

T. R.
GAZIANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES TEACHING
ENGLISH LANGUAGE TEACHING PROGRAM

THE RELATIONSHIP BETWEEN LEARNER
MOTIVATION AND VOCABULARY SIZE: THE CASE OF
IRAQI EFL CLASSROOMS

Master of Arts Thesis

MOHAMMED ALBODAKH

Gaziantep
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Master of Arts Thesis

MOHAMMED ALBODAKH

Supervisor: Assist. Prof. Dr. EMRAH CİNKARA

Gaziantep
May, 2017

APPROVAL OF THE JURY

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Thesis Title : **The Relationship between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms**
Thesis Date : **05.05.2017**

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It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

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RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub-Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

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DEDICATION

I dedicate this thesis work to my family and friends. I would like to extend a special thanks to my beloved parents-Khaleel and Sukaina, who have always loved me unconditionally and whose good examples have taught me to work hard for the things that I aspire to achieve.

I also dedicate this work to my dearest friend Shwan Othman who has supported me throughout the research and writing processes. I will always be thankful for his great help.



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Thank you all!

ÖZET

Öğrenci Motivasyonu ve Kelime Dağarcığı arasındaki İlişki: Iraklı Yabancı Bir Dil Olarak İngilizce Sınıfları Örneği

Albodakh, Mohammed

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Yrd. Doç. Dr. EMRAH CİNKARA

Mayıs -2017, 83 sayfa

Bu çalışmanın temel amacı Duhok üniversitesindeki İngilizceyi yabancı dil olarak öğrenen Iraklı öğrencilerin motivasyonları ile kelime dağarcıkları arasındaki ilişkiyi incelemektedir. Katılımcılar İngilizce bölümünde öğrenim gören 100 (55 erkek ve 45 kız) öğrenciden oluşmaktadır. Çalışmada yer alan öğrenciler İngilizce bölümü üçüncü sınıf öğrencileridir ve iki yıllık bir İngilizce eğitimlerini başarılı bir şekilde tamamlamışlardır. Kelime Dağarcığı ile yabancı dil öğrenme motivasyonu arasındaki ilişkiyi bulmak için öncelikle katılımcılardan bu iki değişken ile ilgili veri toplandı. Bu amaçla çalışmada iki tür veri toplama aracı kullanılmıştır: Yabancı Dil Öğrenme Motivasyonu Testi (YDÖMT) ve Kelime Dağarcığı Testi (KDT). YDÖMT, Iraklı öğrencilerin hem yabancı dil öğrenme konusundaki motivasyon seviyelerini hem de dil öğrenmelerini etkileyen motivasyon türünü (içsel ya da dışsal) belirlemek için kullanıldı. Kız öğrencilerin dışsal motivasyonun ortalaması 29.91 iken içsel motivasyon ortalaması 31.20; erkek öğrencilerde ise dışsal motivasyonları ortalaması 27.10 ve içsel motivasyon ortalaması da 28.00 olarak belirlendi. Öğrencilerin kelime dağarcıklarını ölçmek için 1,000-14,000 kelimedenden oluşan KDT uygulandı. Sonuçlar her iki grubun kelime dağarcığının 6,000 den fazla kelime ailesini içerdiğini gösterdi. Yabancı dil öğrenme motivasyonu ile kelime dağarcığı arasındaki ilişki ile ilgili soruları cevaplamak için korelasyon analizi yapıldı. Sonuçlar her iki grupta da böyle bir ilişki olmadığını göstermiştir. Yabancı dil öğrenme motivasyonu ile kelime dağarcığı arasındaki ilişkiyi incelemek için tek yönlü Bağımsız örnekler t-testi uygulandı. Her iki grubun motivasyon değerleri arasında istatistiksel olarak anlamlı bir fark olduğu belirlenmesine rağmen bu iki grubun kelime dağarcıkları arasında ise herhangi bir fark olmadığı görülmüştür.

Anahtar Kelimeler: yabancı dil öğrenimi, kelime dağarcığı boyutu, dışsal ve içsel motivasyon.

ABSTRACT

The Relationship between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL Classrooms

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Supervisor: Assist. Prof. Dr. EMRAH CİNKARA

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The study investigated the relationship between learner motivation and vocabulary size in EFL classrooms at Duhok University. The participants included 100 students: 55 male and 45 female students. All participants were pursuing their third years of study in an English department, which means they had completed two years of EFL study prior to their participation. In order to determine the relationship between learner motivation and vocabulary size, it was first necessary to measure these two variables among participants. Thus, two instruments were employed: questionnaires regarding Motivation for Foreign Language Learning (MFL) and Vocabulary Size Test (VST). The questionnaires also distinguished between the types of motivation (extrinsic and intrinsic) significantly affecting language acquisition by students. Findings showed that female students experienced both types of motivation, with the mean score of extrinsic motivation being 29.91, and that for intrinsic motivation being 31.20, while the mean score of male students was 27.10 for extrinsic motivation and 28.00 for intrinsic motivation. The vocabulary size test ranged from 1,000 to 14,000 word-families, and the vocabulary size of both groups was over 6,000 word-families. Following the administration of questionnaires and test, correlation analysis was conducted to determine the relationship between learner motivation and vocabulary size. For both groups, the results indicated no relationship between these two aspects of students' foreign language learning. To investigate the difference between motivation and vocabulary size, an independent samples t-test was utilized. A statistically significant difference was determined to exist between the motivations of both groups, while no difference was found to exist between the vocabularies of both groups.

Keywords: foreign language learning, vocabulary size, extrinsic and intrinsic motivation.

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CHAPTER I

INTRODUCTION

1.1. Presentation

In this chapter, background of the study, statement of the problem, aim of the study with the research questions, and significance of the study are identified. After that, assumptions, limitations, definitions and abbreviations are clarified.

1.2. Background of the study

The topic of motivation has been widely researched, especially in the field of education, as motivation is considered a significant aspect of human behavior that aids scholars in understanding certain actions. Motivation orientation concerns the basic behaviors and goals which influence these actions (Deci & Ryan, 1985).

Understanding the motivations of learners is essential to foreign language teaching because learner motivation significantly impacts internal and external aspects of learning such as intelligence, aptitude, confidence, and effectiveness related to second-language acquisition (Moskovsky, Alrabai, Paolini, & Ratcheva, 2013).

Motivation initiates the process of learning and enables students to endure difficulties which they might encounter during the learning process (Baker & MacIntyre, 2000). Without adequate motivation; even highly skilled learners may not be able to achieve long-term goals (Moskovsky et al., 2013). Motivation denotes any attempt, desire, or positive attitude in learning a language (Dornyei, 1994). Another scholar states that the term motivation indicates a process which begins with an urgent need and leads to a conduct impelling the learner towards accomplishing a goal (Melendy, 2008).

While much attention has been afforded by scholars to understanding motivation within language learning more broadly, several scholars have also examined motivation as a prominent factor of foreign language learning, in particular. According to previous research, there are four main motivational factors which accompany second language: instrumental motivation, integrative motivation, intrinsic motivation and extrinsic motivation (Deci & Ryan, 1985; Gardner & Lambert, 1972). Instrumental motivation refers to the desire among language learners to achieve a particular purpose or gain benefit (e.g. employment) via their language acquisition, while integrative motivation refers to the desire among learners for identifying themselves as part of the society in which the second language is spoken (Gardner & Lambert in Clement, Dörnyei & Noels, 1994, p. 419). Intrinsic motivation is defined by Woolfolk (1998, p. 374) as "Motivation that stems from factors such as interest or curiosity", and extrinsic motivation is defined by Santrock (2004, p. 418) as involving "doing something to obtain something else (a means to an end)".

The second concern of the current research deals with vocabulary size. The study of vocabulary acquisition has come into practice after being neglected for many years. Schmitt and Meara (1997, p. 18) stated that "in the last twenty or so years, there has been growing generalization that total language proficiency consists of much more than just grammatical competence".

Similar to the increased popularity of motivation as a topic of study within foreign language teaching, the topic of vocabulary acquisition has emerged during the last three decades as a common object of study (Nation, 1990; Huckin & Coady 1997). In collaboration with specialists of applied linguistics, foreign language instructors have produced various resources and testing instruments for effectively addressing L2 vocabulary field problems (Bachman, 2000). Nevertheless, these developments largely have been neglected because they have focused solely on syntax and morphology rather than on additional aspects of L2 vocabulary knowledge.

Currently, researchers of L2 vocabulary find themselves equipped methodologically, theoretically and technologically addressing vocabulary explicitly in the classroom. The integration of L2 vocabulary in classrooms consists of four primary types of activity: vocabulary acquisition from meaning input, explicit

instruction that enables learners to determine the words they find useful, activities that enable learners to acquire the words productively, and fluency acquisition necessary for enabling learners to form words similar to those of L1 vocabulary.

In terms of vocabulary knowledge, there are two main dimensions of vocabulary: depth and breadth (Nation, 1990; Richards, 1976). Numerous studies such as (Cameron, 2001; Linse & Nunan, 2005) have been conducted to emphasize the important role of vocabulary acquisition in foreign language learning. Vocabulary knowledge should not be viewed as a single component of language, but rather as two-dimensional. Vocabulary depth refers to the degree of thorough semantic understanding a learner possesses, while vocabulary breadth refers to the “the number of words for which a learner has at least some minimum knowledge of meaning” (Qian, 1999).

In summary, motivation and vocabulary both are widely regarded as significant facets of language learning and acquisition. The importance of these constructs has been demonstrated extensively in previous studies, so this study focuses on investigating more specifically the roles they play in foreign language learning.

1.3. Statement of the problem

Horwitz (1990) defined motivation as the feelings of the learner toward a particular target language and its culture as well as learner's pragmatic reasons for acquiring a foreign language more broadly. There are two types of motivation:

Extrinsic and intrinsic have been defined respectively by (Schmidt, Borale, & Kassabgy, 1996) as the motivation for external reward and motivation to obtain sufficient reward from the activity itself. Regarding vocabulary Richard and Renandya (2002) have stated that vocabulary is the main component of any language proficiency since it enables the learner to use four primary language skills reading, writing, listening, and speaking. This study will focus primarily on the extrinsic and intrinsic motivations for foreign language learning as well as vocabulary size among learners in Iraqi EFL classrooms. According to my observation, most Iraqi learners think that acquiring foreign language knowledge and fluency is unfruitful because they lack sufficient motivation for doing so. Though these learners devote several hours and even years in attempting foreign language acquisition for communicative

purposes, the fact remains that students may be unable to constitute at least two or more correct English sentences. They suffer from boredom in their EFL classrooms and constantly fear speaking with their teachers in the target language. In addition to these difficulties among Iraqi learners, some teachers suffer in terms of EFL pedagogy, perceiving their individual attention to learners as a waste of time within the limited time-frame of classes. Moreover, they lack knowledge of specific learner profiles and needs, thus remaining unable to encourage students whether intrinsically or extrinsically in order to build their ambition and self-confidence in learning a foreign language.

Over the past fifteen years, vocabulary has been considered as playing a prominent role in both L1 and L2 language learning. Cortazzi and Jin (1996) found that EFL students place particular emphasis on vocabulary acquisition in comparison with other elements of language learning. Similarly, Krashen & Terrel (1983) stated that vocabulary is the main factor of interpersonal communication with other people. Vocabulary acquisition is crucial to foreign language learning, but it is also one of the most difficult endeavors. According to my observation, Iraqi EFL learners face significant difficulty in developing and expanding their vocabularies. One possible reason for this difficulty is the lack of specific attention given to vocabulary-building in the EFL classrooms of Iraqi universities, most teachers, and consequently students think that focusing on grammar is adequate for acquiring target language and communicating with others. Nevertheless, these students devote several years to the study of English grammar without ever reaching sufficient levels of proficiency and fluency. Though one cannot deny the importance of grammar within foreign language learning, the lack of vocabulary necessary for reaping the benefits of grammatical organization means that expression itself is limited. Thus, this situation poses a dilemma for Iraqi EFL learners. This study will elaborate the importance of vocabulary acquisition and attempt to determine learner motivation for acquiring English as a foreign language in the first place. The primary goal of this research is to determine which factors of motivation profoundly affect the foreign language learning processes of Iraqi ELT students and to what extent they should develop their English vocabularies in order to sufficiently acquire the language.

1.4. Aim of the study

The aim of this study is to investigate the motivation and vocabulary size of Iraqi EFL learners. Regarding learner motivation, this study aims to determine its effects on foreign language learning as well as compare its intrinsic and extrinsic manifestations among language learners. Pertaining to vocabulary size, this study will investigate the breadth and depth of vocabulary knowledge among Iraqi EFL learners' and the significance of vocabulary size for foreign language learning. The following research questions are investigated:

- 1- Is there a statistically significant difference between Iraqi EFL male and female learners' extrinsic and intrinsic motivation to learn a foreign language?
- 2- Is there a statistically significant difference between Iraqi EFL male and female learners' vocabulary size?
- 3- Is there a statistically significant correlation between motivation and vocabulary size among Iraqi EFL learners?
- 4- Is there a statistically significant difference between Iraqi EFL male and female learners in terms of motivation and vocabulary size?

1.5. Significance of the study

According to the prior knowledge of the researcher, there is not similar studies have been conducted in Iraq. So such studies are urgent need to fill the gap of the lack resources that help teachers and learners.

The results of this study are meant to illuminate the extrinsic and intrinsic motivations of Iraqi EFL learners and demonstrate the importance of building their English language vocabularies. Specifically, this study aims to demonstrate which type of learner motivation best enhances the language acquisition and vocabulary knowledge of these learners.

The findings of this study will be helpful for both EFL educators and learners in Iraqi universities. For teachers, the findings will demonstrate the best type of motivation to be utilized within their teaching pedagogies in order to enhance the educational experiences of their students, particularly regarding the development of English vocabularies. For learners, the findings will demonstrate how to become

accustomed to the motivational types in order to improve their foreign language learning and develop their vocabularies.

Finally, these findings may be useful for other education scholars investigating the relationship between learner motivation and vocabulary size within foreign language learning, particularly in the Iraqi university setting.

1.6. Assumptions

1- It is assumed that participant's age will not significantly affect their comprehensions during this study.

2- It is assumed that all participants will answer all survey questions truthfully and to the best of their individual abilities.

1.7. Definitions of the terms and abbreviations

Word family: refers to the head word that exists in the dictionary and its derived forms included in the one-word family (e.g. happy, happily, happiness, are one word in the word family).

Vocabulary Size: refers the number of words which the person knows.

Vocabulary Depth: refers to how well the words are known.

L1: refers to the first language or "mother tongue" of a learner

L2: refers the second language of a learner (in the case of Iraqi EFL learners, this language primarily is English).

VS: Vocabulary Size

MFL: Motivation for Foreign Language Learning.

BNC: British National Corpus.

VST: Vocabulary Size Test.

LA: Lexical Approach.

EFL: English as a Foreign Language.

ELT: English Language Teaching.

UKM: University Kebangsaan Malaysia

UKiM: Universiti Teknologi MARA

1.8. Summary

In this chapter, the study's background and problem have been discussed. This section also discussed the study's main aim and relevant research questions as well as assumptions. Finally, the study's potential limitations, definitions, and abbreviations have been addressed. In the next chapter, the theoretical concepts underlying this study will be discussed, and this discussion will be followed by an overview of the two research constructs.



CHAPTER II

LITERATURE REVIEW

2.1. Presentation

In this literature review, relevant theories regarding foreign language learner motivation and vocabulary size will be discussed.

2.2. The Importance of motivation in EFL

Motivation is an important issue in English as a foreign language (EFL) classrooms as it shapes teaching methodologies and enables students to overcome the great difficulties they might face in acquiring a second language (Oxford & Shearin, 1994, as cited in Huang 2007). Moreover, as those conditions which normally influence student success in foreign language learning (insufficient learner input, interaction with native speakers, and valuing of the language itself) may be lacking in the society of L2 learners, the importance of motivation is overemphasized.

2.3. Motivation for foreign language learning

Motivation is a fundamental factor in the success of foreign language learners and has occupied a significant position in psychological and educational studies for several decades (Dörnyei, 2001). The investigation of motivation in foreign language learning dates back to the 1950s with frequently cited by Canadian scholars Robert Gardner and Wallace Lambert. Two theories regarding learner motivation for second-language acquisition were developed: Gardener's motivation theory (1972) and Deci and Ryan's self-determination theory (1985, 1995). Gardner (1985) defined motivation as the single effective factor of foreign language learning, while Dörnyei and Otta (1998) defined motivation as a state of excitement which identifies learners' wishes and desires. According to them, motivation can both negatively and positively affect the learning process; thus, it is an essential factor of foreign language learning. Williams and Burden (1997) defined motivation as a state of cognitive and

passionate vigilance that assists learners in consciously acting and presents the determination to achieve certain goals. Keller (1983) stated that motivation refers to learners' choices regarding the selection or aversion of experiences and goals, while Crooks and Schmidt (1991) defined the term as learners' orientation to foreign language learning.

In addition to the above definitions of motivation, some scholars have emphasized that goals are the main part of motivation. Pintrich and Schunk (2002) explain that when an educational activity is directed toward a specific goal, it will be instigated and supported incessantly. Johnstone (1999) perceives motivation as a drive leading toward a goal. He Zhaoxiong and Mei Deming (1999) view motivation as the individual's overall goal or orientation, and Qiufang (1996) defines motivation as the reasons for and goals of learning a foreign language.

2.3.1. Gardner's motivation theory

Gardner's Motivation Theory is considered one of the most influential theories of foreign language learning. For Gardner (2001), motivation includes three parts: effort, desire, and positive effect toward learning the language. Gardner and Lambert (1972) proposed two types of orientation in motivation: instrumental and integrative motivational orientations. Instrumental orientation means that learners desire to acquire a foreign language in order to achieve practical results, e.g. to earn a promotion in career, to gain employment, or to obtain a salary increment. Integrative orientation means that learners desire to acquire a second language via integration with members of the target language in order to learn more about others of different cultures or specifically to knowledge of the target-language culture.

Despite the insight offered by Gardner in his motivation theory, still some scholars have criticized the theory, claiming that the correlation between the types of motivation, Gardner's motivation theory, and foreign language learning (proficiency) has disappeared due to the theory's over-emphasis on integrative orientation (Au, 1988; Crook & Schmidt, 1991). Regarding integrative motivation, Dörnyei (1994) proposed that it has little use-value for learners who have limited opportunities to communicate or interact closely with people in the target language community.

Another criticism of Gardner's motivation theory that cites over-emphasis on integration motivation as a weakness of the theory is that of constructivist Tollefson

(1991). This scholar claimed that learners who wish to comprehend other cultures are more successful than those who worry about preserving their own cultural identities. Building on this, Webb (2002) argued that the cultural identities of second language learners are at stake during second language acquisition foreign.

2.3.2. Self-determination theory

Initially developed by Deci and Ryan (1995), this theory identifies the essential aspects of motivated behavior in an effort to support learners' external and internal tendencies toward learning a foreign language and is one of the main pillars of second language learning motivation. It is claimed that this theory differs from motivational theories in its concentration on the behaviors and reasons that encourage an individual to act in order to achieve a goal (Deci et al., 1991). The aim of this theory is to distinguish between motivational and intentional behaviors as well as the two main types of intentional behavior (self-determined and controlled). Self-determined behaviors are result from personal desire and preference while controlled behaviors are always influenced by external factors. Moreover, this theory stated that motivation should be considered from multiple perspectives. Thus, three kinds of motivation were elaborated: intrinsic, extrinsic, and amotivation. These types of motivation reveal the degree to which an individual engages in any act for personal purposes (Noels, 2001).

2.3.2.1. Intrinsic motivation

This type of motivation relates to an individual's performance of an activity because of innate desire and satisfaction rather than for any divisible outcomes (Deci & Ryan, 2000). When a person is intrinsically motivated, it means that he/she will perform an action just for amusement or challenge rather than external rewards. In other words, if a learner is intrinsically motivated, he/she perform the action voluntarily and without any external factor.

In psychological terms, the intrinsic motivation has three needs: autonomy, competence, and relatedness (La Guardia, 2009). Autonomy refers to the actions depending on a learner, competence refers to a learner's knowledge of internal and external outcomes, and relatedness refers to a learner's development of satisfying relationships with others. In addition, intrinsic motivation has been described as a universal structure which can be branch down into three sub-scales intrinsic

motivation to know, intrinsic motivation to accomplish, and intrinsic motivation to experience stimulation (Vallerand et al., 1997).

2.3.2.1.1. Intrinsic motivation to know

Intrinsic motivation to know indicates that an individual performs an action for pleasure and satisfaction to learn, explore, and comprehend something new. This type of motivation is commonly associated with foundational components of education such as exploration, curiosity, and the cognitive need to know and comprehend.

2.3.2.1.2. Intrinsic motivation to accomplish

Intrinsic motivation to accomplish refers to performing an action with the intent of inventing something new or achieving progress in some regard. Individuals focus on the process of performing the activity rather than the activity's outcomes. This second type of intrinsic motivation has studied in the fields of developmental psychology and educational research. It deals with three types of motivation and their studies self-efficacy motivation, mastery motivation, and task orientation. Bandura (1995) stated that self-efficacy motivation refers to the belief in one's ability to accomplish a task or to succeed in managing specific situations.

2.3.2.1.3. Intrinsic motivation to experience stimulation

This type occurs when an individual participates in an activity in order to experience stimulating sentiments (e.g., fun, excitement, and sensory pleasure) derived from his/ her engagement in the activity (Vallerand et al., 1997). These individuals are intrinsically motivated to experience stimulation.

2.3.2.2. Extrinsic motivation

In contrast to intrinsic motivation, this type of motivation concerns an individual's obtaining of rewards and his/her relative lack of autonomy owing to external influence. Extrinsic motivation is viewed as a multidimensional structure in which a person participates in performing an activity for internal and external consequences (Deci & Ryan, 1985). Moreover, when a person is extrinsically motivated, he/she will demonstrate high levels of ingenuity; involve him/herself in several experiments and experience risks (Shin & Zhou, 2003).

According to Santrock (2004), extrinsic motivation relates to behaviors performed not because of interest alone but for a particular outcome. In previous years, several theorists have elaborated different types of extrinsic motivation. However, in the field of education, three primary types of extrinsic motivation have been identified: external regulation, Introjection, and identification (Deci & Ryan, 2000).

2.3.2.2.1. External regulation

External regulation involves an individual engagement in an activity to avert punishment or to obtain a tangible reward. For example, when a learner exerts an effort to learn a second language, he/she will do so only for the purpose of acquiring benefits such as teacher's praise (Deci & Ryan, 1985).

2.3.2.2.2. Introjection

This involves internal motivation such as anxiety, guilt, or shame (Deci, Vallerand, Pelletier & Ryan, 1991). According to these feelings an individual can modify his/her learning behavior. This type of extrinsic motivation refers to the reasons for performing an activity in response to some types of pressures that a learner may face and internalize. For instance, when a learner completes his/her second language homework because he /she might feel guilty if the homework is not completed, he/she is extrinsically motivated.

2.3.2.2.3. Identification

This last type of extrinsic motivation seems more self-determined and internally regulated because performance and behaviors are valued and considered fundamental. It concerns processes in which an individual attempts to value and give his/her judgment to a behavior. For instance, a learner who realizes that it is essential to learn a language in order to understand a culture experiences identification. In this case, the learner will expect to maintain learning as long as he/she values it.

2.3.2.3. Amotivation

This type of motivation is similar to the notion of learned weaknesses in which learners either lack the performance of an act or act negatively (Abramson, Seligman, & Teasdale, 1978). Based on self-determination theory, the term "amotivation" refers to the absence state between one's actions and results. The

individual in this type of motivation does not pretend to engage in any activity and is neither extrinsically nor intrinsically motivated. Amotivated individuals exhibit four main attributes;

- 1- The belief that they are incompetent to perform an act.
- 2- The belief that the embraced strategies will not produce coveted outcomes.
- 3- The belief that all activities require much effort from the individual.
- 4- The belief that exerting much effort is not enough to succeed in performing and act.

3.4. Particular approaches for generating motivation

Three levels of motivation can be said to exist among foreign language learners, and these levels related directly to teacher influence.

2.4.1. Determining learners' interests

The first (and main) level of motivation is captured by the phrase "looking for your passion" because the most successful teaching and learning are linked to personal passion. This passion relates to primary goals in life, the things that a learner likes to do, and the things that drive the learner emotionally. As passion occurs internally in learners, it is similar to intrinsic motivation through which learners connect his/her passion to the learning process (Leong & Sabouri, 2012).

Despite its internal nature, nevertheless educators are capable of evoking and directing learners' passions to foreign language learning. Teachers can incorporate music, games, and other activities into classroom learning in order to stimulate engagement by learners. This will influence learners to connect their passions more effectively to classroom topics.

Another method of intrinsically motivating learners is by creating a classroom environment in which learners are centered. For teachers, centering learners mean allowing them to express their suggestions for improvement or other relevant ideas within an organized manner as well as incorporating these suggestions as deemed appropriate.

2.4.2. Changing the language realities of EFL learners

Foreign language learners sometimes experience difficulty due to insufficient instruction and lack of attention as well as interaction inside the classroom. Normally, learners require at least four hours per week of extracurricular language practice in order to advance their skills. However, learners sometimes lack the resources necessary for such practice outside the classroom, for example input and output language instruction.

Increasing and maintaining learner motivation is one of the most significant responsibilities of educators. The design of quality learning tasks is essential to increasing learner motivation, and these tasks should integrate a variety of learning sources such as audio, video, and websites. Assisting learners in changing their language realities starts by changing their views of language learning (Leong & Sabouri, 2012).

2.4.3. Connecting learning tasks

In addition to the design of quality learning tasks, educators are responsible for directing learners' attention to the tasks themselves and enabling an understanding in learners regarding the relevance of selected tasks and intention. Below are a few useful methods for connecting learners to tasks:

- Warming up immediately prior to tasks, which increase learners' awareness regarding the tasks.
- Utilizing motivating materials such as charts, pictures, games and so on.
- Dividing students into groups in order to increase attention and involvement.
- Incorporating inductive learning, which encourages learners to discover independently things such as grammar mistakes, new vocabulary terms, and pragmatic patterns.
- Giving feedback to learner in order to engage them in tasks and enable them to progress in tasks. (Leong & Sabouri, 2012).

2.5. Stages of motivation

The study of motivation within foreign language learning typically is divided into three time periods (Dörnyei & Ushioda 2011): 1) The social psychological period, 2) The process oriented period, and 3) The cognitive situated period.

2.5.1. The social psychological period

This period is related to studies conducted within a bilingual context in Canada during 1959-1999. During this period, motivation was regarded as a sophisticated construct (Gardner, 2010). The most prominent scholar during this period, Robert Gardner, defined a motivated person as someone who creates and fulfills a goal. He also stated that motivation results from interaction with the target language community. Gardner's perspective toward motivation in first- and second-language communities provides a basis for analyzing learner motivation.

In addition to the above-mentioned aspects concerning motivation Gardner and Lambert's motivational theory (1972) defines the relationship between motivation and orientation. Scholars have suggested two types of orientation in language-learning: integrative and instrumental orientation. Integrative orientation refers to positive attitudes expressed by learners toward learning more about a language in order to understand and interact with its native culture. Instrumental orientation refers to the tangible benefits perceived by learners regarding learning a language, for example earning a higher salary or completing an academic program.

It is worth mentioning that other theories regarding motivation followed that of Gardner and Lambert. For example, one theory which has prevailed in the field of foreign-language teaching is the self-confidence theory proposed by Clément et al. (2010). This theory declares that individuals should acquire a foreign language in order to integrate more effectively into a multilingual society. A similar theory concerning motivation is acculturation theory, which refers to learner's integration into the second language community (Schumann, 1986). Both of these theories claim that interaction with L2 culture is a primary step in the process of language learning. In other words, participating in the L2 community enables learners to communicate more effectively with L2 speakers and acquire the L2 language with less effort.

In summary, during the Social-Psychological Period of motivation research in language learning, the theories established by Gardner laid a strong basis for further studies of motivation in the field. However, keeping in mind that Gardner conducted his studies within a bilingual context the focus on the attitude alone towards L1 and L2 communities may not be applicable to other monolingual contexts. With these

potential limitations, it is thus necessary to consider other aspects related to L1 learner participation in L2 communities.

2.5.2. The cognitive-situated period

While the Social-Psychological Period concentrated on the importance of attitudes toward the L2 community, the Cognitive-Situated Period which began in 1990 focused on the mental processes involved in learner motivation to acquire an L2 language, Dörnyei (as cited in Dörnyei & Ushioda, 2011). During this period, learning contexts and needs in the classroom were considered more important than focusing on the L2 community. This shift in focus was not meant to neglect the findings of the Social Psychological Period rather to expand these findings by considering them from other standpoint.

Crookes and Schmidt (as cited in MacIntyre, 2002) were the first researchers of the Cognitive-Situated Period to complicate the findings of the prior period by stating that pivotal aspects of language learning had not been considered or given enough attention. They revised the three types of motivation to include the following: 1) monitor model theory, 2) acculturation theory, and 3) speech accommodation theory.

Another scholar during the Cognitive-Situated Period also divided motivation into the following three levels:

- 1- Language level, which, in addition to the integrative and instrumental motivates suggested by Gardner, includes the overall language and its community;
- 2- Learner level, which takes into account learners' personal circumstances and cognitive processes; and
- 3- Situation level, which focuses on three basic classroom components—teacher, course, and group (Dörnyei, 1994).

A defining interest of the Cognitive-Situated Period was task-based instruction. According to Dörnyei (2002), instructional activity comprises a distinct method of comprehending behaviors. Motivational analysis was not as popular during this period because the aspects discussed by Gardner (1985) was considered limited within the pedagogical process. Instead, this period focused on how classroom aspects such as syllabi, curricula, teacher roles, and learner needs affected learner motivation. Scholars of this period also emphasized the creation of tools for

measuring L2 motivation within classroom tasks, which could simplify understandings of motivation.

2.5.3. The process-oriented period

This period consisted of three primary perspectives regarding motivation:

- 1- Motivation *for* engagement (decisions, intentions) and motivation *during* engagement (conduct, emotions) (William & Burden cited in Ushioda, 2011).
- 2- Experiential and temporal motivation, which considers learners' past learning experiences and future goals.
- 3- Motivational and action stages (Dörnyei & Otto, 2011).

A clear focus of the Process-Oriented Period was on the special interests and circumstances of learners. For example, Williams and Burden (1997) examined the learning process before and during experiences performed inside the classroom. Investigating learner motivation in terms of aspects besides motivational level, this period increased awareness regarding specific learning contexts and how this might shape L2 motivation.

2.6. Motivation and language learning

Numerous studies have investigated learner motivation in language learning, focusing on intrinsic and extrinsic sources of motivation. However, the researcher opted to review the recent ones conducted in similar context.

One such study was conducted in Iraq/ Babil by Hamza (2007). The aim of this study was to investigate what type of motivation more significantly motivates Iraqi EFL undergraduate learners to learn a foreign language. Participants included 50 students during their second year of study at Babil University, College of Education. According to their responses to questionnaires, the learners were highly extrinsically motivated to learn a foreign language and moderately intrinsically motivated.

Another study conducted by Kreishan and Al-Dhaimat (2013) in Jordan at Al-Hussein Bin Talal University. The purpose of this study was to determine the effect of intrinsic and extrinsic, and instrumental and integrative motivation on Jordanian undergraduate students toward learning a foreign language. The number of

participants was 166 from English, German and French Departments. A motivation orientation questionnaire was utilized as an instrument of the study. Results indicated that Jordanian students were highly motivated toward learning a foreign language in terms of intrinsic and extrinsic motivation rather than other orientations.

A third study was conducted by Alqurashi (2014) in Saudi Arabia which examined the motivational types among 48 newly-admitted students in an English Department. Two-part of questionnaires were utilized in this study, with one part regarding intrinsic motivation and the other regarding extrinsic motivation. Findings demonstrated that most students were highly motivated to learn the English language, specifically in terms of extrinsic sources of motivation.

An additional study conducted by Rocha (2012) in Eskisehir Osmangazi University in Turkey investigated the motivational factors (intrinsic and extrinsic) significantly affecting Turkish teachers in a preparatory English program. Eight participants were randomly chosen and divided into two groups, four male and four female, with age ranging from 26 to 37 years old. Results indicated that both groups were more intrinsically than extrinsically motivated to learn a foreign language.

Another study regarding learner motivation was conducted at a university in Malaysia by Zubairi and Sarudin (2009). The number of participants was more than 500 Malaysian students who studied foreign languages selected from two universities (University Kebangsaan Malaysia and Universiti Teknologi MARA). Findings revealed that both universities' students were highly motivated to learn a foreign language in terms of both motivational types. More specifically, the students of UKM were highly motivated in terms of extrinsic motivation and UKiM's students were highly motivated to learn a foreign language in terms of intrinsic motivation.

A study supporting the one conducted in Malaysia similarly demonstrates is that all individuals have both intrinsic and extrinsic motivation for learning a foreign language. This study conducted by Inngam and Eamoraphan (2014) in Thailand, investigated the types of motivation among 486 private and public school students in Bangkok. Findings showed that students of both schools had high motivation to learn English as a foreign language. In other words, both private and public school students were highly motivated to learn a foreign language in terms of intrinsic and extrinsic factors.

Another study examining intrinsic and extrinsic motivation among foreign language learners was conducted by Habibian (2012) at the National University of Singapore. Participants included 55 PhD students divided in two groups- 26 males and 29 females. The aim of this study is was to determine the relationship between intrinsic and extrinsic motivation in terms of gender toward learning a foreign language. Results indicated that students of both genders were extrinsically motivated to learn a foreign language. In other words, there was a significant difference between intrinsic and extrinsic motivation.

Examining the two types of learner motivation among adolescent and adult EFL learners in Spain, Alonso and Fontecha (2014) surveyed 30 students enrolled in a school of languages. All participants had received at least 350-400 hours of EFL instruction at the time of the study, and a motivation questionnaire adapted from that of Gardner (1985) was used a study instrument Findings revealed that all participants were highly extrinsically motivated to learn a foreign language.

A study examining motivation among Japanese elementary school students was conducted by Carreira (2006), with the total number of participants 345 and being divided into two groups, the first group consisting of 174 third graders, and the second one consists of 171 sixth graders. The findings showed that the third graders were more intrinsically motivated to learn a foreign language and the sixth graders were more extrinsically motivated.

Finally, another study conducted by Xu (2011) in China investigated motivation types among 300 Chinese graduate students. Like in other studies, a motivation questionnaire was used as a study instruments. After collected data had been computerized, findings revealed that all participants were more extrinsically motivated than intrinsically to learn a foreign language.

2.7. Vocabulary knowledge

In the domain of language learning, a variety of research has been conducted to illustrate what it means to know a word. It is widely known that vocabulary is an imperative part of foreign language learning, without which an individual remains unable to communicate with others. Accordingly, most of the learners view vocabulary as an essential element in their foreign learning (Nation, 1990). Thus, learners feel that most of their difficulties in terms of foreign language learning stem

from a lack of vocabulary knowledge. Despite the significance of vocabulary, nevertheless several scholars as (Allen, 1983; Carter & McCarthy, 1988; Hedge, 2000; Long & Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) have noted that vocabulary acquisition has been overlooked by foreign language educators.

Vocabulary acquisition is a fundamental way to activate prior knowledge, communicate with others, and obtain additional knowledge regarding a foreign language. As indicated by Nation (2001), the way to obtain new vocabulary is by creating word learning through watching, generating, and creating strategies. In addition, Morgan and Rinvold (2004) claim that the procedure for obtaining new vocabulary is more general and divergent (acquired via participation in certain activities) more than direct and linear one (here, memorization comes to mind). Regarding vocabulary learning, Schmitt (2000) asserts that lexical vocabulary knowledge is the hub of efficient communication in foreign language learning.

Several other scholars also emphasize the close relationship between vocabulary size and foreign language learning Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Nation (2004), and Nation (2011) these scholars have recognized that vocabulary learning is fundamental to success in acquiring learning a foreign language and that it plays a prominent role in written and spoken communication.

Nation (2004) stated that language and vocabulary knowledge are intrinsically linked to each other; in other words, vocabulary enables the learner to acquire a language and using the language can increase vocabulary size. Moreover, according Nunan (1991), the learning of sufficient vocabulary items is essential to foreign language acquisition because limited vocabulary size means that learners are unable to use the rules and structures gleaned from understandable communication.

Vocabulary size has been classified into several facets. Cronback (1942) classified vocabulary knowledge into two parts: word meaning knowledge and level of the accessibility to this knowledge. Another scholar Richard (1976) revealed the following facets of vocabulary knowledge; syntactic behavior, semantic value, associations, underlying form and diversion, and different meanings. Still, Nation (1990) identified vocabulary knowledge as pertaining to form, meaning, grammatical

patterns, function, and relation with other words, and Chapelle (1998) stated that vocabulary must consist of the following four dimensions: 1) vocabulary size, 2) knowledge of word features, 3) lexicon organization, and 4) process of lexical access. Henriksen (1999) suggested that vocabulary has three dimensions: 1) partial-precise knowledge, 2) depth of knowledge, and 3) receptive and productive knowledge, and Qian (2002) proposed that vocabulary knowledge encompasses four dimensions: 1) depth of vocabulary knowledge, 2) vocabulary size, 3) lexical organization, and 4) automaticity: receptive and productive knowledge. The above-mentioned dimensions vary according to language use purpose; however, in general, it is clear that vocabulary knowledge is multi-dimensional, with the two most basic dimensions being depth and breadth.

Vocabulary size knowledge refers to the number of words whose meanings are known by an individual, while vocabulary depth knowledge refers to the individual's knowledge of how to perform the words well from the partial comprehension of words to a holistic mastery of the multiple facets of a given word, including its different related meanings and its proper use in different contexts (Qian, 1999; Kieffer & Lesaux, 2012).

2.7.1. The importance of vocabulary knowledge

Vocabulary knowledge and comprehension is essential to mastery of the four language skills (reading, listening, speaking, and writing), especially in foreign language learning. Therefore, vocabulary knowledge can strengthen the learner's comprehension of foreign language learning. According to McKeon (2002), vocabulary knowledge is the main component of language use. Moreover, to understand texts thoroughly, learners must possess adequate vocabulary knowledge, (Barra, 2005). According to Nation (2001), readers of a foreign language text must know 97% of the contained words in order to comprehend the whole text. That is to say, insufficient vocabulary knowledge place learners at risk of misinterpreting texts.

In addition to supporting language comprehension (a receptive activity), vocabulary knowledge also assists learners in strengthening their productive abilities. According to Hubbard (1983), when a learner knows a sufficient amount of words, he/she can comprehend any text precisely. Likewise, students require this knowledge in order to communicate effectively. Consequently, foreign language instructors

should create vocabulary tasks which motivate learners to expand and deepen their vocabulary knowledge.

2.7.2. Definition of vocabulary

Vocabulary can be defined as the words that a learner must know in order to communicate a language effectively. Hornby (1995) defined a vocabulary as the entire number of words in the language and vocabulary sounds as a list of those words with their meanings. However, we see that vocabulary can be more than just a single word: for instance, brother-in-law and suitcase are more than one word but they have a single meaning, in Thus, there are many types of words which should be mastered in order to comprehend a particular vocabulary. According to Nation (1990), to know a word means to know its written and spoken forms, collocation, meanings, grammatical patterns, association, and its frequency.

2.7.3. Categorization of vocabulary

One aspect by which to categorize vocabulary is frequency of use. Vocabulary can be categorized into four groups depending on how frequently it appears in language use (Schmitt, 2000): high-frequency words, academic words, technical words, and low-frequency words.

2.7.3.1. High-frequency words

High-frequency words are the most important for second-language learners. These words refer to those occurring most frequently in all types of texts. Most linguists share the opinion that high-frequency denotes 2000 word families, and these words are likely to be the first words of the L1 and L2 learners. Nation (2008) stated that the words from this group represent 80% of most texts. In addition, most casual conversations in the English language involve 90% of high-frequency words. In addition, most high-frequency words are short; for example, 196-word families are function words such as I, a, you, five, etc., while the rest of words are nouns, verbs, adverbs, and adjectives.

2.7.3.2. Academic words

Academic words include words from articles, course-books, and other academic texts. They occur between high-frequency and technical words, it representing medium-frequency words; moreover, they occur in various types of academic

domains (Nation, 2008). According to Coxhead (2000), academic words cover 10% of the general words of most academic texts. Coxhead's study proposed that the knowledge of 570 academic words is more beneficial than the knowledge of 1,000 word families for English learners who pursuing academic goals.

2.7.3.3. Technical words

These refer to words utilized in a specialized domain, and they differ from subject to subject. Roughly 5% of the words in academic texts are technical words, and each subject encompasses nearly 1,000-word families (Nation, 2001). Technical words range from 1,000 to 5,000 in count depending on subject (Nation, 2008).

2.7.3.4. Low-frequency words

Low-frequency words are one of the largest and most various groups of words, yet they are not frequent or widespread in texts. There are nearly 100,000-word families in this group, and the native speakers themselves use only 20,000-word families. Still, around 10% of words in academic texts and newspapers are considered low-frequency, while they comprise approximately 5% of words used in casual conversation (Nation, 2008).

2.7.4. Dimensions of vocabulary

Several scholars have studied vocabulary breadth and depth because these two dimensions play an imperative role in foreign language learning. While breadth refers to quantity, depth refers to thorough rather than superficial knowledge of terms (Nation, 1990; Richards, 1976).

2.7.4.1. Breadth of vocabulary knowledge

Breadth of vocabulary knowledge refers to the number of words that an individual comprehends. It considered as an essential dimension of the lexical capability of language learners, and the importance of acquiring a sufficient number of vocabulary which has been confirmed by several studies including that of Meara (1996), who explained that when a learner acquired a good amount of vocabulary, he/she will be more flexible in language use and comprehension than will a learner with a small vocabulary size. In addition, breath of vocabulary influences a learner's

performance of the four language skills: reading (Laufer, 1992; Qian & Schedl, 2004), writing (Laufer & Nation, 1995; Yu, 2010), speaking (Daller et al., 2003; Hilton, 2008), and listening (Stæhr, 2009).

The testing of this dimension has received much attention by researchers. One of the most common vocabulary tests is the Vocabulary Size Test developed by Nation and Beglar (2007). It was designed to measure vocabulary proficiency rather than particular diagnostic of vocabulary levels at which learners have insufficient vocabulary knowledge. The words that used in the test are derived from British National Corpus (BNC), and the test consists of 14 levels, each one having 10 items, and each item is representing knowledge of 100-word families.

2.7.4.2. Depth of vocabulary knowledge

This dimension is defined as how well a learner knows a word. In other words, it considered as the quality of knowing a word in a deep way (Read, 1993). Meara (2009) stated that the depth of vocabulary knowledge involves the interaction between single words and that it is considered as a collection of words in mind with their deep meanings. Depth of vocabulary knowledge concentrates on the notion of high-frequency words that a learner needs to possess more than a superficial comprehension of meaning. According to Qian (1999), this dimension involves pronunciation, spelling, meaning, frequency, morphological, register, syntactic, and collocation properties. Learners who possess high vocabulary proficiency are more efficient and well-organized than those with low proficiency. There are two ways of measuring the depth of vocabulary knowledge, according to Read (1997): 1) a developmental approach and 2) a dimensional approach. The first method utilizes a scale known as a Vocabulary Knowledge Scale to determine the level of word acquisition, while the second approach involves knowledge of the level of competence of different components of word knowledge.

2.8. Lexical approach

Alternative to grammar-based approaches in English language teaching, lexical approaches have become popular during recent years. This type of approach focuses on developing learners' efficiency toward using lexis and word-combinations. According to Lewis (1993), the most important aspect of language competence is the comprehension of lexical phrases or chunks as they appeared in

the native speakers' daily life. Moreover, these comprehended chunks comprise a strong basis for the learner's communication in the target language. Lexical phrases most common among language learners are comprising instructions in the classroom, e.g. "That will never happen to me" or "I'm sorry" and others fixed expressions that used by instructors (Lewis, 1997). Learners experience lexical phrases as productive resources in comprehending the meaning of text (spoken and written), but they experience these phrases while they are in use rather than from lists to be memorized.

A lexical approach can be summarized in the following way: grammar rule is not the only reliable component of language study, as there are more fixed expressions, chunks and multi-words which are essential to L2 learners. Moreover, utilizing lexical approaches in the classroom can assist in focusing learners' on these expressions.

Lexical approaches to foreign language teaching are commonly viewed as reevaluating the teaching profession, itself, as they involve several essential principles of communication. An understanding of lexis among educators has increased in recent years and, in the future, lexical approaches may be inserted into language pedagogy. Despite this, many language teachers are resistant to the incorporation of such approaches (Lewis, 1997). Specifically, these teachers are resistant toward the following tenants proposed by a lexical approach:

- 1- The grammar/vocabulary dichotomy is invalid.
- 2- Collocation is used as an organizing principle.
- 3- Successful language is a wide concept than accurate language.
- 4- Most importantly, language consists of grammaticalized lexis than lexicalized grammar. (Lewis, 1997, p. 255-270).

2.8.1. Principles of the lexical approach

The phrase, "grammaticalized lexis rather than lexicalized grammar" represents a key distinction between lexical and grammatical approaches. According to Lewis, this means that "grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary" (1993, p. 133). From this perspective, grammar and lexis are not viewed as two isolated parts; rather, language is viewed as consisting of multi-word "chunks". The lexical approach is based on the following three principles:

- 1- Students must be motivated for practicing listening comprehension.
- 2- Language lessons should consist of a combination language input, use and interaction.
- 3- The concept of the communicative competence is a broader than accuracy because it values language fluency. Therefore, accuracy in language teaching approach should be considered a secondary element of communicative competence.

2.8.2. Theory of language

The principles of the linguistic approach were established by Michael Lewis' work (1993) (The Lexical Approach). Despite the longstanding influence of this work among linguists, however, still educators have lacked either awareness of the book's existence or sufficient understanding of how to implement its contents into practice. The work defines lexical phrases and collocations respectively as groups of words occurring together in a language and sequences of words commonly found together. Some lexical phrases are not considered to be collocations, as well, for example in the phrases "upside down", "by the way", and "up to now." Others are considered as collocations such as "sense of humor", "terrible accident," etc. Native speakers frequently utilize these phrases, deeming them essential to the language productivity of L2 learners. The effective use of these phrases by non-native speakers is more important for fluency than are grammatical rules or vocabulary terms, alone. In other words, lexis grammar assists lexis in the creation of meaning. Thus, in order for learners to achieve language fluency, teachers should focus more on lexical phrases and less on grammar rules.

From a lexical perspective, it is necessary to familiarize students with the commonly used collocations rather than strange or uncommon ones; for instance, many collocations sound unfamiliar to native speakers, e.g. "large theme" or "important theme." These phrases may not be incorrect, but nevertheless they are not useful for communicating with native speakers, to whom they may sound strange.

2.8.3. Lexis in language teaching and learning

Lexis plays an important role in the methodology of language teaching. According to Nattinger (1980), teaching should focus on the notion that language production consists of ready-made words which can be used in suitable situations.

Thus, comprehending these prefabricated words depends upon comprehending their patterns of use in various situations. As a result, the foreign-language teaching process should base itself upon such units of words, including the appropriate ways of combining them to create meaning and their different meanings in various contexts. Some practical teaching strategies for increasing lexical understanding include the following:

- 1- Intensive reading and listening in the target language.
- 2- Translation from the first and second language carried out from phrase to phrase rather than from word to word.
- 3- Repetition of word activities which activate the words and make them easy to remember.
- 4- Predicting the meaning of lexical items from the context.
- 5- Observing language patterns such as collocations.
- 6- Utilizing dictionaries and other reference materials to extract meaning.

2.8.4. Types of lexical items

Lewis (1997) classified the lexical units as the following:

- 1- Words
- 2- Words are the most important type of lexical items, and they have always been realized as separate units. Their importance stems from the fact that the speech can be changed if the single word is changed.
- 3- Polywords consist of short phrases or groups of words which are idiomatic to some degree, for example, “on the other hand” “by the way”.
- 4- Collocation

Collocations refer to words which occur together, e.g. “rancid butter”, “grill meat”, and “toast bread”. According to Lewis (1977, p. 8), collocations denote “the readily observable phenomenon whereby certain words co-occur in natural text with greater than random frequency”. Collocations are not analyzed in terms of frequency or logic, but rather they are differentiated by their “fixedness” in language—e.g., fixed collocations include “dry addicts”, “rancid butter”, and “catch the cold”, while less fixed collocations include “learn by doing” and “learn by observation”.

- 5- Institutionalized Expressions

These expressions are multi-word units which enable language learner to identify the facets of social interactions. They are considered pragmatic in nature as

they enable learners to decipher the actions of language users. Institutionalized multi-word units attempt to motivate both language receptive and productive processes.

6- Chunking

This type of lexical unit consists of collocations, fixed expressions, and idioms. Chunking plays as a predominant role in language production and refers to memory in which lexical items are stored.

2.8.5. Aspects of Lexical Approach

There are many aspects of a lexical approach that should be considered for the purpose of teaching vocabulary. These include the following:

1- Boundaries between conceptual meaning:

This refers to understanding lexis and differences among which are related in meaning, e.g. “mug”, “bowl”, and “cup.”

2- Polysemy:

This denotes understanding the various meanings of single words, e.g. “head”: of a pin, of an organization, etc.

3- Homonymy:

This means differentiating between the various, unrelated meanings of single words, e.g. (e.g., a file: used to put paper in or a tool).

4- Homophony:

This refers to understanding words which are pronounced the same but have different spellings and meanings, e.g. “sight” and “site.”

5- Synonym:

This refers to different words that are similar in meaning, e.g. “extend”, “expand”, and “increase.”

6- Affective meaning:

This refers to distinguishing between the emotional and attitudinal factors of speakers (connotation and denotation); for example, Hollywood connotes words such as “celebrity”, and it denotes a place in Los Angeles.

7- Chunk of language:

This refers to a stock of words that come together in a language whether in spoken or written context such as idioms, lexical phrases, and strong and weak collocations.

8- Pronunciation:

This refers to the ability of recognizing the correct utterance of words in speech. (Moras & Carlos, 2001).

Incorporating a lexical approach in the classroom means utilizing new techniques which enable students to recognize lexical items from many dimensions.

2.9. Vocabulary size and language learning

Several past studies have investigated both vocabulary knowledge in general and vocabulary size, more specifically.

One such study conducted by Faraj (2017), investigated 122 undergraduate Iraqi students at Sulaimani University to assess the vocabulary size of the participants. It was found that most of the learners (n=111) have small vocabulary size while the rest of the learners (n=11) have large vocabulary size. It is worth mentioning that during the pilot study it was revealed that none of the participants acquired 10,000 word levels, which is significant to deal with the technical vocabulary. Therefore, during the main study, this level of Vocabulary Levels Test, which was designed by Schmitt et al. (2001), was excluded.

Another study investigating vocabulary size was conducted by Şener (2015) at a state university in Turkey among EFL learners enrolled in an ELT department. The objective of the study was to investigate vocabulary size among 304 participants with ages ranging from 17 to 21 years old. The participants were in their first, second, third, and fourth years of study in the ELT department and were divided into two groups, 69 males and 235 females. A vocabulary level test was utilized, and findings showed that all students possessed the same vocabulary size; surprisingly, however, first-year students scored higher than those in their fourth year of study.

A similar study conducted by Yusuf şen and Mesut Kuleli (2015) in Turkey investigated vocabulary size and depth among 361 university students. Results revealed that both size and depth significantly affected text coverage in terms of reading performance; however, vocabulary depth affected this performance more than size.

Another study conducted by Mutlu and Kaşlıoğlu (2016) in Turkey examined the total vocabulary size of 326 Turkish EFL students of different Anatolian high

schools. A vocabulary size test (Nation & Beglar, 2007) was used to estimate gross vocabulary size, and results showed that the general vocabulary size of the participants was between 5,000 and 8,000 out of 14,000 word-families.

Another study conducted by Latifi et al. (2012) in Iran investigated the vocabulary size and morphological awareness of Iranian EFL students at Azad University. Participants included 60 students in their fourth year of study, and a Vocabulary Level Test (VLT) was used as a study instrument. In terms of the vocabulary size, students covered only 42% out of 80-90%, which means that the participants did not achieve the vocabulary level deemed appropriate for their grade level.

Another study conducted by Milton and Meara (1995) among 53 European students enrolled in an Erasmus and Lingua program at a British university revealed that the vocabulary size of students generally could be expanded if the learning process occurred in the second language community. Results indicated that the average growth of student vocabularies was 2,500 words per year. This growth was similar to that of native-speaking teenagers, which means that exposure to language in a natural environment can result in the same growth rate as that of native speakers if this exposure takes place in the target language community.

Another study investigating vocabulary size, alone, was conducted by Ahmed et al. (2016) in Malaysia. Participants included 31 students who were divided into two groups: 10 males and 21 females enrolled in the pre-test diploma. The aim of the study was to determine the vocabulary size of these participants, and a vocabulary size test (Nation, 2012) was utilized accordingly. Results indicated that results showed that the students scored lower than 8,000 word-families, meaning that their vocabulary levels were insufficient for their grade level.

A similar study conducted by Tang (2007) in Hong Kong-China included 449 EFL students aged 19 years who were randomly selected from two schools, and again a vocabulary size test (Nation, 1990) was used. Findings indicated that these students possessed a small vocabulary size and lacked knowledge of common words. Results also showed that first-year students possessed a smaller vocabulary size than those in their second year of study. The mean of first-year student vocabularies was 925 of the basic 5,000 words, and the mean of second-year student vocabularies was

2,891 of the basic 5,000 words. Thus, there was a significant difference between both groups of students.

A study conducted by Nizonikiza and Dyk (2015) at a South African university utilized the same basic 5,000 word families. Participants included 345 first-year students enrolled in different fields of study such as engineering, law, commerce and natural sciences. Results revealed that all participants possessed knowledge of approximately 4,500 word-families. Moreover, this size was deemed adequate for the students to understand lectures conducted in English during their first year of study.

Another was study conducted by Nirattisai (2014) in Thailand and examined the vocabulary size of 347 university students enrolled in various field such as: nursing, dentistry, medicine, engineering, accounting, hospitality, and tourism. Following the administration of a Vocabulary Size Test (Nation & Beglar, 2007), it was determined that students of the six fields possessed knowledge of 5,751 word-families, meaning that they did not possess a sufficient vocabulary size.

Finally, a study conducted by Olmos (2009) in Spain estimated the vocabulary size of fourth-year Spanish EFL learners at Murcia High School. A shortened version of Nation's Vocabulary Size Test was utilized, including 1,000 5,000 word levels. Participants included 87 students who were divided into two groups, the first group consisting of 49 students and the second group consisting of 38 students. Results indicated that all students in both groups lacked adequate vocabulary knowledge.

2.10. Summary

In this chapter, the theoretical concepts of Learner Motivation and Vocabulary Size have been discussed. Two major theories, along with their scales and subscales (Gardner's Motivation theory and Self-determination theory), have been presented. Moreover, types, dimensions, categorizations and the importance of vocabulary knowledge have been established. Finally, analytical studies of the two constructs of this study have been clarified. In the next chapter, the methodology utilized in this study for investigating the relationship between Learner Motivation and Vocabulary Size will be delivered alongside detailed information about the participants and research instrument.

CHAPTER III

METHODOLOGY

3.1. Presentation

This section will elaborate the methodology used in the current study for exploring the relationship between learner motivation and vocabulary size in Iraqi EFL classrooms.

3.2. Research design

This study employs a descriptive design adapted in the form of a questionnaire administered during analysis stages and data collection. It focuses on the relationship between the (extrinsic and intrinsic) motivations for foreign language learning and vocabulary size among Iraqi EFL learners enrolled in Duhok University's English Department.

3.3. Participants

Generally, participants were considered as possessing the same ability in the English language because all had passed the same examinations of university entrance in order to become students at this university.

Regarding students' age, sixty of them are aged 21 while 30 of the participants are aged 23 and only 10 of them are aged above 23 (see Figure 3.1).

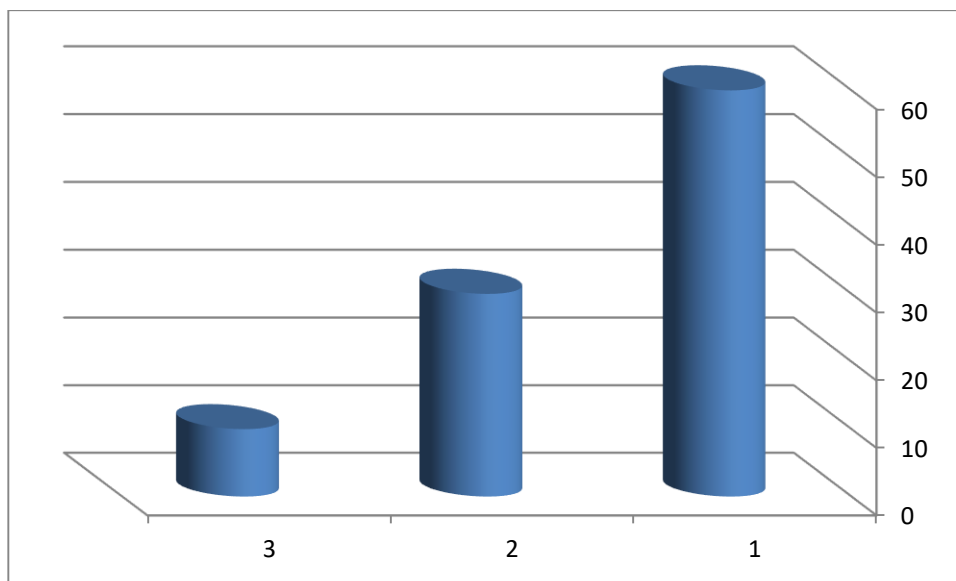


Figure 3.1 Age distribution of the participants

As Figure 3.1 illustrates age distribution of the participants, it shows that column 1 is representative of sixty students who are aged 21 years old and column 2 is representative of students who are aged 23 years old, while column 3 is representative of students who are aged above 23 years old.

Besides, the gender of the participants has been estimated. 55 of the students are male while 45 are female (see Figure 3.2)

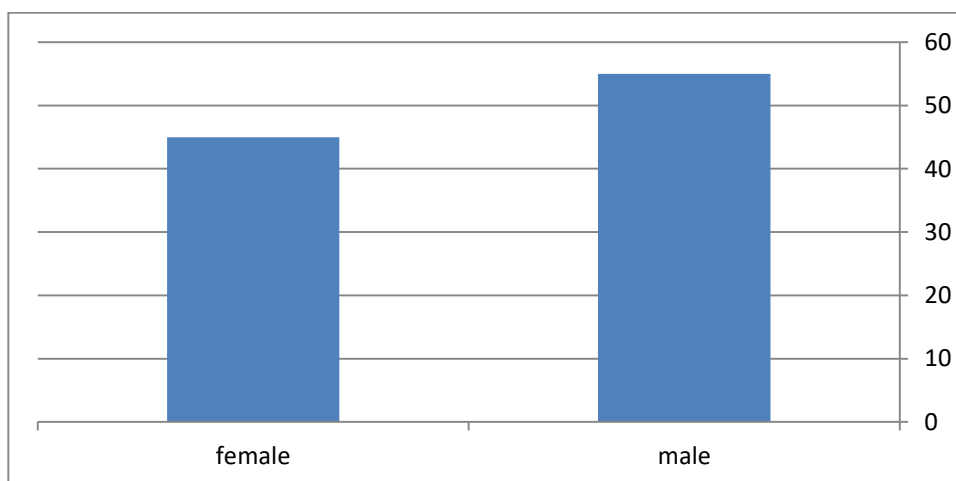


Figure 3.2 Gender distributions of participants

Figure 3.2 illustrates gender distributions of the participants, and it shows that the numbers of male students are 55, while female students are 45.

On the other hand, they have English lectures 22 hours per week. The main subjects that the students deal with are grammar, comprehension, novel, drama, composition, conversation, and poetry.

Participants involved EFL students enrolled in their third years of study at Duhok University. A total of 100 students were randomly selected as the sample in this study, separated into two sections, section one consisting of 55 (55%) male students, and section two consisting of 45 (45%) female students. The participants are all Kurdish native speakers, and all participants comprehended that this study was aimed to increase their success in the process of second language learning. The students were motivated to answer both questionnaires honestly and to the best of their ability.

3.4. Instruments

Two types of instruments—a questionnaire and a Vocabulary Size Test were utilized in this study. The questionnaire regards one of them is about Motivation for Foreign Language Learning (MFLL) designed by Schmidt, Borale, & Kassabgy (1996), while the Vocabulary Size Test (VST) regards vocabulary breadth as well as depth and designed by Nation and Beglar (2007).

3.4.1. Motivation for foreign language learning (MFLL)

This questionnaire involved 16-items used to measure intrinsic and extrinsic motivation among learners and were adapted by Schmidt et al. (1996). For these items, students were asked to rate their agreement on a 5-point Likert scale (1 Strongly Agree to 5 Strongly Disagree) (see Appendix I). The 16-items were divided into two parts: eight pertaining to intrinsic motivation and eight are regarding extrinsic motivation. The intrinsic motivation component utilized phrases such as, "I learn a foreign language because... it will allow me to meet and converse with a variety of people"; the extrinsic motivation section included phrases such as "I learn a foreign language because... I will need it for my future career". Student responses were subjected to descriptive statistics in order to capture the significant features ,then further analyses were used to determine the motivation of foreign language learners as well as and the difference among motivational factors in terms of gender by using SPSS software Version 19. The SPSS was used to provide descriptive

statistics and to define the statistical significance of both factors in terms of gender. This questionnaire was designed to answer the first research question.

For the first question, the researcher divided participants into two groups (male and female). Then, their responses were converted to percentages so as to determine the precise mean of both groups as well as which factor affected their foreign language learning. For example, a mean of male students in intrinsic motivation which is higher than that of females allows us to infer that males are more intrinsically motivated than females to learn a foreign language and vice versa. In other words, if the mean of males is 96.8 and the mean of females is 92.5 regarding intrinsic motivation, we can say that male students are more highly motivated to learn a foreign language than are females for intrinsic reasons.

3.4.2. Vocabulary size test (VST)

This test was prepared by Paul Nation and David Beglar (2007) in light of the British National Corpus (BNC). It consists of 14 levels, each level representing knowledge of 1,000 word-families, beginning with the most frequent word families of the 1st level to the low frequency ones of the 14th level. The BNC includes 100 million words distributed into two types of language texts 90% for written texts and 10% for spoken texts, and the words in this test were organized and distributed according to their recurrence level. This test was designed to answer the second research question of this study.

The Vocabulary Size Test was chosen for this study since it is regarded among scholars as the most basic way to measure vocabulary size and concentrates solely on vocabulary. In addition, the definitions based on 1,000 frequency words are easily comprehended by test-takers. Similarly, collecting and analyzing data is relatively easy since the words of the levels in the test are easy to interpret and score.

The main measurement of the VST involves a student's total written receptive vocabulary size. The authentic test of vocabulary size consists of 14 multiple-choices, 10 choices at each level of the 1,000 word-families. A shortened version of the VST was utilized in this study because there was not enough time for students to answer the original version of the test. The shortened version includes 100 multiple-choice items, 10 at each level of 1,000 word-families (see Appendix II). If a student answered all items in the test correctly, then it is supposed that he/she

knows the most frequent words of the 14,000 levels of English. A test taker's score must be multiplied by 100 in order to determine the general vocabulary size. For instance, if the student scored 45 out of 100, his/her vocabulary knowledge is 4,500 word-families (45×100), meaning that the student is in the fifth level of 1,000-word-families. Top notch, students in this test must choose the correct definition from four choices.

3.4.3. Reliability and validity of the instruments

Reliability means the same consistency of scores obtained by the same individuals through re-examining them with the same test but on different occasions or with different sets of equivalent items, and or under other variables examining conditions (Anastasi, 1976).

Validity means “the extent to which any measuring instrument measures what is intended to measure” (Thatcher, 2010, p. 125).

Prior to summarizing the acquired data of this study, the reliability of the MFL questionnaire and VST was estimated using Cronbach's Alpha. As mentioned above, reliability was estimated in order to assess the consistency of test results. It is worth mentioning that if the reliability coefficient of a test is .70 or above, the test is considered reliable. The reliability coefficient of MFL questionnaire was 0.80, while that of the VST was 0.91, indicating that the results would be highly reliable. For validity, MFL questionnaire is considered valid to conduct according to the previous study of Zubairi and Sarudin (2009) and VST is considered valid too according to Beglar (2010), who found that the 14 levels of written receptive knowledge of VST are valid to conduct.

3.5. Procedure

Before distributing motivation's questionnaire and vocabulary size test, a copy of each was delivered to the Head of English Department of Duhok University to obtain permission for conducting this research and an oral permission was obtained. Two groups of third-year students in the English Department were designated to take part in this study and they were given a letter of consent to participate in this study (see Appendix III). Students in each group were informed about the purpose of the study and accepted to participate in it, and understanding that their participation would not change or affect their grades and would remain

anonymous. The researcher introduced himself and delivered a brief lesson about the research as well as instructions on how to take the vocabulary test. After introducing the study, the researcher delivered the directives and demonstrated how to take the vocabulary test. Questions concerning the test-taking process were answered before test-taking commenced, and students were free to ask the researcher any question occurring to them and concerning the test during test-taking. The time of the test was limited, with 20 minutes allotted for the MFL questionnaire and 40 minutes allotted for the VST.

3.6. Data analysis

The research questions in this study tend to be quantitative rather than qualitative, so statistical procedures including descriptive statistics were conducted to summarize and describe the collected data.

To answer the first research question of this study, which attempts to determine the type of motivation of Iraqi EFL learners significantly affecting foreign language acquisition, descriptive statistics for the two groups were calculated. Then, an independent sample t-test was used to determine the mean differences between both groups. This enabled us to identify which group was highly motivated and which was not, regarding the type of motivation identified by the questionnaire.

To address the second research question of this study, the same steps of the statistical procedures regarding first research question were used to identify the vocabulary size of both sections.

Regarding the third research question of this study, a Pearson correlation test was employed to determine if there was strong relation between the motivation for foreign language learning and vocabulary size.

To answer the fourth research question of this study, independent samples t-test was used to determine whether there was a statistically significant difference between learner motivation and vocabulary size in terms of gender.

3.7. Summary

This chapter described the research design, participant characteristics, and research instruments of this study. Reliability and validity tests for both constructs were presented, followed by statistical procedures and data analysis. In the next

chapter, the results of the MFL and VST will be discussed. In addition, research questions will be addressed, in detail.



CHAPTER IV

FINDINGS

4.1. Presentation

This chapter discusses the results of the data analysis supported with clarified tables in order to thoroughly understand the research questions. The 100 Iraqi EFL learners of Duhok University who agreed to participate in this study were divided into two groups. The first group was 55 male students representing 55% of the population, and the second group was 45 female students representing 45% of the population. Both groups seemed to have nearly the same levels of English language competence and English backgrounds.

4.2. Results of the first research question

The first research question of this study was "Are Iraqi EFL learners extrinsically or intrinsically motivated to learn a foreign language?" this section indicates results regarding this question.

A set of 16 items were ordered to identify students' motivation for learning a foreign language. Five-point Likert scales consisting of Strongly Agree to Strongly Disagree used. A total of 100 participants divided into two groups were taken as a sample in this study, 55 being male students and 45 being female students.

To determine what type of motivation significantly affected the foreign language learners, a number of independent-samples t-tests were utilized to identify mean scores of each type of motivation. Table 4.1 below represents Iraqi students' motivation for learning a foreign language.

Table 4.1

Iraqi Students' Motivations for Foreign Language Learning

Item No	I learn a foreign language because: (Extrinsic reasons)	M	F
1.	I will need it for my future career.	3.9636	4.3556
2.	I think it will make me a more knowledgeable person.	3.5818	4.0222
3.	I think it will someday be useful in getting a job.	3.5455	3.9556
4.	Other people will respect me more if I have knowledge of a foreign language.	3.2727	3.4222
5.	My lecturer(s) encouraged me to learn a foreign language.	3.1091	3.1778
6.	I need to complete a foreign language requirement to graduate.	3.1818	3.5556
7.	My friend(s) encouraged me learn a foreign language.	3.0909	3.6444
8.	People will think highly of me.	3.3636	3.7778
	Total Mean	27.10	29.91
Item No	I learn a foreign language because: (Intrinsic reasons)		
9.	It will allow me to meet and converse with a variety of people.	3.4545	3.7333
10.	I will be able to participate in the activities of other cultural groups.	3.5636	3.7111
11.	I enjoy meeting and listening to people who speak other languages.	3.4909	3.8444
12.	Learning a foreign language is an enjoyable experience.	3.4909	4.0000
13.	If I were visiting a foreign country, I would like to be able to speak the language of the people.	3.5091	4.0000
14.	It is important for everyone to learn a foreign language.	3.6364	3.9556
15.	I want to read the literature of another culture in the original language.	3.3636	3.9333
16.	I would really like to learn a many foreign languages.	3.4909	4.0222
	Total Mean	28.00	31.20

The data of Table 4.1 represent the motivations of both male and female Iraqi EFL learners. Items 1 through to 8 indicate extrinsic motivational reasons, while the intrinsic motivational reasons are indicated by items 9 through to 16.

Both groups reported reasonable mean scores of agreement with the Motivation for Foreign Language Learning. For extrinsic motivation, the mean of the first group was 27.10, while the second group reported 29.91. For intrinsic motivation, the mean of the first group was 28.00, and for the second group, the mean was 31.20.

As Table 4.2 indicates, that the second group (female students) scored a higher mean than did the first group (male students) regarding both types of motivation (extrinsic and intrinsic).

Table 4.2
Descriptive Statistics Regarding the Motivation for Foreign Language Learning in Each Group

Group Statistics				
	N	Mean	Std. Deviation	Std. Error
Gender				Mean
Male	55	55.1091	10.21740	1.37771
Female	45	61.1111	6.87625	1.02505

Another independent-samples t-test of the overall responses to the 16 statements was conducted to find the difference between the mean of both groups. Table 4.3 shows the Descriptive statistics of the total scores of the students in each group. Figures (4.1) and (4.2) show the results of distribution regarding the extrinsic and intrinsic motivations of both groups.

Table 4.3

Descriptive Statistics Regarding the Motivation for Foreign Language Learning in Each Group for Each Type

		Group Statistics			
		N	Mean	Std. Deviation	Std. Error Mean
Gender					
Extrinsic	Male	55	27.1091	5.26580	.71004
	Female	45	29.9111	4.14960	.61859
Intrinsic	Male	55	28.0000	6.60527	.89065
	Female	45	31.2000	4.19740	.62571

Both male and female students were found to be motivated to learn a foreign language in terms of extrinsic and intrinsic motivation. Specifically, female students were determined to be highly motivated to learn a foreign language in terms of both motivational types. For extrinsic motivation, females scored 29.91, and for intrinsic motivation, they scored 31.20, while males scored 27.10 for extrinsic motivation and 28.00 for intrinsic motivation. The distributions of extrinsic and intrinsic motivation of both groups are given in Figure 4.1 and Figure 4.2.

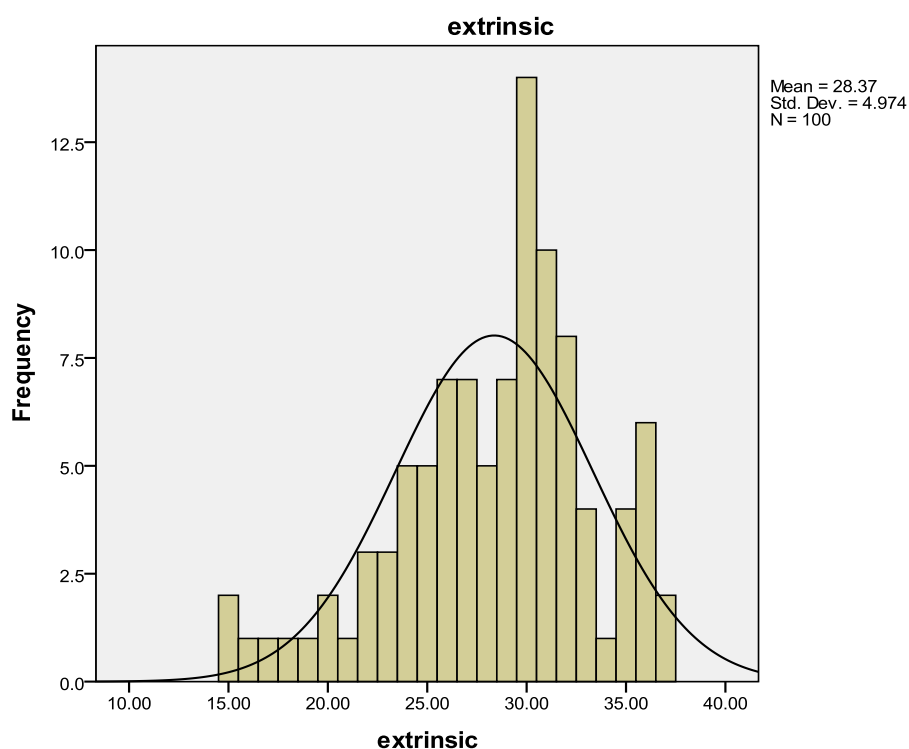


Figure 4.1 Distribution of Extrinsic Motivation of both groups.

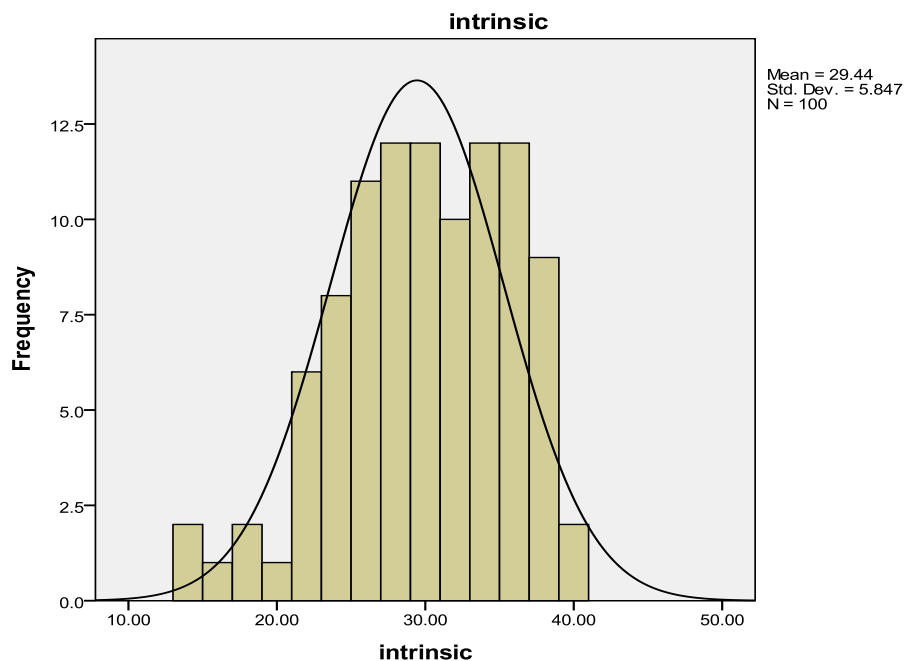


Figure 4.2 Distribution of Intrinsic Motivation of both groups.

Figures 4.1 and 4.2 above show the distributions of extrinsic and intrinsic motivation of both groups, and mean of extrinsic motivation was calculated as 28.37, while the mean of intrinsic motivation was 29.44. Based on the distributions of the both figures above, intrinsic motivation refers more normally distributed than extrinsic motivation.

An independent-samples t-test (two-tailed) again was used for testing the possible means differences of both groups of the same class. As the table 4.4 below indicates, the mean difference of both groups is less than 1(-2.80202- and -3.20000-).

Table 4.4

Independent-Samples T-Test (Two-Tailed) Regarding the Motivation for Foreign Language Learning of Both Groups

T-test for Equality of Means					
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
MFL					
Extrinsic					
Equal variances assumed	-2.906-	98	.005	-2.80202-	.96421
Equal variances not assumed	-2.975-	97.879	.004	-2.80202-	.94170
Intrinsic					
Equal variances assumed	-2.816-	98	.006	-3.20000-	1.13620
Equal variances not assumed	-2.940-	92.734	.004	-3.20000-	1.08848

***p< .05, two tailed**

Table 4.4 gives the results of the independent samples t-test. According to the results of this test, there was a statistically significant difference in the mean of the scores for extrinsic motivation, between males ($M=27.1091$, $SD= 5.26580$) and females ($M= 29.9111$, $SD= 4.14960$), $t(98) = -2.906$ -, $P= .005$.

While, for intrinsic motivation, no statistical significant difference was found between males ($M= 28.0000$, $SD= 6.60527$) and females ($M= 31.2000$, $SD= 4.19740$), $t(98) = -2.816$ -, $P= .006$.

4.3. Results of the second research question

To answer the second research question of this study, "Is there any difference between male and female learners' vocabulary size?" it was necessary to rate the total vocabulary size of students. As mentioned previously, each level in the test consists of 10 items and each item refers to 100 vocabulary knowledge. The students' scores at each level were multiplied by 100 in order to determine the total vocabulary size of those levels.

The test was administered to the same participant groups. It includes 10 levels, each level containing 10 items, which means that the total number of items for

each student is 100 items and the total possible core is 100 points at each level. Table 4.6 represents the percentages of both groups at each level of the Vocabulary Size Test. These levels constitute the knowledge of 10,000 word-families of the English language. The possible score for each level is 10 points. To calculate the total scores of each group, the scores of all students at each level were summarized. For instance, the total score of students of the first group at the first level was 479 out of 550 ($55 \times 10 = 550$), and the possible score of the second group at the first level was 428 out of 450 ($45 \times 10 = 450$). The percentage of correct answers by level was calculated because the total scores were different for each group at each level. For this reason, comparisons between the two groups must be based on the percentage of correct scores. Table 4.5 below represents the frequency scores and percentage on VST.

Table 4.5
Frequency Scores and Percentages on Vocabulary Size Test

Level	Group 1 N = 55	Percentage	Group 2 N = 45	Percentage	Total N = 100	Percentage
1 st	479	96%	428	95%	907	95.5%
2 nd	467	84%	395	88%	862	86%
3 rd	424	77%	356	79%	780	78%
4 th	396	72%	323	72%	719	72%
5 th	345	63%	291	65%	636	64%
6 th	302	55%	261	58%	563	56.5%
7 th	276	50%	224	50%	500	50%
8 th	235	43%	188	42%	423	42.5%
9 th	174	33%	153	34%	327	33.5%
10 th	129	23%	104	23%	233	23%

Table 4.6 shows that students of the first and second group performed similarly on VST. Students in both groups gained the highest percentage score in the

first level (96% and 95%). This was, of course, predicted since the words in the first 1,000 levels were the most commonly used in English. At the second level, the scores began to decrease, as students of the first group had 84% correct answers and those of the second group had 88%. From the second level, the scores continued to decrease until they reached the 10th level, where students in both groups had 23%.

The obtained scores were summarized and analyzed at each level. Table 4.6 below illustrates the descriptive statistics of the students' total scores of the VST for each group.

Table 4.6
Descriptive Statistics of the Vocabulary Size Test, By Group

Group Statistics				
	N	Mean	Std. Deviation	Std. Error
Gender				Mean
Male	55	6025.45	567.065	76.463
Female	45	6051.11	684.113	101.981

As Table 4.6 illustrates, the vocabulary size of students in the first group was approximately 6,025 word-families and for the second group, the size was approximately 6,051 word-families. The difference of the vocabulary size of both groups was not considered significant.

An independent-samples t-test (two-tailed) was used for testing the possible mean differences of both groups of the same class. As the table 4.7 below indicates, the mean difference between both groups is less than 1(-25.657-). The results of the t-test are illustrated in Table 4.7. Figure 4.3 shows the results of the distribution of vocabulary size of both groups.

Table 4.7

Independent-Samples T-Test (Two-Tailed) for the Vocabulary Size Test of Both Groups

T-test for Equality of Means					
	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
VST					
Equal variances assumed	-.205-	98	.838	-25.657-	125.096
Equal variances not assumed	-.201-	85.388	.841	-25.657-	127.463

*p< .05, two tailed

Table 4.7 gives the results of in the independent samples t-test. According to the test results, there was not a statistically significant difference in the mean scores of both groups pertaining to the VST. Males (M = 6025.45, SD = 567.065) and females (M = 6051.11 SD = 684.113), $t(98) = -.205$, $p = .838$.

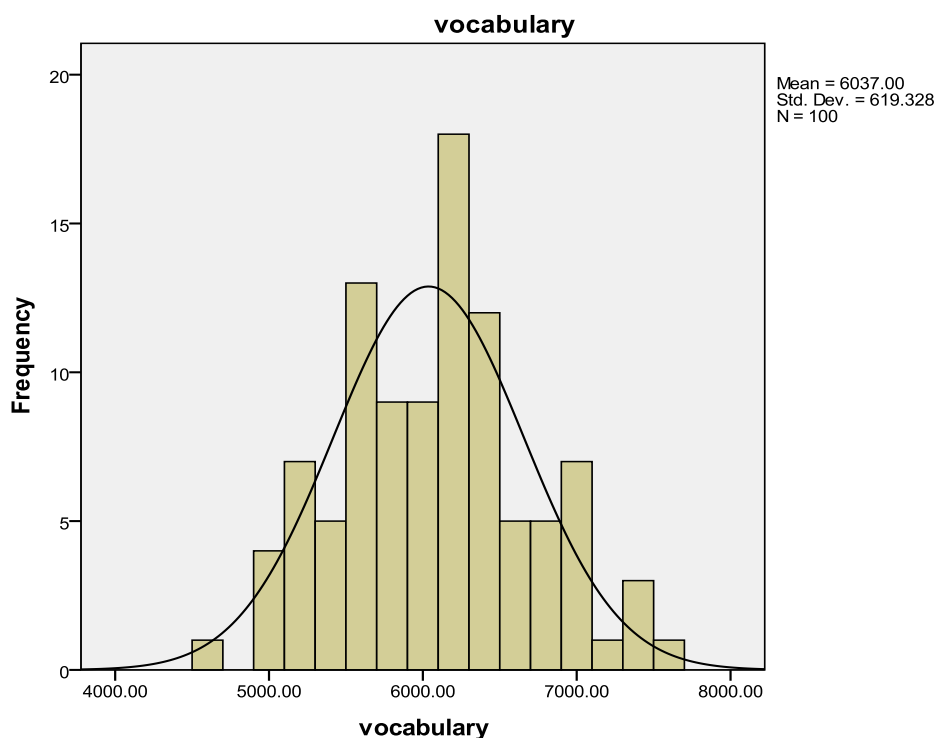


Figure 4.3 Distribution of vocabulary size of both groups.

Figure 4.3 above shows the distribution of VST of both groups, and the mean of both groups were calculated as 6037.00. Based on the distribution VS of both groups refers normally distributed.

4.4. Results of the third research question

In order to answer the third research question "Is there a correlation between learner motivation and vocabulary size among Iraqi EFL learners?" a correlation Pearson (two-tailed) was performed. Figure (4.4) shows the results of correlation between MFL and VST.

Table 4.8

Correlation between Learner Motivation and Vocabulary Size Test

		Motivation	Vocabulary
MFL	Pearson Correlation	1	.080
	Sig. (2-tailed)		.431
	N	100	100
VST	Pearson Correlation	.080	1
	Sig. (2-tailed)	.431	
	N	100	100

There was no statistically significant correlation between MFL and VST, $r = .080$, $n = 100$, $p = .431$. Thus, there is not sufficient evidence to state that that this correlation exists in the population.

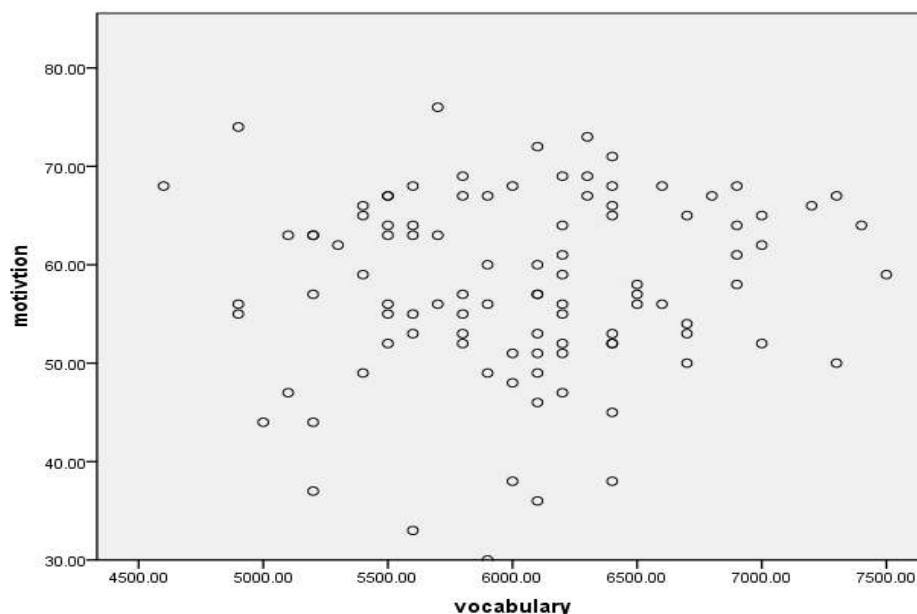


Figure 4.4 Scattered plots of the results for the correlation between MFL and VST.

Figure 4.4 appears that as the variable on the horizontal scale changes, the variable on the vertical scale seems to vary randomly within a relatively small range without tending to increase or decrease significantly.

4.5. Results of the fourth research question

In order to answer the fourth research question regarding whether there was a difference between motivation and vocabulary size in terms of gender, independent samples t-test was utilized.

Table 4.9

Descriptive Statistics Regarding the Motivation for Foreign Language Learning and Vocabulary Size

		N	Mean	Std. Deviation	Std. Error Mean
MFL	Male	55	55.1091	10.21740	1.37771
	Female	45	61.1111	6.87625	1.02505
VST	Male	55	6025.4545	567.06463	76.46298
	Female	45	6051.1111	684.11264	101.98194

The data of Table 4.9 represent the motivation and vocabulary size of both male and female Iraqi EFL learners. For motivation, females scored higher than males and the mean was 61.11. While for vocabulary size, both males and females scored that same vocabulary size of 6,000 word-families.

Table 4.10 shows the difference between MFL and VST in terms of gender, it indicates that statistical significant difference was exist between motivation and both groups, while no statistical significant difference was found between vocabulary size and the same both groups.

Table 4.10

Difference between Motivation for Foreign Language Learning and Vocabulary Size in terms of gender

T-test for Equality of Means					
MFL	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Equal variances					
assumed	-3.365-	98	.001	-6.00202-	1.78380
Equal variances	-3.495-	94.731	.001	-6.00202-	1.71721
not assumed					
VST					
Equal variances	-.205-	98	.838	-25.65657-	125.09622
assumed					
Equal variances	-.201-	85.388	.841	-25.65657-	127.46298
not assumed					
*p< .05, two tailed					

There was statistical significant difference between motivation and both groups. The first group (M= 55, SD= 10.21740), and the second group (M= 45, SD= 6.87625) conditions; $t(98) = -3.365$ -, $P = .001$.

While, no statistically significant difference determined to exist between the vocabulary sizes of both groups. The first group (M= 55, SD=567.06463), and the second group (M= 45, SD= 684.11264) condition; $t(98) = -.205$ -, $P = .838$.

4.6. Summary

In this chapter, the research questions of the Learner Motivation and Vocabulary Size Tests have been analyzed. Findings revealed that Iraqi female students were more highly motivated to learn a foreign language than were males. Moreover, both groups possessed the same vocabulary size. Regarding correlation between learner motivation and vocabulary size, results showed that there no significant correlation between them. Results also showed that there was difference between the motivations of both groups but no statistical significant difference between vocabulary sizes. In the next chapter, the results of the Learner Motivation and Vocabulary Size Tests will be discussed in detail. In addition, the relationship between the two will be elaborated.

CHAPTER V

DISCUSSION

5.1. Presentation

This chapter provides detailed discussion pertaining to the results of the questionnaire regarding Motivation for Foreign Language Learning (MFLL) and those of the Vocabulary Size Test (VST).

This study aimed to determine which type of motivation significantly affects foreign language acquisition among Iraqi EFL learners at Duhok University as well as their vocabulary size and the relationship between the two. Thus, statistical analyses were conducted.

5.2. Motivation for foreign language learning

Regarding learner motivation, this study revealed that Iraqi EFL learners were highly motivated to learn a foreign language for intrinsic and extrinsic reasons; however, Iraqi female students reported higher motivation than did males for learning a foreign language.

Iraqi male students were equally motivated to learn a foreign language for intrinsic reasons and female students were somewhat equally motivated to learn a foreign language for extrinsic reasons. The results of this study revealed that Iraqi male students are motivated to learn a foreign language because they want it for their future careers in terms of extrinsic reasons. Moreover, they realize the importance of foreign language acquisition in terms of intrinsic benefits. Female students were determined to be more highly motivated than males in terms of both intrinsic and extrinsic motivations. Regarding extrinsic motivations, female students stated that learning a foreign language would someday be useful in obtaining a job. Pertaining to intrinsic motivations, they reported that they are excited and highly motivated to learn many foreign languages.

The second outstanding finding of this study relates to differences in motivation among Iraqi EFL learners. Although the analyses indicated that Iraqi female students were motivated to learn a foreign language due to extrinsic and intrinsic, the results of the independent samples t-test reported a significant mean difference between the motivation of both groups (male and female), for extrinsic motivation, both groups reported ($t(98) = -2.906$, $P < .005$), and for intrinsic motivation, both groups reported ($t(98) = -2.816$, $P < .005$). As mentioned above and according the results, Iraqi female students were highly motivated to learn a foreign language for extrinsic and extrinsic reasons. Similarly, a study conducted by Zubairi and Sarudin (2009) in Malaysia revealed that both groups were highly motivated to learn a foreign language in terms of extrinsic and intrinsic factors, but the first group was highly motivated extrinsically and the second was highly motivated intrinsically.

The following extrinsic and intrinsic reasons demonstrate the motivation of Iraqi female students for learning a foreign language:

Extrinsic Motivational Reasons

- For future career.
- To be knowledgeable person.
- In getting a job.
- Having knowledge of a foreign language will get respect by others.
- My lecturers' encouraged me to it.
- To graduate.
- My friends' encouragement.
- Other people's perception.

Intrinsic Motivational Reasons

- To meet a variety of people.
- I will be able to participate in the activities of other cultural groups.
- I enjoy meeting and listening to people who speak other languages.
- It is an enjoyable experience.
- To be able to speak the language of the people.
- It is important for everyone to learn a foreign language.
- To read the literature of the culture in the original language.
- To learn many foreign languages.

The findings of this study suggest that the differences in the motivation of Iraqi EFL learners are related directly to the students' ways of thinking.

5.3. Vocabulary size

The second research question in this study concerned the English vocabulary size of Iraqi EFL learners at Duhok University. The Vocabulary Size Test was conducted to measure the total vocabulary size of participants in their third year of study in the English department. Test scores showed that the vocabulary size of both student groups (male and female) was over 6,000 vocabulary terms. Similarly, a study conducted by Alsalamah (2011) in Saudi Arabia among university female students divided into two groups indicated that both groups possessed the same vocabulary size as the participants of this study. Similar studies also have revealed that undergraduate non-native speakers of English departments usually possess a vocabulary size of 5,000 to 6,000 terms, and others have indicated that the doctoral non-native speakers of English departments have 9,000 word-families (Beglar & Nation, 2007). This means that learners must be aware of their vocabulary size before reading any text. In addition, readers must comprehend nearly 98% or 8,000 words in the text to understand the text thoroughly as proposed by Hu and Nation (2000).

Measuring vocabulary size is an initial step for identifying the amount of vocabulary needing for successfully performing tasks at the university level such as reading stories and books, watching movies, and listening to conversations in the English language. For example, several studies have determined that if a student wants to thoroughly comprehend a given text, he/she should know 8,000 words-families (Beglar & Nation).

There are two primary factors which may have influenced participant performance in the vocabulary size test of this study. The first factor is the presence of some culture-related words, meaning those words which frequently recur in the target language but are unfamiliar with the source language. For instance, the word *nun* refers to a woman who works in church and follows a strict religious ritual. The term *nun* is more viable in other religious sects but not in Islam. Even though this term is one of the 5,000 most frequently used words, 36% of the participants did not know the definition because it is a culture-related word. It is also important to note

that the test starts with most frequently used words and ends with the least frequently used one. In other words, it began with easier words and finished with more difficult ones. Thus, so it is surprising to see that 36% of students could not define the term *nun* since it occurs at the beginning of the test.

The second factor that may have affected learners' vocabulary performance is that some words in the test tend to have the same meaning and pronunciation in the Kurdish language. The percentage of correct answers for such words was high. For example, the word *demography* means the study of population. This word has the same meaning and pronunciation in the Kurdish language. The Kurdish word for *demography* is *دیموگرافی*, and 89% of the participants selected the correct answer. Even though the word *demography* is in the seventh 1,000-word level, still the percentage of selection for this word was high because it has the same meaning in the source language.

In summary, the Vocabulary Size Test findings showed that students in both groups possessed a similar vocabulary size which was over 6,000 word-families. There were two main factors contributing to this finding: culture-relatedness and familiarity with the source language.

5.4. The Relationship between learner motivation and vocabulary size

The third research question in this study concerned the relationship between motivation for foreign language learning and vocabulary size. In this study, it was expected that motivation would have a positive relationship with vocabulary size. However, there was not sufficient evidence of such relationship. In other words, there was no relationship between motivation for foreign language learning and vocabulary size and these might be due to two reasons.

The first reason is that the VST was arranged in terms of increased difficulty at each level, which might have negatively impacted students' scores because as the test increasing difficulty, students felt boring and tire to answer the final levels of the test correctly

The second reason is that there was a different amount of time allotted for each instrument in the study. For the first instrument, MFL, 20 minutes were given, and for the second instrument, VST, 40 minutes were given to answer the questions in the test.

Likewise, a study regarding motivation and vocabulary size conducted by Fontecha (2014) in Spain supports the findings of this study. Participants included 283 students selected from two grades, 2nd and 5th grade. A Vocabulary Size Test was used to find the total vocabulary size of the participants of each grade based on Version 2 of the 2,000-word level. Additionally, for measuring motivation, Motivation for Foreign Language Learning was used. Results showed that there was no correlation between motivation and vocabulary size among participants because no conclusive evidence was found.

It is worth mentioning that the findings of some studies contradict the findings of the present study. For example, a significant correlation between motivation and vocabulary size was not found to exist among 180 Spanish EFL learners in a study conducted by Fontcha and Gallego (2012).

5.6. The difference between learner motivation and vocabulary size

There was a statistically significant difference between the motivation for foreign language learning and vocabulary size.

In the present study, a statistically significant difference was found to exist between motivation and vocabulary size, and the reasons for this difference could be that extrinsically motivated learners are better in learning languages. The finding of the current study parallel those of Kirova et al. (2012) and Najafi and Behjat (2013), who found that motivation positively effects students' language proficiency and anxiety in learning a foreign language.

5.7. Summary

This chapter discussed the major findings of the Motivation and Vocabulary Size Test as well as the implications of each finding. In the next chapter, closing summary will be offered alongside suggestions for further research.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

6.1. Presentation

This chapter sheds light on the conclusion of the present study with the final results of Motivation for Foreign Language Learning (MFLL) and Vocabulary Size Test (VST). In addition, the limitation of the study will be presented on the base of the findings. Finally, this chapter ends with recommendations

6.2. Conclusion

The present study investigated the relationship between foreign language learning motivation and vocabulary size among Iraqi EFL learners at Duhok University. In order to define the type of relationship between the two variables, several tests were conducted. The MFLL in this study was a questionnaire of motivation which was used to determine whether students are extrinsically or intrinsically motivated regarding foreign language acquisition. The results indicated that female students were highly motivated for both extrinsic and intrinsic reasons. In view of comprehending that intrinsic motivation is very fundamental to increase success in foreign language learning, it is essential that students whose reason to learn a foreign language is extrinsic in nature, will permanently encouraged to love the foreign language learning process. The findings also suggest that foreign language learning requirements, method in the classroom, the content of the courses and different policies may have enhanced extrinsic motivation to learn a foreign language. The second instrument was a VST which was used to measure the total vocabulary size of students. The findings showed that the vocabulary size of both groups was over 6,000 word-families. After obtaining necessary data, correlation analysis was performed to determine whether a relationship existed between learner motivation and vocabulary size findings indicated that there was no relationship between the two variables. Finally, looking for differences between the two

variables, the results showed that there was statistically significant difference between them.

6.3. Limitation of the study

The present study has a number of limitations. The most explicit one could be the number of participant ($N = 100$) which might have limited the scope for generalizing the results. Using one type of instrument, for example, VST to measure the vocabulary size of Iraqi students might be insufficient to demonstrate the whole picture. Actually, when trying to measure the vocabulary size, some factors have to be taken into account, for instance, age, anxiety and learning styles, but because of the limited scope of this study, these factors have not been dealt with. However, one of the limitations which might have affected the results of this study was the lack of time needed for students to complete the administered tests, especially the one measuring vocabulary size. A second limitation is that students were informed that the results of participation would not affect their grades. In this case, participants may not have exerted as much effort in answering questions correctly.

The results of this study are not representative of all universities in Iraq because the collected data may be different if participants had been selected from different universities. For instance, English syllabi, programs and background information may differ among universities, thus creating significant change in the results.

This study is significant in that no similar study concerning learner motivation and vocabulary size has been conducted in Iraqi universities. More studies should be conducted in order to better understand the relationship between motivation and vocabulary size among EFL learners. Future studies may assist educators in determining the types of motivation significantly affecting learners and enable them to better motivate learners to learn the language. Furthermore, future studies may aid educators expanding learner vocabulary size and determining effective methods for doing so. In other words, understanding the relationship between motivation and vocabulary size will greatly affect the design of an effective syllabus for EFL learners.

6.4. Recommendations

In light of research findings, the following recommendations should be considered:

In general, EFL teachers should focus on combining various activities in order to motivate students by strengthening their interest in learning the language. Moreover, teachers should not only concentrate on extrinsic and intrinsic motivations separately. It is important to note that high-level intrinsic motivation for EFL students may be better than high-level extrinsic motivation. Additionally, it is important to balance between extrinsic and intrinsic motivation in order to ensure efficient learning by students. Hence, the researcher strongly recommends that the teachers should be familiar with the students' level of extrinsic and intrinsic motivation. They should also create appropriate lessons for motivating students to learn the foreign language. Teachers should motivate students who are interested and efficient in foreign languages in order to compete globally in foreign languages, as motivation has been found to affect learning rates of interest and enrollment (Dörnyei, 1994; Williams, 1994; & Skehan, 1991).

EFL teachers should focus on increasing the vocabulary size of their students during lessons. Specifically, they should prioritize vocabulary acquisition in their syllabi to demonstrate its importance alongside other components such as grammar teachers should give the vocabulary more interest. Teachers should also be aware of the best learning strategies for vocabulary acquisition. In order to provide various reading materials for students, for instance, teachers can create a website encouraging students to share their writing and read that of their peers. Another way of motivating students to expand their vocabulary size is by reading more materials of various fields. Teachers can provide articles, names of journals, electronic books and links of interesting websites that will encourage students to strive independently to increase vocabulary size. Another way to expand students' vocabulary size is by encouraging them to talk with native speakers even on social media platforms such as Facebook, Twitter, and Skype, where they will improve their four communication skills as well as improve vocabularies.

For the EFL learners, they can cooperate with each other in exchanging the new English words that they memorized because such as thing can motivate them

and make them challenge with each other in memorizing English words in fast way. The best way for learning English these days by contacting with native speakers, for example, student can be pen pal in using the social network websites such as Facebook in order to pick native speakers and talk to them whether in writing or in speaking. Additionally, EFL learners can allot a time to watch English movies and programs because that will allow them to take the words and their correct pronunciations directly from the native speakers. Top of all that, EFL learners can make seminars about how the person can learn a foreign language in short time and effortlessly, such as seminars used to motivate the learners to learn the language in fast way. Furthermore, Attending or watching ELT conferences can expand EFL learners' vision toward the English language and make them recognize the important components about it, also such as conferences can build up learners' intrinsic motivation to learn a foreign language.

6.5. Suggestions for further research

This study opens up some suggestions for further research. The following suggestions are offered:

- 1- This study has included students of third grade of English Department, other grade of the same department is needed to be include.
- 2- Only one university was chosen to conduct this study, more universities are needed to be including for further research.
- 3- This study has included only a public university. Private universities should be included for better results.

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APPENDICES



APPENDIX I. Questionnaire of Motivation For Foreign Language Learning

No	I learn a foreign language because: (extrinsic reasons)	SA	A	N	D	SD
1	I will need it for my future career					
2	I think it will make me a more knowledgeable person					
3	I think it will someday be useful in getting a job.					
4	Other people will respect me more if I have knowledge of a foreign language.					
5	My lecturer(s) encouraged me to it.					
6	I need to complete a foreign language requirement to graduate.					
7	My friend(s) encouraged me to learn a foreign language.					
8	People will think highly of me.					
	I learn a foreign language because: (intrinsic reasons)					
9	It will allow me to meet and converse with a variety of people.					
10	I will be able to participate in the activities of other cultural groups.					
11	I enjoy meeting and listening to people who speak other languages.					
12	It is an enjoyable experience.					
13	If I were visiting a foreign country, I would like to be able to speak the language of the people.					
14	It is important for everyone to learn a foreign language.					
15	I want to read the literature of the culture in the original language.					
16	I would really like to learn many foreign languages.					

APPENDIX II. Vocabulary Size Test

First 1000

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| <p>1- SEE: they saw it.</p> <ol style="list-style-type: none"> Cut. Waited for. Looked at. Started. <p>2- Time: They have a lot of time.</p> <ol style="list-style-type: none"> Money. Food. Hours. Friends. <p>3- PERIOD: It was a difficult period.</p> <ol style="list-style-type: none"> Question. Time. Thing to do. Book. <p>4- FIGURE: Is this the right figure?</p> <ol style="list-style-type: none"> Answer. Place. Time. Number. <p>5- POOR: We are poor.</p> <ol style="list-style-type: none"> Have no money. Feel happy. Are very interested. Do not like to work hard. | <p>6- DRIVE: He drives fast.</p> <ol style="list-style-type: none"> Swims. Learns. Throws balls. Uses a car. <p>7- JUMP: She tried to jump.</p> <ol style="list-style-type: none"> Lie on top of the water. Get off the ground suddnely. Stop the car at the edge of the road. Move very fast. <p>8- SHOE:Where is you shoe?</p> <ol style="list-style-type: none"> The person who looks afer you. The thing you keep you money in. The thing you use for writing. The thing you wear on your foot. <p>9- STANDARD: Her standards are very high.</p> <ol style="list-style-type: none"> The bits at the back under her shoes. The marks she gets in school. The money she asks for. The levels she reaching in everything. <p>10- BASIS: This was used as the basis.</p> <ol style="list-style-type: none"> Answer. Place to take a rest. Next step. Main part. |
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Second 1000

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| <p>1- MAINTAIN: Can they maintain it?</p> <ul style="list-style-type: none"> a. Keep it as it is. b. Make it larger. c. Get a better one than it. d. Get it. <p>2- STONE: He sat on a stone.</p> <ul style="list-style-type: none"> a. Hard thing. b. Kind of chair. c. Soft thing on the floor. d. Part of a tree. <p>3- UPSET: I am upset.</p> <ul style="list-style-type: none"> a. Tired. b. Famous. c. Rich. d. Unhappy. <p>4- DRAWER: The drawer was empty.</p> <ul style="list-style-type: none"> a. Sliding box. b. Place where car are kept. c. Kupidboard to keep things cold. d. Animal house. <p>5- PATIENCE: He has no patience.</p> <ul style="list-style-type: none"> a. Willnot wait happily. b. Has no free time. c. Has no faith. d. Does not know what is fair. | <p>6- NIL: His mark for that question was nil.</p> <ul style="list-style-type: none"> a. Very bad. b. Nothing. c. Very good. d. In the middle. <p>7- PUB: They went to the pub.</p> <ul style="list-style-type: none"> a. Place where people drink and talk. b. Place that looks after money. c. Large building with many shops. d. Building for swimming. <p>8- CIRCLE: Make a circle.</p> <ul style="list-style-type: none"> a. Rough picture. b. Space with nothing in it. c. Round shape. d. Large hole. <p>9- MICROPHONE: Please use the microphone.</p> <ul style="list-style-type: none"> a. Machine for making food hot. Machine that makes sounds louder. b. Machine tht makes things look bigger. c. Small telephone that can be carried around. <p>10- PRO: He's a pro.</p> <ul style="list-style-type: none"> a. Someone who is employed to find out important secrets. b. A stupid person. c. Someone who write for a newspaper. d. Someone who is paid for playing sport etc. |
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Third 1000

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| <p>1- SOLDIER: He is a soldier.</p> <ul style="list-style-type: none"> a. Person in a bussiness. b. Student. c. Person who uses metal. d. Person in the army. <p>2- RESTORE: It has been restored.</p> <ul style="list-style-type: none"> a. Said again. b. Given toa different person. c. Given a lower price. d. Made like new again. <p>3- JUG: He was holding a jug.</p> <ul style="list-style-type: none"> a. A container for pouring liquids. b. An informal discussion. c. A soft cap. d. Aweapon that explodes. <p>4- SCRUB: He is scrubing it.</p> <ul style="list-style-type: none"> a. Cutting shallow lines into it. b. Repairing it. c. Rubbing it hard to clean it. d. Drawing simple pictures of it. <p>5- DINOSAUR: The children were pretending to be dinosaurs.</p> <ul style="list-style-type: none"> a. Robbers who work at sea. b. Very small creatures with human form but with wings. c. Large vreatures with wings that breathe fire. d. Animals that lived a long time ago. | <p>6- STRAP: He broke the strap.</p> <ul style="list-style-type: none"> a. Promise. b. Top cover. c. Shallow dish for food. d. Strip of material for holding thing together. <p>7- PAVE: It was paved.</p> <ul style="list-style-type: none"> a. Prevented from going through. b. Divided. c. Given old edges. d. Covered with a hard surface. <p>8- DASH: They dashed over it.</p> <ul style="list-style-type: none"> a. Moved quickly. b. Moved slowly. c. Fought. d. Looked quickly. <p>9- ROVE: He couldn't stop roving.</p> <ul style="list-style-type: none"> a. Getting drunk. b. Travelling around. c. Making a musical sounds through. d. Working hard. <p>10- LONESOME: He felt lonesome.</p> <ul style="list-style-type: none"> a. Ungrateful. b. Very tired. c. Lonely. d. Full of energy. |
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Fourth 1000

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| <p>1- COMPOUND: They made a new compound.</p> <ol style="list-style-type: none"> Agreement. Thing made of two or more parts. Group of people forming a bussiness. Guess based on past experience. <p>2- LATTER: I agree wit the latter.</p> <ol style="list-style-type: none"> Man from the church. Reason given. Last one. Answer. <p>3- CANDID: Please be candid.</p> <ol style="list-style-type: none"> Be careful. Show sympathy. Show fairness. Say what youreally think. <p>4- Tummy: look at my tummy.</p> <ol style="list-style-type: none"> Cloth to cover the head. Stomach. Small fury animal. Thumb. <p>5- QUIZ: We made a quiz.</p> <ol style="list-style-type: none"> Thing to hold arrows. Serious mistake. Set of questions. Box for birds to make nests in. | <p>6- INPUT: We need more input.</p> <ol style="list-style-type: none"> Informtion, power, etc. put into something. Workers. Artificial filling for a holein wood. Money. <p>7- CRAB: Do you like crabs.</p> <ol style="list-style-type: none"> Sea creatures that walk sideways. Very thin small cakes. Tight, hard collars. Large black insects that sing at night. <p>8- VOCABULARY: You will need more vocabulary.</p> <ol style="list-style-type: none"> Words. Skill. Money. Guns. <p>9- REMEDY: We found a good remedy.</p> <ol style="list-style-type: none"> Way to fix a problem. Place to eat in public. Way to prepare food. Rule about numbers. <p>10- ALLEGE: They alleged it.</p> <ol style="list-style-type: none"> Claimed without proof. Stole the ideas for it from someone else. Provided facts to prove it. Argued against the facts that supported it. |
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Fifth 1000

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| <p>1- DEFICIT: The company had a large deficit.</p> <ul style="list-style-type: none"> a. Spent a lot more money than it earned. b. Went down a lot in value. c. Had a plan for its spending that used a lot of money. d. Had a lot of money in the bank. <p>2- WEEP: He wept.</p> <ul style="list-style-type: none"> a. Finished his course. b. Cried. c. Died. d. Worried. <p>3- NUN: We saw a nun.</p> <ul style="list-style-type: none"> a. Long thin creature that lives in the earth. b. Terrible accident. c. Woman following a strict religious life. d. Unexplained bright light in the sky. <p>4- HAUNT: The house is haunted.</p> <ul style="list-style-type: none"> a. Full of ornament. b. Rented. c. Empty. d. Full of ghosts. <p>5- COMPOST: We need some compost.</p> <ul style="list-style-type: none"> a. Strong support. b. Help to feel better. c. Hard stuff made of stones and sand stuck together. d. Rotted plant material. | <p>6- CUBE: I need one more cube.</p> <ul style="list-style-type: none"> a. Sharp thing used for joining things. b. Solid square block. c. Tall cup with no saucer. d. Piece of stiff paper folded in half. <p>7- MINITURE: It is a miniture.</p> <ul style="list-style-type: none"> a. A very small thing of it is kind. b. An istrument to lookat small objects. c. A very small living creature. d. A small line to join lettersin handwriting. <p>8- PEEL: Shall I peel it?</p> <ul style="list-style-type: none"> a. Let it sit in water for a long time. b. Take the skin off it. c. Make it white. d. Cut it into thin pieces. <p>9- FRACTURE: They found a fracture.</p> <ul style="list-style-type: none"> a. Break. b. Small piece. c. Short coat. d. Rare jewel. <p>10- BACTERIUM: They didn't find a single bacterium.</p> <ul style="list-style-type: none"> a. A small living thing causing disease. b. Plant with red or orange flowers. c. Animal that carries water on its back. d. Thing that has been stolen and sold to a shop. |
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Sixth 1000

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| <p>1- DEVIOUS: Your plans are devious.</p> <ol style="list-style-type: none"> Tricky. Well-developed. Not well thought out. More expensive than necessary. <p>2- PREMIER: The premier spoke for an hour.</p> <ol style="list-style-type: none"> Person who works in a law court. University teacher. Adventurer. Head of the government. <p>3- BUTLER: They have a butler.</p> <ol style="list-style-type: none"> Man servant. Machine for cutting up trees. Private teacher. Cool dark room under the house. <p>4- ACCESSORY: They gave us some accessories.</p> <ol style="list-style-type: none"> Papers allowing us to enter a country. Official orders. Ideas to choose between. Extra pieces. <p>5- THRESHOLD: They raised the threshold.</p> <ol style="list-style-type: none"> Flag. Point of line where something changes. Roof inside a building. Cost of borrowing money. | <p>6- THESIS: She has completed her thesis.</p> <ol style="list-style-type: none"> Long written report of study carried out for a university degree. Talk given by a judge at the end of a trial. First year of employment after becoming a teacher. Extended course of hospital treatment. <p>7- STRANGLE: He strangled her.</p> <ol style="list-style-type: none"> Killed her by pressing her throat. Gave her all the things she wanted. Took her away by force. Admired her greatly. <p>8- CAVALIER: He treated her in a cavalier manner.</p> <ol style="list-style-type: none"> Without care. Politely. Awkwardly. As a brother would. <p>9- MALIGN: He malign influence is still felt.</p> <ol style="list-style-type: none"> Evil. Good. Very important. Secret. <p>10- VEER: The car veered.</p> <ol style="list-style-type: none"> Went suddenly in another direction. Moved shakily. Made a very loud noise. Slid sideways without the wheels turning. |
|---|---|

Seventh 1000

- 1- OLIVE: We bought **olives**.
 - a. Oily fruit.
 - b. Scented pink or red flowers.
 - c. Men's clothing for swimming.
 - d. Tools for digging up weeds.
- 2- QUILT: They made a **quilt**.
 - a. Statement about who should get their property when they die.
 - b. Firm agreement.
 - c. Thick warm cover for a bed.
 - d. Feather pen.
- 3- STEALTH: They did it by **stealth**.
 - a. Spending a large amount of money.
 - b. Hurting someone so much that they agreed to their demands.
 - c. Moving secretly with extreme care and quietness.
 - d. Taking no notice of problems they met.
- 4- SHUDDER: The boy **shuddered**.
 - a. Spoke with a low voice.
 - b. Almost fell.
 - c. Shook.
 - d. Called out loudly.
- 5- BRISTLE: The **bristles** are too hard.
 - a. Questions.
 - b. Short stiff hair.
 - c. Folding beds.
 - d. Bottoms of the shoes.
- 6- BLOC: They have joined the **bloc**.
 - a. Musical group.
 - b. Band of thieves.
 - c. Small group of soldiers who were sent ahead of others.
 - d. Group of countries sharing a purpose.
- 7- Demography: This book is about **demography**.
 - a. The study of patterns of land use.
 - b. The study of the use of pictures to show facts about numbers.
 - c. The study of the movement of water.
 - d. The study of population.
- 8- GIMMICK: That's a good **gimmick**.
 - a. Thing for standing on to work high above the ground.
 - b. Small thing with pockets to hold money.
 - c. Attention-getting action or thing.
 - d. Clever plan or trick.
- 9- AZALEA: This **azalea** is very pretty.
 - a. Small tree with many flowers growing in groups.
 - b. Light material made from natural threads.
 - c. Long piece of material worn by women in India.
 - d. Sea shell shaped like a fan.
- 10- YOGHURT: This **yoghurt** is disgusting.
 - a. Grey mud found at the bottom of rivers.
 - b. Unhealthy, open sore.
 - c. Thick, soured milk, often with sugar and flavoring.
 - d. Large purple fruit with soft flesh.

Eighth 1000

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| <p>1- ERRATIC: He was erratic.</p> <ul style="list-style-type: none"> a. Without fault. b. Very bad. c. Very poilt. d. Unsteady. <p>2- PALETTE: He lost his palette.</p> <ul style="list-style-type: none"> a. Basket for carrying fish. b. Wish to eat food. c. Young female companion. d. Artist's board for mixing paints. <p>3- NULL: His influence was null.</p> <ul style="list-style-type: none"> a. Has good results. b. Was unhelpfull. c. Had no effect. d. Was long-lasting. <p>4- KINDERGARTEN: This is a good kindergarten.</p> <ul style="list-style-type: none"> a. Activity that allows you to forget your worries. b. Place of learning for children too young for school. c. Strong, deep bag carried on the back. d. Place where you may borrow books. <p>5- ECLIPSE: There was an eclipse.</p> <ul style="list-style-type: none"> a. A strong wind. b. A loud noice of something hitting the water. c. The killing of a large numaber of people. d. The sun hidden by a planet. | <p>6- MARROW: This is the marrow.</p> <ul style="list-style-type: none"> a. Symbol that brings good luck to a team. b. Soft centre of a bone. c. Control of guiding a plane. d. Increase in salary. <p>7- LOCUST: There were hundreds of locusts.</p> <ul style="list-style-type: none"> a. Insects with wings. b. Unpaid helpers. c. People who don't eat meat. d. Brightly coloured wild flowers. <p>8- AUTHENTIC: It is authentic.</p> <ul style="list-style-type: none"> a. Real. b. Very noisy. c. Old. d. Like a desert. <p>9- CABARET: We saw the cabaret.</p> <ul style="list-style-type: none"> a. Painting covering a whole wall. b. Song and dance performance. c. Small crawling insect. d. Person who is half fish, half woman. <p>10- MUMBLE: He started to mumble.</p> <ul style="list-style-type: none"> a. Think deeply. b. Shake uncontrollably. c. Stay further behind the others. d. Speak in an unclear way. |
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Ninth 1000

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| <p>1- HALLMARK: Does it have a hallmark?</p> <ul style="list-style-type: none"> a. Stamp to show when to use it by. b. Stamp to show the quality. c. Mark to show it is approved by the royal family. d. Mark or stain to prevent copying. <p>2- PURITAN: He is a puritan.</p> <ul style="list-style-type: none"> a. Person who likes attention. b. Person with strict morals. c. Person with a moving home. d. Person who hates spending money. <p>3- MONOLOGUE: Now he has a monologue.</p> <ul style="list-style-type: none"> a. Single piece of glass to hold over his eye to help him to see better. b. Long turn at talking without being interrupted. c. Position with all the power. d. Picture made by joining letters together in interesting way. <p>4- WEIR: We looked at the weir.</p> <ul style="list-style-type: none"> a. Person who behaves strangely. b. Wet, muddy place with water plants. c. Old metal musical instrument played by blowing. d. Thin built across a river to control the water. <p>5- WHIM: He had lots of whims.</p> <ul style="list-style-type: none"> a. Old gold coins. b. Female horses. c. Strange ideas with no motive. d. Sore red lumps. | <p>6- PERTURB: I was perturbed.</p> <ul style="list-style-type: none"> a. Made to agree. b. Worried. c. Very puzzled. d. Very wey. <p>7- REGENT: They chose a regent.</p> <ul style="list-style-type: none"> a. An irresponsible person. b. A person to run a meeting for a time. c. A ruler acting in place of the king. d. A person to represent them. <p>8- OCTOPUS: They saw an octopus.</p> <ul style="list-style-type: none"> a. A large bird that hunts at night. b. A ship that can go under water. c. A machine that flies by means of turning blades. d. A sea creature with eight legs. <p>9- FEN: The story is set in the fens.</p> <ul style="list-style-type: none"> a. Low land partly covered by water. b. A piece of high land with few trees. c. A block of poor-quality houses in a city. d. A time long ago. <p>10- LINTEL: He painted the lintel.</p> <ul style="list-style-type: none"> a. Beam over the top of a door or window. b. Small boat used for getting to land from a big boat. c. Beautiful tree with spreading branches and green fruit. d. Board showing the scene in a theatre. |
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Tenth 1000

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| <p>1- AWE: They looked at the mountain with awe.</p> <ol style="list-style-type: none"> Worry. Interest. Wonder. Respect. <p>2- PEASANTRY: He did a lot for the peasantry.</p> <ol style="list-style-type: none"> Local people. Place of worship. Businessmen's club. Poor farmers. <p>3- EGALITARIAN: This organization is egalitarian.</p> <ol style="list-style-type: none"> Does not provide much information about itself to the public. Dislike change. Frequently asks a court of law for judgement. Treats everyone who works for it as if they equal. <p>4- MYSTIQUE: He has lost his mystique.</p> <ol style="list-style-type: none"> His healthy body. The secret way he makes other people think he has special power or kill. The woman who has been his lover while he is married to someone else. The hair on his top lip. <p>5- UPBEAT: I'm feeling really upbeat about it.</p> <ol style="list-style-type: none"> Upset. Good. Hurt. Confused. | <p>6- CRANNY: We found it in the cranny.</p> <ol style="list-style-type: none"> Sale of unwanted objects. Narrow opening. Space for storing things under the roof of a house. Large wooden box. <p>7- PIGTAIL: Does she have a pigtail.</p> <ol style="list-style-type: none"> A rope of hair made by twisting bits together. A lot of cloth hanging behind a dress. A a plant with pale pink flowers tat hang down in short bunches. A lover. <p>8- CROWBAR: He used a crowbar.</p> <ol style="list-style-type: none"> Heavy iron pole with curved end. False name. Sharp tool for making holes in leather. Light metal walking stick. <p>9- RUCK: He got in the ruck.</p> <ol style="list-style-type: none"> Hallow between stomach and the top of the leg. Pushing and shoving. Group of players gathered round the ball in some ball games. Race across a field of snow. <p>10- LECTERN: He stood at the lectern.</p> <ol style="list-style-type: none"> Desk to hold a book at s height for reading. Table or block used for church sacrifices. Place where you buy drinks. Very edge. |
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APPENDIX III. Letter of Consent

The relationship between Learner Motivation and Vocabulary size: The case of Iraqi EFL classrooms

Date:

Dear participant:

The researcher Mohammed Khaleel Khudhur ALBODAKH, College of Arts/ ELT Department / University of Gaziantep in Turkey is conducting this research to find out the type of motivation that significantly affects gaining foreign language and acquiring vocabulary.

You are kindly asked to complete the survey. Your participation in this study is voluntary and you are free to withdraw your participation from this study at any time. The survey takes only 60 minutes. The results of the research study may be published, but your name will be kept secret.

If you have any question regarding the survey or the research project in general, please contact (Mohammed Khaleel Khudhur ALBODAKH) at email: muhammed_alkubasy@yahoo.com or on phone number: 009647502190754.

Return of the questionnaire will be considered your consent to participate. Thank you for taking your time.

Sincerely,

Name of participant _____.Signature _____.

VITAE

Degree: Bachelor degree in English language
College of Arts / Department of
Translation,
University of Mosul
Iraq – Mosul

Date graduated: 2010

Other degree: Master of Arts in English Language
College of Arts / ELT Department
Gaziantep University
Turkey – Gaziantep

Date graduated: 2017

ÖZGEÇMİŞ

Derece: İngilizce eğitimi alanında lisans derecesi
Sanatlar Koleji / Bölüm Çeviri,
Musul Üniversitesi
Irak–Musul

Mezuniyet tarihi: 2010

Diğer derecesi: İngiliz Dili ve Edebiyatı Ana Sanatları
SanatYüksek Okulu / ELT Bölümü
Gaziantep Üniversitesi
Türkiye– Gaziantep

Mezuniyet tarihi: 2017