social aspect of reading'. On the scale, 'Very suitable for me', 'It suits me, 'I am undecided', 'Not suitable for me', 'Not very suitable for me' statements are included. These statements are given 5, 4, 3, 2, and 1 points. These statements are given the points 5, 4, 3, 2, and 1, respectively. The scores for the items in the negative question root were reverse coded. In the research, information such as gender and preschool education of bilingual primary school students was also tried to be determined. Necessary instructions were given to the primary school teachers by the researcher for the students to fill in the

scale. A time of 20-25 minutes is given to complete the scale. The scales were applied to the students on the same day and collected.

2.4. Data analysis

2.4.1. Analysis of qualitative data

The content analysis technique was used to analyze research data collected through an online survey. Content analysis is to gather similar data within the framework of specific concepts and themes and interpret them by arranging them in an understandable way (Yıldırım & Şimşek, 2008). In the context of the questions, themes and categories, and codes were created in line with these themes. Necessary conditions have been met for the validity and reliability of the research. For external reliability, detailed explanations about the stages such as the purpose of the research, the study group, data collection tool, data collection, and data analysis are given. The collected data was first transferred to the transcript. Then the data was shared with an expert. The expert independently coded this data. Finally, the coding made by the researcher and the expert was compared. According to Miles and Huberman's (1994) formula (Reliability=Agreement/ (consensus+disagreement)), the percentage of agreement between two different encoders was calculated, and 93% agreement was found. Therefore, it was decided that the coding was reliable (Miles & Huberman, 1994). MaxQDA 2020 qualitative data analysis was used in the analysis of qualitative data.

2.4.2. Analysis of quantitative data

The quantitative data collected as a result of the research were analyzed with the SPSS 25.00 package program. Kolmogorov Smirnov test was used to measure the normal distribution in analyzing the data obtained from the research. It was concluded that the data followed a normal distribution (p>.05). Thus, the t-test, one of the parametric tests, was used to compare the means of the two groups and determine whether there was a significant difference between them. A significance level of .05 was taken as a criterion in all analyzes. The sum of the scores in 22 questions was considered in scoring the students' reading motivation levels. As a result of the analyzes made to ensure the reliability of the research, the Cronbach's alpha coefficient calculated for the reading motivation scale was found to be 0.70.

3. Results

The quantitative and qualitative findings of the study are separately under two headings. In this context, firstly, the quantitative findings of the research are presented.

3.1. Quantitative findings of the study

Descriptive statistics on the reading motivation scores of bilingual primary school students are given in Table 3.

Table 3. The arithmetic averages of bilingual students' reading motivation scores

Reading Motivation Scale	n	1	S_x	Min.	Maks.
* Perception of Reading Difficulty	273	16.84	5.04	6.00	30.00
* Reading Proficiency	273	28.17	7.58	12.0	50.00
* Effort/Appreciation for Reading	273	11.33	4.23	4.00	29.00
* The Social Aspect of Reading	273	5.959	2.33	2.00	10.00
Total of the Scale	273	62.31	13.3	28.0	98.00

Bilingual primary school students have low reading motivation scores ($\bar{x}$= 62.31). Furthermore, the scores obtained in the context of the sub-dimensions of the reading motivation scale vary.

Findings regarding reading motivation in the context of gender variable

Table 4 shows whether the reading motivation scale scores significantly differ according to gender.

Table 4. T-test results of students' reading motivation scores according to gender variable

Reading Motivation Scale	Gender	n	$\overline{X}$	S_x	Sd	t	p
Perception of Reading Difficulty	Girl	147	17.4	4.77	271	2.011	.045*
	Boy	126	16.8	5.28			
Reading Proficiency	Girl	147	31.2	7.16	271	8.044	.000*
	Boy	126	24.5	6.42			
Effort/Appreciation for Reading	Girl	147	11.9	4.48	271	2.793	.006*
	Boy	126	10.5	3.81			
The Social Aspect of Reading	Girl	147	6.22	2.46	271	2.037	.043*
	Boy	126	5.65	2.14			
Total of the Scale	Girl	147	68.8	12.3	271	6.529	.000*
	Boy	126	56.9	12.5			

* p<.05

Gender creates a significant difference in the total and all sub-dimensions of the students' reading motivation scale (t(271)=6.529; p<.05). This finding; can be interpreted that female students' reading motivation scores ($\bar{x}$=68.8) are higher than male students' reading motivation scores ($\bar{x}$=56.9). Perception of reading difficulty (t(271)=2.011;p<.05), reading proficiency (t(271)=8.044;p<.05), reading effort/appreciation (t(271)=2.793; p<.05) and the social aspect of reading (t(271)=2.037;p<.05), it is seen that there is a significant difference in sub-dimensions. These differences are in favour of female students in all sub-dimensions. In this case, female students have higher reading motivation scores in all sub-dimensions of the scale.

Findings regarding reading motivation in the context of preschool education variable

Table 5 shows the findings related to the students' reading motivation according to preschool education.

Table 5. T-test results of students' reading motivation scores according to preschool education variable

Reading Motivation Scale	Pre-school	n	$\overline{X}$	S_x	Sd	t	p
Perception of Reading Difficulty	Yes	183	17.6	4.88	271	3.811	.000*
	No	90	15.2	5.00			
Reading Proficiency	Yes	183	28.9	7.69	271	2.416	.016*
	No	90	26.6	7.14			
Effort/Appreciation for Reading	Yes	183	11.9	4.25	271	3.477	.001*
	No	90	10.0	3.93			
The Social Aspect of Reading	Yes	183	6.14	2.34	271	1.850	.065
	No	90	5.58	2.28			
Total of the Scale	Yes	183	64.6	12.9	271	4.288	.000*
	No	90	57.5	13.0			

Preschool education status creates a significant difference in the total of the scale and all sub-dimensions except one (t(271)=4.288; p<.05). The reading motivation scores of the students who received preschool education (x̄=64.6) are higher than the reading motivation scores (x̄=57.5) of the students who did not receive preschool education. Perception of reading difficulty (t(271)=3.811;p<.05), reading proficiency (t(271)=2.416;p<.05), effort/appreciation for reading (t(271)=3.477; p<.05) sub-dimensions, there is a significant difference. These differences are in favour of students receiving preschool education in all sub-dimensions. In this case, preschool education students have higher reading motivation scores in all sub-dimensions of the scale. Preschool education did not make a significant difference in the sub-dimension of the social aspect of reading (t(271)=2.0371.850 ;p<.05) of the scale.

3.2.Qualitative findings

3.1.1. Reading motivation levels of bilingual primary school students

The reading motivation levels of bilingual primary school students are given in Figure 1.
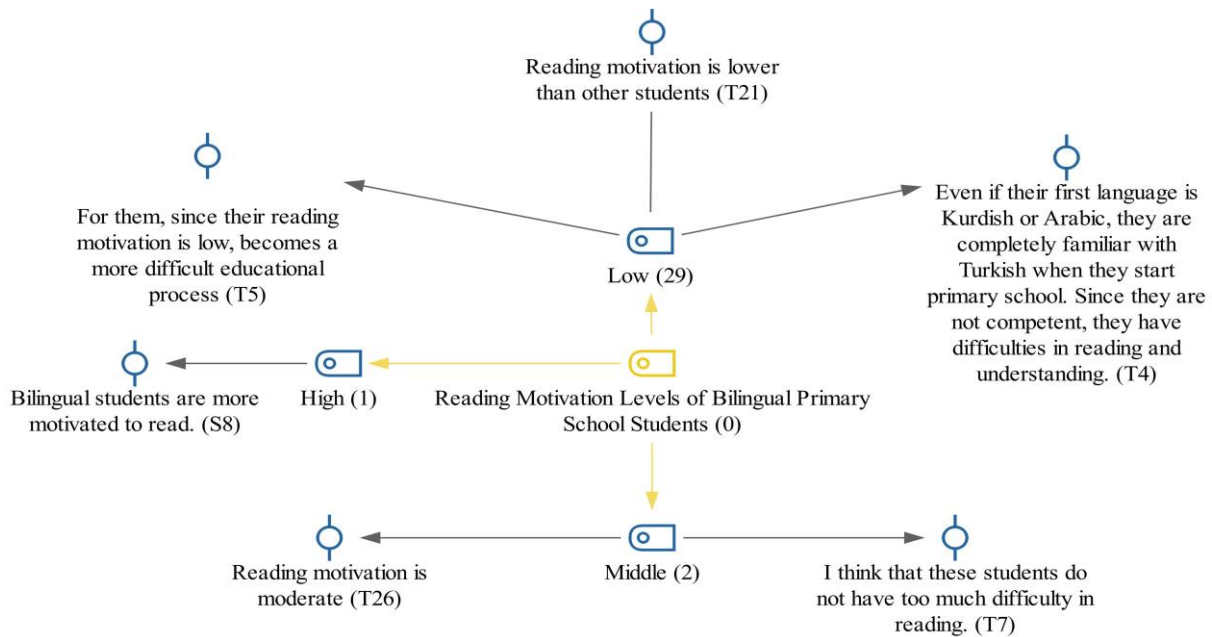
Figure 1. MAX maps code theory model on reading motivation levels of bilingual primary school students

According to the results of the primary school teachers, bilingual students have low reading motivation (n = 29). On the other hand, the number of teachers who stated that the reading motivation levels of bilingual students are moderate (n = 2) and high (n = 1). Some participants' views on these situations are given in Figure 1.

3.2. Teachers' work and efforts

The work and efforts of teachers to improve reading motivation are included in Figure 2.
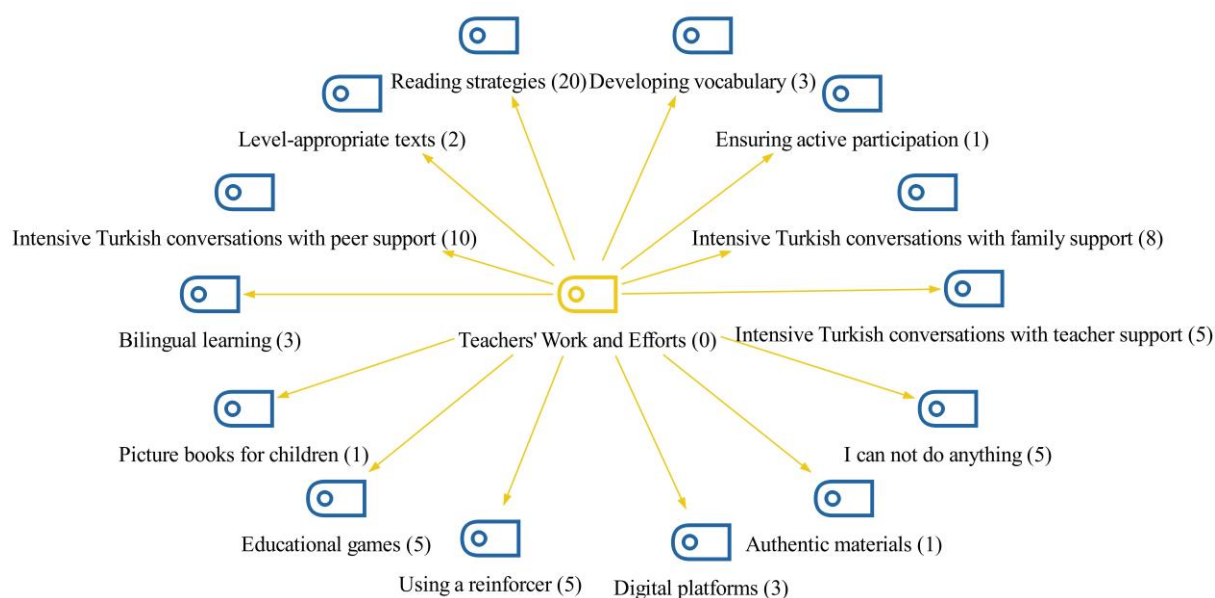

Figure 2. MAX maps code theory model of primary school teachers' work and efforts

Efforts to increase the motivation of primary school teachers to read have emerged as code 14. primary school teachers' efforts are often limited to traditional solutions, although not original. In efforts to increase students' reading motivation, solutions such as reading strategies (n = 20), peer-supported intensive Turkish conversations (n = 10), and family-supported intensive Turkish conversations (n = 8) are more prominent. Using children's picture books (n = 1), developing/using authentic materials (n = 1), using level-appropriate texts (n = 2), ensuring active participation of students (n = 1) and developing

vocabulary (n = 1) It has been found that teachers are inadequate in these subjects. The participants' views on these situations are as follows:

I tell parents that they should speak more Turkish at home. I make them repeat the exact words frequently with square texts. I also support their daily conversations by watching valuable videos on YouTube both at home and at school (T1)

Since the child is learning a new language, I state that he needs to read more books than his peers to make up for the gap (T23).

Along with reading activities, I do comprehension activities, animation, dramatization, and making use of visual materials (T15).

3.3. Factors affecting reading motivation

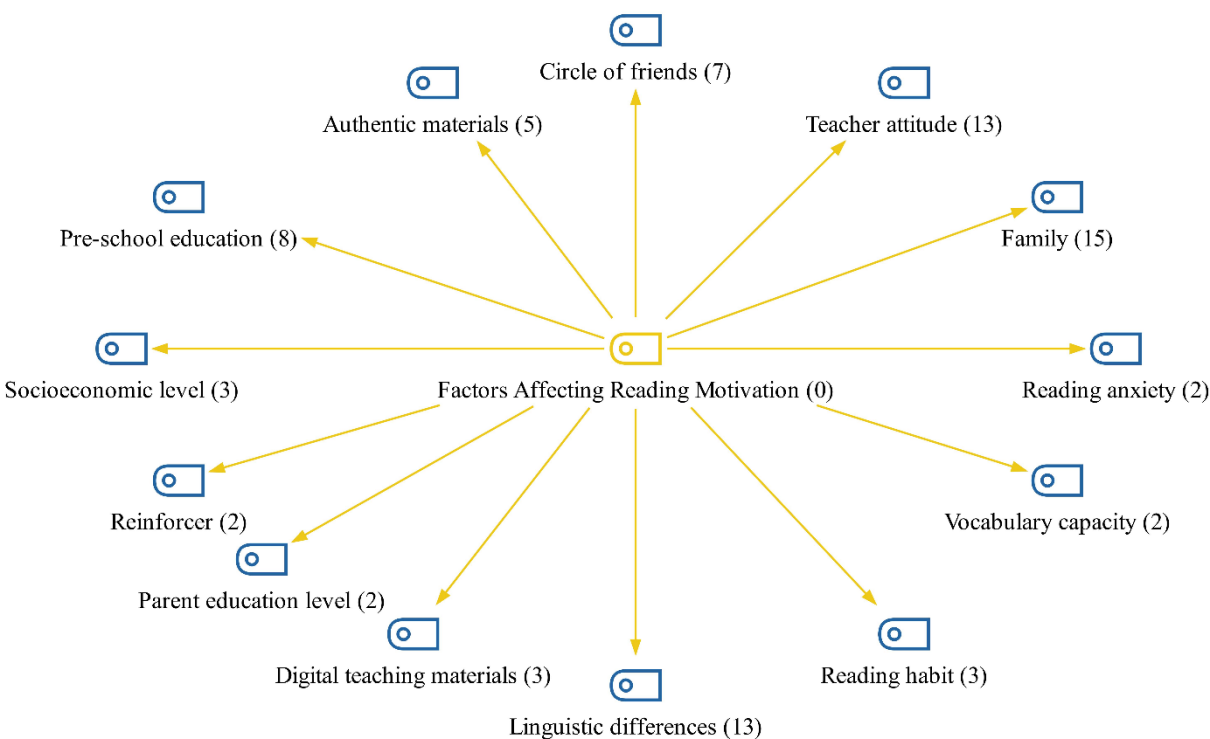The factors affecting the reading motivation of bilingual students are given in Figure 3.

Figure 3. MAX maps code theory model on factors affecting reading motivation

The attitudes of teachers (n = 13), family (n = 15), languages used in home and school environments (n = 13), preschool education (n = 20) and circle of friends (n = 7) affect bilingual students' reading motivations) can be said to have a dominant role compared to other factors. Likewise, there are opinions that students' socioeconomic levels (n = 3) and reading habits (n = 3) also affect reading motivation. Apart from these, it is understood that vocabulary (n = 2), reading anxiety (n = 2) and using reinforcement (n = 2) are also effective on reading motivation. The participants' views on these situations are as follows:

> More than one factor is influential on reading motivation. The first factor is the primary school teacher. The attitude of the primary school teacher is very effective. The point of view of his peers and friends and the choice of course material are other factors (T11).

> The most important thing is that their first language is different. Apart from this, I think that the family factor is influential (T14)

> If Turkish is spoken in the family, this is very important for him to communicate in the classroom. In addition, the fact that she went to kindergarten contributes a lot (T24).

3.4. Solution suggestions to increase reading motivation

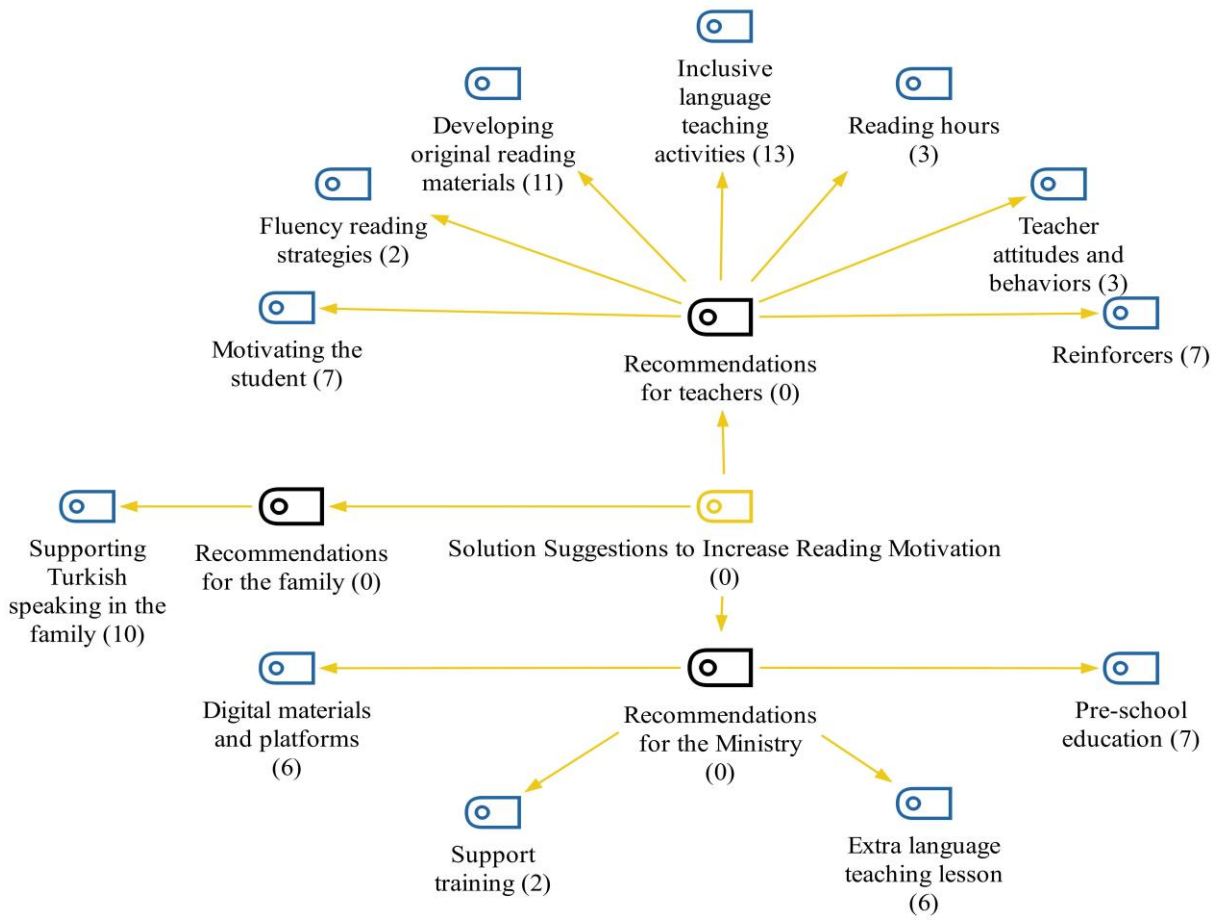Solution suggestions to increase reading motivation are given in Figure 4.

Figure 4. MAX maps code theory model with suggestions for ıncreasing reading motivation

Among the solution suggestions offered for teachers, increasing and implementing inclusive language teaching activities (n = 13), developing reading materials that will be unique to bilingual students (n = 11), using reinforcements (n = 7), motivating students (n = 7) located in the plan. In the solution suggestions offered to families, there is support for using and speaking Turkish in the home environment (n = 10). There are various solutions offered to the Ministry of National Education. These suggestions are; Adding additional language lessons to the program (n = 6), increasing participation in preschool education (n = 7), using digital media more frequently, and developing digital content (n = 6) can be listed as. In addition, some teachers expressed their opinion that the support education programs given in schools should be turned into an opportunity for bilingual students (n = 2). The participants' views on these situations are as follows:

> It is necessary to communicate more with bilingual students. Texts with simple dialogue should be read to students. In addition, the poem's rhyme should be memorized by reading it repeatedly. It is essential to encourage students to speak in public in the classroom and school. Students should be made to feel that they are valuable. Activities should be versatile (T2).

> Taking special care of the student (having additional work done in and out of class hours), being in close communication with the family, and presenting embodied real lives are some solutions I can suggest to motivate the student. Moreover, families should ensure that children participate in preschool education (T18).

> Language predisposition can be increased by play or drama activities. Simple stories and fairy tales suitable for the level of the student can be taught, provided that they are visual (T32)

3.5. Discussion

It is crucial to reveal the reading motivation levels of bilingual students, who are official citizens of the Republic of Turkey, in various dimensions. Therefore, the discussion part of this mixed research, which was carried out within the scope of teachers and students' opinions, was made separately in the context of quantitative and qualitative data.

In the context of the quantitative sub-problem of the research, firstly, the reading motivation levels of bilingual students were determined. The reading motivation levels of bilingual students are pretty low. Findings from this study are also consistent with the results of various studies in the literature (Bokhorst-Heng & Pereira, 2008; Griffin & Farran, 2021; Olifant, Cekiso & Rautenbach, 2019). It is necessary to discuss why the reading motivation of bilingual students in Turkey is low. It would be a correct determination to say that the inability to acquire Turkish adequately is one of the most important reasons for this problem. Rueda et al. (2001) drew attention to this in their research. He states that second language learners' being proficient and competent in the second language effectively increases their reading motivation. Students who achieved a particular proficiency in the second language were more successful in reading motivation than students who fell below this level of proficiency. The linguistic proficiency of bilingual students in Turkey is not at the desired level (Yılmaz & Şekerci, 2016). Therefore, being able to master Turkish and increase proficiency in the language may contribute to increased reading motivation to some extent.

Contrary to the result of this research, the study conducted by Gopang et al. (2014) revealed that the reading motivation of the students who acquire a second language is at a moderate level (Sani et al., 2011). Agustrianti, Cahyono, & Laksmi (2016) also drew attention to the importance of reading motivation of second language learners. They state that the higher the reading motivation, the higher the academic achievement and the success in writing skills. These explanations show how vital reading motivation is in bilingual students. However, it is known that bilingual students in rural areas of Turkey generally fail national and international exams compared to other regions in Turkey (ERG, 2020). On the other hand, different results emerged from the research of Park (2015) and İndra Yadi (2021). According to the result, the reading motivation of the students who acquire a second language is high. However, it should be emphasized that the students included in this scope are not primary school students. In the context of the qualitative dimension of the study, the students' reading motivation was found below. This result supports the quantitative findings.

The level of reading motivation of female students who acquired a second language was higher than the level of reading motivation of male students. This result is consistent with different research results (Abdullah & Yunus, 2019; Baker & Wigfield, 1999; Dörnyei & Clement, 2001; Griffin & Farran, 2021; Khamis, Dukmak & Elhoweris, 2008; McKenna, Kear & Ellsworth, 1995; Sani et al., 2011). Williams et al. (2002) state that male students are more reluctant to read second language books and therefore fall behind female students. Therefore, it explains that female students who acquire a second

language have a higher motivation to read than male students. He also states that female students get higher grades in this way. However, Elhoweris and Alsheikh (2011) stated in their research that women have to show themselves and strive more, especially in male-dominated societies. This situation increases the motivation and determination of girls to read. He underlines that while boys find a job quickly, girls are disadvantaged in this sense, and therefore, they need to make more effort.

On the other hand, Elliot and Klobucar (2013) state that it is essential to enrich the lessons and classroom environment in various contexts with content that will attract the attention of male students. He states that today's classrooms are more suitable for attracting the attention of female students who have acquired a second language, and boys are also bored. Undoubtedly, these explanations are only one of the reasons why male students' reading motivation is low. Contrary to the result of this study, some studies concluded that gender does not have a determining role in the reading motivation levels of second language learners (Agustrianti, Cahyono, & Laksmi, 2016; Bokhorst-Heng & Pereira, 2008; Kirchner & Mostert, 2017; Sani, Ariffin & Abdullah, 2014). Therefore, the results regarding the effect of gender on reading motivation are varied.

Bilingual students who received preschool education had higher reading motivation scores. There is very little research questioning the direct effect of preschool education on the reading motivation of second language learners. There are also limited studies in Turkey (Koşan, 2015) on the effect of preschool education (Afonja, 2018), which creates an infrastructure for students' reading skills who acquire a second language. There was no evidence that preschool education directly had a positive effect on reading motivation in these studies. However, preschool education must create positive results for students who acquire a second language. Therefore, the reading process is also affected by this situation. Susar Kırmızı et al., (2020) draws attention to the benefits of preschool education for second language learners in this sense. Similarly, Kızıltaş (2021) states this situation in his research. Again, according to the research results conducted by Susar Kırmızı et al. (2016), preschool education for second language learners can make these students more proficient in the second language (Sincar, 2015). In addition, getting a preschool education creates an infrastructure for developing reading skills. This information undoubtedly reveals that preschool education is a substantial gain for students who acquire a second language. As Emeç (2011) said, compulsory preschool education for students who acquire a second language in Turkey can benefit significantly.

In the context of the qualitative dimension of the research, the factors affecting the reading motivation of bilingual students were tried to be determined in the context of

teacher opinions. According to the study's findings, teacher attitude, preschool education, socioeconomic level, parental education level, authentic materials, reading habits, linguistic differences, and reading anxiety influence reading motivation. In particular, it is necessary to discuss the teacher factor. Griffin and Farran (2021) emphasize that factors such as the diversity of the texts, the environment, and teachers are significant for reading motivation. They especially emphasize the role of teachers (Abdullah & Yunus, 2019). Likewise, Salikin et al. (2017) draw attention to the role of teachers and the importance of materials in increasing the reading motivation of second language learners. The teacher's touches to improve reading motivation can improve the cognitive and affective aspects (Paradita, 2018). Unrau, Ragusa, and Bowers (2015) also draw attention to the role of teachers. In this context, they emphasize that the teacher's interest and attitude influence reading motivation (Gopang et al.,2014). It can be said that socioeconomic level also affects students' reading motivation who acquire a second language. As a matter of fact, Blom et al. (2012) also state that bilingual students with low socioeconomic levels also have low language proficiency. It can be said that this situation will negatively affect the reading process. However, in the study conducted by Sani et al. (2011), there was no difference between reading motivation levels and socioeconomic levels of language learners. Oriented It has been stated that if there is a willingness and pleasure to read, the motivation to read will still be high, regardless of the family's socioeconomic level. Within the scope of the same study, it was concluded that the notes used as reinforcement were also practical for reading motivation. It is noted that this situation offers the teacher the opportunity to create a competitive environment. Competition, combined with the desire to show oneself, increases the motivation to read. In the meantime, it can be said that the student's social environment is also effective in reading motivation. Various studies have shown that the socio-cultural environment impacts the reading motivation of second language learners (Day & Bamford, 1998; Khan, Sani, & Abdullah, 2017). Takase (2007) also states that the family factor in the context of the social environment affects the reading motivation of some students.

Ruyada et al., (2001) also underline the active role of family, social environment, and friends (Wentzel (1998) in motivating reading. It is stated that the studies to be done about reading and the development of reading habits are also effective in the reading motivation of second language learners. This finding also parallels some research results (Chua, 2008; Maghsoudi, Talebi & Khodamoradi, 2021). Studies on reading and developing reading habits are also effective in the reading motivation of second language learners. According to the results of Maghsoudi, Talebi & Khodamoradi (2021), students with good second language proficiency have higher levels of reading motivation.

Undoubtedly, this situation reduces the level of motivation for reading (Dhanapala & Hirakawa, 2016). Therefore, it is essential to ensure that bilingual students who acquire Turkish as a second language increase their reading motivation and improve their language skills.

One of the sub-problems to be answered in the context of the qualitative dimension of the research is about the activities of teachers to improve the reading motivation levels of bilingual students. Children's picture books, vocabulary development strategies, reading strategies, digital platforms, family-peer supported Turkish language skills teaching, educational games, authentic materials, reinforcement, and intense exposure to Turkish concepts are in the foreground. According to the research results, activities can be carried out within the framework of these concepts. These findings from the research show consistency with the findings from certain studies in terms of certain factors. These studies and their results should now be discussed in detail. The teacher must encourage the student to participate in any activity to increase students' reading motivation (Jones, 2019). For this, the classroom environment should be created with an identity that will attract students' attention and be fun (Indrayadi, 2021). With this willingness and fun classroom environment, the activities can achieve their purpose. In particular, technology and digital platforms can effectively motivate students to read by making lessons interesting and entertaining. In the research conducted by Arias (2021), it is understood that these teachers include such activities in the classroom. Arisa (2017) draws attention to the fact that teachers may go out of the curriculum from time to time to increase students' reading motivation and improve their language competencies. It also states the positive results of students making their own reading choices. Furthermore, he states that smartphone applications and social media platforms also increase reading motivation in the classroom. Tusmagambet (2020) also states the importance and role of digital materials in increasing reading motivation in his research with teachers. According to the information from the teachers' opinions, it is emphasized that the use of audiobooks in language acquisition students is effective in fluency reading and reading motivation (O'Day, 2002). Likewise, teachers; state that when they use reinforcements such as awards and notes, this increases their reading motivation and that students enjoy reading and listening.

On the other hand, family and home environments are also crucial to making teacher activities meaningful and reinforcing reading motivation. As a matter of fact, (Şentürk, 2015) emphasizes this and states that home and family-teacher cooperation (Olifant, Cekiso & Rautenbach, 2019) are important in reading motivation. On the other hand, Koskinen et al. (1999) also state that listening aloud to reading books, mainly in which

the family participates, in the home environment will increase reading motivation. Furthermore, it is known that the relationship between reading motivation and vocabulary is essential. This study revealed that teachers sometimes do activities and use strategies to improve their vocabulary. According to Mirasol's (2019) research, developing a vocabulary to increase reading motivation is significant. It is also essential to use various reading strategies in the classroom. In particular, the choice of comprehensive reading activities and strategies provides serious gains to the reading motivation of second language learners (Mikami, 2020). On the other hand, Day and Bamford (1998) draw attention to the importance of both original and appropriate reading materials and the environment and family factors in increasing reading motivation. They also guide teachers in expectation-value models. The contents presented also overlap to a specific existential the research results.

Kennedy and Chinokul (2020) state that, in addition to the use of authentic materials, reading comics to children increases the reading motivation of language learners. This finding reveals the importance of picture books in a second language. They also emphasize that books supported by visuals, appropriate to the level of the student and close to their culture, are even more effective in motivating them to read. Finally, it is also essential to expose second language learners to the language intensively. Krashen (2009) draws attention to this. Intensive exposure to the second language improves proficiency in the language. Such an application can create positive results in reading skills and reading motivation.

It is also necessary to discuss the solution proposals to improve and increase students' reading motivation who have acquired a second language. It is possible to divide the solution proposals into two headings for the ministry and teachers. Solutions have emerged for the Ministry of National Education, such as developing digital platforms, increasing continuity in preschool education, and incorporating extra language teaching courses into the curriculum. The solutions offered to teachers are as follows: inclusive language teaching activities, developing original reading materials, using various reading strategies, being more sensitive in approaches and attitudes towards language learners, motivating students, and using reinforcements. These findings from the study show consistency with the findings from some studies in the context of certain factors. These studies and their results should be discussed in detail. In particular, reading activities to be carried out under comprehensive or inclusive language teaching is essential in increasing reading motivation. Ro's (2013) and Burgh-Hirabe's (2011) researches show that reading activities will positively affect reading motivation by reducing the reading anxiety of second language learners. Accordingly, doing extensive

readings, making reading fun, choosing interesting books, making reading a routine activity, and using authentic texts/materials also increase reading motivation. The role of reading materials in increasing reading motivation is also essential. Gopang et al. (2014) emphasize that original and authentic materials have a decisive role in increasing reading motivation (Marcelo & Santillan (2020). On the other hand, Sani et al. (2011) use different reading strategies to increase the reading motivation of language learners stating that it is very effective (Marcelo & Santillan (2020). Accordingly, he states that the reading motivation of second language learners can be improved by strategies such as reading aloud, summarizing and questioning, retelling, interpreting, visualizing, forming a mental network, estimating, evaluating, and reading closely. Accordingly, it is stated that students' reading motivation can be improved by strategies such as reading aloud, summarizing, retelling, interpreting, visualizing, forming a mental network, estimating, evaluating, and reading closely. Likewise, students' reading self-concept and self-efficacy can improve through this feedback. In this sense, they should be convinced that they will be successful. This belief motivates students to read. Several interventions at the ministry level to increase second language learners' reading motivation or reading skills are also of great importance. The importance of increasing the participation of second language learners in preschool education and making this teaching level compulsory is also expressed in different studies (Koşan, 2015; Susar Kırmızı et al., 2020). The said studies also include the importance of bringing extra Turkish language lessons to the students included in this scope (Kızıltaş, 2021).

Some suggestions can be made in the context of the research results. First, comprehensive reading programs should be implemented in schools where students who acquire Turkish as a second language receive an education. Second, inclusive language teaching activities should be carried out within this program. Additional Turkish language teaching courses should be added to the curriculum to provide opportunities for these applications. Third, original and authentic materials should be developed to improve the language skills of bilingual students. Third, comprehensive in-service training seminars should be given to teachers working in schools where bilingual students are educated. Fourth, continuity in preschool education should be increased. Preschool education can be made compulsory. This research was carried out with a mixed method. First, researchers can discuss the overall consequences of reading comprehension and reading motivation in bilingual learners. Second, they can investigate why students in this region are more unsuccessful in national/international exams than students in other regions of Turkey in the context of the reading factor. The research is limited to primary school teachers and primary school fourth-grade students.

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