



**THE RELATIONSHIP BETWEEN LEARNER
MOTIVATION AND VOCABULARY SIZE: THE
CASE OF IRAQI EFL STUDENTS OF AL ANBAR
UNIVERSITY**

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ENGLISH LANGUAGE AND LITERATURE**

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THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by MOHAMMED KHALID ATTALLAH titled “The Relationship between Learner Motivation and Vocabulary Size: The Case of Iraqi EFL students of Al Anbar university” is fully adequate in scope and in quality as a thesis for the degree of Master of English Language.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master of English Language thesis. December 20, 2022

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The degree of Master of English Language by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

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Director of the Institute of Graduate Programs

DECLARATION

That this thesis is my work, and all information contained herein has been gathered and presented in compliance with the institution's academic regulations and its ethics policy. That's not the only thing: I'm adamant that all statements, results, and materials that were not generated by this thesis have been appropriately cited. I accept the moral and legal ramifications of any discovery that contradicts the preceding statement without regard to the passage of time.

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Signature:

FOREWORD

I would like to express my heartfelt gratitude and appreciation to Assoc. Prof. Dr. Özkan KIRMIZI for accepting the supervision of this research, for his patience, endurance, and encouragement for me, and for his advice and guidance, whether in the formative stages of research or content. Thanks go to the discussion committee. Also, I thank each of my professors and colleagues in the Department of English Language and Literature. I thank everyone who helped me from near and far in preparing my master's thesis.

DEDICATION

I dedicate this work to my parents; brothers, sister; wife and my children.



ABSTRACT

Motivation is the utmost importance way to achieve learning goal. Without motivation, there will be no efforts emerge from learners to do something proficiently. The researcher have planned to achieve certain objectives of this study the current research examines the link between vocabulary size and motivation in university-level English language learning, with a focus on motivation and its relationship to vocabulary volume. As a result, first, second, third, and fourth-year Anbar University English students in the College of Arts and College of Education for Human Sciences were given a questionnaire about vocabulary size and motivation. The researcher adopted the descriptive analytical method. The first sample of the study was Iraqi students of English (90 students) from university who were responded to the questionnaire. The second sample was the test university level students (90 students). The data were collect by means of a questionnaire and test. The data was analyzed by the SPSS programme and the analysis has led to these findings: Using vocabulary increases students' performance in EFL classes, the implementation of techniques and strategies help students in developing their vocabulary, students' performance is improved significantly and they developed better attitudes towards developing vocabulary techniques. In the light of the results the researcher has recommended the following: Adopt certain strategies that can be more effective to raise the motivation of vocabulary the learners, teachers provide vocabulary courses given to parents and learners, because this helps to motivate the learners vocabulary, student motivation so that the student must be positive, that is, to make students active participants in learning, students learn through work, task, writing, design, creativity and analysis vocabulary, the importance of understanding students of all these motivations, because they all help them to acquire language

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

ÖZ

Motivasyon, öğrenme hedefine ulaşmanın en önemli yoludur. Motivasyon olmadan, öğrencilerden bir şeyi yetkin bir şekilde yapmak için hiçbir çaba ortaya çıkmayacaktır. Araştırmacı, bu çalışmanın belirli hedeflerine ulaşmayı planlamıştır; mevcut araştırma, motivasyona ve bunun kelime hacmiyle ilişkisine odaklanarak, üniversite düzeyinde İngilizce öğreniminde kelime hazinesi boyutu ile motivasyon arasındaki bağlantıyı incelemektedir. Sonuç olarak, Anbar Üniversitesi Edebiyat Fakültesi ve İnsan Bilimleri Eğitim Fakültesi'ndeki birinci, ikinci, üçüncü ve dördüncü sınıf İngilizce öğrencilerine kelime dağarcığı büyüklüğü ve motivasyon hakkında bir anket verildi. Araştırmacı betimsel analitik yöntemi benimsemiştir. Araştırmanın ilk örneklemini, anketi yanıtlayan üniversitede öğrenim gören Iraklı İngilizce öğrencileri (90 öğrenci) oluşturmuştur. İkinci örnek, test üniversitesi düzeyindeki öğrencilerdi (90 öğrenci). Veriler anket ve test yoluyla toplanmıştır. Veriler SPSS programı tarafından analiz edildi ve analiz şu bulgulara yol açtı: Kelime dağarcığını kullanmak, öğrencilerin EFL sınıflarındaki performansını artırır, tekniklerin ve stratejilerin uygulanması öğrencilerin kelime dağarcığını geliştirmelerine yardımcı olur, öğrencilerin performansı önemli ölçüde artar ve daha iyi gelişirler. kelime dağarcığı tekniklerini geliştirmeye yönelik tutumlar. Araştırmacı sonuçların ışığında şunları önermiştir: Öğrencilerin kelime motivasyonunu artırmak için daha etkili olabilecek bazı stratejiler benimseyin, öğretmenler ebeveynlere ve öğrencilere kelime kursları verir, çünkü bu öğrencilerin kelime bilgisini motive etmeye yardımcı olur, öğrenci Motivasyonun öğrencinin pozitif olması gerekir, yani öğrencilerin öğrenmede aktif katılımcılar olması, öğrencilerin çalışma, görev, yazma, tasarım, yaratıcılık ve analiz kelime dağarcığı yoluyla öğrenmesi, öğrencilerin tüm bu motivasyonları anlamalarının önemi, çünkü hepsi yardımcı olur dil edinmeleri

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

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ABBREVIATIONS

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.

VST : Vocabulary Size Test

LA : Lexical Approach.

EFL : English as a Foreign Language.

ELT : English Language Teaching

ESL : English as a Second Language

SPSS : Statistical Package for Social Sciences

SD : Stander Deviation

SUBJECT OF THE RESEARCH

The current study examines a link between vocabulary size and motivation in university-level English language learning, with a focus on motivation and its relationship to vocabulary volume. As a result, first, second, third, and fourth-year Anbar University English students in the College of Arts and College of Education for Human Sciences were given a questionnaire about vocabulary size and motivation. The findings are likely to aid in deciphering the causes for high or low motivation to study English among students at the chosen university

PURPOSE AND THE IMPORTANCE OF RESEARCH

This study is looking for the importance of the English language as a second language on students' ability to communicate effectively in a foreign language in a large way to their ability to acquire a wide range of vocabulary. Foreign language students at the university level, for example, are often left to study vocabulary themselves without great help from their teachers. Each of the professors and those who learn English as a second language in Iraqi institutions will benefit from the results of this study. The results will provide teachers in the best way for the incentive to use it in educational teaching curricula to improve the experiences of learning students, especially with regard to expanding the English language vocabulary. Learners will be able to see how they apply as a result of the results

METHOD OF THE RESEARCH

That research sample included (90) students with 50 female students and 40 males. The population of this study was drawn exclusively from the students of the university (Grades one, two, three, and final).

Each component can have an equal chance of being selected from a random sample. A probability sample is another name for this type of sample. The sample size for this study consisted of Iraqi students of English instructors and learners: 40 male and 50 female English language (90 students in university). The 90 students are of similar age, ranging from 19 to 25 years at the time of conducting the study. The

second sample was the test mainly (90 students). The quantitative data have been analyzed based on participants' answers.

HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM

The reality is that many learners can't string together even two good phrases in English. They are overwhelmed with boredom in their English as a Foreign Language classes and are terrified to talk to their professors in the target language. In addition to these challenges, Iraqi students face

SCOPE AND LIMITATIONS / DIFFICULTIES

This study will be limited to the students of University of Anbar. This study is limited to the relationship between the motivation and the vocabulary size of the among the aforementioned university students.

1. INTRODUCTION

1.1. Background of the Study

Non-native English speakers learn English as a foreign language for a variety of reasons. For others, the desire to become a foreign language teacher or the capacity to utilize English at work are the primary motivators, whereas other learners are motivated by the joy of learning a new language and a sense of personal success (Crystal, 2003). Many students, on the other hand, have passed the course requirements in schools and universities, which presents the issue of the desire to study a foreign language.

Poor materials and instructions are frequently the underlying causes of language knowledge and performance misunderstandings (Ying & Young, 2007), although they are rarely the sole or primary causes. The role of instructors in supporting students' use of the second language in and out of the classroom, as well as the students' innate desire or condition to use the second language are critical in second language mastering as reported by (Pardo & Téllez, 2009). It thrives thanks to a medley of stimuli, including the students' psychological and social surroundings. Learning objectives may only be attained through intrinsic motivation. Students will not put in the necessary effort to master a subject unless they are interested in it. That is, inspiration is intrinsically linked to the method of education (Siska, 2015). As a result, students who are more interested in learning will be far better than those who are not (de Bot, Lowie, & Verspoor, 2005). Besides, if students are enthusiastic about their studies, they are more likely to succeed and have more desire to learn.

The attitude is necessary to attain the desired objective, as well as the procedures that produce and sustain the condition are referred to as motivation. Quality of education, input, lack of partnerships or collaboration, denial, humiliation, and timing impact motivation in the classroom, whereas variables outside the classroom include a lack of opportunity to practice speaking with native English speakers. To boost and maintain the desire to learn a language, certain factors of the learning process must be considered (Kirova et al, 2012). Schmidt et al. (1996) stress the significant link between communication layers and high motivation levels. According

to them, motivation should be high if the target language is utilized in and out of the classroom.

1.2. Statement of the Problem

There are a variety of motivations to learn a second language. It is easy for some, whereas it is a medium of communication with individuals who speak the target language for others (Crystal, 2003). Some English learners find it advantageous to get a well-paying career in places where English is not spoken in the future. In some cases, pupils study the language just to meet a requirement at schools or universities where they must succeed, rather than with a genuine desire to learn it. As a result, their motivation is minimal. In Iraq, English is taught at all levels of education, from elementary school to university. Despite so much exposure to English, there is a noticeable lack of enthusiasm, which appears to be the major reason why language acquisition focused on meeting course requirements rather than studying for social purposes (Keong & Mussa, 2015).

With the increased trade and diplomatic relations, Iraq has become increasingly integrated into the global economy in the recent decade. Some Iraqi students have enrolled in language programs at overseas universities (Bao et al., 2012). Inspiration is essential for language study since it promotes the growth of students' abilities in listening, speaking, reading, and writing in English (Gardner, 2007). Ellis's (1994) research confirms what many would suspect that intrinsic drive is crucial for successful language acquisition. According to Horwitz(1990), students are inspired to study a language because they identify with the customs and culture of the speakers. Learners' ability to interact with their peers throughout the globe is greatly facilitated by their ability to pick up a second language. In the absence of intrinsic motivation, students will struggle mightily to master a new language (Gardner, 2007).

It has been argued that enables the learner to make use of the four key abilities of reading, writing, listening, and speaking. Vocabulary is the most crucial component of any language proficiency. There are both purely pragmatic and esoteric benefits to acquiring a second language. The breadth of students' vocabulary in Iraqi EFL classes will be the primary focus of this study. According to our findings, most Iraqi students believe that learning a foreign language is pointless since they lack the enthusiasm to

do so. Even if these students put in spending a great deal of time and energy on mastering a new language for communication reasons, they may not be able to participate in a discussion in English. Boredom is a frequent companion in their EFL lessons, as it is a phobia of conversing with their instructors in the target language due to the challenges faced by Iraqi students in starting to learn English. Some EFL instructors believe that providing individualized attention to students is a waste of class time. Furthermore, they are unable to tailor their instruction to meet the unique requirements of individual pupils, and as a result, students lack the motivation and self-assurance necessary to pursue language study as a career.

There is a movement in the focus of language teaching from a teacher-centric to a learner-centric perspective, and this transition has put a great deal of stress on the learner's responsibility for meeting their language learning requirements and becoming autonomous learners. Foreign language education nowadays relies heavily on using the communicative method for foreign language learning, which places a strong emphasis on vocabulary acquisition as an essential component of language learning. Increasingly, employers in Iraq are looking for candidates who are fluent in English. So, university curricula at Iraqi universities emphasize teaching students English, pushing them to do so, and incorporating it into their curriculum at every stage of their studies. However, many students in Iraq's Programs for Teaching English to Speakers of Other Languages are ignorant of appropriate LLS and lack chances to practice their English outside of the academic environment despite these attempts.

1.3. Aim of the Study

The current study examines a link between vocabulary size and motivation in university-level English language learning, with a focus on motivation and its relationship to vocabulary volume. As a result, first, second, third, and fourth-year Anbar University English students in the College of Arts and College of Education for Human Sciences were given a questionnaire about vocabulary size and motivation. The findings are likely to aid in deciphering the causes for high or low motivation to study English among students at the chosen university.

1.4. Research Questions

This study addresses the following research questions

- Do Iraqi male and female EFL learners' extrinsic and intrinsic motivations to study a foreign language vary statistically?
- Does the vocabulary size of Iraqi EFL male and female students vary statistically?
- Are Iraqi EFL students motivated enough to have large vocabulary?
- Do male and female Iraqi EFL students vary statistically in terms of motivation and vocabulary size?

1.5. Significance of the Study

Students' ability to communicate effectively in a foreign language relies heavily on their ability to acquire a wide range of vocabulary. Foreign language students at the university level, for example, are often left to study vocabulary on their own without much help from their teachers. Since they would have a restricted language, it would be difficult for them to communicate with one another. Vocabulary acquisition and the motivation to study English as a second language are two areas that should be examined in depth. According to Cameron (2000), in communicative language education, "testing students' vocabulary knowledge permits teachers to determine the language goals for the course". It is useful because it sheds light on the mental processes at play during reading and vocabulary development.

The most important factor in learning success is intrinsic motivation. People are not likely to put in the time and effort required to master a skill if they are not interested in doing so. That is to say, inspiration is intrinsically linked to the academic achievement (Siska, 2015). Therefore, students with higher levels of motivation may perform better in school (de Bot, Lowie, & Verspoor, 2005). In other words, if the students are interested in learning, they will succeed, but if they are not, they might not try very hard. Intuitively, this idea seems promising (Ellis, 1986; Brown, 2001).

Both professors and those learning English as a second language at Iraqi institutions would benefit from the findings of this study. The findings will provide educators with the optimum form of stimulus to utilize in pedagogical teaching

approaches to improve their students' learning experiences, particularly in terms of expanding English vocabulary. Learners will be able to see how they progress as a consequence of the findings. They are used to working with motivating people to help them learn a foreign language and expand their vocabulary.

1.6. Limitations of Research

During the 2021-2022 academic year, this study is limited to the College of Arts and the College of Education comprising the study community. The study sampling included first, second, third, and fourth majors in English. The number of respondents reached (90) respondents (40) were males and (50) were females. The reason for choosing Anbar University is that it is the home of the researcher, which saves time and effort. The researcher will consider ways to use English language disciplines while dealing with new vocabulary. Other Iraqi universities will benefit from the results since similar studies conducted in Iraq are few according to the researcher's knowledge.

2. LITERATURE REVIEW

Motivation is the duty that people do to accomplish their objectives (Clement, 2006). According to Weiner, motivational philosophy enhances people's eagerness and enthusiasm to sustain their curiosity as well as dedication to achieving life's aims (2000). According to Clement (2006), the spontaneous pleasures that occur with efficient volitional activity refresh and maintain activities. Weiner (2000) and Cherry (2018) claimed that external incentive is important.

Burden (2004) found that both sorts of motivation are necessary for the learning experience of a learner and that an external stimulus is required to encourage or inspire a person to achieve desired goals. Students could only be motivated if they have the desire to do anything, particularly if it demands hard work and effort (Hajhashemi et al., 2017). All students, particularly those studying English as a second language, require external sources of motivation. English as a Second Language (ESL) students must be motivated to see the value of studying English. To change a student's motivation, the classroom atmosphere must be transformed into one that stimulates them to learn the material.

One's ability to communicate effectively in the global community is directly correlated to their ability to acquire other languages. Large vocabulary is required for acquiring the skills of reading, writing, speaking, and listening. Those whose vocabulary is limited will have a harder time expressing themselves in both written and spoken forms of communication. The more language one possesses, the more freely one may communicate, write, read, and hear. Very little can be spoken without grammar, and absolutely nothing can be conveyed without vocabulary (Wilkins in Thornbury, 2004, p. 13). It implies that even if a person has perfect grammar, it is pointless if he/she does not have enough vocabulary.

2.1. Definition of Motivation

The word "motivation" is commonly used when addressing the factors that influence an individual's behavior. (Guay et al., 2010, p. 712). According to the definition provided by Gredler, Broussard, and Garrison (2004, p. 106), motivation is "motive characteristic responsible for our actions or the absence of any action".

Intrinsic motivation is fueled by personal interest, pleasure, or delight. Educators have long believed that intrinsic motivation is more effective than an extrinsic incentive and that it produces better learning outcomes. What Deci E L (1999). Beliefs, perspectives, values, interests, and actions are all intertwined in the process of motivation. Thus, many incentive schemes may emphasize either cognitive acts (such as monitoring and method utilization) or non-cognitive components (such as perceptions, beliefs, and attitudes), or both. Motivation to learn is defined as "the love of school learning characterized by a mastery orientation, curiosity, perseverance, task-endogeny, and the acquisition of tough, intricate, and distinctive tasks" (Gottfried, 2001;1990, p. 525).

2.2. Motivation Theory

2.2.1. Gardner's Motivation Theory

Long after its first publication, Gardner's theory of motivation for second language learning (L2 motivation) continues to have a profound effect on the field. Effort (the labor to learn the language), desire (the wish to reach the objective), and positive affect are the three components of motivation as defined by Gardner (2001). Orientations, in Gardner's definition, are "goals," which aim to inspire and direct motivation toward the desired outcome (Gardner, 1985). Integrative orientation and instrumental orientation, both created by Gardner and his colleagues, have been the subject of much discussion and analysis in the field of second language motivation. Gardner (1985) describes an integrative perspective as a positive outlook toward the L2 community and a desire to become close to and even a part of that group. Learning a second language (L2) for purely practical reasons, such as advancing one's career or increasing one's income, is an example of an instrumental approach, as opposed to an integrative orientation.

Most likely, the most significant and widely recognized application of Gardner's motivation theory is found in the socio-educational paradigm. The model, first suggested by Gardner and Smythe (1975), has now undergone various revisions (see, for example, Gardner, 1985; Gardner & MacIntyre, 1993; Gardner, 2000; Gardner, 2005). Integrativeness, integrative motivation, integrative motive, and integrative orientation are all parts of this approach that have long baffled academics.

As Dörnyei (1994) points out, the terms "integrative motive/motivation," "integrativeness," and "integrative orientation" are all vague and seem to be interchangeable. Besides, the very definition of integrativeness seems to evolve throughout time. A person's interest and willingness to participate in activities involving members of other communities is one of such examples (Gardner & MacIntyre, 1993, p. 159). The idea implies "a serious desire in studying the second language in order to become more linked to the community of the other language," as stated in a different essay by Gardner (Gardner, 2001, p.5).

In addition, Gardner (ibid.) explains that there are two tiers of integrative motivation. It has implications for multicultural understanding on one level. In contrast, it requires "complete integration into the group (possibly to the point of abandoning one's original social circle) Gardner (2001, p.1) notes that the word has "slightly different implications to many different people." To avoid ambiguity and confusion, Gardner (2005) proposed a revised version of the socio-educational model (see Figure 1). This model suggests that two factors—Integrativeness and Attitudes to Learning Situation—are linked to a person's motivation to learn a second language and that two factors—Motivation and Ability—are significantly associated with an individual's accomplishment in the language learning context. Attitudes toward learning contexts include teachers, instructions, curriculum, lesson plans, and evaluation techniques. Integrativeness, a key characteristic that can change one's drive, is defined and explained by him. His argument that we meant "integrativeness" to mean "a wish to become a member of the other cultural group" is incorrect; rather, we meant "a openness to absorb elements of another cultural community," which is what we meant.

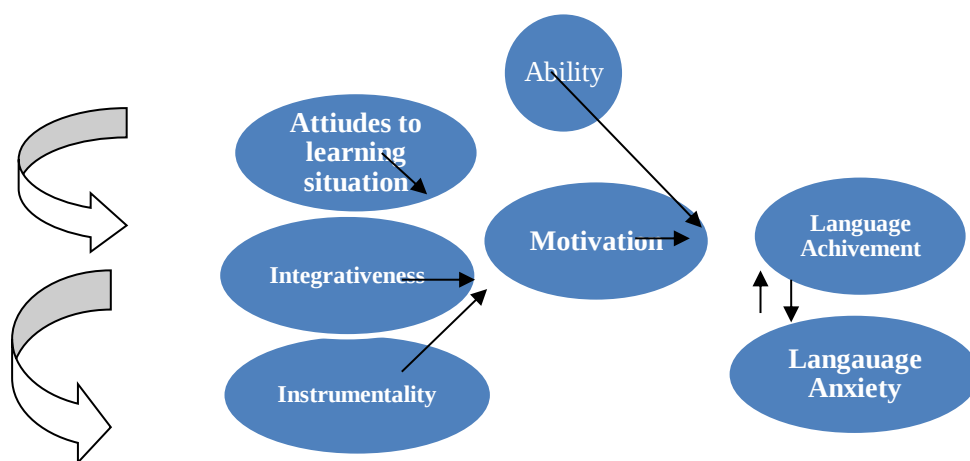


Figure 1. Gardner's social-educational model

The first part of Gardner's social-educational model

Another factor that affects language proficiency is an instrumentality or the motivation for learning a language. In his book, "The Disciplined Mind" Howard Gardner (2005) argues that motivation is the key to understanding how instrumentality and integration are mediated. He goes on to assert that there is a positive correlation between Attitudes Towards the Learning Situation, Integrativeness, and Instrumentality. Strong integrative and instrumental learners have a positive impression of the classroom setting.

For more than twenty years, researchers have utilized Gardner's cultural model to explore various theories about the factors that motivate second language learners. However, the integrativeness of the model has been called into question by several scholars (see Coetzee-Van Rooy, 2006; Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011; Dörnyei, Csizér, & Németh, 2006; Kachru & Nelson, 2006; Lamb, 2004; McClelland, 2000; Norton, 2000; Lamb, 2005). Given English's special status as a global language, we need to reevaluate whether the idea of integrativeness applies to all ESL students in all possible classroom settings (e.g. EFL).

2.2.2. L2 Motivational Self System

Misunderstanding and debate in the field of L2 motivation may be traced back to Gardner's idea of integrativeness, as described in Section 2.1. Given that English is

used as a global language of communication by people of all backgrounds and nationalities, which characteristics of other cultures and languages should English language learners adopt? For instance, if integrativeness is defined as "an individual's openness to taking on characteristics of another cultural/linguistic group" (Gardner, 2005, p.7), which characteristics should English language learners adopt? Section 2.2 elaborates on this topic. In this regard, Dörnyei (2005, 2009) has developed L2 Motivation Self System while retaining elements of the Second - language acquisition foundation because he disagrees with Gardner's concept of integrativeness (Coetzee-Van Rooy, 2006; Dörnyei, 2005, 2009; Dörnyei & Ushioda, 2011; Dörnyei et al., 2006; Lamb, 2004; McCle Dörnyei & Ushioda, 2011, p. 86), where three components make up the L2 Motivational Self System.

- Values are an integral part of one's ideal L2 self. One compelling reason to learn a second language is the desire to become more like the person we aspire to be especially if that person speaks that language.
- The concept of "should to L2 self" refers to the qualities that one believes they "should" possess to meet others' expectations and avoid negative outcomes.
- Focusing on contextual, "executive," motives in the context of one's current L2 learning experience (e.g. the impact of the teacher, the curriculum, the peer group, or the experience of success).

Dörnyei's three features of the L2 Self System make it clear that it is primarily concerned with one's own mental picture of oneself as a speaker of a foreign language. He contends that an L2 learner has a robust projected self and that this is more important than focusing on linguistic or cultural integration. Learning the L2 helps this specific learner become more like his or her ideal L2 self and/or should-be L2 self. In addition, he asserts that the immediate learning environment and experience, as well as the ideal L2 self, are all interconnected. This includes the relationship between integrative and internalized orchestral directions (such as moving toward a personal goal) and the ideal L2 self, as well as the relationship between outer types of orchestral motives (such as avoiding punishments) and the ought-to L2 self. Using Dörnyei's L2 Self System, researchers in the field of L2 motivation now have a fresh and all-encompassing lens through which to examine and rethink the phenomenon.

Integrativeness and instrumentality have had a significant impact on L2 motivation research ever since Gardner introduced his first socio-educational model in the 1970s (Gardner & Smythe, 1975). However, considering the importance and current global standing of English, it is questionable if one should study English to join (or get closer to) the language-learning community.

2.3. Motivational Styles

Kendall noticed numerous types of motivation as a result of Gardner's considerable study. Language learning motivation is commonly categorized as Environmental Motivation:

2.3.1. Motivational Integration

According to Hudson (2000), "instrumental motivation is a type of incentive known as efficient motivation". When learning a second language, active motivation is typically a benefit, especially when the learner has little or no social integration in a society that speaks the target language. According to Ahmed (2014, p.9), integrative motivation has been mentioned a lot and is significantly linked to the process of picking up a second tongue. In the field of second language acquisition (SLA), it is defined as a person's desire to learn a language for personal reasons. its importance in assisting them in integrating with target language speakers as well as for cultural enrichment, as several scholars have pointed out

In other terms, integrative motivation is defined by (Ellis, 2008) as the urge of students to identify only with the society of the second language society. Gardner (2010, p.168) adds "group-related attitudes, contextual attitudes, complementarities, and attitudes toward learning settings all influence desire to learn a second language...but many other variables, including beneficial features, may also be involved in learning L2 ".

The descriptions of integrative motives provided above may lead us to recognize the relevance of additional motivating variables in affecting language learners' attitudes toward second language learning. However, as outlined by Gardner and Lambert, scientists and professionals have addressed the issue underlying the

application of the idea of integrative orientation, which is the tension between public interest and the desire to integrate into the target language community (2006, p.149). Ushioda (2006) discusses the concept of integrated motive, which emphasizes the lack of a specific target audience of speakers. This issue is particularly acute given the growing importance of English as a worldwide linguistic market in the instance of English as just a chosen language.

The Gardner social-educational model's infrastructure is integrative motivation, which is made up of three main sub-structures; each is divided into sub-components: integration, attitudes, and motivation to learn. Many of the SLA's motivational studies are centered on integrated motivation, demonstrating the growing interest in the theory of unified inspiration. There are a variety of understandings of the term "integrative," as pointed out by Gardner (2005) since individuals fail to differentiate between the "integrative trend," "integrative motivation," and "integrative" incentive. The integrative incentive, according to Gardner (1985), includes guidance, which is a category of reasons for learning a second language, motivations, which are attitudes toward language learning, desire as well as motivational intensity, and several other behavioral variables.

The learner experiences integrative motivation as soon as he attempts or desires to blend into the L2 group culture. Students studying L2 are distinguished by their interest in the target community's values and cultural issues. Gardner (2005, p.20) concluded that integrative motivation refers to a set of characteristics shared by Durnev et al. (2005, p.5). Broad-based integrated motivation refers to a positive interpersonal and emotional attitude and interest in interacting with the group L2 a group of people, members of this society, and even becoming similar to them. It means openness as well as regard for other cultural shared beliefs, identities, and ways of existence.

2.3.2. Motivational Instruments

The underlying reason, according to Loewen and Reinders (2011), is the urge to reach a goal or motivation that emerges from understanding the potential advantages of second-language acquisition. According to Williams and Burden (1997), effective motivation involves a range of characteristics connected with the incentives of external

objectives, such as completing exams, money rewards, high placement, or achieving school requirements. As a result, successful orientation in the development of a foreign language has a stronger influence on second-level learners according to Dornyei (1994). There are various disputes on how to encourage individuals in an integrated and successful manner. According to Brown (2007), these two aspects are not, in reality, two sorts of motivation; rather, they should be referred to as orientations. This suggests that different needs exist based on the learner's context or orientation, such as societal or artistic, intellectual or professional. As a result, it is only natural to consider the complimentary motivations involved with improving L2.

According to Cook (2001, p.118) in a culture where English is spoken primarily as a foreign language, effective motivation is vital because success in a job and school is dependent on English proficiency. In conclusion, both elements are important in achieving better L2 success because neither is problematic. Learners who lack effective or complementary motivations will struggle in the classroom to learn and achieve second language proficiency. In this regard, building a new Gardner model is a good motivator.

2.3.3. Intrinsic and Extrinsic Motivation

According to Ryan and Deci (2000), the idea of self-determination is based on a concept in the realm of motivation. According to this theory, a task or achievement can be reinforced by a range of incentives based on different rationales, causes, or aims. The desire to undertake and participate in specific activities because they make people feel attractive and joyful is the most significant motivation. An example of motivation known as "intrinsic motivation" stems from a sense of fulfillment and delight inside.

According to Noels (2000), there are three sorts of intrinsic motivation as a sub-measure of the idea of self-determination: knowing the essential motivation, accomplishing the essential motivation, and stimulating motivation. Ehrman, Lever, and Oxford (2003) observe that self-motivated learners want the reward of continuing to enjoy the same learning and achieving a sense of competence in the task. Individuals who are naturally motivated are frequently internally driven rather than externally driven.

Extrinsically motivated to act in order to achieve a beneficial goal, such as receiving a reward or avoiding it entirely. External motivation, unlike self-motivation, happens on a scale from self-determination to self-determination. In other words, motivation is separated into three groups in the concept of self-determination: refusal, passive compliance, and active deep conviction. The learner's attempts and procedures to get external incentives and benefits for finishing the task, i.e., learning behaviors adopted to meet external demands or expectations to acquire emergency bonuses imposed from abroad. Specific regulations are those that are based on personally relevant reasons, such as the need to engage in certain activities to achieve a specific goal. A well-organized individual participates in the learning process because of internal values and the good it entails.

2.4. Importance of Motivation in SLA

Individual differences in language learning did not receive the same emphasis as motivation according to Ellis (2008, p. 677). For Dornev (2005), the significance of motivation to researchers was the subject of about one hundred studies published in the 1990s. Gardner's research on the significance of attitude, motivation, and direction in second language acquisition was the subject of a correlation analysis by Masgoret and Gardner (2003), who cited 75 studies with a total of over 10,000 participants. According to Gardner (1985), the most crucial factor in successful language acquisition is a learner's motivation to do so. Although the role of motivation is hotly debated in the academic community, it does appear that students with a high level of interest are more likely to sign up for language classes. In other words, students who are highly engaged in classroom activities are involved and make significant academic progress as enthusiastic pupils.

Full linguistic competence, according to Schumann (1994), depends on two factors: the learner's motivation to study the language and the teacher's ability to effectively convey the language's nuances the learner can acquire grammatical information. Ellis (2008) considers these two structures to be "important" in his concluding comment on motivation, implying that they have been proven as major psychological variables leading to individual differences in learning a second language. Because efficiency is an immutable feature, we can consider motivation to

be the most important component in identity identifiers that impact SLA, assuming all other factors are equal.

In terms of the importance of motivation to prepare, Dorney's motivation (2005, p. 65) focuses on motivating students to begin learning at level two and then maintain a long and difficult learning process. In fact, the SLA is somewhat motivated when it comes to it. As a result, even pupils with the greatest visible ability are unable to reach long-term goals, and many learners appear to grasp L2 without adequate drive. In contrast, high motivation may be used to compensate for significant L2 learning deficiencies. Language ability or the situation in which the person is learning a second language can both contribute to these shortcomings. Roast (2006, p. 4) argues that the importance of motivation and its causes have been the subject of several studies. Although the subject of intrinsic motivation is intricate, it is evident that the factors that inspire different people to study can vary widely.

The main concept discussed in the study, which is closely related to motivation, according to Kangra (2008, p. 33), is Gardner's (1985: 8) portraying attitudes as multifaceted, with definitions proposed to reflect their core. Attitude is a term that, according to Lo and Edwards (1997, p.746), may have had a substantial effect on the development of social psychology in the twentieth century. In language acquisition, Ellis (1986, p.293) describes attitudes as "groups of views held by learners concerning elements such as the importance of language and individual learner culture". In the classroom, students' attitudes are impacted by their instructor and the learning activities assigned to them, which has a range of consequences on language learning. Spolsky (1989, p. 149) claims that Gardner and Lambert contend that attitudes drive motivation. The previous arguments highlight the need of paying particular attention to the problem of learners' attitudes since they appear to be requirements for successful second language acquisition. Wilkins (1978, p. 52) adds that when pupils have little or no enthusiasm for learning a language, the teacher must motivate and maintain motivation.

According to Lightbown (1993, p. 39) "If public factors are the primary reason a learner studies a second language, personal motivation may be minimal, and society attitudes toward learning may be negative. He goes on to argue that learning a foreign

language may be either enriching or draining. a cause of anger, depending on the mindsets of the learners".

Ellis (1994) argues that a learner's outlook on the difficulties of the target language is indicative of the learner's motivation to succeed. There is often a wide range of beliefs amongst language learners on the nature and value of learning a second language, the appropriateness of certain linguistic practices, the relevance of the learner's own cultural background, and the nature and worth of the target language itself. Learners' individual social contexts will likely be reflected in these perspectives' circumstances. Ellis adds that learners' attitudes determine an aspect of personal L2 proficiency. As a result, learners who have a positive attitude and are working hard will reinforce that attitude. In the same way, a lack of success can reinforce a student's negative attitude. Askes (1988, p.11) contends that "meaningful teaching can only take place when a student is eager to learn and thus has high motivation..

The overall results show that positive attitudes and motivation are associated with successful foreign language acquisition, as stated by Gardner (1985) in Lightbown (1993, p. 3). It is immediately evident that meeting standards aids second language acquisition, that having a bad attitude might make it hard to get up and go in the morning, which therefore, in the given set of conditions, is caused by insufficient input and interaction., succeeds in spite of inefficiency. Possibilities for learners to put their second language skills to use are another issue that policymakers, trainers, and educators need to think about. The extent to which a student succeeds in school while learning a second language depends on a number of factors, including intrinsic motivation (which is influenced by one's beliefs and values) and the variety of resources available to them outside of the classroom.

"The demand for communication emanates from inside the child, but societal laws shape communication" as stated by Krug (1990, p. 102). When everything is authentic and appropriate, when it makes sense, when it is promoted as in the environment of its application, and when the student decides to utilize it, language acquisition is simple. To put it another way, stricter systems make learning more difficult. According to Pride (1979, p.19) Good learning depends on at least three factors—efficiency, motivation, and access to meaningful application—and includes

all classroom- and extracurricular-based activities that expose the learner to the target language and provide him meaningful opportunities to utilize what he has learned.

2.5. Different Language Learning and Motivation

The research of motivation about Learning FL in a classroom setting forces us to zero in on the most crucial aspects of the FL/L2 pedagogical process, notably the schoolchildren, the teacher, the syllabus, and the instructional processes that emerge when it is implemented.

2.5.1. Theories of Motivation in L2 Acquisition

Several models of second language learning acknowledge the significance of motivation. The first is the Affective Filter Hypothesis (Dulay, Burt, & Krashen, 1982, p.4), which is a part of Krashen's Monitor Theory (1981, 1982, 1985; Dulay et al., 1982). The student's state of mind is the first mental obstacle to overcome when learning a new language. An individual's degree of anxiety, their ability to identify with their peers, and their general drive to learn a language all serve as potential filtering factors. When put together, they produce what is called an "Affective filter" or "Filter." Who gets to have their thoughts processed further is determined by The Filter.

Second, in Carroll's (1981) conscious reinforcement model, "reinforcement is used as an efficient motivating resource that facilitates learning through successive habit formation: "... reinforcement involves an increment to an individual's perception of the appropriateness of the behavior to a specific context" (Gardner, 1985, p. 128). The first consequence of reinforcement is to make the reaction more likely to be repeated in similar situations until it becomes habitual. The second effect is to convey information about the fitness of the answers in the contexts in which they are utilized.

Third, in Bialystok's (1978) conception of the role of strategies in second language acquisition, motivation is central to the transformation of explicit linguistic knowledge into the more intuitive, spontaneous, and automatic implicit linguistic knowledge that is characteristic of second language learners. Motivated individuals adapt more rapidly because they actively seek out opportunities to interact with others. According to Per Schumann's (1978, p. 32), acculturation concept, social and

emotional factors such as the extent to which one absorbs a foreign culture, one's personality, and one's motivation, play a role and are factors in acculturation that influence L2 competency.

According to Schumann, one of the most important social elements is motivation, which is described as "the reasons the learner has to try to learn the L2". There are two additional models available. According to Clément and the psychosocial one (1980) ii. one in the social context, motivation is an important part of L2 learning. The respondents' anthropological preferences, attitudes toward foreign populations and L2 learning, and motivation are assumed to influence the extent to which the L2 is taught. Clément even contends that the subjects' motivation determines their level of competence.

2.6. Motivation and Second Language Study

People's actions are "energized" and "directed" by motivation. The work of Dornyei (1998:117) is crucial to the process of acquiring a second language (Gardner, 1985; Gardner et al. 2004; Lightbown Spada, 1993). The numerous factors that influence student motivation in the foreign language (L2) classroom are listed below covered by a wide range of theories. These are examined to examine the perspectives of students and educators who took part in this study on foreign/second language learning. Gardner (1983, 1985), Clement (1980), and their colleagues influenced L2 motivation research until the early 1990s. Learners' attitudes toward societal appraisals of the L2 and its individuals, interethnic interaction, and language ego were then considered as influencing L2 motivation (Dornyei, Dornyei, Dornyei, Dor, 2001a).

Gardner (1985, p.6), for example, claims that students' views toward a particular language group will always influence their ability to incorporate parts concerning that tongue. Learning a foreign language is unlike learning any other subject since it is so intrinsically linked to the individual's sense of self. Williams (1994) argues that there is much more to learning a new language than just picking up a few new linguistic tricks. He claims it significantly affects the learner's social character since it includes a shift in self-perception and the adoption of novel social and cultural behaviors and ways of being.

Dornyei's (1990, 1994, 1997, 1998, 2001) and Williams' (1994) research on L2 motivation exposed the need for a more pragmatist education-centered approach, one that takes into account the reality of the classroom and looks for and analyzes the reasons behind students' disengagement. For instance, in an empirical survey of motivational strategies in language classrooms in Hungary, DornyeiCsizer (1998, p.215) found precepts for motivating language learners, including the following: teachers should set a personal example, ensure a relaxed and pleasant classroom atmosphere, present tasks properly to the learners, have good teacher-student relationships, work on increasing learners' self-confidence, and ensure that language classes are intriguing to the learners.

The experiment was repeated with Taiwanese students, although the findings varied due to the participants' unique origins, customs, personalities, and cultures (Dornyei, 2007). Culture and identity, according to Cortazzi and Jin (1999), are two important factors in inspiration for second language students. Some academics argue that second language acquisition is about more than just learning a new language; it also involves adapting to a new environment, developing a new set of cognitive skills, a new set of personality traits, and new social connections, and ultimately creating a new set of habits and values (Dornyei, 1998). Because it aids in both language learning and intercultural comprehension, Simard and Wong (2004) argue for the cultivation of L2 awareness.

Dornyei (2010b) coined the phrase "L2 motivating self-esteem" to describe this new approach to learning a foreign language, which does not contradict past motivation theories but instead connects language study to one's inner "core" or identity. This has implications for the student's motivation to learn the target language and, by extension, the student's ability to learn the language.

2.7. Motivation and Realism in the Classroom

In the context of the current study, below are some difficulties concerning motivating students in the classroom.

2.7.1. Aims and Motivation Clarity

If pupils are going to use the target language effectively, they need to know why, as argued by Burden (2004) not only to study but also to communicate effectively. Furthermore, Dorneyi (1990), Ghaith (2003), and Oxford (1996) discovered that learners are motivated to learn a language when they see practical benefits regardless of whether the speech is not understood and widely spoken in the neighborhood.

2.7.2. Motivation, Material, and Teaching Methods

Motivation is a crucial apprehension in increasing studying and, as a result, nurturing literacy (Anderson et al., 1985), but motivation strategies should be followed to see if they help pupils improve their accomplishment in the learned language (Dorneyi, 2001). Another motivating component is the use of understandable reading texts. Stott (2004) studied twenty Japanese enrollments in English lessons at a Japanese university to investigate if studying a sampling of Japanese literature transcribed to English improved memory and understanding of the material. Based on the results, familiar themes, and texts, but not all, improve motivation, and teachers should introduce students to literature from many cultures. In both cases, instructors should evaluate the appropriateness of their pupils' reading materials.

2.7.3. Motivation and Good Educational Experiences

Positive encounters and accomplishments in a second language have an impact on one's ability to use it. The influence of one's social setting on the incentive in learning a second language was the emphasis of Clement's (1980) approach. He discovered that pleasant Teaching English experiences increase students' self-esteem and drive to study a second language. This is true even in situations where there is no direct engagement with populations of native speakers. Gardner et al., (2004, p.3) feel that language education in the classroom, as well as language groups and activities, aid in the development of 'knowledge, fluency, and similarity the language,' as well as form attitudes toward Language acquisition and yet it "Language students are motivated differently based on their success and self-confidence". According to

Dornyei (1994), "the learning setting supplies Language acquisition and future application motivations in the language class, such as the curriculum, teacher, and company factors" (Clement, Dornyei, Noels, 1994; Dornyei, 2005)

2.7.4. Interactive Communicative Methods and Motivation

Giving students the opportunity to engage freely and learn from one's faults is another important aspect of language learning. (Davis, 2003; Ghaith, 1993; Lightbown & Spada, 1993,2003). Yang and Lau (2003) were dissatisfied with the recurrence, albeit they did not mind it at times. Many others contended that some talents might be learned on the job in two weeks rather than a semester. According to the data, students prefer interactive techniques to teach and learn English.

According to Morell (2004), when traditional quasi-methods with negligible student initiatives are compared to English as a second language programs that incorporate student presentations, role-playing, and other forms of interactive learning have been shown to be effective in increasing students' ability to understand and utilize the language in academic settings. Teachers in interactive classes understand the value of students' participation and the necessity for their pupils to develop their communication skills. Instructors who lead unengaged lectures said they were pushed for time and the course material, and that transitioning to interactive teaching techniques would need more effort and planning.

2.7.5. Influence of Teaching Methods on Motivation

Pupils' participation or engagement in the learning process can be improved through instructional tactics. Udvari-Solner (1996) promoted an instructional method that includes content that is pertinent to educators' lives.

2.7.6. Acknowledging Learning Styles and Motivation

Gardner's Multiple General Intelligence Hypothesis can help you choose the information that will appeal to a wide range of students' interests and requirements. Gardner (1983) can help pupils learn and recognize their own talents. When choosing a

course content, remember to account for the student's past learning and knowledge. Instructors can mandate diverse means of several spoken and written methods of reacting to the issue tasks, in circumstances where all students are learning the same content. Detailed reports, discussions, PowerPoint slides, visual compare and contrast demonstrations, and compelling and passionate perspective writings are among the possibilities available to students. Individual differences are also important in second language learning according to Dornyei and Skehan (2003.)

According to Fortini and Fitzpatrick (2000), revamping the syllabus to accommodate students' diversity and assist them in making a feeling of what they experience in their classes will increase learning. This can be accomplished by using universal design principles to create and design products and settings that are tailored to specific needs. A universal learning design, according to Rose and Meyer (2002), attempts to provide students with many forms of representation while also promoting participation and phrase. This broadens pupils' access to curricular material, process, and product, i.e., what instructors want students to learn and how they should study it. As a result, learners are provided with a wide range of resources and methods for engaging them in studying and communicating what they have acquired (Tomlinsonb, 1995).

2.7.7. Motivation and Using Technology

It is possible to improve language learning by incorporating technology and activities into the classroom. At King Saud University, Saudi Arabia, Al-Jarf (2004) investigated the impact of employing learning and teaching writing skills for EFL university students using technology. The two study groups received the same standard classroom textbook-based writing teaching. The experimental group, on the other hand, was encouraged to utilize the Internet and home computers to check and improve their class writing. Both groups were submitted to additional testing. In terms of writing achievement, motivation, sense of success, and self-esteem, the experimental group outperformed the control group.

Technology advanced their perspective on the creative process and made writing more fun. It fostered greater writing and discussion outside of the lesson. Technology influenced their attitudes toward writing and made it a pleasurable

experience. "Using new types of technology in the language classroom will undoubtedly inspire and excite learners to use the target language" as concluded by Ramachaudran (2004). Kim (2003) discovered that email conversation has a positive impact on elementary and middle school pupils' English speaking abilities. Learners' English language ability improved as a result of their interactions in the English language. They interacted with other students, teachers, and online educational materials. In comparison to their classroom contexts, students become more expressive and involved in computer-based conversations. In their voice mail messages, the middle school pupils improved their vocabulary and pronunciation rather than their grammar. Kim (2003) argues that email could be usefully used to improve written and vocal language skills.

2.8. Course Motivation in ESL/EFL

Many teachers of English to speakers of other languages (ESL) or other foreign language classes have long struggled with motivation, not only in the Arab World. I think it is safe to assume that the majority of ESL/EFL teachers would agree that student motivation is a top priority in the classroom. It is because of the lack of interest in English among the majority of our students that I have come to this conclusion. In addition, most students have just a vague notion of what it means for them personally and professionally if they learn English; as a result, this is not a particularly effective motivator.

Teachers must first recognize the value of motivation by understanding its function in every classroom setting. "Motivation is the crucial component that decides whether a student attempts a task at all, how much energy he commits to it, and how long he perseveres" (Littlewood, 1987, p. 53) in the context of second language learning. It is a multifaceted phenomenon that depends on several factors, including an individual's intrinsic motivation, drive, and ambition, as well as their natural inquisitiveness, need for stimulation, and openness to novel experiences. All instructional settings include these features. Students' motivation can be initiated, maintained, heightened, or diminished by a wide variety of internal and external factors (Reeve, 1996). The challenge, however, is that the instructor must actively seek and encourage such inspiration within the class.

2.8.1. Powerful motivational Pupils in the Schoolroom: "Pair Work" or "Group Discussions"

Using "pair work" or "group work" properly may be one of the most effective ways for engaging students to participate in the lesson if the instructor is innovative and talented enough. The most successful methods to learn a language are via close cooperation and interaction among pupils. This kind of interaction benefits each and every one of the students. In reality, students may provide each other assistance while engaging in many activities, including but not limited to composing dialogues, conducting interviews, drawing, and creating visual representations, commenting on photos, playing roles, and so on. .

The study of learning a foreign language has revealed which students have varying levels of mastery. While one student may excel at painting, another may excel at orally conveying ideas, and yet another may excel at copying and role-playing. Moreover, some students think that learning certain language norms or usages from their classmates is less stressful, if not more pleasant, than acquiring them from their instructor. Finally, communicative language training requires a sense of belonging as well as a culture of trust and confidence, which may be provided via "pair work" or "group discussions".

2.8.2. Students' Placement

The rhythms of the presentation are often affected by the arrangement of the pupils in the classroom. Indeed, a modest modification in seating may have a significant influence on group cohesiveness and students' enjoyment, and I have seen many more situations when seating was a critical role in the lesson's success or failure. If, for example, the desks are bolted to the floor or the school has tight rules against moving furniture; however, the seating arrangement you employ may not be entirely within your control. The number of pupils will be also an issue.

I will go through common class sizes, which vary from 6 to 25 people. Teachers have a wide range of seating choices, with small groups sitting around tiny tables being a typical choice. This is often the best choice for larger classrooms in this range, but it is definitely the best option for smaller groups or with adult or adolescent

pupils. I feel the horseshoe form is the greatest choice since it has all of the advantages of groups but none of the negatives. A horseshoe might be formed by desks placed in a U shape with a hollow center, whereby the students are seated in a semicircle on chairs with armrests but no desks or students are seated around three sides of a large table with the instructor at one end. In any case, the instruction takes place in whatever sitting arrangement you choose or is forced on you... keep the following rules in mind:

Try to maintain as much eye contact as possible. Interactions between teachers and students are rather frequent. Attention is likely to slip if the person speaking does not maintain eye contact with the others during the whole class section of the lecture. This is the main reason I think the horseshoe form is better for groups.

Ensure that pupils are situated at a comfortable distance from one another. Make certain that no kid sits alone or outside the groups. Additionally, attempt to allow a sufficient amount of space between students, but not too much, since large gaps between students result in a "hushed" setting, a slower pace, and less active student engagement in the class.

Plan ahead of time how you will arrange shifting partners or groups. If not adequately handled, this phase of the course might deteriorate into anarchy, with students wandering aimlessly about, unclear of where to proceed, or confidently heading to the incorrect area.

2.8.3. Correction of Mistakes

It is sometimes questioned if we should rectify all faults made by pupils at any time. The sensible response is that if we halt at every small mistake and approach it as if there is no space for errors to occur, we will create a communications chasm and kids will be too terrified to make mistakes. As a result of being too concerned about making mistakes, pupils will be hesitant to engage. Thus, teachers must understand how and when to rectify faults without causing pain or disgrace to their students. In a learner-centered classroom, it is preferable to correct unintentional mistakes made by students anytime when there is a communication gap or when not correcting the error may result in a misunderstanding of the information presented. There are several techniques for correcting faults that the instructor, who acts as the monitor, should

choose based on the kind of error and task where the incorrect type of language occurs. Here are a few examples of corrective methods: Ego including self-correction, interpersonal, and instructor.

2.8.4. Playing an Important Part

This method may be also used to modify the speed of the session and react to the core principle of variety in teaching. Teachers are advised to employ role-playing activities to engage their pupils and help less motivated students participate in class. Moreover, some exercises in the student's textbook are followed by a role-play activity that must be completed. The hidden (item) and guessing game, a customer and shop assistant conversation, doctor and patient dialogue, and so on are all wonderful examples of this.

2.8.5. Using L1 in the EFL/ ESL Classroom

Should we utilize the kid's initial language (L1) in a lesson or should we not? It is among the most popular contentious issues among EFL/ESL teachers, with both proponents and detractors. The fundamental argument against using the first language instruction is also that pupils will develop reliance upon that, as well as would stop trying to acquire or convey meaning through the situation and reasoning themselves in the target language despite their weak command of it (L2). However, there are also historical reasons why pupils' mother tongues have fallen out of favor.

It began in response to a Grammar-Translation approach to teaching, which reigned in the late nineteenth and early twentieth centuries and considered language acquisition instead of utilitarian or social purposes, as a tool for intellectual growth objectives. We may utilize the pupil's native language in selecting situations, including when there is a communication breakdown or complete misunderstanding because it can save time wasted on unproductive explanations and directions that could have been spent better on teaching language. It is applicable in a contrastive manner to draw attention to grammatical issues.

To assess and contrast grammar, Inroads now encourages students to translate sample phrases into their home language. When students are having difficulty

communicating something, they can express it in their native language and the instructor can reframe it for them.

2.8.6. Promoting Motivation in EFL Classrooms

If certain criteria are not met in language sessions, teachers will struggle to motivate their students. To create those conditions, three key variables must be present. "The instructor, the learning environment, and the learner group with social rules" (Dörnyei, 2001, p.31). The teacher is, without a question, the most significant factor in determining motivated conditions. Dörnyei and Csizer (1998) found that the most essential strategy for motivating students was teachers' behavior. Researchers from many cultures came up with a similar finding. It demonstrates that teachers' behaviors are a crucial factor in students' motivation and play a critical influence in their classroom involvement. Whatever a teacher does in the classroom can have a favorable or negative impact on students' motivation, which will affect their academic performance. There are a number of instructor traits that can have an impact on pupil's academic success and motivation. One of these is the professors' excitement. Teachers who are enthusiastic about what they do can be shown in their devotion, commitment, and enthusiasm for teaching.

Students may find this dedication amusing, but they admire it, according to American psychologist Csikszentmihalyi (1997). According to Dörnyei (2001), this excitement becomes contagious and inspires pupils to feel the same way about the subject.

As a result, it is critical to explain why you are so passionate about the subject and discuss the benefits and advantages of learning a second language including increased knowledge, contentment, and practical benefits. Another essential teacher-based component for motivating pupils is showing that you care about them and are not there for the money. Kids must believe that their teachers genuinely care about them and are willing to go to great lengths to ensure that they learn well.

This could be achieved in a variety of methods, such as having a personal interest in students' personal situations, offering continual support, listening to their issues and expressing concern, and providing additional academic programs as needed.

Even the most eager and enthusiastic pupils might feel demotivated and disheartened if they perceive their teacher does not care about them (Dörnyei, 2000).

Furthermore, Dörnyei (2001) believes that instructors should be physically and psychologically available to students. Even if most teachers are overworked and short on time, they may make time for their students by joining them at lunch or on the playground, devoting office hours to them, or offering e-mail and phone numbers when they need assistance. As previously demonstrated, instructors' actions can have a major impact on the motivational climate in the classroom. As a result, it is critical to developing a learning environment that fosters trust and respect among students (Allison & Halliwell, 2002).

Teachers can foster respect and trust by taking an interest in their students' personal lives, forming tight bonds with them, and engaging in warm personal interactions with them. Teachers who take a personal interest in their students' difficulties are more likely to encourage them in their learning (Dörnyei, 2001). It is also crucial for the teacher to have high expectations for the pupils' accomplishments.

Rosenthal and Jacobson (1968) discovered that professors who categorized children even though they were identical at the outset of the trial, "intellectual bloomers" exhibited substantial disparities in test results. As a consequence, if a teacher feels that his or her pupils will be able to achieve their learning objectives effectively, they will begin to feel that way, which will eventually deliver positive results. If you do not have high expectations for your pupils' performance, on the other hand, they will sense it and deliver low results. In other words, low expectations lead to low results. Consequently, having high expectations may lead to greater academic success. A teacher's ability to communicate with pupils' parents is another key trait. A positive relationship with parents can be a great motivator for students.

Brophy (1987) claims that among the most significant characteristics of an effective teacher is that he or she interacts with parents, keeping them updated on their children's development and including them in decision-making. Parents love such instructors because they are concerned about their children's success and are glad to see the teacher acting in their children's best interests.

Fathers, according to Gardner (1985), have a subordinate role in L2 learning. He adds that when parents encourage their children's intellectual progress, this passive

role can be highly significant. When parents, on the other hand, have negative sentiments toward the L2 community, their children will lose interest in learning the target language. In some cultures, the relationship with parents does not apply to adult education, However, it exerts an influence even at the university level in Iraqi society, which is conservative. The second basic motivational condition is a pleasant and helpful teaching environment. When students concentrate, at the same time, you may practice their speech, grammar, and other linguistic skills. In a language class, they have difficulty forming even simple phrases, thus leading to linguistic anxiety.

According to Dörnyei (2001), students' worry is the most powerful element diminishing their drive and preventing them from achieving language learning goals. The remedy to this crippling worry has been agreed upon by researchers. The answer is to create a welcoming and encouraging environment in the classroom. Dörnyei (2007, p.41) lists three components of the classroom's physiological environment: "teacher-student rapport, student-student interaction, and tolerance norm." Learners can check risks in a tolerant class because they will not be shamed and their mistakes are not laughed at or reprimanded because getting it wrong is a normal part of learning. Students are encouraged to openly discuss their thoughts on a range of issues in such an atmosphere, which encourages others to do the same.

The physical environment of the classroom (Dörnyei, 2007) is also a distinguishing element for linguistic motivation. Posters, flowers, and bulletin boards may also help create a relaxing ambiance in the classroom. The creation of a coherent learning community with positive social rules (Dörnyei, 2001) is the third basic motivating requirement. Much socio-psychological research reveals that the members' behaviors are influenced by the group. When students remain together to support one another, they establish a cohesive learner group. Because members of a cohesive class group share a common interest and duty, they encourage and support one another, making the activity more fun, thereby improving students' motivation.

2.9. Definition of Vocabulary

Learning a new language necessitates having vocabulary for the language we wish to learn, hence it is regarded as the cornerstone and most important aspect of language learning. This implies that individuals must be acquainted with the

vocabulary of the language they are studying. There are several definitions of the term "vocabulary." Experts have offered several vocabulary words. As per Richards and Renandya (2002), vocabulary is an important element of linguistic competence since it underpins all other language skills in the development of the learner (in terms of their ability to talk, listen, read, and write).

Students who do not have lots of vocabulary or strategies for expanding it often fall short of their potential and are dissuaded from taking advantage of opportunities to learn a language, such as listening to the radio, interacting with native speakers, trying out their new language in real-world settings, reading, and watching television. "Vocabulary refers to a list or set of terms for a certain language or a list or collection of words Hatch and Brown (1995: 1" .(

Hatch and Brown (1995, p.1) note "vocabulary is the sole system engaged in alphabetical order". Vocabulary, as defined by Ur (1996, p. 60) consists of the words and phrases learned in a foreign language. Additionally, lexical patterns are believed to play a significant part in the contextualized, relevant language, whereas vocabulary items are viewed as a boring list of phrases that students must define and memorize (Brown, 2001, p. 377). According to Richard in Schmitt (1997, p. 241), knowing a term also requires being familiar with "its frequency of occurrence, the company it keeps, its suitability in different contexts, its grammatical behavior, its effective and suitable derivations, its word connections, and its semantics." Learning a second language (L2) relies heavily on acquiring the appropriate lexicon. McCarthy (1997, p. 140) argues that it is challenging to communicate in a second language without the use of terms that represent a wider diversity of meanings. Vocabulary, as defined by Hebert and Kamil (1995, p. 3), is "knowing what words signify". Vocabulary may mean many different things. Teachers may use the term "sight-word vocabulary" to refer to students' ability to recognize words in print at a glance, or they may use the term "meaning vocabulary" to refer to students' ability to understand what they read. Others use it to refer to their students' listening vocabulary, which is the words and phrases their kids pick up through hearing others speak.

Academic vocabulary is a term often used by teachers to describe the jargon unique to a given field. Vocabulary in this context is knowing how to understand and use words in both spoken and written forms.

Vocabulary goes into greater detail than dictionaries when explaining various concepts. Vocabulary development occurs when students learn the meanings of new words, use them in meaningful contexts, and examine examples, synonyms, antonyms, and related terms (Snow et al.,1998). Although grammar may not convey much, vocabulary certainly does not" (Wilkins, 1972, pp.111-112). Besides,"Lexis is the core or heart of language" as Lewis maintained (1993, p. 89). As their command of the English language grows, students will need to expand their vocabulary and refine their methods for studying it. The significance of vocabulary to one's linguistic growth is frequently instantly apparent to students. According to Schmitt (2010, p. 4), "teaching vocabulary helps learners grasp and communicate in English" because "learners carry dictionaries, not grammatical books". The meaning of a phrase can be understood in several ways. Nevertheless, instructors must be cognizant of and concentrate on form, meaning, and application. Because the definitions of new terms are repeatedly emphasized in many contexts (books, courses, etc.), vocabulary is an integral aspect of learning a foreign language. It is also crucial for teaching and learning new tongues. A recent study suggests that teachers may struggle with vocabulary instruction because they lack knowledge on how to effectively teach the subject and are unsure of where to begin. According to Berne and Blachowicz (2008), words in a language can be either singular things or groups of words that work together to convey the same meaning as a single word. Vocabulary not only addresses individual lexical objects, or words with specific meanings, but also lexical phrases or sets of words.

2.10. Vocabulary Varieties

According to Hiebert and Kamil (2005, p. 3), one's "oral vocabulary" is "the set of words whose meanings we know whenever we read or speak aloud". Second, the vocabulary of printed materials consists of words that may be understood both when writing and when reading in silence. They further argue that there are two distinct categories of lexical knowledge:

A. Productive vocabulary is a collection of words and phrases that may be employed in formal and informal contexts alike. They are commonly used terminology that everyone is familiar with.

B. One's receptive vocabulary, also known as their "identification" or "recognition" vocabulary, is the set of words to which one may apply meanings in the context of listening to or reading a new material. Young people tend to be less comfortable with and less likely to make use of these phrases. Even if someone knows every nuance of the differentiation, they could still be able to understand them. Besides, they are just specialized words that people do not use regularly. However, when confronted with these terms, people can recognize them, albeit inadequately.

2.11. Importance of Teaching and Learning Vocabulary

Learning a new language requires a large amount of vocabulary. The importance of vocabulary is supported by evidence from many empirical investigations in vocabulary study. According to Schmitt (2010, p.19), vocabulary development is incremental because words in a language are like bricks in high-rise construction. Zhan-Xiang (2004, p.1) shows that learning new words is a constant process for even the most proficient learners.

Vocabulary has a considerable impact on both receptive (hearing and reading) and productive (writing and speaking) language skills, making it critical for communication. When learners' scores on a vocabulary test were compared to their scores on other language skills tests, a substantial association between vocabulary and language abilities was discovered (Alderson, 2005). As a result, Alderson (2005, p.88) concluded that linguistic skill is largely determined by vocabulary quantity. This is in line with Thornbury's (2002, p.114) statement that to communicate, one should focus on acquiring words rather than grammar.

Vocabulary learning is crucial in the development of communication skills. However, communication becomes impossible without vocabulary according to Barani et al. (2010). Learners with limited vocabulary might be unable to fully articulate their views, limiting their ability to communicate their message. For example, searching for a specific word while speaking might be problematic. Besides, in writing, they should correctly clarify their thoughts or arguments (Zhan-Xiang, 2004, p.1).

Similarly, when the majority of the words encountered are unfamiliar, it is more common for students to misunderstand what is said or read to them. Multiple

studies have discovered a correlation between a person's vocabulary and their level of reading comprehension (Golkar & Yamini, 2007; Zhang & Annual, 2008; Al-Homoud & Schmitt, 2009; Brown, 2010). Students are more likely to grasp a text's meaning if it makes use of terminology with which they are already familiar. Some experts argue that a pupil has to be fluent in 95%-98% of the document's vocabulary to fully understand it. Because acquiring a new language involves mastering an entirely new set of words, teachers often make teaching vocabulary one of their top priorities. To ensure that the program is well-rounded, Nation (2001:2) suggested the following four components.

The initial type of input is meaning emphasis, and it includes things like listening to and reading to expand one's vocabulary. An other thread is the study of dialects. includes targeted vocabulary instruction and learning. The next component is meaning-focused output, which aims to develop learners' language skills through writing and speaking tasks that can help learners remember previously taught terms. The fourth strand is fluency development, which includes exercises designed to help students become more proficient in using current vocabulary.

Simon and Taverniers (2011) contrasted students' perceptions of grammar, pronunciation, and vocabulary learning and teaching in a recent study. A questionnaire was completed by over a hundred first-year English majors at a Belgian institution. The students thought vocabulary was more important in communication than pronunciation and grammar. Furthermore, the students believed that vocabulary issues, rather than pronunciation or grammar errors, could lead to a communication breakdown.

2.12. Value of Vocabulary Learning

Vocabulary knowledge is typically considered an important ability for second language learners because restricted vocabulary in such a foreign language limits coherent communication. "Lexical knowledge is crucial to communicative competence and second language acquisition," (Schmitt, 2000, p.55) To paraphrase what Nation (2001) calls "the reciprocal link between vocabulary knowledge and language use," vocabulary knowledge facilitates language use, whereas language use increases vocabulary knowledge.

Every day, in and out of the classroom, the value of language is on display. Successful pupils typically have the most extensive vocabulary lists. It has been shown by numerous researchers, including Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008), and Nation (2011), that vocabulary knowledge is crucial for proficient use of a second language and plays an important role in the development of full spoken and written texts. English as a second language (ESL) and English as a foreign language (EFL) need vocabulary knowledge across all four skills (listening, speaking, reading, and writing) to function (2011 .)

According to Rivers and Nunan (1991), if we do not have enough vocabulary, we will not be able to use the functions and structures of the foreign language we have studied to have meaningful conversations with native speakers. Studies have shown that the absence of accessible, high-quality reading material is the single greatest challenge for readers learning a new language (Huckin, 1995,1995). "When students go on vacation, they bring dictionaries rather than grammar books" as Krashen claims. "Vocabulary is one of the most significant, if not the most important, components in learning a foreign language, and foreign language curriculum must reflect this," as multiple studies have demonstrated. "To paraphrase what Wilkins (1972:97) states, "While grammar allows for limited communication, vocabulary allows for total communication," it is useless to know how to create grammatically acceptable phrases if you do not have the vocabulary to explain what you wish to communicate. Maximo (2000) notes that several researchers, including Richards (1980) and Krashen (1989), argue that vocabulary is important for various reasons. To begin, you will need vocabulary if you ever hope to become fluent in a new language.

Second-language learners are well aware of this; they frequently express anxiety about a lack of vocabulary and are more likely to be seen with dictionaries than grammar books. However, it is well acknowledged that L2 learners struggle mostly with vocabulary (Meara, 1980). This remark implies that students have difficulty adjusting to a vocabulary system's flexibility. One possible reason is that, unlike syntax and phonology, there are no rules that learners must follow to acquire and use vocabulary.

Vocabulary has always been one of the language components examined in language exams, thus "despite the problems that language learners have with L2

vocabulary, they must cope with it in their examinations" as Schmitt (1999:189) notes. In addition, many students view SLA as primarily a matter of memorization of lists of L2 terms and use dictionaries as their primary resource for communicating in the target language. Thus, educators and practitioners of applied linguistics appreciate the importance of vocabulary expansion and are actively looking for new strategies to foster it. Our major interest lies in how students acquire the language (VLS), which is the subject of some of our research.

2.13. Vocabulary Learning Strategies

The learner's learning strategy is described as the way he or she considers and takes action to influence the coding according to Weinstein and Mayer (1986). It can also be characterized as a learner's endeavor to learn new words or to make the words he or she already knows permanent (Sign & Tok, 2013, p. 266). Students prefer language learning options to improve their goal skills following their learning demands (Cohen, 2009). Language learning strategies, according to researchers, are critical in allowing pupils to direct their learning (Oxford University Press, 2011).

Teaching English options are effective in allowing students to create an individual learning environment that matches their requirements, and they make it simple to acquire proficiency at the target level. Learning a term in a foreign language is not a quick process; it necessitates deliberate effort and repeated repetition. Because there is not enough time in the classroom, these studies and repetitions are continued outside the class. This indicates that the student is attempting to learn a language on his own. Students learn language based on their interests and requirements in this approach (Apaydn, 2007).

The use of vocabulary acquisition useful tools for instructors of Turkish as a foreign language causes students' active participation in the growth of vocabulary knowledge that should be assured through the implementation of effective and efficient techniques (2014). Identifying students' vocabulary acquisition skills, encouraging them to use them, and giving them language improvement strategies for achievement are all extremely useful in foreign language instruction.

Learning is influenced by factors such as an individual's culture, reminders, factors of a social and economic nature, as well as the nature of intelligence, the importance of the topic at hand, the student's current level of knowledge, and the student's study habits. As a result, everyone's study habits and methods are different (Tok & Ygn, 2014). The quality of both learning and teaching can benefit from the wide availability of different approaches to both. It improves kids' ability to focus and get things done, gives them the tools to study on their own time, inspires them to learn because it is fun, and gets them ready for life after high school (Zers 2002, p. 20).

There are several advantages to learning a language, whether it is a second language or one's mother tongue. The objective of this kind of instruction is to give students more control over their education by letting them study on their own time and choose the methods that work best for them. As a result of using a wide variety of methods, pupils get actively involved in the strategy's complexity when learning foreign-language vocabulary.

Schmitt (1997), seeing that this is a waste of students' time and effort, has focused on a specific classification of vocabulary learning techniques to foster vocabulary acquisition. It is possible to divide Schmitt's methods into two groups: discovery and consolidation. Students employ discovery methods to determine the meaning of unfamiliar words at first encounter, and reinforcement tactics to solidify their comprehension with further exposure. The consolidation group includes intellectual, cognitive skills, memory, and interpersonal approaches, whereas the discovery group consists of determination and social tactics. Since both sets of people will benefit from the application of social strategies, we will group them together. The best learning happens when students can figure out a new concept without any outside help.

Schmitt suggests using tactics of determination (1997). Students employ this method when they are attempting to deduce the meaning of an unknown term by the use of contextual clues, structural knowledge, and a variety of other resources. As a result, pupils will have to figure out the meaning of the terms on their own. Schmitt argues that using one's social abilities to inquire about the meaning of an unfamiliar term is yet another method for discovering a new one. Students use a wide range of approaches when they are just starting to learn new words. They use metacognitive

tactics, cognitive strategies, memory techniques, and social procedures to integrate their linguistic information. Nation (1997, p. 24) suggests using vocabulary worksheets as a group activity for both reviewing existing vocabulary and acquiring new words. One of the most common memory techniques is associating a new phrase with a set of related images or a set of related facts. In doing so, it emphasizes the superiority of visuals over text ". In addition, he suggests that a more efficient method of memorization is to associate words with images ". According to Schmitt (2000, p. 135), Groupings are crucial for bringing previously learned material back to the classroom. Cross-typing improves productivity more than collocating words in a column (Decker et al., 1997, p. 213). Though they have certain similarities, cognitive methods do not center on the mind like memory procedures. The use of word lists, flashcards, and dictionaries are all examples of the mechanical approaches they use to learn new words. The secret to success with this strategy lies in consistent repetition. Finally, metacognitive strategies include things like prioritizing what you need to learn and making a game plan for how you will study. It is a method that encourages pupils to take stock of their own progress and make adjustments as needed. It is crucial when deciding on a learning approach since it serves as positive reinforcement if progress or a strategy modification is made. Metacognitive strategies include activities like planning, tracking, and assessing. Understanding how you are learning is made crystal plain.

2.14. Nature of Vocabulary

Vocabulary is defined by Read (2000, p. 16) as "a storehouse of dividing words and the meanings they convey." So, when we talk about vocabulary, we are talking about a lot of words; it includes every single word we ever say or write. Various dictionaries (Oxford Advanced Learner's Dictionary, 2006; Merriam-English Webster's Learner's Dictionary, 2008) list this word as having "advanced" meanings. When we speak or write, we use individual units of language called words. Words are made up of phonemes, which are individual sounds, and meanings, which are made up of groups of meanings. However, vocabulary is more than simply a collection of words; it also includes idioms, cliches, and other common expressions (Read, 2000).

Words may be broken down into tokens and sorts based on what you read (Reading, 2000; Brown, 2010). Tokens include every single word in the paragraph, even instances of the same term used many times. On the other hand, types represent the sum of all possible word forms; therefore, even though a given word may appear several times, it will only be counted once in terms of types. You may also expand your natural vocabulary by learning how to use function terms and content words. Examples of function words include articles, prepositions, pronouns, conjunctions, auxiliaries, and other "small" words that are more closely associated with grammar rather than the vocabulary of a language. They do not signify much on their own, but they are essential for making sense of a sentence and influencing how we interpret substantive words when used together. Nouns, verbs, adjectives, and adverbs are all examples of content words. These are the types of words that tend to get the most attention during the vocabulary section of the exam.

In addition, idioms, compound nouns, and phrasal verbs are also possible areas of emphasis in a vocabulary exam (Brown, 2010). As defined by Merriam-English Webster's Learner's Dictionary (2008, p.1213), a compound verb "is a collection of words that functions as a verb and is made up of a verb plus a preposition, an adverb, or both". Students must master phrasal verbs in their correct form since each verb has a distinct meaning with each preposition or adverb. Idioms have a singular meaning that cannot be inferred from individual words.

There are several potential sources for the word "Spent," as stated by Cambridge Dictionary (2017). Word combinations are the most common strategy. Examples of compound nouns are "car park" and "Iceland," whereas other typical examples include "greenhouse" and "small conversation," and "go-kart" and "runway" (para.2)..(

As Read (2000) pointed out, there is something called a "word family" that includes all words that are semantically and syntactically equivalent. Examples of such forms are leaks, leaking, and leaked, as well as the derived forms leaky, porous, leakage, and leaker; all of which are based on the root word leak. Homographs, or single-word forms with at least two different meanings, belong to their own independent word families. Bank, for instance, may mean both a bank (a financial institution) and a bank (a sloping piece of land beside a river).

Therefore, to understand the text, students need to consider all these characteristics of language while reading. On the other hand, certain students can understand a text because they are familiar with the nature of vocabulary, such as function and content terms, but struggle when reading a text with a wide variety of foreign words, such as phrasal verbs, idioms, or homographs. Students can acquire all those terms while reading a text using specific vocabulary learning tactics.

Richard (1976) makes an interesting attempt to outline many types of information required for a second language student to talk in a native-like manner. He came up with a list of assumptions that underpin what it is to truly understand a word. There are some assumptions:

In maturity, a native speaker of a language continues to enhance his vocabulary although syntax development is comparatively linear.

Knowing a word entails knowing the likelihood of hearing or reading it in voice or print.

Knowing a term entails understanding the constraints imposed on its use by different functions and situations.

Understanding a word entails understanding its syntactic activity.

Understanding a term includes understanding its basic form as well as the derivatives that can be created from it.

Understanding a term includes understanding the connection network that links that word to the rest of the language.

Understanding a term entails being familiar with a wide range of possible meanings (Richards, 1976, p.83).

These assumptions emphasize the difficulty of learning vocabulary, but as Meara (1996) points out, they fail to account for other types of vocabulary knowledge. "There is naught in the roster" he says, "that relates in any obvious way to the puzzle of strong vs. passive vocabulary". There is also nothing on the list about vocabulary development or loss. There is also nothing about the circumstances under which words come into being.

3. RESEARCH METHODOLOGY

The methodology of the investigation will be outlined in this chapter. The sample, research instrument, data-collecting strategy, and analysis method will be outlined.

3.1. Sample of the Study

That research sample included (90) students with 50 female students and 40 males. The population of this study was drawn exclusively from the students of the university (Grades one, two, three, and final).

Each component can have an equal chance of being selected from a random sample. A probability sample is another name for this type of sample. The sample size for this study consisted of Iraqi students of English instructors and learners: 40 male and 50 female English language (90 students in university). The 90 students are of similar age, ranging from 19 to 25 years at the time of conducting the study. The second sample was the test mainly (90 students). The quantitative data have been analyzed based on participants' answers.

Table 1. Table of Participants

Gender	F	P%	Total
Male	40	44.4	90
Female	50	55.6	
Currently	F	P%	90
BA	90	100	
Are you enjoying studying the English language as a second language?	F	P%	90
Yes	90	100%	
Do you find the English language easy to learn?	F	P%	90
Yes	70	77.8	
No	20	22.2	
Do you find the English language hard to learn?	F	P%	90
Yes	60	66.7	
No	30	33.3	

Sex depicts the number of males and females who participated in this study, as seen in the figure above, with (40) participants being males (44.4 percent) and (50) participants being females (55.6 percent). The graph shows that (90) of the respondents were Bachelor Holders, with a proportion of (100 percent). (100%) answered yes to enjoying studying the English language as a second language, and (77.8 percent) of the respondents answered yes to finding the English language easy to learn, and no (22.2%).

3.2. Instruments of Data Collection

This tool is intended to assess students' interest in learning English. The purpose of this study is to determine the extent to which students are intrinsically and extrinsically motivated to learn English. According to Babbie (1990), surveys include both cross-sectional and longitudinal studies that collect data using questionnaires or structured interviews with the intent of extrapolating from the sample to the population as a whole. The importance of data collection tools is that it provides a picture of the general environment, which can help in gathering and clarifying the needed information for research, and the case to be studied in the present research involves qualitative strategies necessary for data analysis.

As mentioned above, data are gathered through a questionnaire. The questionnaire seems to be the appropriate tool for the data collection procedure and is regarded as a very useful methodological procedure to have an idea about integrative motivation. Therefore, the study uses a questionnaire to collect the data. It was designed to fulfill the purpose of the current study. The data and information, which were collected for this study, were analyzed by using different analytical techniques. The techniques include percentages of frequencies, frequency of choices, and SPSS model to measure deviant norms means.

3.2.1. Design of the Questionnaire

In the beginning, we used a questionnaire given to students to gather information. A questionnaire is just a tool for gathering information about a certain topic. Furthermore, a need existed for having spaces for responses and other

administrative information. The first instrument was a survey given to English majors at Al Anbar University.

Seliger and Shohamy (1989) state that questionnaires may be provided to large groups of individuals simultaneously since they are self-administered. As a result, the information is more consistent, standardized, and reliable.

The questionnaire is a 7-point scale (Likert Scales) ranging from “not at all true of me” to “very true of me”. The questionnaire was distributed with the assistance of students of a university in Iraq.

Based on Pintrich and DeGroot (1990), the following constructs were used to categorize the items

Learning Strategies (Items 1,2,3, 4,5 ,6,7,8,9,)

Intrinsic Value (Items 10,11,12,13,14,15,16,17,18)

TEST Anxiety (Items 19,20,21,22,)

Cognitive strategy (items 23,24,25,26,27,28,29,30,31,32,33,34,35)

Self-regulation (Items 36,37,38,39,40,41,42,43,44)

3.2.2. Design of the Test

The test was designed to evaluate students’ vocabulary; it was designed to examine students at the university (Grade One, Two, Three, and Four). The questions were designed to measure vocabulary by task fulfillment, and the test was distributed to (90) students at the university of Al Anbar. The analysis test included percentages of frequencies, frequency of choices, and SPSS model to measure deviant norms means.

3.3. Data Collection

According to Ary (2005), the analysis consists of three steps: simplifying to organize, looking for meaningful patterns, and recognizing what stands out as noteworthy. Data reduction, data presentation, and conclusion drawing are the three steps taken to evaluate data in this study. The information was gathered by administering a questionnaire and a test to the students in the relevant classes. Since

data reduction is the process of eliminating unnecessary information from a test, the researcher may focus on gathering relevant and useful information on students' willingness to learn languages. Questions that were asked but not answered by students are identified throughout the questionnaire data validation process. Otherwise, the researcher verifies that the totals on both the provided and returned questionnaires are the same. The researcher also makes sure no questions on the questionnaire were left blank by any of the students who were asked to fill them out.

3.4. Method of Data Analysis

The data collected through research tools were analyzed and interpreted by using SPSS program. Tables and percentages were used to show and explain the results. In this study, the following statistical analysis has been carried out for the treatment of the data:

- SPSS Version 21 to analyze the data.
- Cronbach's Alpha for calculating the reliability.
- Frequencies and percentages.

3.5. Validity of Questionnaire

Validity in quantitative studies calls for proof of both internal and external consistency. According to Davies and Elder (200,p. 494), To what extent can the study's results be trusted to imply what they appear to mean is an indicator of the study's internal validity. However, the extent to which a study's findings may be generalized to the real world is measured by what researchers call "external validity" (David Elder & Alan Davies, 2004, p.494).

3.6. Reliability of Questionnaire

To meet the reliability requirement in quantitative research, researchers must provide evidence for two things: the validity of the methods employed and the accuracy of the findings. The consistency of outcomes from the questionnaire testing and other instruments is what reliability of instruments studies. Addressing this issue

usually entails addressing the following question: to what extent would the results be the same if the instruments were administered repeatedly? The dependability of a research's findings is similarly concerned with how probable it is that the findings would resurface if the study was duplicated using the same methods and settings. Also, "reliability relates to the consistency of scores acquired," as Fraenkel puts it. For this investigation, the instruments' internal consistency was evaluated using the alpha Coefficient (Cronbach alpha). Sass (1989, p.257) provides a concise definition of dependability as the confidence that one may have in a measurement's capacity to yield repeatable, non-ambiguous results. As previously stated by Freeman (1965, p.66), a trustworthy data collecting instrument produces the same findings every time measured under the same conditions. Also, "the stability or consistency of the evaluation," as defined by Fray (2003), constitutes dependability. Common methods for gauging trustworthiness exist.

4. DATA ANALYSIS AND DISCUSSION

This chapter focused on the analysis of the research data acquired by the research's instruments. First, the questionnaire was prepared for students, and second, the test was conducted on students, as well as a summary and discussion of the findings.

4.1. Analysis of Quantitative Data

Table 2. Descriptive Statistics of the Motivate Strategies for Learning (questionnaire)

Statements	Percent							Mean	SD
	Not at all true of me	Not at true of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me		
1. I prefer class work that is challenging so I can learn new things.	4.4	5.6	5.6	3.3	2.2	23.3	55.6	5.86	1.796
2. Compared with other students in this class I expect to do well	2.2	11.1	3.3	5.6	4.4	51.1	22.2	5.41	1.675
3. I am so nervous during a test that I cannot remember facts I have learned	1.1	3.3	2.2	4.4	6.7	21.1	61.1	6.20	1.359
4. It is important for me to learn what is being taught in this class	5.6	7.8	10.0	7.8	40.0	-	28.9	4.84	1.798
5. I like what I am learning in this class	6.7	61.1	5.6	4.4	10.0	-	12.2	2.99	1.821
6. I'm certain I can understand the ideas taught in this course	4.4	-	3.3	10.0	8.9	47.8	25.6	5.64	1.432
7. I think I will be able to use what I learn in this class in other classes	2.2	3.3	4.4	8.9	4.4	46.7	30.0	5.70	1.457
8. I expect to do very well in this class	55.6	5.6	4.4	10.0	4.4	12.2	7.8	2.70	2.205
9. Compared with others in this class, I think I'm a good student	1.1	5.6	50.0	16.7	8.9	6.7	11.1	3.91	1.481

Statistics for the Learning Motivation Inventory (questionnaire) Table, I learn the most from tough assignments in school. average (5.86), standard deviation (2.2), not at all true of me (4.4%), not at true of me (5.6%), somewhat untrue of me (5.6%), neutral (3.3%), somewhat true of me (2.2%), true of me (23.3%), extremely true of me (55.6%), Mean(5.86), SD (1.796), It's not at all true of me (2.2%), it's not at true of me (11.1%), it's somewhat false of me (3.3%), it's neutral (5.6%), it's somewhat true of me (4.4%), it's true of me (51.1%), and it's extremely true of me (22.2%). The mean and standard deviation are shown below (1.675), Somewhat untrue of me (2.2%), neutral (4.4%), somewhat true of me (6.7%), true of me (21.1%), very true of me (61.1%), mean (6.20), standard deviation (2.90). (1.359), Only 5.6% of respondents found this to be completely true; 7.8% found it to be completely false; 10% found it to be somewhat false; 7.8% found it to be completely neutral; 40.0% found it to be somewhat true; and 0% found it to be completely true. accurate depiction of myself (29%), Mean(4.84),SD (1.798), (1.798), Somewhat untrue of me (5.6%), neutral (4.4%), somewhat true of me (10.0%), true of me (47.8%), very true of me (25.6%), not at all true of me (6.7%), not at true of me (61.1%), I appreciate what I am studying in this class. With a mean of 5.64 and a standard deviation of 1.821, respondents said: "I am confident that I can understand the ideas taught in this course" (0%), "not at all true of me" (4.4%), "somewhat untrue of me" (3.4%), "neutral" (4.4%), "somewhat true of me" (8.9%), "true of me" (47.8%), and "very true of me" (12.2%). With a mean of 2.99 and a standard deviation of 1.432, I feel like I can use what I learn here elsewhere. True of me: 46.7%, somewhat true of me: 4.4%, somewhat untrue of me: 8.9%, and not at all true of me: 2.2% true for me to a 30.0% extent, Mean(2.70), SD(2.205) compared to other students in this class, I believe I am a good student (not at all true of me; 1.1%), not at true of me (5.6%), not at true of me (4.4%), neutral (10%), somewhat true of me (4.4%), true of me (12.2%), very true of me (7.8%); Mean(2.70), SD(2.205) I expect to do very well in this class (55.6%), not at true of me (5 true for me personally (11.1%), average (3.91), standard deviation (0.79) (1.481)

Intrinsic Value

Table 3. Intrinsic Value

	Percent							Mean	SD
	Not at all true of me	Not at true of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me		
10. I often choose paper topics I will learn something from even if they require more work	-	-	-	4.4	8.9	20.0	66.7	6.49	.838
11. I am sure I can do an excellent job on the problems and tasks assigned for this class	1.1	-	-	10.0	12.2	54.4	22.2	5.84	1.005
12. I have an uneasy, upset feeling when I take a test	1.1	-	11.1	14.4	32.2	24.4	16.7	5.17	1.292
13. I think I will receive a good grade in this class	-	3.3	-	8.9	46.7	22.2	18.9	5.41	1.101
14. Even when I do poorly on a test I try to learn from my mistakes	45.6	12.2	4.4	7.8	-	20.0	10.0	3.04	2.341
15. I think that what I am learning in this class is useful for me to know	-	-	12.2	44.4	5.6	21.1	16.7	4.86	1.345
16. My study skills are excellent compared with others in this class	2.2	4.4	-	6.7	44.4	28.9	13.3	5.27	1.261
17. I think that what we are learning in this class is interesting	2.2	3.3	5.6	10.0	-	58.9	20.0	5.59	1.429
18. Compared with other students in this class I think I know a great deal about the subject	-	-	3.3	2.2	5.6	28.9	60.0	6.40	.946

Topics that will teach me anything are the ones I chose for my papers. 0% of the time it's true of me, 0% of the time it's not true of me, 0% of the time it's neutral for me, 8.9% of the time it's true of me, and 20% of the time it's true of me. pretty true to my experience (66.7%), average (6.49), standard deviation (0.73) (.838) When it comes to the homework and assignments for this course, I am confident that I will do a fantastic job. 11% said it was completely false of me; 0% said it was completely true of them; 12% said it was neutral; 13% said it was somewhat true of them; 14% said it was completely true of them; 22% said it was extremely true of them; Mean(5.84); SD(0.83) (1.005). Not at all true of me (1.1%), not at all true of me (0%), slightly false of me (11.1%), neutral (14.4%), somewhat true of me (32.2%), true of me (24.4%) Not at all true of me (0%), not at true of me (3.3%), slightly untrue of me (0%), neutral (8.9%), somewhat true of me (46.7%), true of me (22.2%), very true of me (18.9%), Mean(5.41), SD (1.292), I hope I will obtain a decent mark in this class (1.101), True of me (45.6%) False of me (12.2%), Neither true nor false of me (4.4%), Neutral (78.2%), Neither true nor false of me (20.0%), Somewhat true of me (0%). accurate (10%) about me, Standard Deviation(1.04), Mean(3.04) (2.341), To what extent do you agree or disagree that the information being presented in this class will be helpful to you in your future endeavors? Please indicate how strongly you feel about each statement below. Quite applicable to my own case (16.7%), Mean(4.86), Standard Deviation (1.345), In comparison to the other students in our class, I have really strong study abilities. False (2.2%), Mostly False (4.4%), Neutral (6.7%), Somewhat False (44.4%), True (28.9%) accurate representation (13.3%) Comparing the mean(5.27) and standard deviation(1.91) (1.261), I find the material we are covering in class to be really engaging. Compared to other students in this class, I believe I know a great deal about the subject (not at all true of me, 0%), not at true of me, 3.3%, somewhat untrue of me, 5.6%, neutral, 10.0%, somewhat true of me, 0%, true of me, 58.9%, very true of me, 20.0%, Mean: 5.59, Standard Deviation: 1.429. (.946)

Test Anxiety

Table 4. Test Anxiety

	Percent							Mean	SD
	Not at all true of me	Not at true of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me		
19. I know that I will be able to learn the material for this class	3.3	5.6	3.3	7.8	3.3	45.6	31.1	5.63	1.604
20. I worry a great deal about tests	3.3	1.1	4.4	44.4	6.7	25.6	14.4	4.84	1.445
21. Understanding this subject is important to me	5.6	47.8	4.4	10.0	3.3	21.1	7.8	3.52	1.962
22. When I take a test I think about how poorly I am doing	56.7	5.6	2.2	12.2	1.1	8.9	13.3	2.76	2.329

Anxiety About Tests: A Tabular Presentation True (45.6%), somewhat true (3.3%), somewhat untrue (3.3%), neutral (7.8%), and false (3.3%). validating of myself (31.1%), Median(3.03), Standard Deviation(5.63) (1.604), Not at all true of me (2.2%), not at true of me (1.1%), somewhat untrue of me (4.4%), neutral (44.4%), somewhat true of me (6.7%), true of me (25.6%), extremely true of me (14.4%), Mean (4.84), SD (1.445), Not at all true of me (5.6%), not at true of me (47.8%), slightly false of me (4.4%), neutral (10%), somewhat true of me (3.3%), and true of me (21.1%). This is really accurate of me (7.8%), Standard Deviation(1.51), Mean(3.52) (1.962), Extremely untrue of me (56.7%), slightly untrue of me (2.2%), neutral (12.2%), somewhat true of me (1.1%), true of me (8.9%), extremely true of me (13.3%), Mean(2.76), SD (2.329)

Cognitive Strategy use

Table 5. Cognitive Strategy use

	Percent							Mean	SD
	Not at all true of me	Not at true of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me		
23. When I study for a test, I try to put together the information from class and from the book	5.6	2.2	3.3	-	4.4	40.0	44.4	5.93	1.599
24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly	1.1	-	3.3	4.4	6.7	50.0	34.4	6.03	1.086
25. I ask myself questions to make sure I know the material I have been studying	10.0	6.7	3.3	53.3	5.6	13.3	7.8	4.09	1.584
26. It is hard for me to decide what the main ideas are in what I read	3.3	2.2	5.6	-	6.7	55.6	26.7	5.78	1.412
27. When work is hard I either give up or study only the easy parts	3.3	2.2	-	3.3	62.2	12.2	16.7	5.22	1.234
28. When I study I put important ideas into my own words	6.7	4.4	2.2	-	46.7	22.2	17.8	5.13	1.581
29. I always try to understand what the teacher is saying even if it doesn't make sense.	58.9	-	5.6	6.7	6.7	10.0	12.2	2.81	2.360
30. When I study for a test I try to remember as many facts as I can	2.2	-	1.1	16.7	2.2	47.8	30.0	5.80	1.274

31. When studying, I copy my notes over to help me remember material	2.2	-	-	15.6	7.8	25.6	48.9	5.99	1.328
32. I work on practice exercises and answer end of chapter questions even when I don't have to	4.4	5.6	3.3	11.1	12.2	42.2	21.1	5.32	1.627
33. Even when study materials are dull and uninteresting, I keep working until I finish	58.9	-	6.7	4.4	13.3	5.6	11.1	2.74	2.281
34. When I study for a test I practice saying the important facts over and over to myself	1.1	5.6	4.4	17.8	44.4	11.1	15.6	4.94	1.335
35. Before I begin studying I think about the things I will need to do to learn	-	4.4	4.4	47.8	6.7	13.3	23.3	4.90	1.461

Statements that make use of cognitive strategies, as analyzed in a table Not at all true of me (5.6%), not at true of me (2.2%), slightly untrue of me (3.3%), neutral (0%), somewhat true of me (4.4%), true of me (40.0%), extremely true of me (44.4%), Mean(5.93), SD (1.599), I do my best to retain the information presented in class when doing homework assignments. 1.1% say it's not true of me at all, 0% say it's completely true, 3.3% say it's mostly false, 4.4% say it's neutral, 6.7% say it's mostly true, 50.0% say it's completely true, and 34.4% say it's extremely true. Mean(6.03), SD (1.086), Not at all true of me (10.0%), not at true of me (6.7%), slightly untrue of me (3.3%), neutral (53.3%), somewhat true of me (5.6%), true of me (13.3%), very true of me (7.8%), Mean(4.09), SD (1.584Not at all true of me (3.5%), not at true of me (2.2%), slightly untrue of me (5.6%), neutral (0%), somewhat true of me (6.7%), true of me (55.6%); it's hard for me to discern what the primary concepts are in what I read. valid for me, too (26.7%), Mean: 5.78, standard deviation: 1.412, when work gets tough, I either give up or focus just on the simple parts. slightly untrue of me (0%),

neutral (3.3%), somewhat true of me (62.2%), true of me (12.2%), and extremely true of me (%). Statistics: Mean = 5.22, Standard Deviation = 1.234; while I study, I rephrase key concepts in my own terms. 6.7% say this is not true of me at all; 4.4% say it is not true; 2.3% say it is only partly true of me; 0% say it is true; 46.7% say it is only partly true of me; and 22.2% say it is true of me. remarkably accurate depiction of me (17.8%), As a student with a 5.13 mean and a 1.581 standard deviation, I do my best to make sense of the teacher's illogical explanations. true of me (10%), not at all true of me (58.9%), somewhat untrue of me (5.6%), neutral (6.7%), somewhat true of me (6.7%), true of me (10.0%). true for me (12.2%), the mean (2.81), and the standard deviation (0.71) (2.360), Not at all true of me (2.2%), not at true of me (0%), slightly untrue of me (1.1%), neutral (16.7%), somewhat true of me (2.2%), true of me (47.8%)very true of me (48.9%), Mean (5.80), SD (1.274), To better retain information, I make copies of my study notes, even whether they are (2.2%)not at all true of me, (0%), slightly false of me, (0%), neutral (15.6%), somewhat true of me (7.8%), true of me (25.6%), or (30%)very true of me. Median(5.98), Standard Deviation (1.328), True (42.2%), somewhat true (12.2%), somewhat untrue (3.0%), neutral (11.1%), relatively true (3.0%), true (42.2%), true (11.1%), somewhat true (12.2%), true (42.2%), extremely true (21.1%), Mean(5.32), SD (1.627), Somewhat untrue of me (6.7%), not at all true of me (0%), neutral (4.4%), somewhat true of me (13.3%), and true of me (5.6%). this is something I can attest to (11.1%) Comparing the mean(2.74) and standard deviation(2.281), Somewhat untrue of myself (4.4%), somewhat true of me (44%), neutral (17.8%), somewhat true of me (44.4%), and true of me (11.1%) were asked if they were true of themselves when studying. (15%) found to be quite accurate, average (4.94), standard deviation (1.15) (1.335), Not at all true of me (0%), not at all true of me (4.4%), slightly untrue of me (4.4%), before I start studying I think about the things I will need to do to learn. 48.2% disagreed with the statement; 6.7% agreed; 13.3% found it to be truthful. true for me personally (23%), on average (4.90), and compared to the standard deviation (1.80) (1.461)

Self-Regulation

Table 6. Self-Regulation

	Percent							Mean	SD
	Not at all true of me	Not at true of me	Somewhat untrue of me	Neutral	Somewhat true of me	True of me	Very true of me		
36. I use what I have learned from old homework assignments and the textbook to do new assignments	3.3	2.2	4.4	5.6	14.4	55.6	14.4	5.50	1.368
37. I often find that I have been reading for class but don't know what it is all about.	50.0	12.2	3.3	6.7	7.8	16.7	3.3	2.73	2.124
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said	-	-	7.8	11.1	10.0	55.6	15.6	5.60	1.120
39. When I am studying a topic, I try to make everything fit together	2.2	-	10.0	50.0	16.7	13.3	7.8	4.50	1.211
40. When I'm reading I stop once in a while and go over what I have read	11.1	46.7	-	7.8	-	25.6	8.9	3.51	2.121
41. When I read materials for this class, I say the words over and over to myself to help me remember	4.4	10.0	-	15.6	45.6	7.8	16.7	4.78	1.578
42. I outline the chapters in my book to help me study	14.4	52.2	5.6	-	7.8	10.0	7.8	3.00	1.920
43. I work hard to get a good grade even when I don't like a class	4.4	-	15.6	51.1	16.7	5.6	8.9	4.23	1.299
44. When reading I try to connect the things I am reading about with what I already know.	2.2	-	5.6	7.8	-	25.6	58.9	6.16	1.398

Analysis of how I self-regulate such that new schoolwork incorporates what I've learned from previous assignments and the textbook mean (5.50), standard deviation (1.4%), not at all true of me (3.3%), not at true of me (2.2%), slightly untrue of me (4.4%), neutral (5.6%), somewhat true of me (14.4%), true of me (55.6%), extremely true of me (14.4%) (1.368), Not at all true of me (50.0%), not at all true of me (12.2%), slightly untrue of me (3.3%), neutral (6.7%), somewhat true of me (7.8%), true of me (16.7%), extremely true of me (3.3%), Mean(2.73), SD (2.124), This is not at all true of me (0%), not at all true of me (0%), slightly untrue of me (7.8%), neutral (11.1%), somewhat true of me (10.0%), true of me (55.6%), extremely true of me (15.6%), Mean(5.60), SD (0.05) (1.120), Somewhat untrue of me (10%), neutral (50%), sometimes true (16.7%), true of me (13.3%), not at all true of me (2.2%), not at true of me (0%), somewhat untrue of me (10%) the percentage of me that this describes is really high (7.8%). Average (4.5), Standard Deviation (1.0) (1.211), Every once in a while I pause while reading to reflect on whether the statements made about me in the text are true, partly true, slightly false, neutral, true, extremely true, or not at all true. Normal distribution, standard deviation (2.121), I keep repeating the phrases "not at all true of me" (4.4%), "not at true of me" (10%), "slightly false of me" (0%), "neutral" (15.6%), "somewhat true of me" (45.6%), and "true of me" (7.8%) while I read the materials for this class. valid for me, too (16.7%), Dispersion (SD) (1.578), I make an outline of the chapters in my book to better examine the parts that are not at all true of me (14.4%), not at true of me (52.2%), slightly false of me (5.6%), neutral (0%), somewhat true of me (7.8%), and true of me (10.0%). 78% agree, 3.00 mean, 0.80 standard deviation (1.920), If I have to take a class I don't enjoy, I put in extra effort to achieve well. 0% said they were completely true about me; 4.4% said they were not true at all about them; 15.6% said they were slightly untrue; 51.1% said they were neutral; 16.7% said they were somewhat true; 5.6% said they were completely true about them. that 8.9% of people are just like me Statistically Significant Difference (4.23), Mean (1.299), Somewhat untrue of me (5.6%), neutral (7.8%), not at all true of me (0%), true of me (25.6%): I attempt to draw connections between what I read and what I already know. absolutely accurate depiction of myself (58.1%) The Common Deviation: Mean(6.16), SD (1.398)

Correlations between motivation and vocabulary

Table 7. Correlations between motivation and vocabulary

	Motivation	Vocabulary
2000	.381	.381
3000	.227	.227
5000	.461	.461
1000	.692	.692

1000Correlations

Table 8. 1000 Correlations

		Motivation	Vocabulary
motivation	Pearson Correlation	1	.692**
	Sig. (2-tailed)		.000
	N	90	90
vocab	Pearson Correlation	.692**	1
	Sig. (2-tailed)	.000	
	N	90	90

**. Correlation is significant at the 0.01 level (2-tailed).

4.2. Analysis of the Result of the Test

Level(2000)

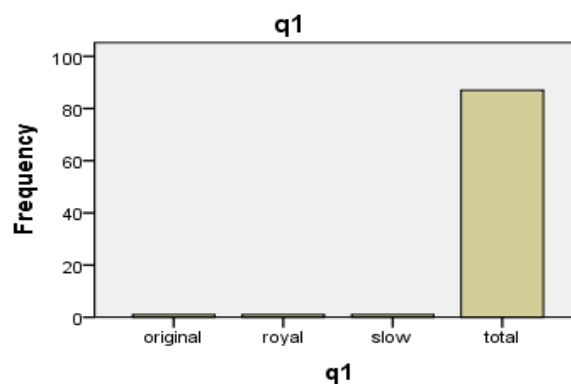


Figure 2. Analysis of the Result

Table 9. Complete

q1		
Options	Frequency	Percent
original	1	1.1
royal	1	1.1
slow	1	1.1
total	87	96.7
Total	90	100.0

Table 9 and Figure (2) reveal that (1.1%) of the sample's responses were complete for (96.7%) of the total respondents (96.7%), original, royal (1.1%), and slow (1.1%). Therefore, the statement is accepted.

Table 10. First

q2		
	Frequency	Percent
original	86	95.6
private	1	1.1
royal	1	1.1
slow	1	1.1
sorry	1	1.1
Total	90	100.0

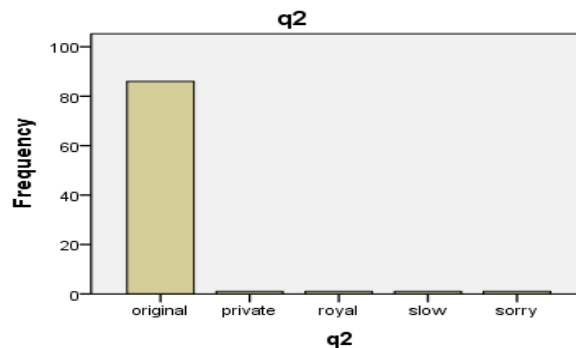
**Figure 3. First**

Table 10 and Figure (3): demonstrate that (95.6%) of the replies were original with the first, (1.1 %) of the sample's answers private, royal (1.1%), slow (1.1%), and sorry (1.1%). Therefore, the statement is accepted.

Table 11. Not public

q3		
	Frequency	Percent
original	8	8.9
private	70	77.8
royal	7	7.8
slow	5	5.6
Total	90	100.0

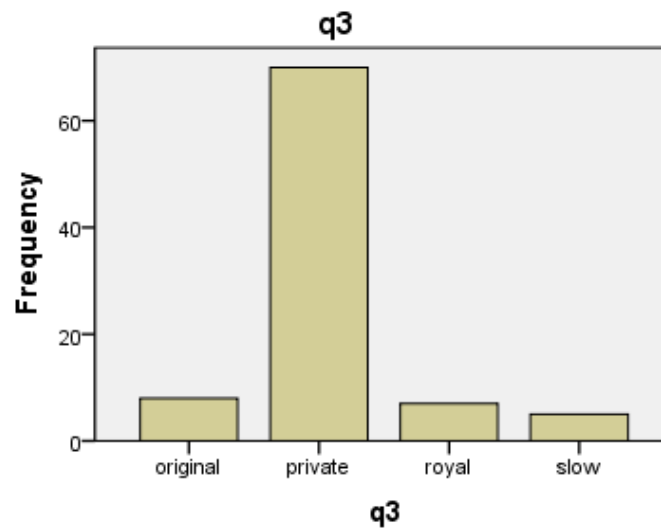


Figure 4. Not public

Table 11 and Figure (4) demonstrate that (77.8%) of the replies are private rather than public, whereby (8.9%) of the sample's answers are original, royal (7.8%), and slow (5.6%). Therefore, the statement is accepted.

Table 12. Choose by voting

q4		
	Frequency	Percent
apply	3	3.3
elect	70	77.8
jump	1	1.1
manufacture	2	2.2
melt	13	14.4
threaten	1	1.1
Total	90	100.0

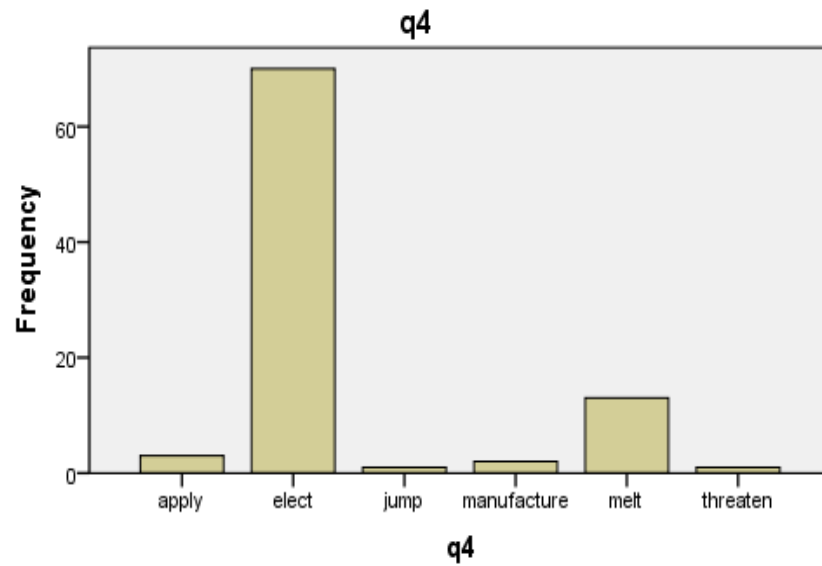


Figure 5. Choose by voting

Table 12 and Figure (5): demonstrate that (77.8%) of the replies elect the choice by voting, (3.3%) of the sample's answers apply, jump (1.1%), manufacture (2.2%), and melt (14.4%), and threaten (1.1%). Therefore, the statement is accepted.

Table 13. Become like water

q5		
	Frequency	Percent
elect	3	3.3
jump	6	6.7
Manufacture	7	7.8
melt	74	82.2
Total	90	100.0

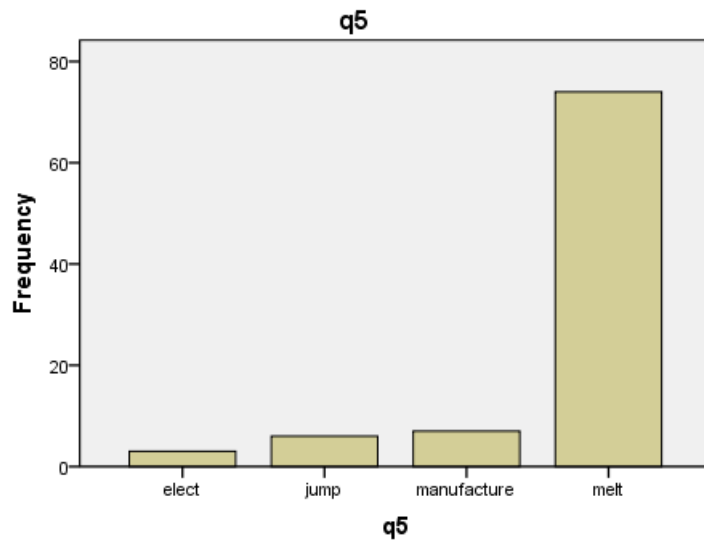


Figure 6. Become like water

Table 13 and Figure (6): demonstrate that (82.2%) of the replies melt with the become like water, (3.3%) of the sample's answers elect, jump (6.7%), and manufacture (7.8%), melt(14.4%), and threaten (1.1%). Therefore, the statement is accepted.

Table 14. Make

q6		
	Frequency	Percent
jump	4	4.4
manufacture	79	87.8
Melt	7	7.8
Total	90	100.0

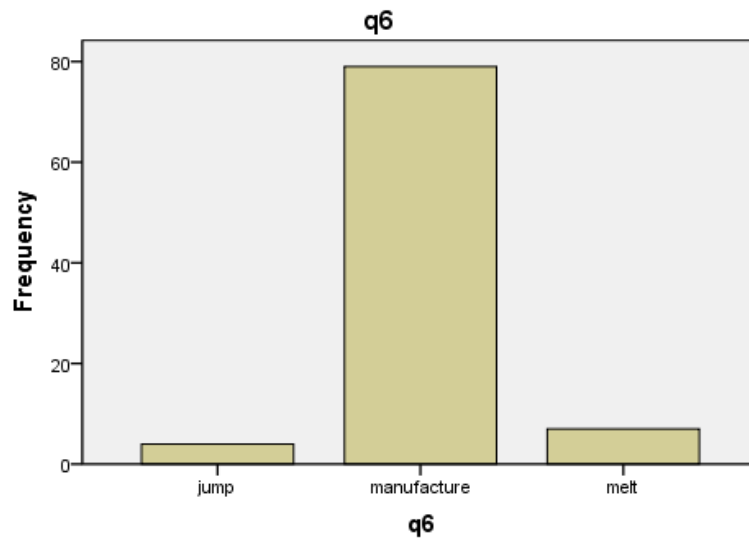


Figure 7. make

Table 14 and Figure 7 demonstrate that (87.8%) of the replies manufactured with the make, (4.4%) of the sample's answer is jump and melt (7.8%). Therefore, the statement is accepted.

Table 15. Money paid regularly for doing a job

q7		
	Frequency	Percent
crop	4	4.4
salary	80	88.9
thread	6	6.7
Total	90	100.0

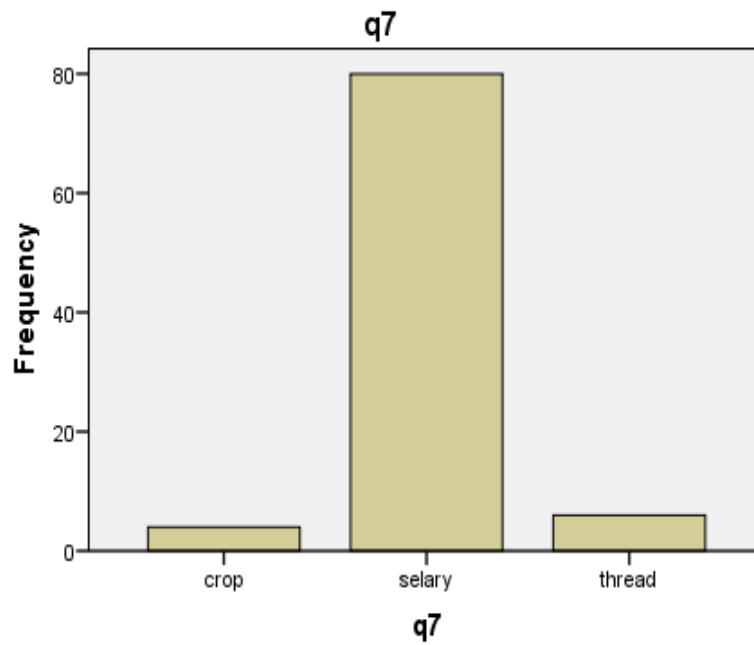


Figure 8. Money paid regularly

Table 15 and Figure 8 demonstrate that (88.9%) of the replies' is salary with the consistent compensation for one's efforts, (4.4%) of the sample's answer is crop and thread (6.7%). Therefore, the statement is accepted.

Table 16. Heat

q8		
	Frequency	Percent
basket	3	3.3
flesh	7	7.8
temperature	75	83.3
thread	5	5.6
Total	90	100.0

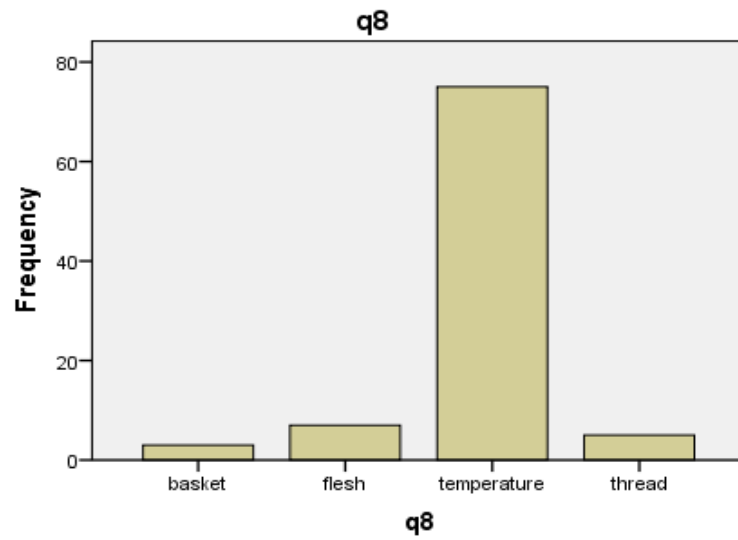


Figure 9. Heat

Table 16 and Figure 9 demonstrate that, (83.3%) of the replies temperature with the heat, (3.3%) of the sample's answer basket, and flesh (7.8%). Therefore, the statement is accepted.

Table 17. Meat

q9		
	Frequency	Percent
flesh	84	93.3
temperature	6	6.7
Total	90	100.0

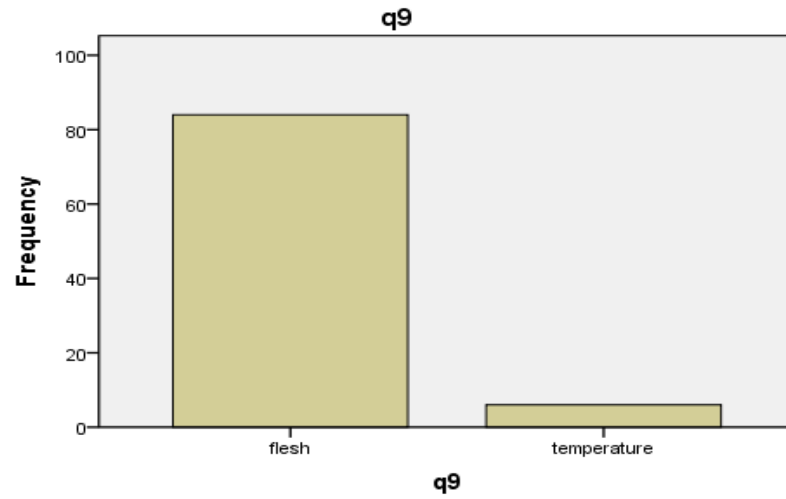


Figure 10. Meat

Table 17 and Figure 10 demonstrate that (93.3%) of the replies is flesh with the meat, (6.7%) of the sample's answer is temperature (6.7%). Therefore, the statement is accepted.

Table 18. Being born

q10		
	Frequency	Percent
birth	81	90.0
dust	9	10.0
Total	90	100.0

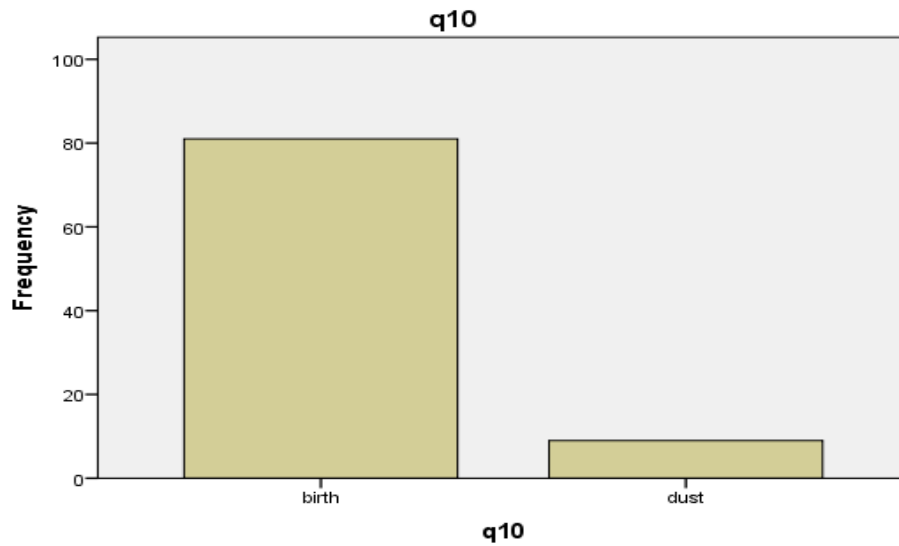


Figure 11. being born

Table 18 and Figure 11 demonstrate that (90%) of the replies is birth with the being born, (and 10%) of the sample's answers is dust. Therefore, the statement is accepted.

Table 19. Game

q11		
	Frequency	Percent
operation	10	11.1
Row	7	7.8
Sport	73	81.1
Total	90	100.0

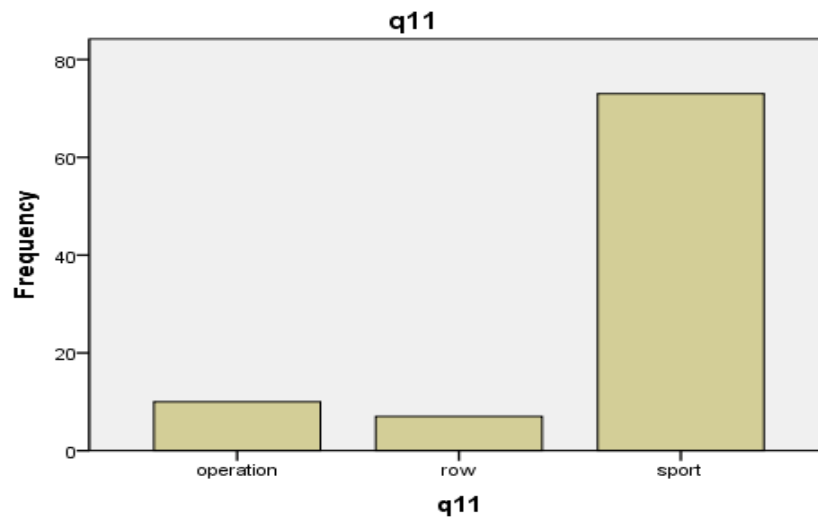


Figure 12. Game

Table 19 and Figure 12 demonstrate that (81.1%) of the replies is sport with the game, (11.1%) of the sample's answer is operation, and row (7.8%). Therefore, the statement is accepted.

Table 20. Winning

q12		
	Frequency	Percent
Birth	4	4.4
victory	86	95.6
Total	90	100.0

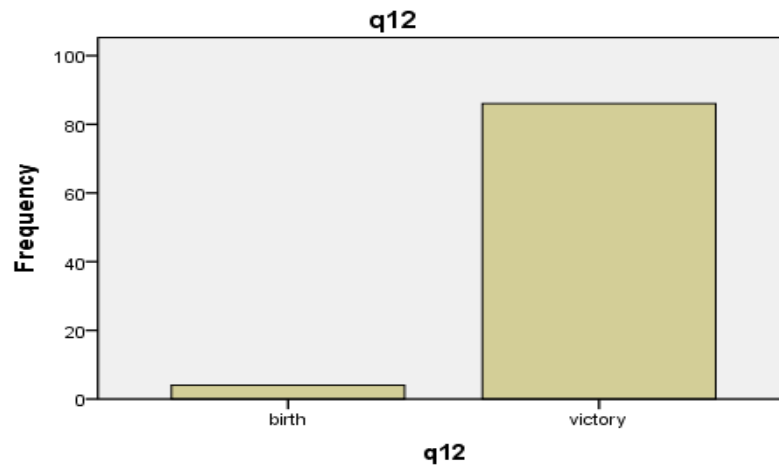


Figure 13. Winning

Table 20 and Figure 13 demonstrate that (81.1%) of the replies is victory the winning, and (4.4%) of the sample answered birth. Therefore, the statement is accepted.

Table 21. having a high opinion of yourself

q13		
	Frequency	Percent
accident	8	8.9
choice	21	23.3
fortune	11	12.2
Pride	50	55.6
Total	90	100.0

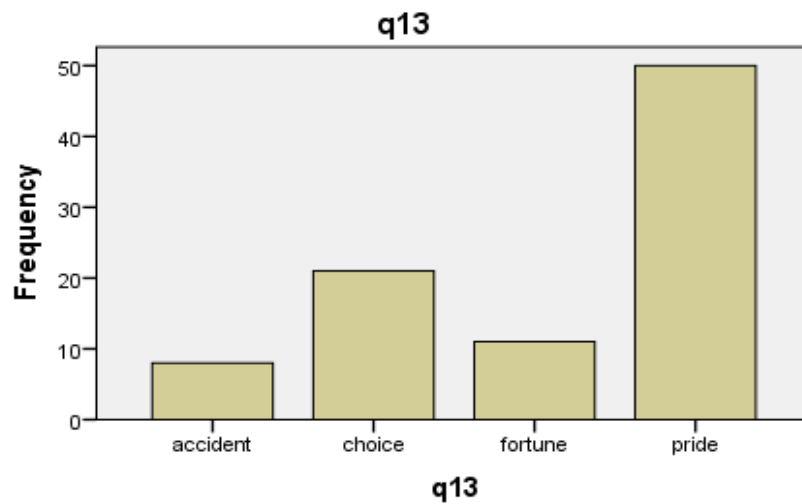


Figure 14. having a high opinion

Table 21 and Figure 14 demonstrate that (55.6%) of the replies is pride with having a high opinion of themselves, (23.3%) of the sample's answer is choice, accident (8.9%), and fortune (12.2%). Therefore, the statement is accepted.

Table 22. Something you must pay

q14		
	Frequency	Percent
choice	5	5.6
Debt	75	83.3
fortune	5	5.6
Pride	5	5.6
Total	90	100.0

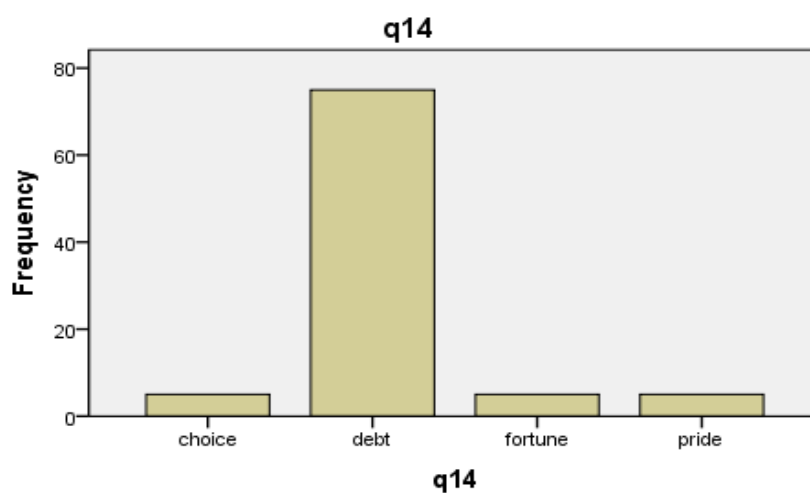


Figure 15. Something you must pay

Table 22 and Figure 4.19 demonstrate that (83.3%) of the replies is debt with the something you must pay, (5.6%) of the sample's answer is choice fortune (5.6%).

Table 23. Loud, deep sound

q15		
	Frequency	Percent
accident	17	18.9
choice	14	15.6
Debt	1	1.1
Roar	58	64.4
Total	90	100.0

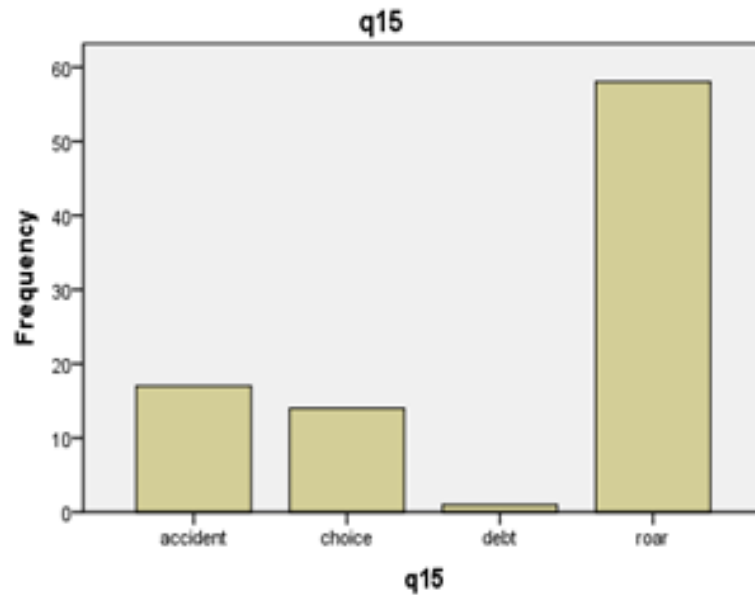


Figure 16. Loud, deep sound

Table 23 and Figure.16 demonstrate that (64.4%) of the replies is roar with the loud, deep sound, (18.9%) of the sample's answer is accident, choice (15.6%), and debt (1.1%).

Level (3000)

Table 24. Meaning business and affaire

q1		
	Frequency	Percent
administration	82	91.1
Herd	3	3.3
Mate	5	5.6
Total	90	100.0

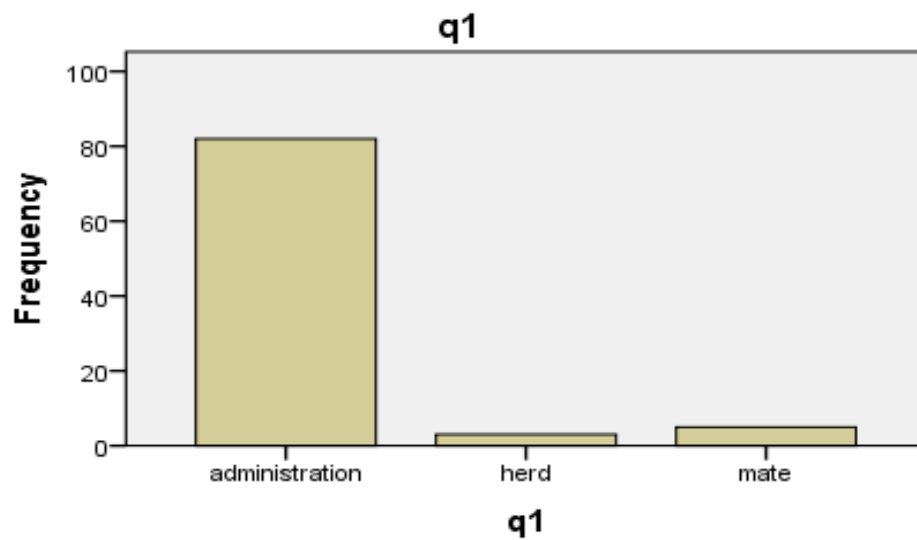


Figure 17. Meaning business

Table 24 and figure 17 demonstrate that (91.1%) of the replies is administration with meaning business and affaire and (3.3%) of the sample answered herd, mate (5.6%). Therefore, the statement is accepted.

Table 25. Spirit who serves God

q2		
	Frequency	Percent
angel	86	95.6
mate	4	4.4
Total	90	100.0

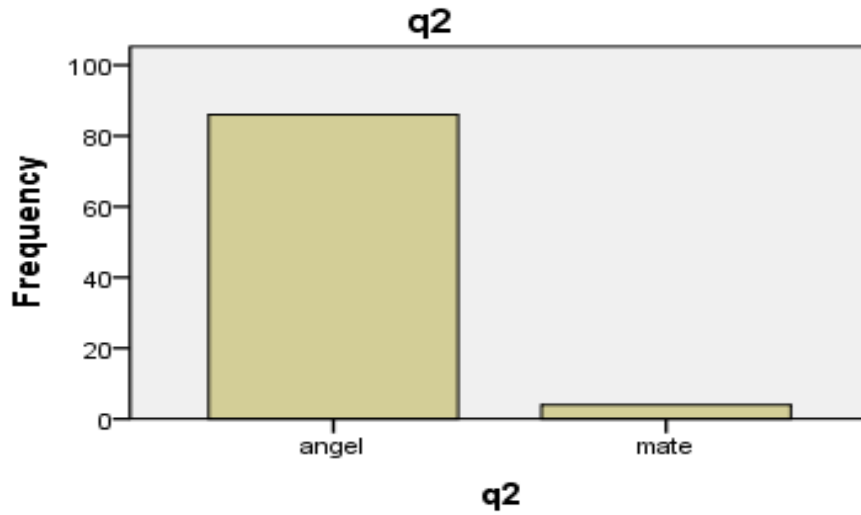


Figure 18. Spirit who serves God

Table 25 and Figure 18 demonstrate that (95.6%) of the replies is angel with a spirit who serves God, (and 4.4%) of the sample's answer is mate. Therefore, the statement is accepted.

Table 26. Group of animals

q3		
	Frequency	Percent
angel	3	3.3
front	4	4.4
herd	74	82.2
mate	1	1.1
pond	8	8.9
Total	90	100.0

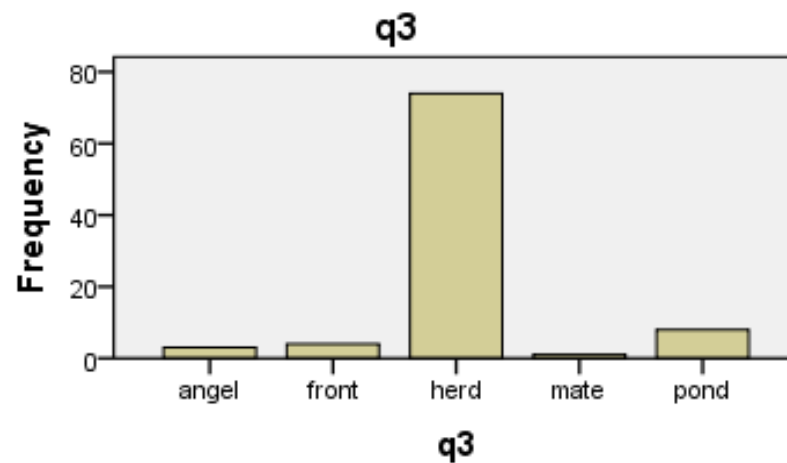


Figure 19. Group of animals

Table 26 and Figure 19 demonstrate that (82.2%) of the replies is herd with a group of animals, the angel (3.3%), front (4.4%), and (1.1%) of the sample's answer is mate. Therefore, the statement is accepted.

Table 27. Part of a country

q4		
	Frequency	Percent
bench	7	7.8
Fort	1	1.1
province	82	91.1
Total	90	100.0

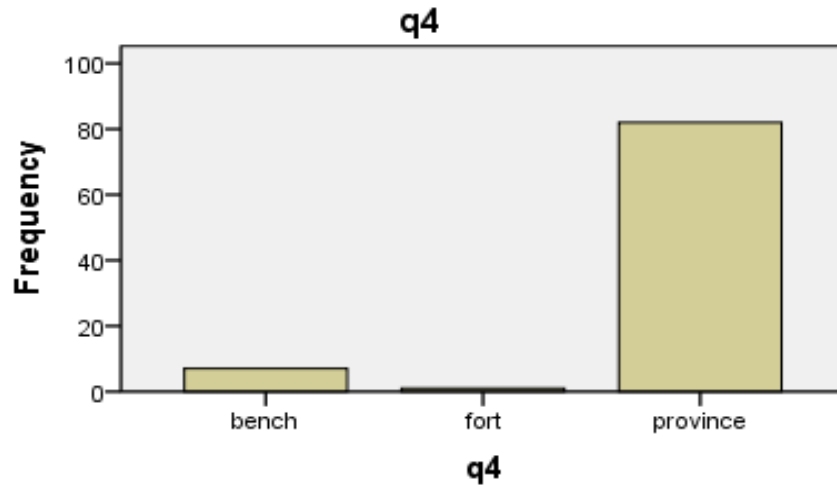


Figure 20. Part of a country

Table 27 and Figure 20 demonstrate that (91.1%) of the replies is province with part of a country, bench (7.8%) and (1.1%) of the sample's answer is fort. Therefore, the statement is accepted.

Table 28. Help the poor

q5		
	Frequency	Percent
charity	85	94.4
province	5	5.6
Total	90	100.0

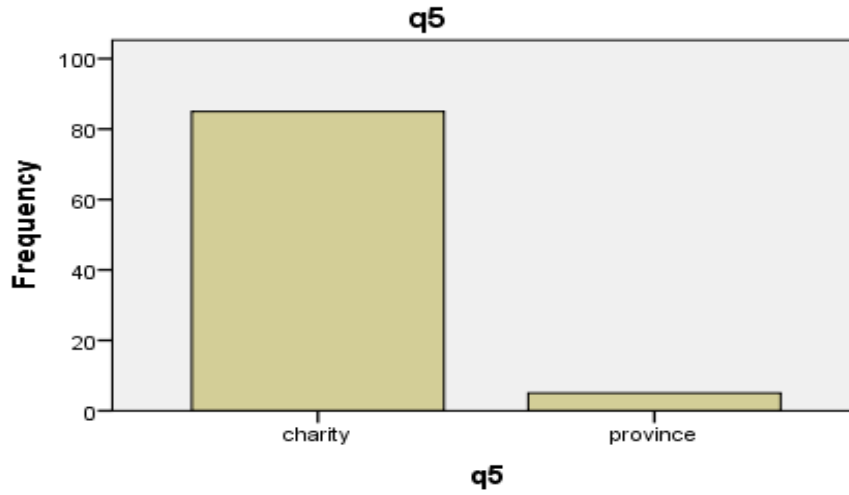


Figure 21. help the poor

Table 28 and Figure 21 demonstrate that (94.4%) of the replies is charity with help to the poor, and (5.6%) of the sample's answer is province. Therefore, the statement is accepted.

Table 29. Long seat

q6		
	Frequency	Percent
bench	64	71.1
charity	4	4.4
Fort	8	8.9
mirror	14	15.6
Total	90	100.0

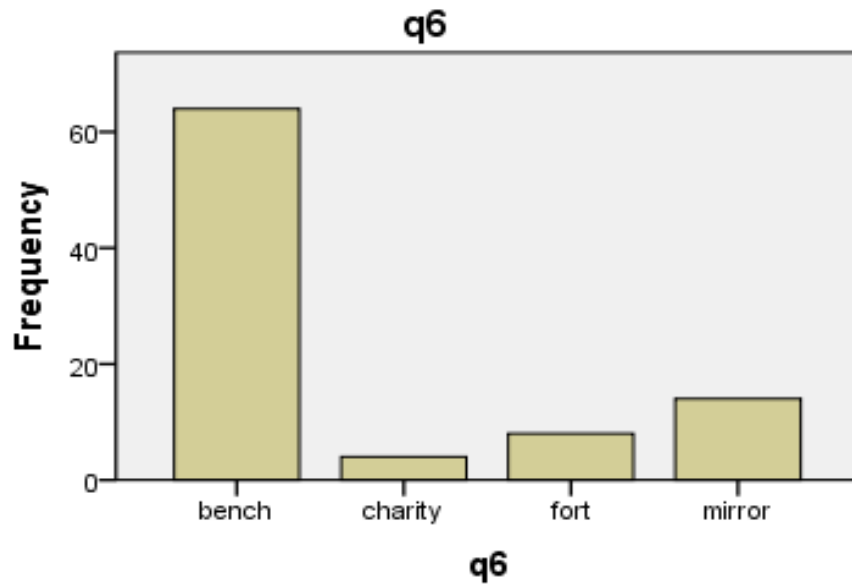


Figure 22. Long seat

Table 29 and Figure 22 demonstrate that (71.1%) of the replies is bench with a long seat, (4.4%) of the sample's response is charity, fort (8.9%), and mirror (15.6%). Therefore, the statement is accepted.

Table 30. Thin, flat piece cut from something

q7		
	Frequency	Percent
coach	10	11.1
darling	7	7.8
echo	6	6.7
slice	67	74.4
Total	90	100.0

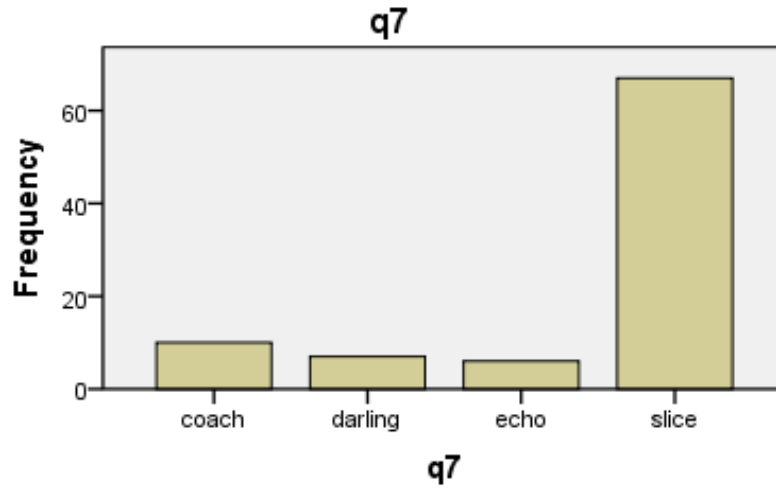


Figure 23. Thin, flat piece cut from

Table 30 and Figure . 23 demonstrate that (74.4%) of the replies is slice with thin, flat piece cut from something, (11.1%) of the sample's response is coach, darling (7.9%), and echo (6.7%). Therefore, the statement is accepted.

Table 31. person who is loved very much

q8		
	Frequency	Percent
coach	7	7.8
darling	70	77.8
interior	4	4.4
Slice	9	10.0
Total	90	100.0

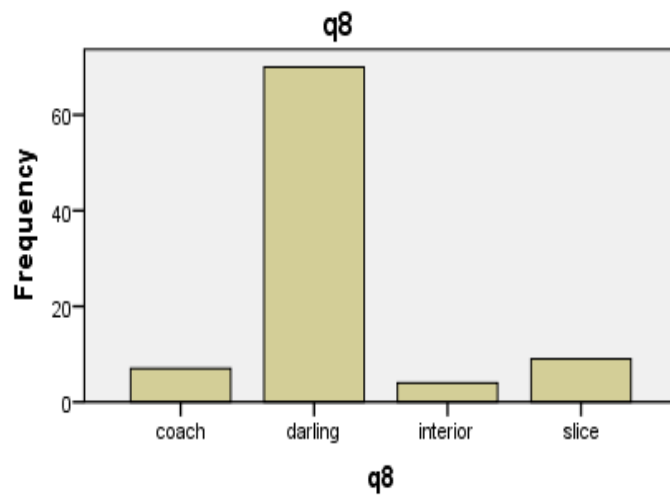


Figure 24. Person who is loved very

Table 31 and Figure.24 demonstrate that (77.8%) of the replies is darling with the thin person who is loved very much, (7.8%) of the sample's response is coach, interior (4.4%), and slice (10%). Therefore, the statement is accepted.

Table 32. Sound reflected to you

q9		
	Frequency	Percent
coach	8	8.9
darling	18	20.0
Echo	53	58.9
interior	1	1.1
opera	10	11.1
Total	90	100.0

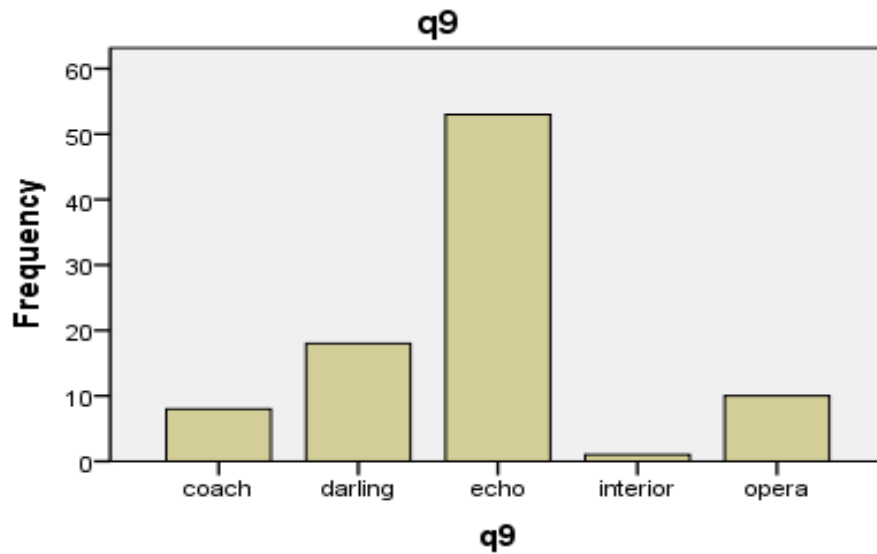


Figure 25. Sound reflected to you

Table 32 and Figure 25 demonstrate that (58.9%) of the replies is echo with a thin sound reflected you, (8.9%) of the sample's response is coach, interior (1.1%). Therefore, the statement is accepted.

Table 33. The inner surface of your hand

q10		
	Frequency	Percent
marble	5	5.6
palm	21	23.3
ridge	49	54.4
statue	15	16.7
Total	90	100.0

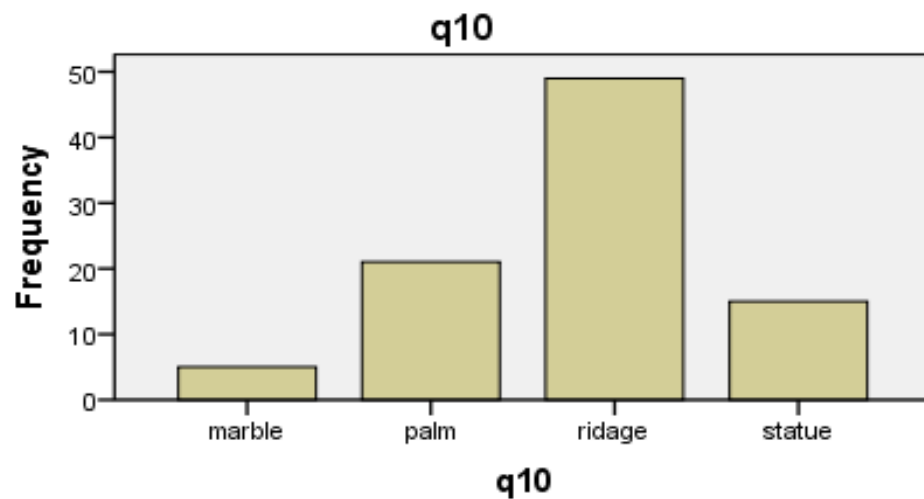


Figure 26. The inner surface of your hand

Table 33 and Figure 26 demonstrate that (54.4%) of the replies is ridge with the inner surface of your hand, (5.6%) of the sample's response is marble, palm (23.3%). Therefore, the statement is accepted.

Table 34. Excited feeling

q11		
	Frequency	Percent
marble	7	7.8
palm	9	10.0
ridge	1	1.1
scheme	11	12.2
statue	6	6.7
Thrill	56	62.2
Total	90	100.0

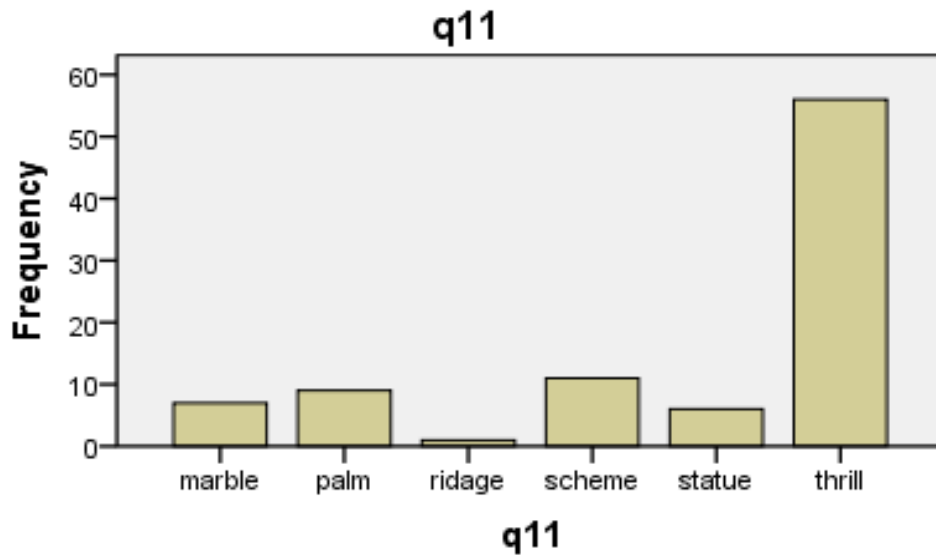


Figure 27. Excited feeling

Table 34 and Figure 27 demonstrate that (62.2%) of the replies is statue with excited feeling, (10%) of the sample's response is palm, scheme (12.2%). Therefore, the statement is accepted.

Table 35. Plan

q12		
	Frequency	Percent
marble	5	5.6
Palm	4	4.4
Ridge	8	8.9
scheme	63	70.0
Thrill	10	11.1
Total	90	100.0

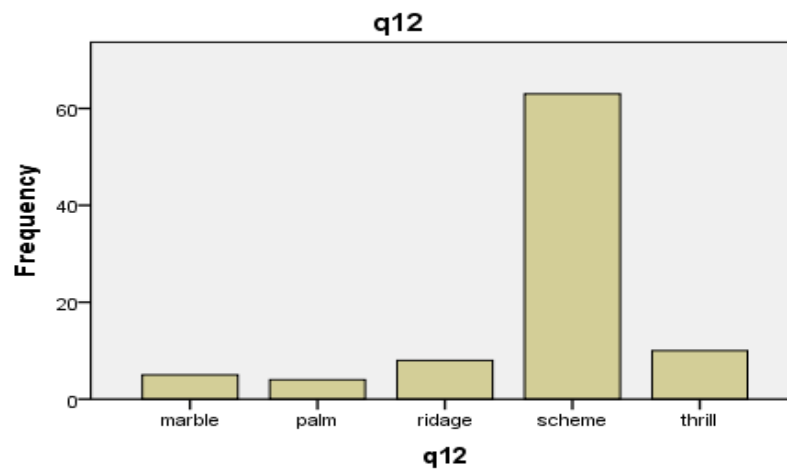


Figure 28. Plan

Table 35 and Figure 28 demonstrate that (70%) of the replies is scheme with the plan, (4.4%) of the sample's response is palm, ridge (8.9%). Therefore, the statement is accepted.

Table 36. Happening once a year

q13		
	Frequency	Percent
annual	71	78.9
Blank	6	6.7
brilliant	3	3.3
savage	10	11.1
Total	90	100.0

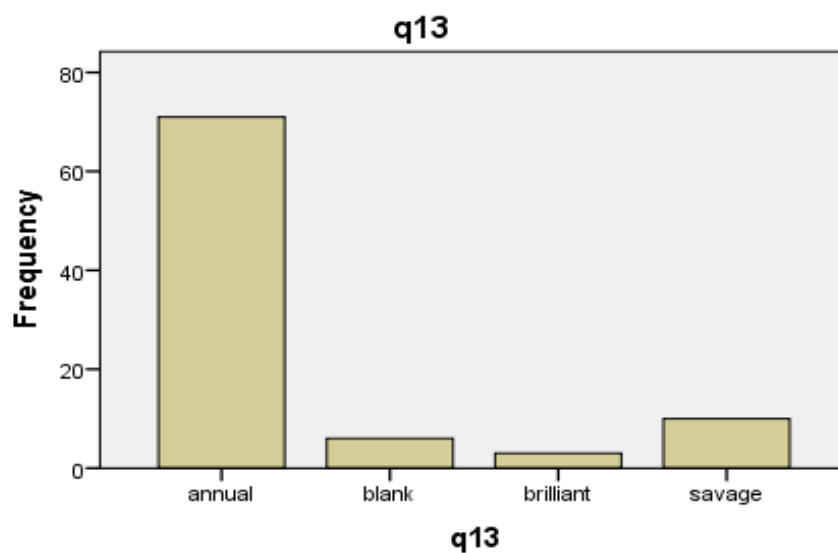


Figure 29. Happening once a year

Table 36 and Figure.29 demonstrate that (78.9%) of the replies is annual with happening once a year, and (6.7%) of the sample's responses is blank, or brilliant (3.3%). Therefore, the statement is accepted.

Table 37. Certain

q14		
	Frequency	Percent
annual	6	6.7
brilliant	5	5.6
concealed	10	11.1
definite	69	76.7
Total	90	100.0

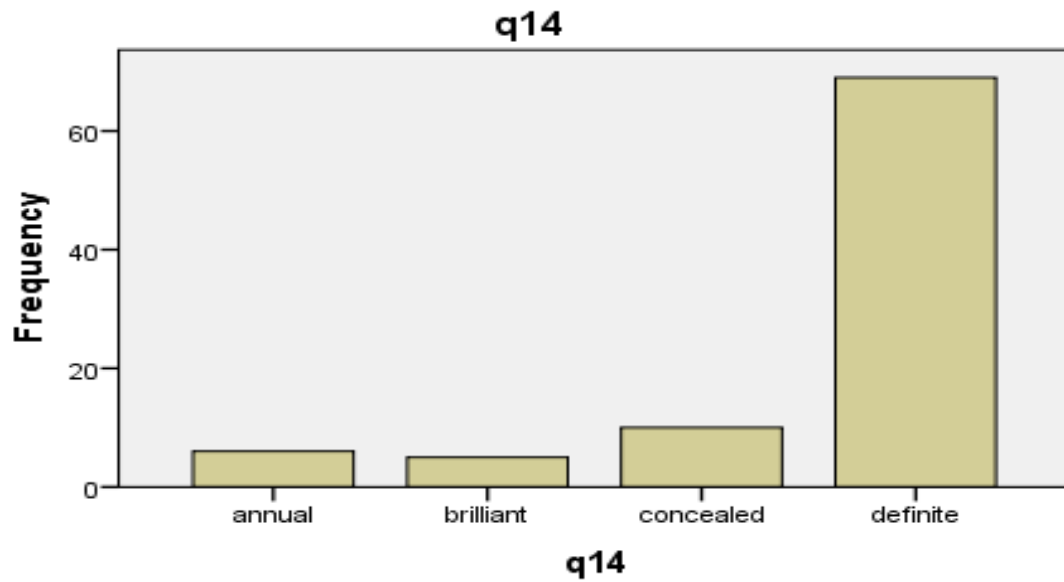


Figure 30. Certain

Table 37 and Figure 30 demonstrate that (76.7%) of the replies is definite with certain, (6.7%) of the sample's responses is annual, brilliant (5.6%). Therefore, the statement is accepted.

Table 38. Wild

q15		
	Frequency	Percent
Blank	8	8.9
brilliant	7	7.8
savage	75	83.3
Total	90	100.0

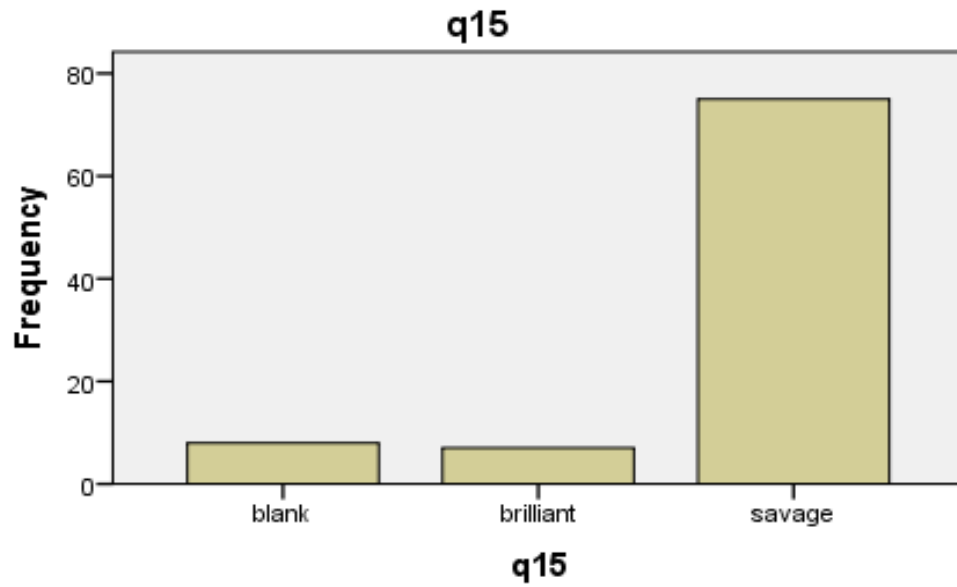


Figure 31. Wild

Table 38 and Figure.31 demonstrate that (83.3%) of the replies is savage with wild, and (7.8%) of the sample's responses is brilliant and blank (8.9%). Therefore, the statement is accepted.

Level (5000)

Table 39. cloth worn in front to protect your clothes

q1		
	Frequency	ercent
alcohol	11	12.2
apron	17	18.9
Sure	10	11.1
phase	4	4.4
Plank	48	53.3
Total	90	100.0

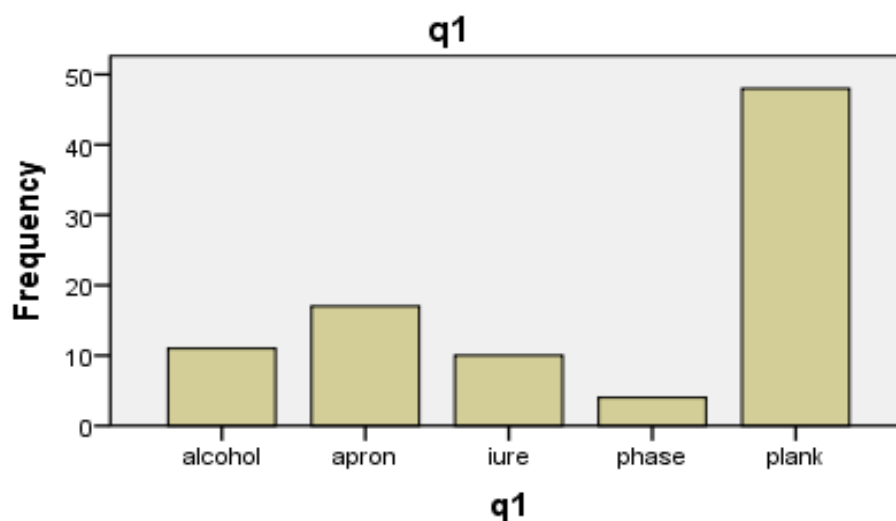


Figure 32. Cloth worn in front to protect

Table 39 and Figure 32 show that (53.3%) of the replies is plank with cloth worn in front to protect your clothes, (12.2%) of the sample's response is alcohol, apron (18.9%), and phase (4.4%). Therefore, the statement is accepted.

Table 40. Stage of development

q2		
	Frequency	Percent
apron	9	10.0
Mess	5	5.6
phase	65	72.2
Plank	11	12.2
Total	90	100.0

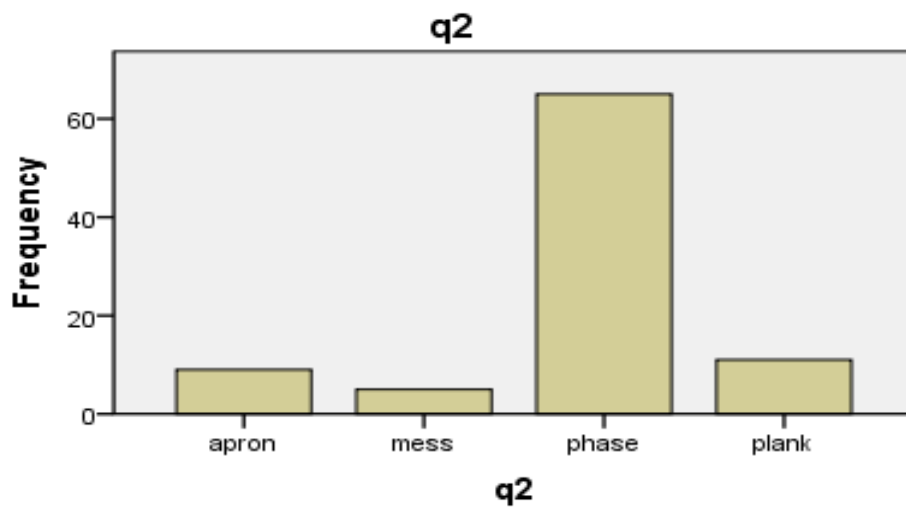


Figure 33. Stage of development

Table 40 and Figure 33 illustrate that (72.2%) of the replies is a phase with a stage of development, (5.6%) of the sample's response is mess, apron(10%), and plank (12.2%). Therefore, the statement is accepted.

Table 41. State of untidiness or dirtiness

q3		
	Frequency	Percent
Alcohol	19	21.1
Apron	1	1.1
Sure	11	12.2
Mess	53	58.9
Phase	6	6.7
Total	90	100.0

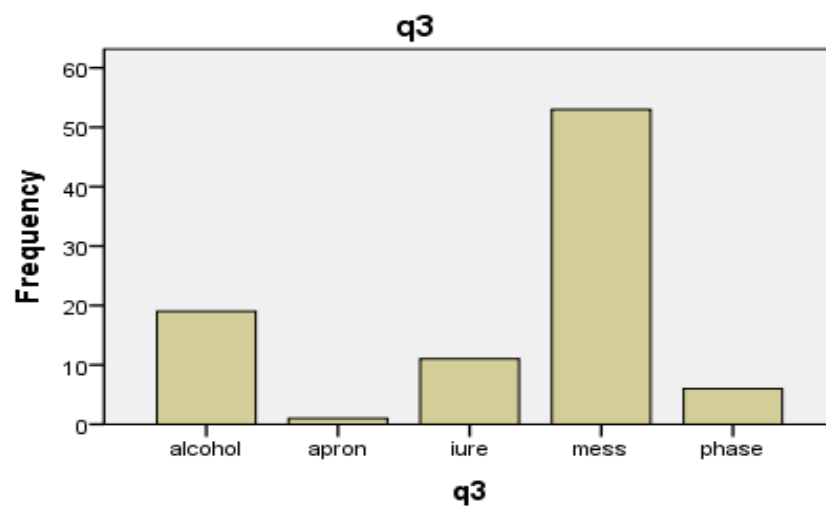


Figure 34. State of untidiness or dirtiness

Table 41 and Figure 34 demonstrate that (53.9%) of the replies is mess with a state of untidiness or dirtiness, (21.1%) of the sample's response is alcohol, Iure (12.2%), apron(1.1%) and phase (6.7%). Therefore, the statement is accepted.

Table 42. Speech given by a priest in a church

q4		
	Frequency	Percent
circus	6	6.7
jungle	5	5.6
nomination	12	13.3
sermon	56	62.2
trumpet	11	12.2
Total	90	100.0

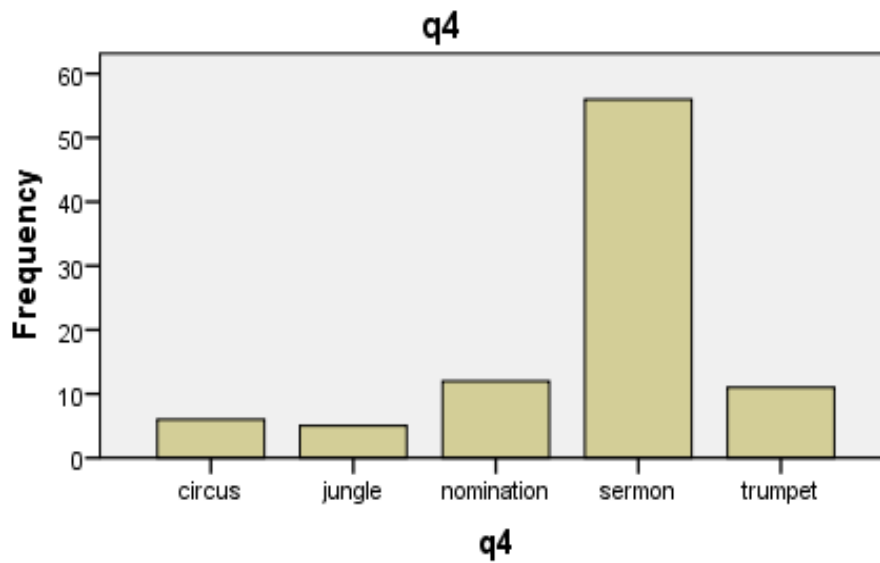


Figure 35. Speech given by a priest

Table 42 and Figure 35 illustrate that (62.2%) of the replies is sermon with a speech given by a priest in a church, (5.6%) of the sample's responses is jungle, nomination (13.3%), and trumpet (12.2%). Therefore, the statement is accepted.

Table 43. Seat without a back or arms

q5		
	Frequency	Percent
jungle	12	13.3
Stool	78	86.7
Total	90	100.0

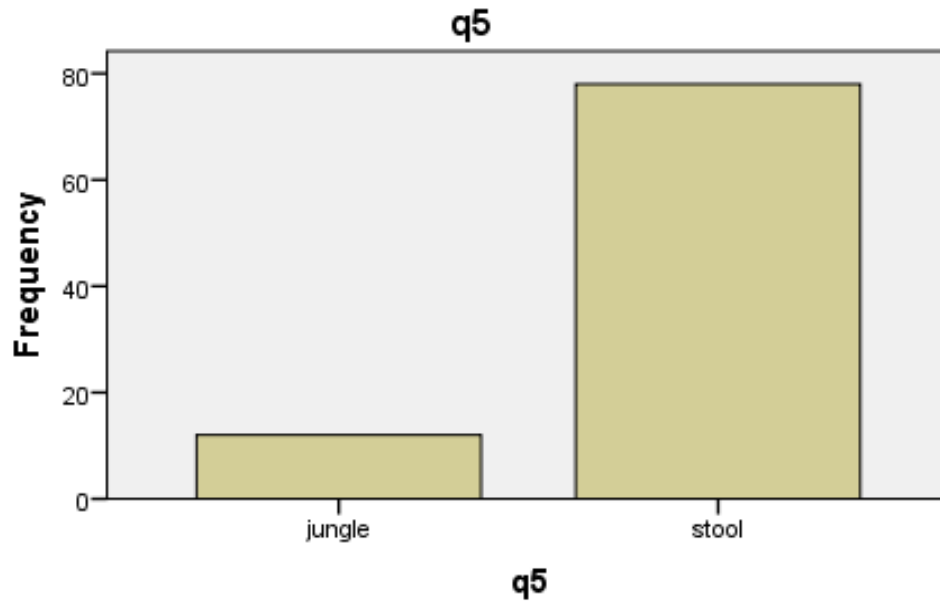


Figure 36. Seat without a back or arms

Table 43 and Figure 36 demonstrate that (86.7%) of the replies is sermon with seat without a back or arms, and (13.2%) of the sample's response is jungle. Therefore, the statement is accepted.

Table 44. musical instrument

q6		
	Frequency	Percent
circus	4	4.4
jungle	13	14.4
sermon	7	7.8
Stool	12	13.3
trumpet	54	60.0
Total	90	100.0

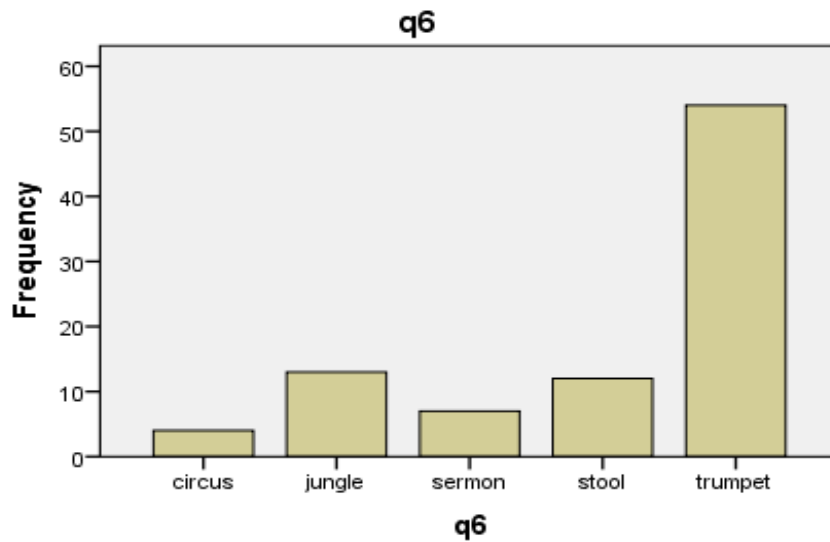


Figure 37. Musical instrument

Table 44 and Figure 37 show that (60%) of the replies is trumpet with a musical instrument, (4.4%) of the sample's response is circus, jungle (14.4%), sermon (7.8%), and stool (13.3%). Therefore, the statement is accepted.

Table 45. set of instruments or machinery

q7		
	Frequency	Percent
apparatus	20	22.2
scrap	48	53.3
Tile	7	7.8
Ward	15	16.7
Total	90	100.0

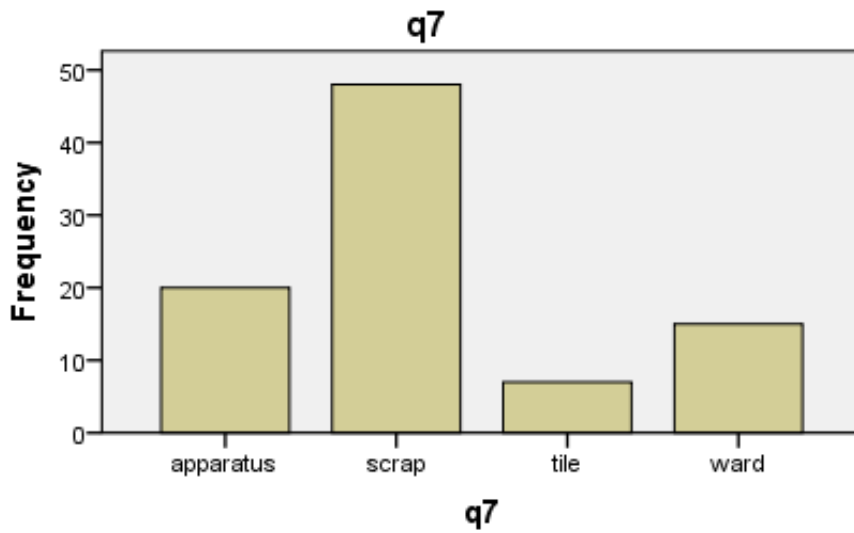


Figure 38. Set of instruments

Table 45 and Figure 38 demonstrate that (53.3%) of the replies is scraped with a set of instruments or machinery, (22.2%) of the sample's response is apparatus, tile (7.8%), ward (16.6%). Therefore, the statement is accepted.

Table 46. Money received by the government

q8		
	Frequency	Percent
apparatus	15	16.7
compliment	17	18.9
revenue	49	54.4
Ward	9	10.0
Total	90	100.0

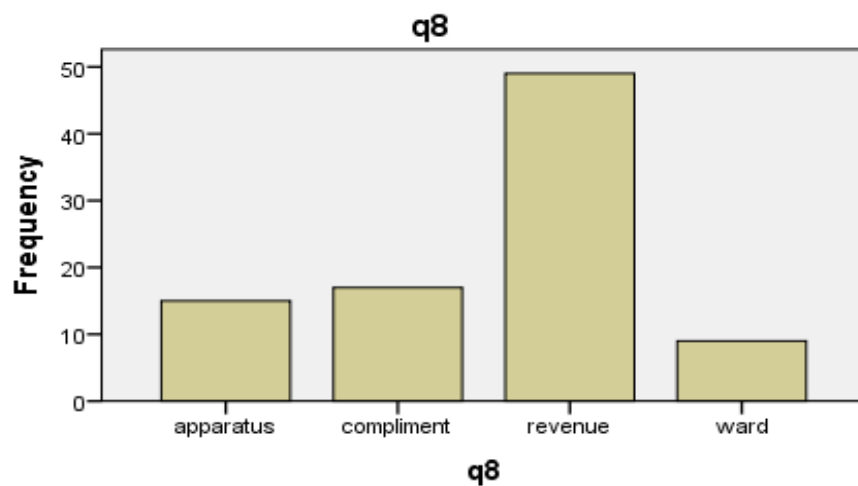


Figure 39. Money received

Table 46 and Figure 39 reveal that (54.4%) of the replies is revenue with money received by the government, (16.7%) of the sample's response is apparatus, compliment (18.9%), and ward (10%). Therefore, the statement is accepted.

Table 47. Expression of admiration

q9		
	Frequency	Percent
compliment	22	24.4
Revenue	13	14.4
Scrap	2	2.2
Tile	42	46.7
Ward	11	12.2
Total	90	100.0

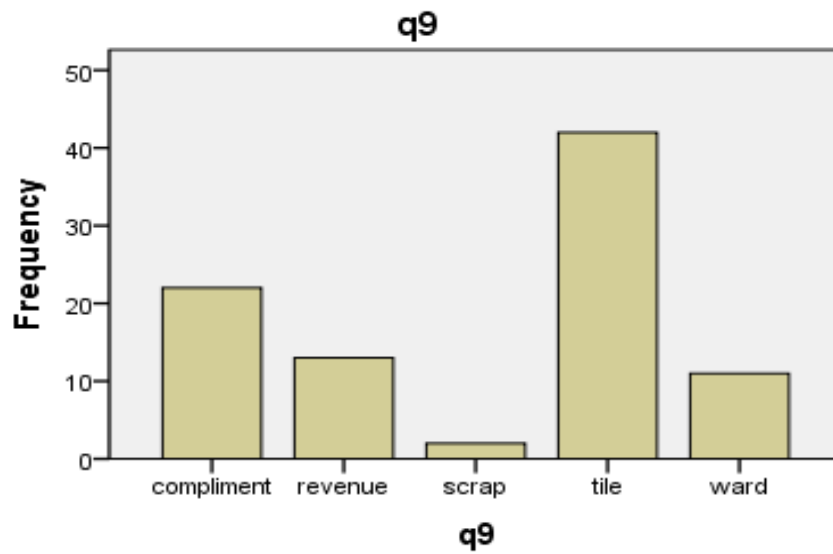


Figure 40. Expression of admiration

Table 47 and Figure 40 reveal that (46.7%) of the replies is tile with an expression of admiration, (24.4%) of the sample's response is compliment, revenue (14.4%), and ward (12.2%). Therefore, the statement is accepted.

Table 48. Agreement using the property
as security for a debt as security for a debt
q10

	Frequency	Percent
buries	7	7.8
Exile	13	14.4
Ledge	14	15.6
mortgage	50	55.6
switch	6	6.7
Total	90	100.0

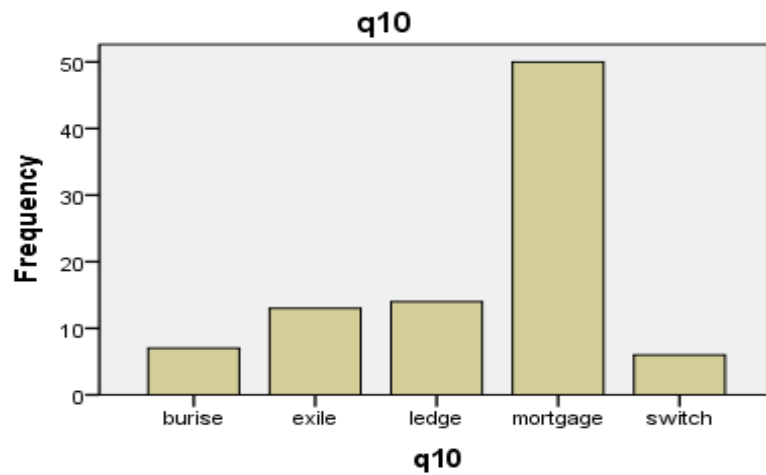


Figure 41. Agreement using the property

Table 48 and Figure 41 show that (55.6%) of the replies is mortgage with agreement using the property as security for a debt, (7.8%) of the sample's response is buries, exile (14.4%), ledge (15.6%) and witch (6.7%). Therefore, the statement is accepted.

Table 49. Narrow shelf

q11		
	Frequency	Percent
bruise	8	8.9
Exile	15	16.7
ledge	49	54.4
mortgage	1	1.1
shovel	16	17.8
switch	1	1.1
Total	90	100.0

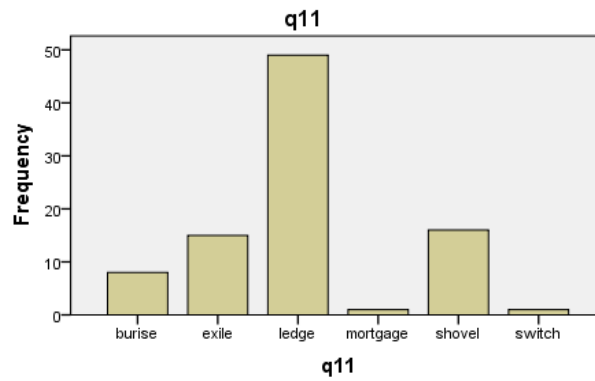


Figure 42. Narrow Shelf

Table 49 and Figure 42 reveal that (54.4%) of the replies is ledge with a narrow shelf, (8.9%) of the sample's response is buries, exile (16.7%), mortgage (1.1%), and witch (1.1%). Therefore, the statement is accepted.

Table 50. Dark place on your body caused by hitting

q12		
	Frequency	Percent
Burise	47	52.2
Ledge	10	11.1
mortgage	7	7.8
Shovel	26	28.9
Total	90	100.0

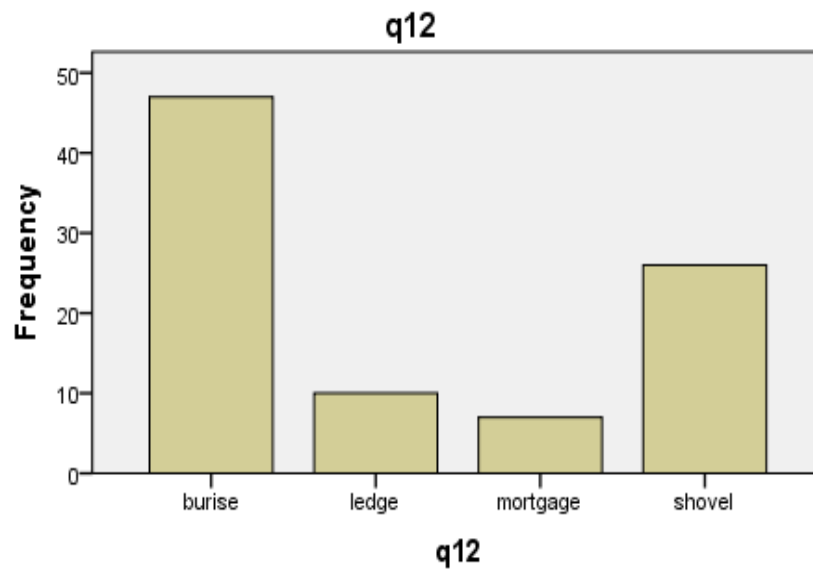


Figure 43. Dark place on your body

Table 50 and Figure 43 demonstrate that (52.2%) of the replies is buries with dark place on their body caused by hitting, (11.1%) of the sample's response is ledge, mortgage (7.8%), shovel (28.9%). Therefore, the statement is accepted.

Table 51. Good for your health

q13		
	Frequency	Percent
desolate	13	14.4
profound	1	1.1
radical	26	28.9
wholesome	50	55.6
Total	90	100.0

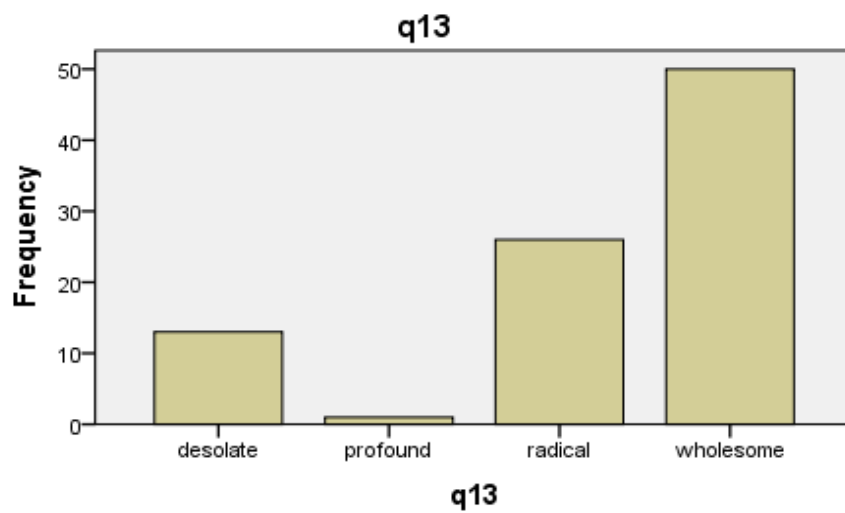


Figure 44. Good for your health

Table 51 and Figure.44 show that (55.6%) of the replies is wholesome with good for your health, (14.4%) of the sample's response is desolate, profound (1.1%), and radical (28.9%). Therefore, the statement is accepted.

Table 52. Sweet-smelling

q14		
	Frequency	Percent
desolate	9	10.0
fragrant	41	45.6
gloomy	13	14.4
profound	2	2.2
radical	15	16.7
wholesome	10	11.1
Total	90	100.0

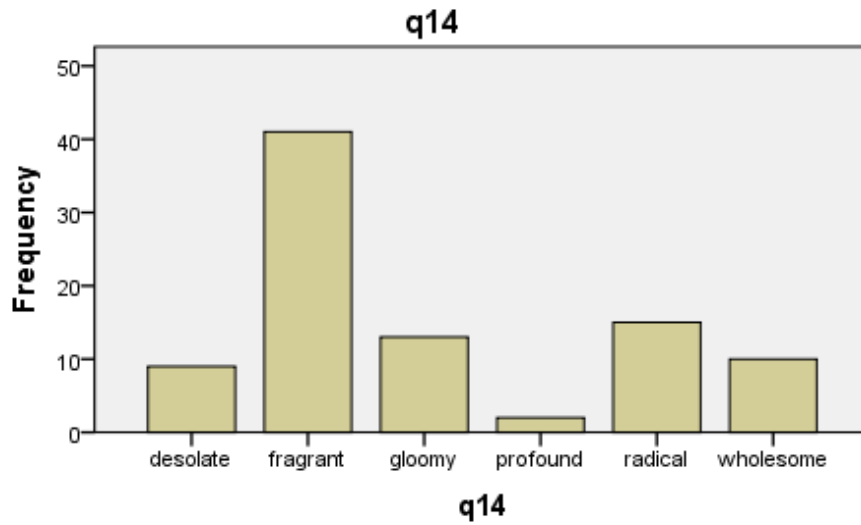


Figure 45. Sweet-smelling

Table 52 and Figure 45. show that (55.6%) of the replies is fragrant with sweet-smelling, (10%) of the sample's response is desolate, profound (2.2%), radical (16.7%), and wholesome (11.1%). Therefore, the statement is accepted.

Table 53. Dark or sad

q15		
	Frequency	Percent
Desolate	12	13.3
Gloomy	52	57.8
Profound	8	8.9
wholesome	18	20.0
Total	90	100.0

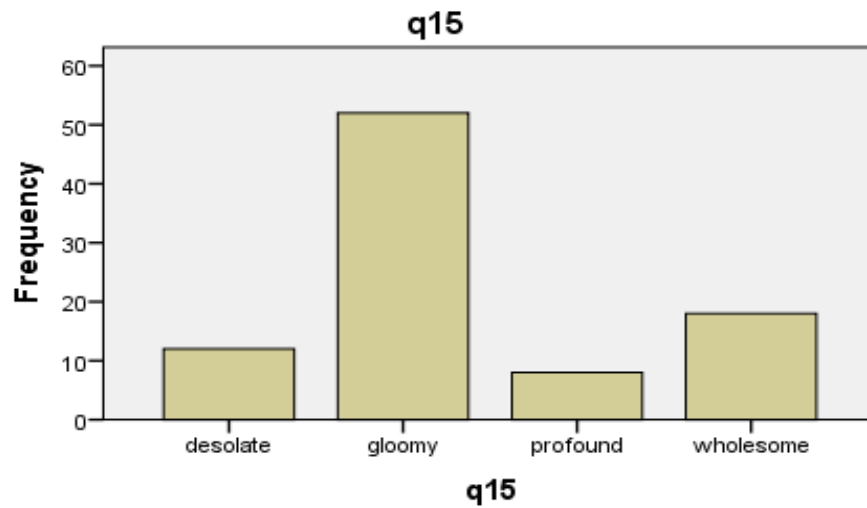


Figure 46. Dark or sad

Table 53 and Figure 46 show that (57.8%) of the replies is gloomy with dark or sad, (13.3%) of the sample's response is desolate, profound (8.9%), wholesome (20%). Therefore, the statement is accepted.

University word list

Table 54. Introduction of a new thing

q1		
	Frequency	Percent
affluence	8	8.9
Axis	14	15.6
episode	12	13.3
innovation	41	45.6
precision	4	4.4
tissue	11	12.2
Total	90	100.0

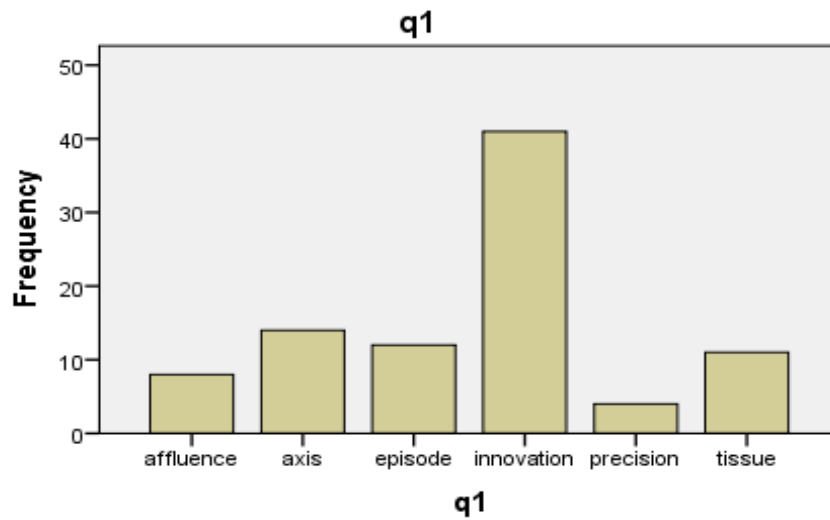


Figure 47. Introduction of a new thing

Table 54 and Figure 47 reveal that (45.6%) of the replies is innovation with introduction of a new thing, (8.9%) of the sample's response is affluence, axis (15.6%), episode (13.3%), precision(4.4%) and tissue (12.2%). Therefore, the statement is accepted.

Table 55. One event in a series

q2		
	Frequency	Percent
affluence	6	6.7
episode	74	82.2
innovation	10	11.1
Total	90	100.0

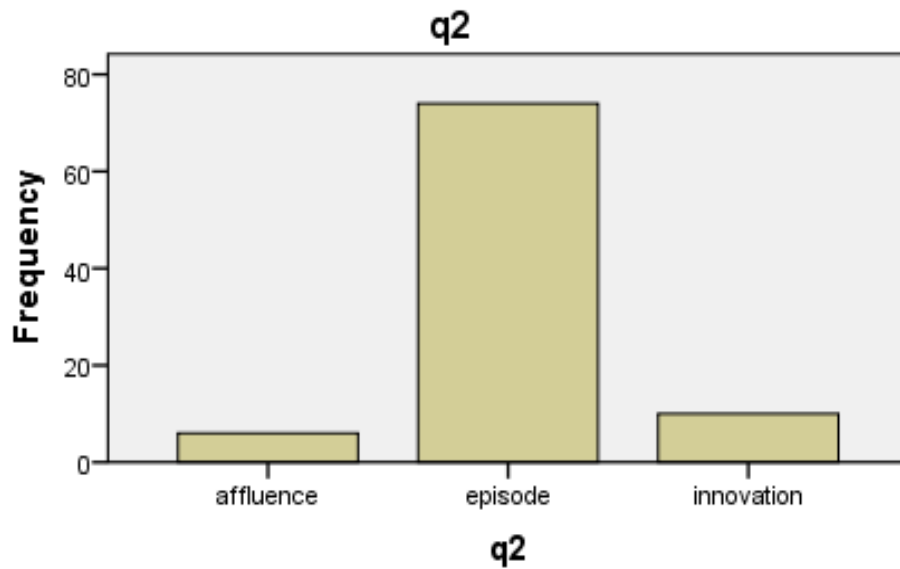


Figure 48. One event in a series

Table 56 and Figure 48 demonstrate that (82.2 %) of the replies is episode with one event in a series, (6.7%) of the sample's response is affluence, and innovation (11.1%). Therefore, the statement is accepted.

Table 56. Wealth

q3		
	Frequency	Percent
affluence	54	60.0
axis	1	1.1
innovation	3	3.3
precision	17	18.9
tissue	15	16.7
Total	90	100.0

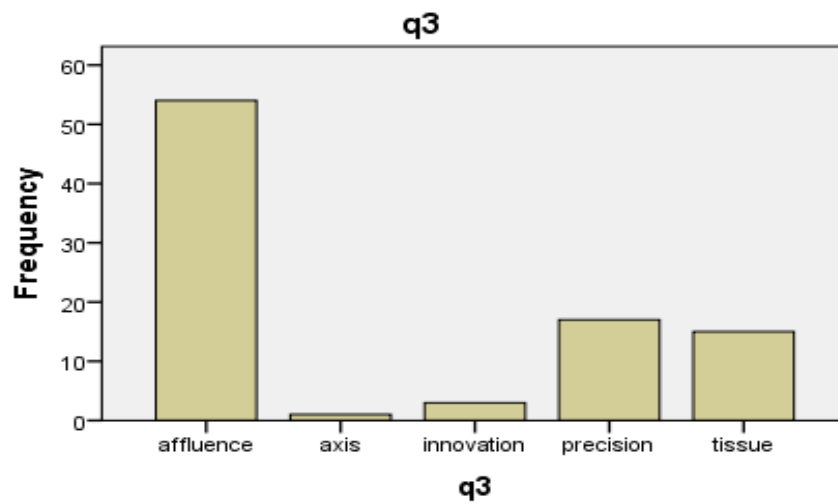


Figure 49. Wealth

Table 56 and Figure.49 show that (60 %) of the replies is affluence with wealth, (1.1%) of the sample's responses is axis, innovation (3.3%). Therefore, the statement is accepted.

Table 57. Swinging from side to side

q4		
	Frequency	Percent
deficiency	21	23.3
magnitude	17	18.9
oscillation	29	32.2
Prestige	3	3.3
specifition	20	22.2
Total	90	100.0

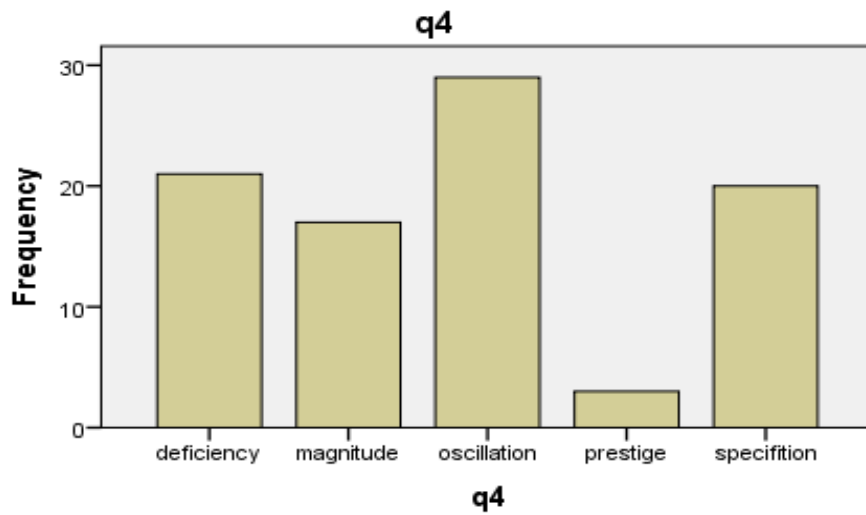


Figure 50. Swinging from side to side

Table 57 and Figure 50 illustrate that (32 %) of the replies is oscillation with swinging from side to side, (23.3%) of the sample's response is deficiency, magnitude (18.9%), prestige (3.3%), and specifition (22.2%). Therefore, the statement is accepted.

Table 58. Respect

q5		
	Frequency	Percent
deficiency	9	10.0
magnitude	3	3.3
oscillation	10	11.1
prestige	59	65.6
sanction	1	1.1
specifition	8	8.9
Total	90	100.0

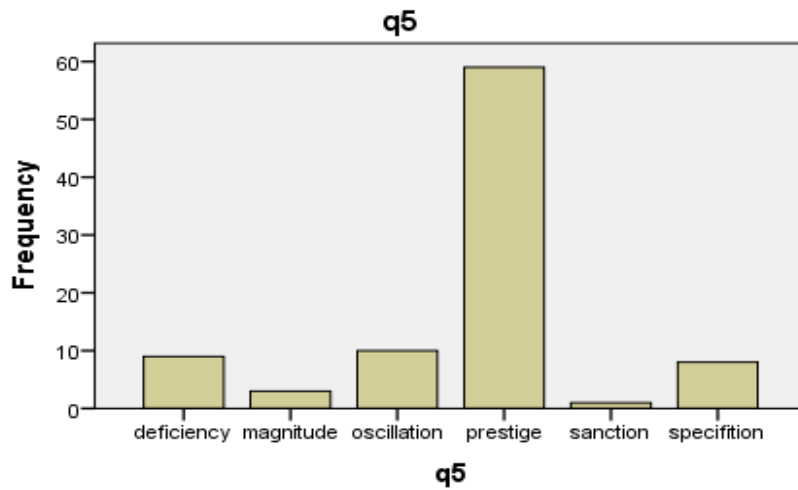


Figure 51. Respect

Table 58 and Figure 51 reveal that (65.6 %) of the replies is prestige with respect, (10%) of the sample's response is deficiency, oscillation (11.1%), sanction (1.1%) and specifition (8.9%). Therefore, the statement is accepted.

Table 59. Lack

q6		
	Frequency	Percent
deficiency	55	61.1
magnitude	1	1.1
prestige	8	8.9
sanction	15	16.7
specification	11	12.2
Total	90	100.0

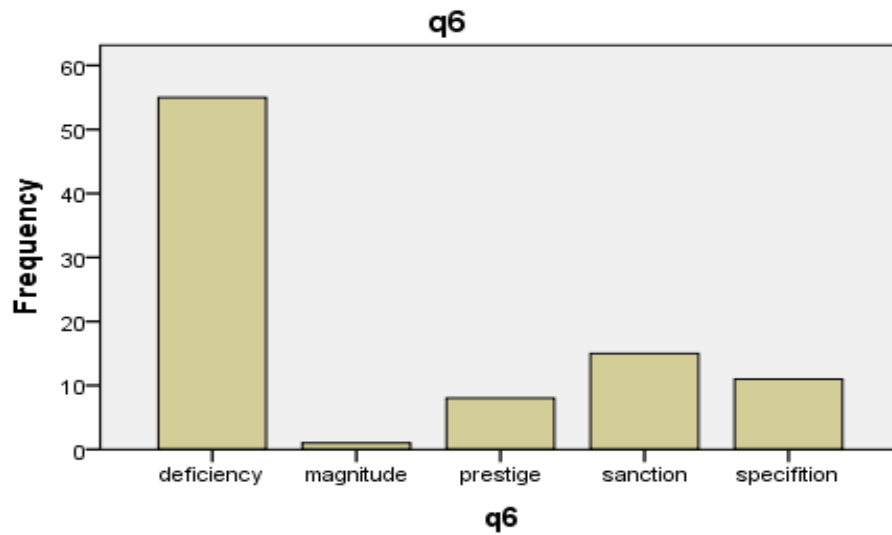


Figure 52. Lack

Table 59 and Figure 52 show that (61.1 %) of the replies is deficiency with lack, (1.1%) of the sample's response is magnitude, prestige (8.9%), sanction (16.7%), and specification (12.2%). Therefore, the statement is accepted.

Table 60. Shape

q7		
	Frequency	Percent
configuration	62	68.9
discourse	12	13.3
hypothesis	9	10.0
propensity	7	7.8
Total	90	100.0

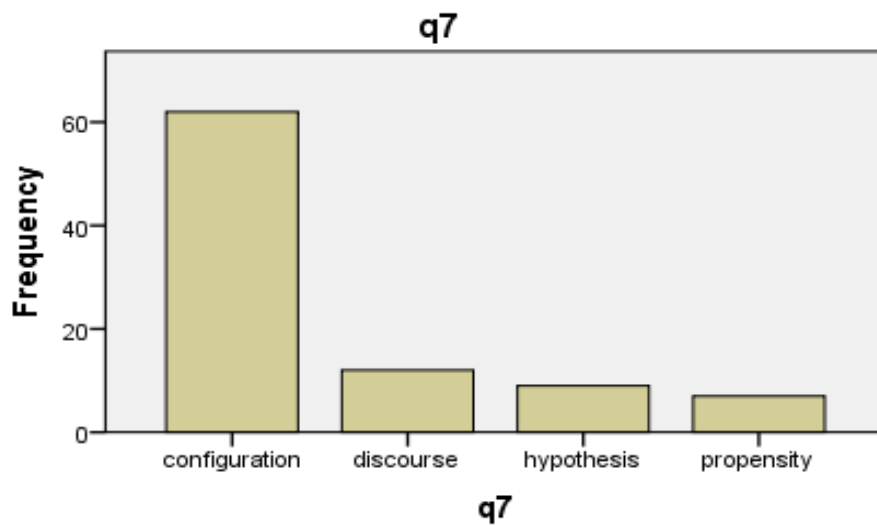


Figure 53. Shape

Table 60 and Figure 53 demonstrate that (68.9 %) of the replies is configuration with shape, (13.3%) of the sample's response is discourse, hypothesis (10%), and propensity (7.8%). Therefore, the statement is accepted.

Table 61. Speech

q8		
	Frequency	Percent
discourse	50	55.6
hypothesis	8	8.9
intersection	8	8.9
partisan	6	6.7
propensity	18	20.0
Total	90	100.0

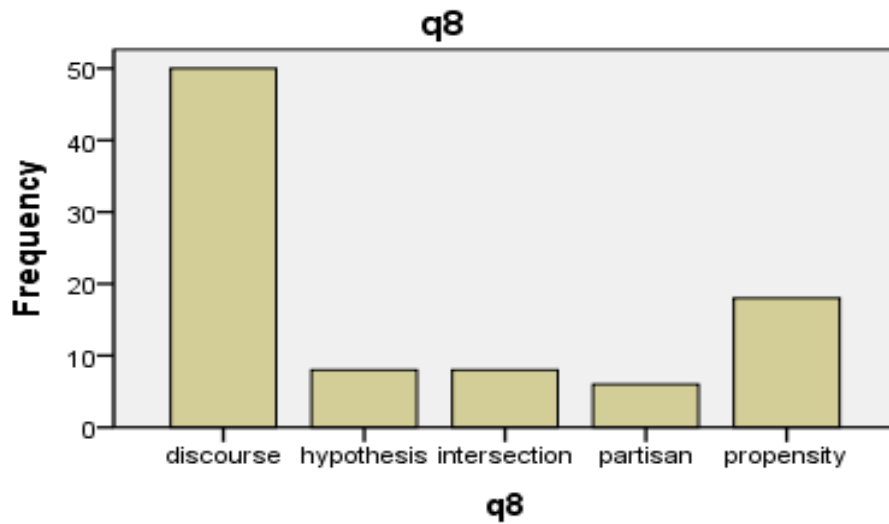


Figure 54. Speech

Table 61 and Figure 54 reveal that (55.6 %) of the replies is discourse with speech, (8.9%) of the sample's response is hypothesis (10%), and intersection (8.9%), propensity (20%). Therefore, the statement is accepted.

Table 62. Theory

q9		
	Frequency	Percent
configuration	6	6.7
discourse	1	1.1
hypothesis	50	55.6
intersection	18	20.0
partisan	3	3.3
propensity	12	13.3
Total	90	100.0

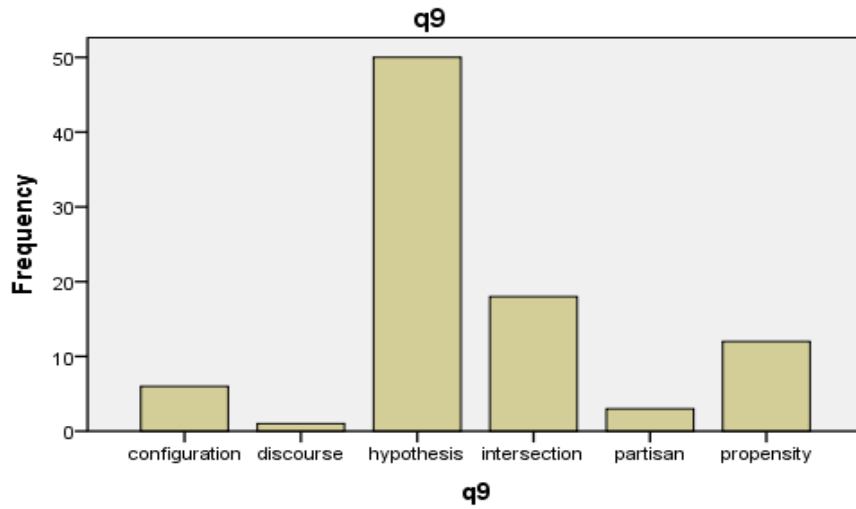


Figure 55. Theory

Table 62 and Figure 55 reveal that (55.6 %) of the replies is hypothesis with theory, (6.7%) of the sample's response is configuration, intersection (20%), propensity (13.3%). Therefore, the statement is accepted.

Table 63. Without the writer's name

q10		
	Frequency	Percent
anonymous	61	67.8
indigenous	7	7.8
maternal	4	4.4
minimum	8	8.9
nutrient	10	11.1
Total	90	100.0

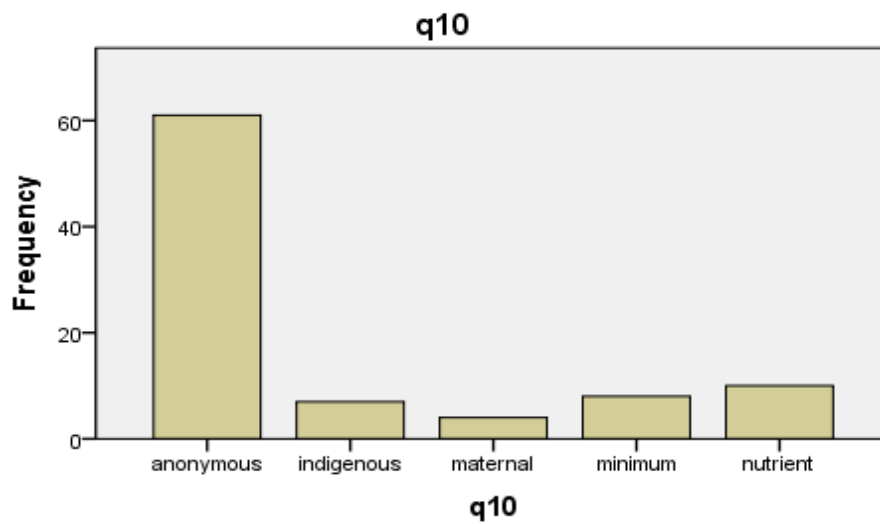


Figure 56. Without the writer's name

Table 63 and Figure 55 illustrate that (67.8 %) of the replies is anonymous with without the writer's name, (7.8%) of the sample's response is indigenous, maternal (4.4%), minimum (8.9%) and nutrient (11.1%). Therefore, the statement is accepted.

Table 64. Least possible amount

q11		
	Frequency	Percent
Anonymous	8	8.9
Maternal	9	10.0
Minimum	57	63.3
Nutrient	13	14.4
modification	3	3.3
Total	90	100.0

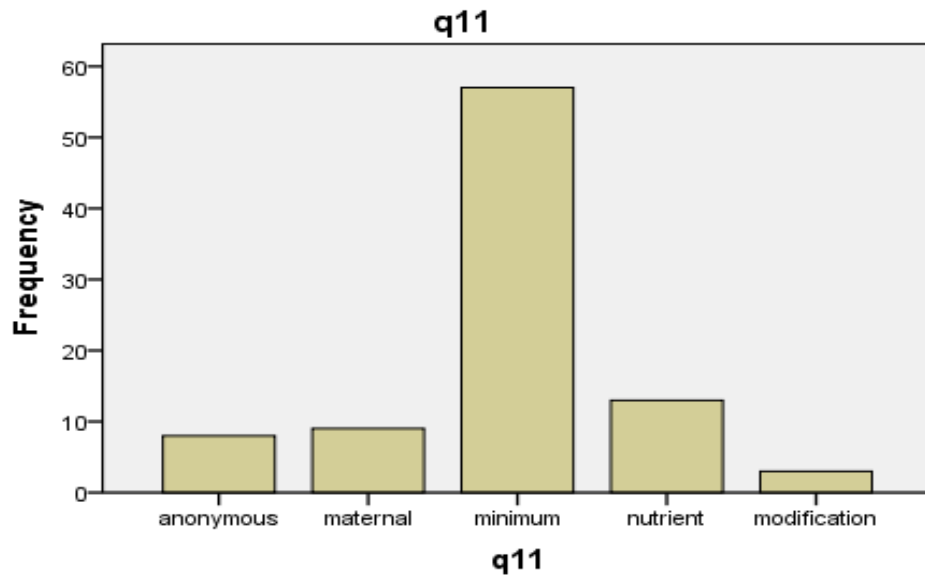


Figure 57. Least possible amount

Table 64 and Figure 56 show that (67.8 %) of the replies is minimum with the least possible amount, (8.9%) of the sample's response is anonymous, maternal (10%), nutrient (14.4%), and modification (3.3%). Therefore, the statement is accepted.

Table 65. Native

q12		
	Frequency	Percent
anonymous	4	4.4
indigenous	74	82.2
maternal	3	3.3
nutrient	1	1.1
modification	8	8.9
Total	90	100.0

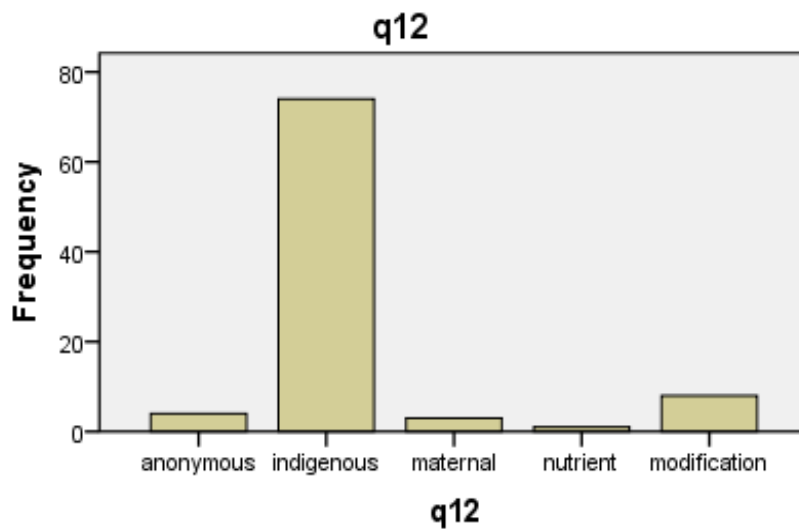


Figure 58. Native

Table 65 and Figure 57 reveal that (82.2%) of the replies is indigenous with native, (4.4%) of the sample's response is anonymous, maternal (3.3%), nutrient (3.3%) and modification (8.9%). Therefore, the statement is accepted.

Table 66. Of the beginning stage

q13		
	Frequency	Percent
elementary	78	86.7
negative	5	5.6
random	4	4.4
reluctant	3	3.3
Total	90	100.0

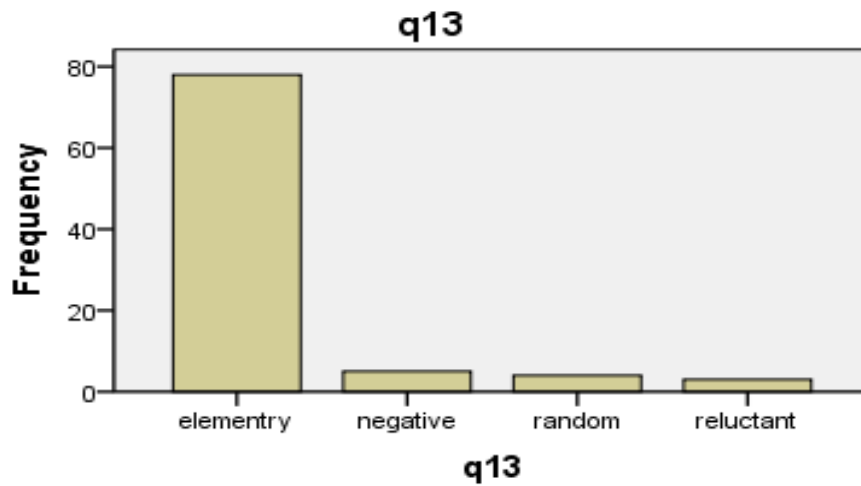


Figure 59. Of the beginning stage

Table 66 and Figure 58 demonstrate that (86.7%) of the replies is elementary with the beginning stage, (5.4%) of the sample's response is negative, random (4.4%), reluctant (3.3%). Therefore, the statement is accepted.

Table 67. Not moving or changing

q14		
	Frequency	Percent
static	81	90.0
random	6	6.7
ultimate	3	3.3
Total	90	100.0

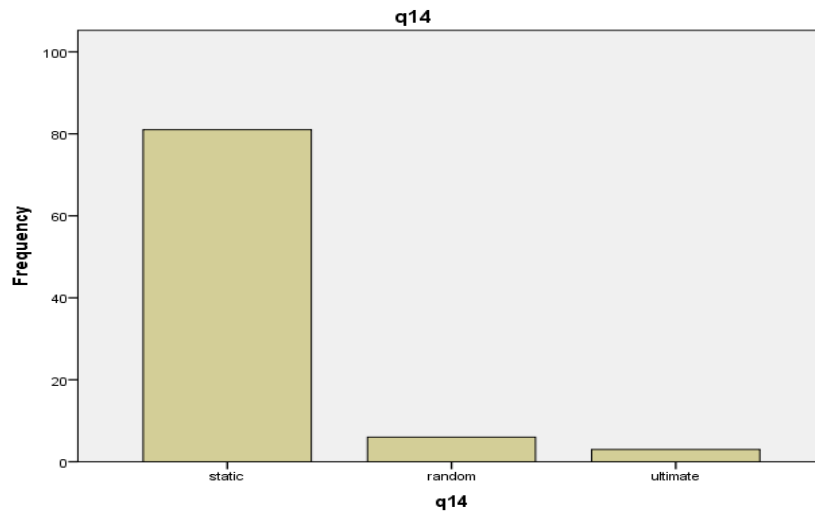


Figure 60. Not moving or changing

Table 67 and Figure 59 demonstrate that (90%) of the replies is static with not moving or changing, (5.4%) of the sample's response is random (6.7%), and ultimate (3.3%). Therefore, the statement is accepted.

Table 68. Final, furthest

q15		
	Frequency	Percent
random	3	3.3
ultimate	87	96.7
Total	90	100.0

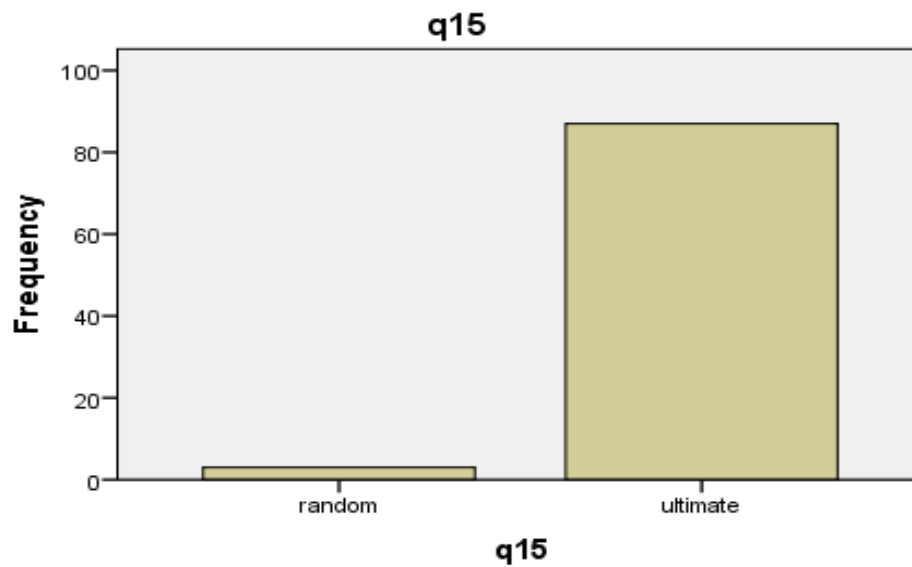


Figure 61. Final, furthest

Table 68 and Figure 60 show that (96.7%) of the replies is ultimate with final, furthest, and (3.3%) of the sample's response is random. Therefore, the statement is accepted.

Level (1000)

Table 69. Work at something without serious intentions

q1		
	Frequency	Percent
acquiesce	12	13.3
contaminate	5	5.6
crease	2	2.2
dabble	44	48.9
rape	11	12.2
squint	16	17.8
Total	90	100.0

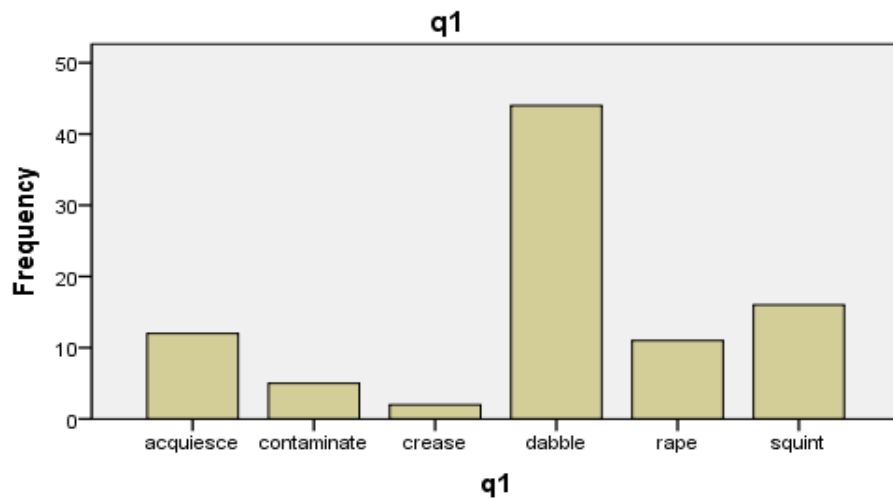


Figure 62. Work at something

Table 69 and Figure 61 reveal that (48.9%) of the replies is dabble with work at something without serious intentions, (13.3%) of the sample's response is acquiesce, contaminate (5.6%), crease (2.2%), rape (12.2%) and squint (17.8%). Therefore, the statement is accepted.

Table 70. Accept without protest

q2		
	Frequency	Percent
acquiesce	25	27.8
contaminate	21	23.3
crease	6	6.7
dabble	8	8.9
rape	11	12.2
squint	19	21.1
Total	90	100.0

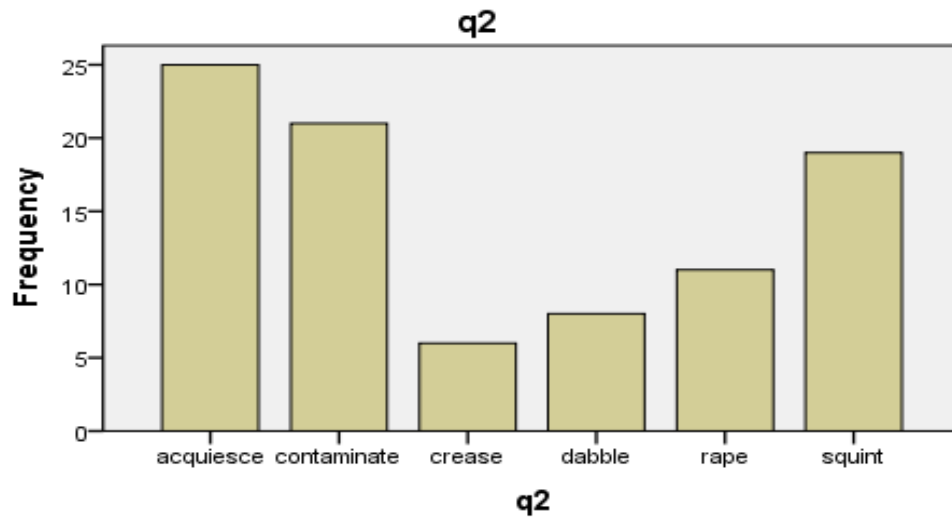


Figure 63. Accept without protest

Table 70 and Figure 62 demonstrate that (27.8%) of the replies is acquiesce with accept without protest, (23.3%) of the sample's response is contaminate (6.7%) crease, dabble (8.9%), rape (12.2%) and squint (21.1%). Therefore, the statement is accepted.

Table 71. Make a fold on cloth or paper

q3		
	Frequency	Percent
acquiesce	17	18.9
contaminate	11	12.2
crease	31	34.4
dabble	9	10.0
rape	21	23.3
squint	1	1.1
Total	90	100.0

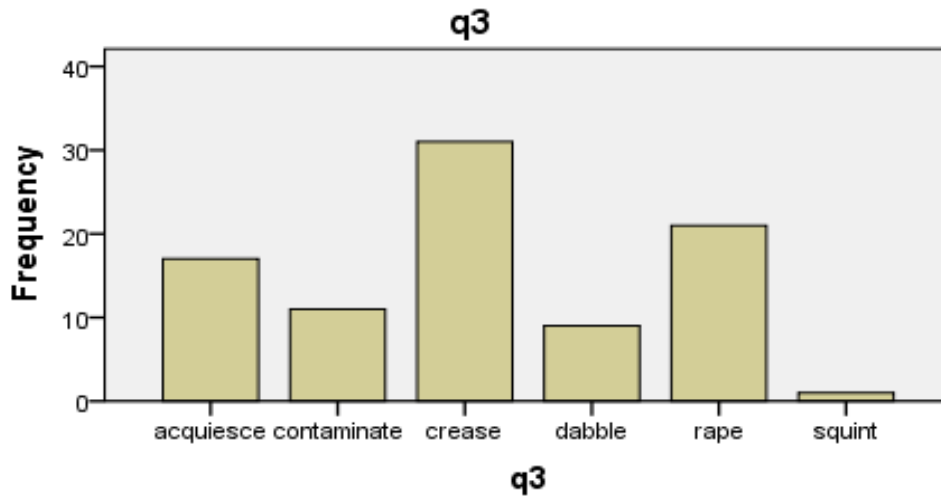


Figure 64. Make a fold on cloth or paper

Table 71 and Figure 63 show that (34.4%) of the replies is crease with make a fold on cloth or paper, (12.2%) of the sample's response is contaminate (10%) dabble, rape (23.2%) and squint (1.1%).

Table 72. Give care and food to

q4		
	Frequency	Percent
blaspheme	16	17.8
endorse	15	16.7
nurture	34	37.8
overhaul	13	14.4
straggle	12	13.3
Total	90	100.0

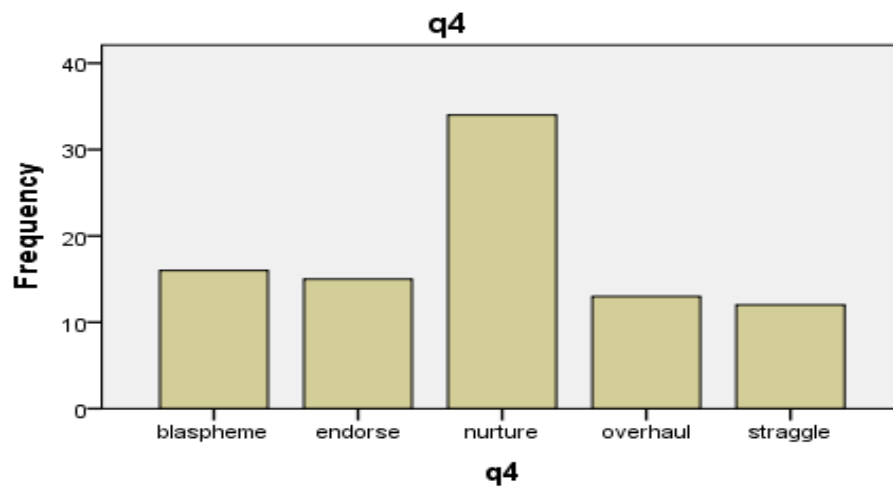


Figure 65. Give care and food to

Table 72 and Figure 64 demonstrate that (34.8%) of the replies is nurture with give care and food to (17.8%) of the sample's response is blaspheme (16.7%) endorse, overhaul (14.4%) and straggle (13.3%).

Table 73. Speak badly about God

q5		
	Frequency	Percent
blaspheme	35	38.9
endorse	14	15.6
nurture	9	10.0
overhaul	17	18.9
straggle	15	16.7
Total	90	100.0

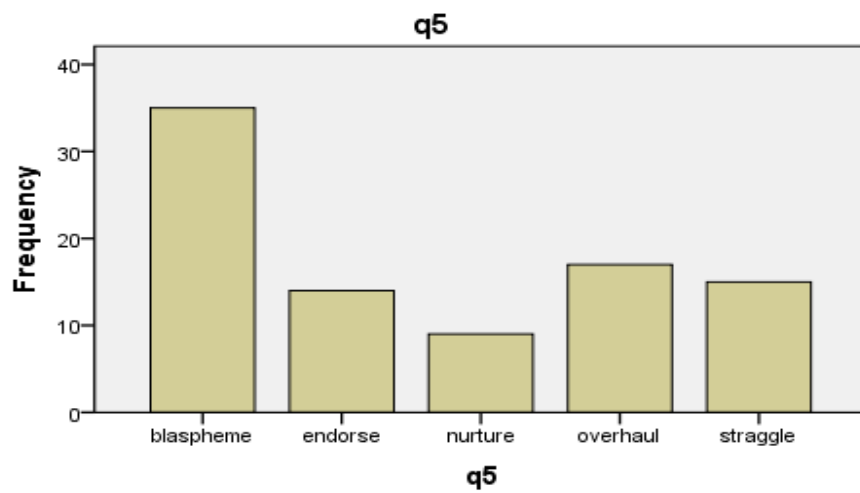


Figure 66. Speak badly about God

Table 73 and Figure 65 reveal that (38.9%) of the replies is blaspheme with speak badly about God, (15.6%) of the sample's response is endorse (10%) nurture, overhaul (18.9%) and straggle (16.7%).

Table 74. Slip or slide

q6		
	Frequency	Percent
endorse	22	24.4
nurture	12	13.3
overhaul	8	8.9
skid	45	50.0
straggle	3	3.3
Total	90	100.0

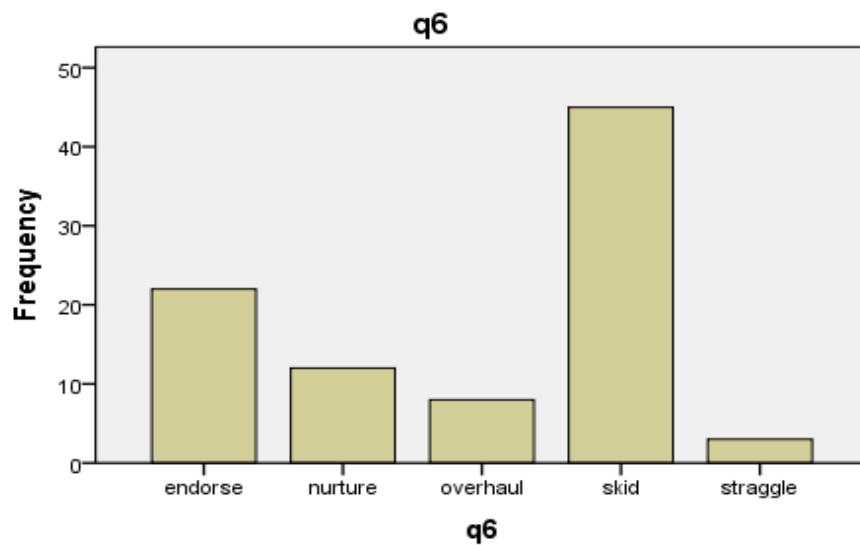


Figure 67. Slip or slide

Table 74 and Figure 66 illustrate that (50%) of the replies is skid with slip or slide, (24.4%) of the sample's responses is endorse (13.3%) nurture, and overhaul (8.9%) and struggle (3.3%).

Table 75. Full of self

q7		
	Frequency	Percent
auxiliary	10	11.1
candid	15	16.7
dubious	8	8.9
morose	11	12.2
pompous	40	44.4
temporal	6	6.7
Total	90	100.0

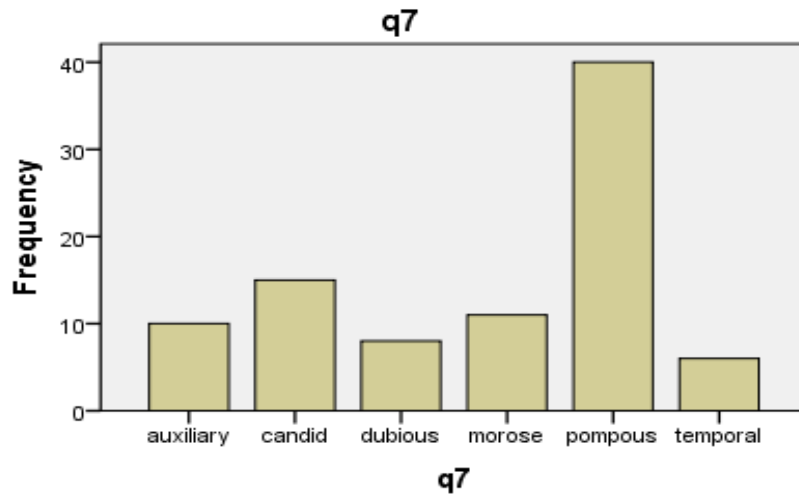


Figure 68. Full of self

Table 75 and Figure 67 demonstrate that (44.4%) of the replies is pompous with full of self importance, (16.7%) of the sample's response is candid (10%) dubious, temporal (6.7%).

Table 76. Helping, adding support

q8		
	Frequency	Percent
auxiliary	46	51.1
candid	13	14.4
dubious	9	10.0
morose	5	5.6
pompous	3	3.3
temporal	14	15.6
Total	90	100.0

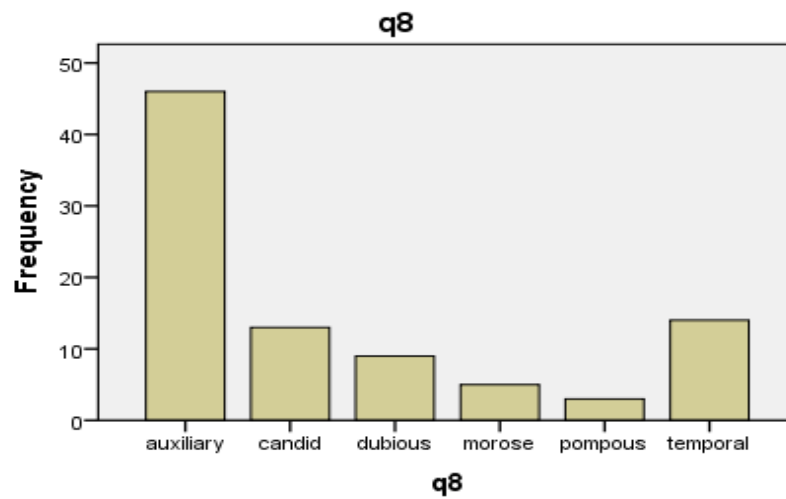


Figure 69. Helping, adding support

Table 76 and Figure 68 show that (51.1%) of the replies is auxiliary with helping, adding support, (14.4%) of the sample's response is candid (10%) dubious, temporal (15.6%).

Table 77. Bad-tempered

q9		
	Frequency	Percent
auxiliary	10	11.1
dubious	18	20.0
morose	51	56.7
temporal	11	12.2
Total	90	100.0

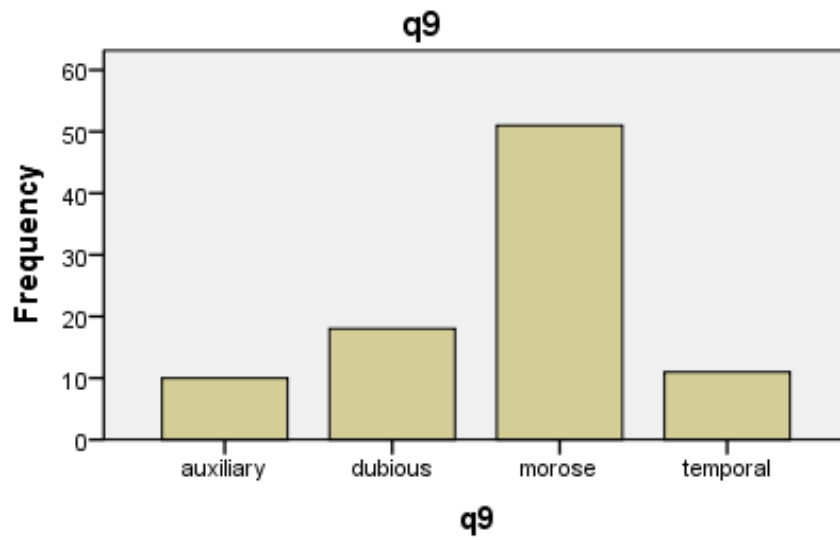


Figure 70. Bad-tempered

Table 77 and Figure 69 illustrate that (56.7%) of the replies is morose with bad-tempered, (11.1%) of the sample's response is auxiliary (20%) dubious, temporal (12.2%).

Table 78. Small and weak

q10		
	Frequency	Percent
anterior	5	5.6
concave	9	10.0
interminable	10	11.1
puny	49	54.4
volatile	6	6.7
wicker	11	12.2
Total	90	100.0

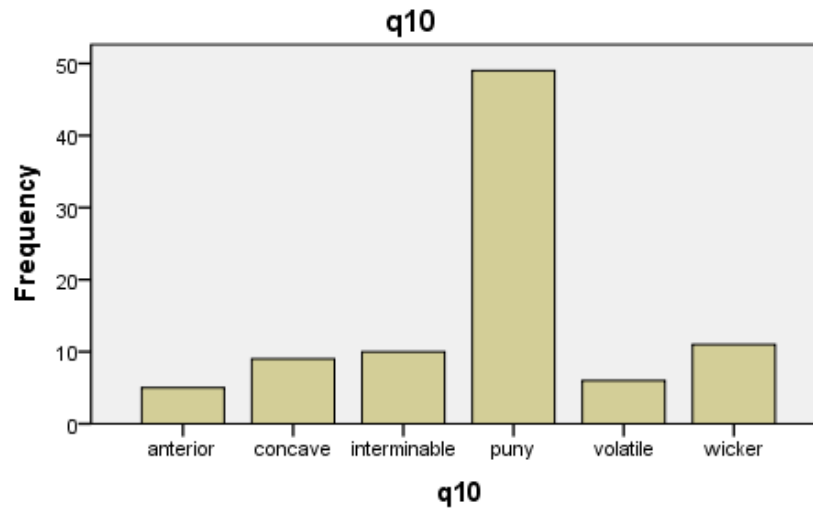


Figure 71. Small and weak

Table 78 and Figure 70 demonstrate that (54.4%) of the replies is puny with small and weak, (5.6%) of the sample's response is anterior (10%) concave, interminable (11.1%), volatile (6.7%), wicker (12.2%).

Table 79. Easily changing

q11		
	Frequency	Percent
Anterior	7	7.8
Concave	11	12.2
interminable	17	18.9
Puny	8	8.9
Volatile	32	35.6
Wicker	15	16.7
Total	90	100.0

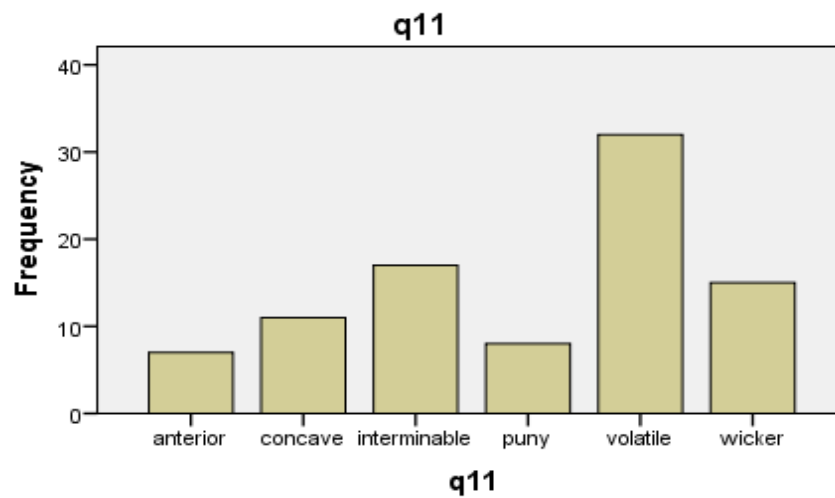


Figure 72. Easily changing

Table 79 and Figure 71 demonstrate that (35.6%) of the replies is volatile with easily changing, (7.8%) of the sample's response is anterior (12.2%) concave, interminable (18.9%), and wicker (16.7%).

Table 80. Endless

q12		
	Frequency	Percent
anterior	29	32.2
concave	17	18.9
interminable	11	12.2
puny	10	11.1
volatile	15	16.7
wicker	8	8.9
Total	90	100.0

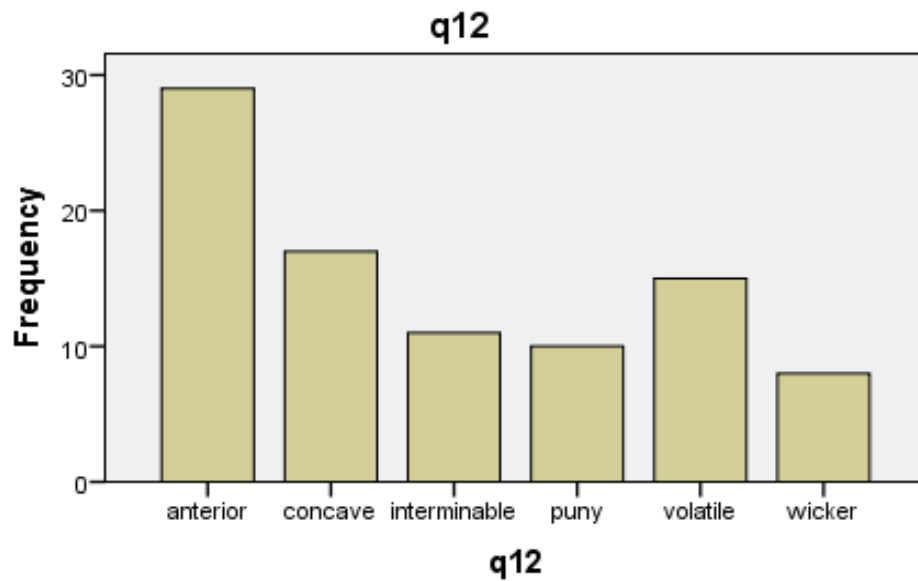


Figure 73. Endless

Table 80 and Figure 72 reveal that (32.2%) of the replies is anterior with endless, (16.7%) of the sample's response is volatile (18.9%) concave, interminable (12.2%), wicker (8.9%).

Table 81. Worst and most useless parts of anything

q13		
	Frequency	Percent
dregs	17	18.9
flurry	4	4.4
hostage	14	15.6
jumble	21	23.3
saliva	15	16.7
truce	19	21.1
Total	90	100.0

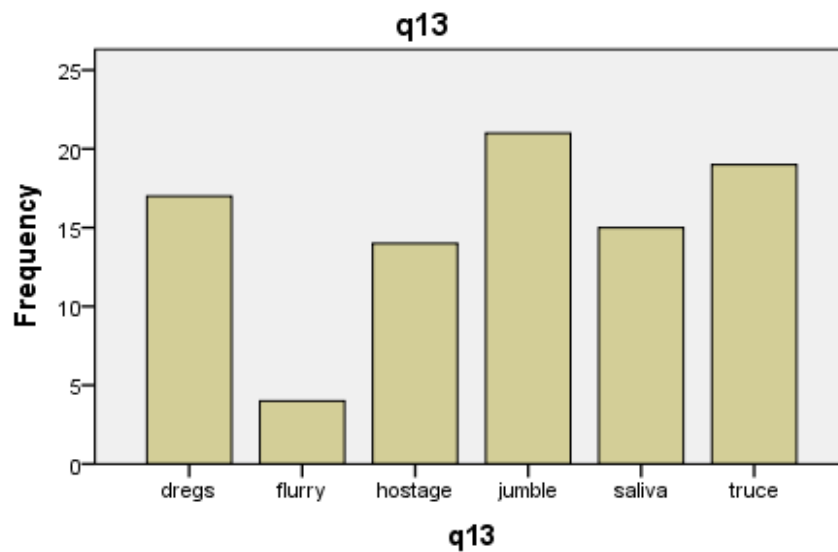


Figure 74. Worst and most

Table 81 and Figure 73 demonstrate that (23.3%) of the replies is jumble with the worst and most useless parts of anything, (18.9%) of the sample's response is dregs (4.4%) flurry, hostage (15.6%), saliva (21.1%).

Table 82. Natural liquid present in the mouth

q14		
	Frequency	Percent
flurry	8	8.9
hostage	3	3.3
jumble	1	1.1
saliva	64	71.1
truce	14	15.6
Total	90	100.0

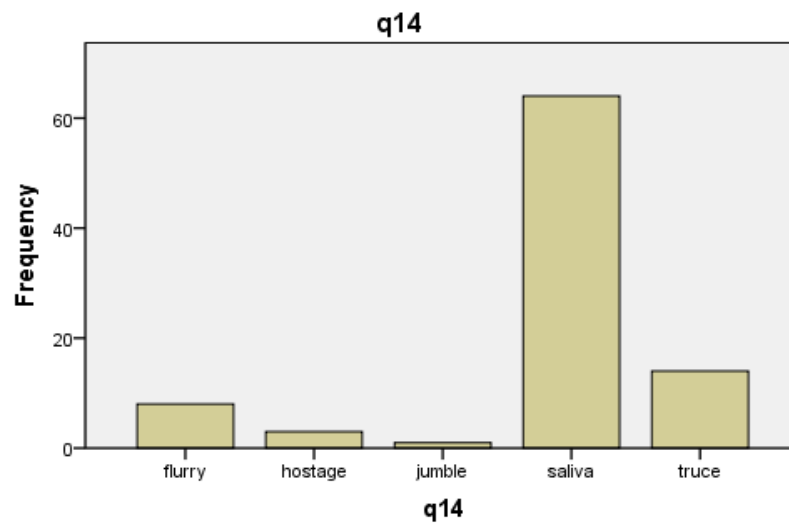


Figure 75. Natural liquid

Table 82 and Figure 74 explain that (71.1%) of the replies is saliva with the natural liquid present in the mouth, (8.9%) of the sample's response is flurry, hostage (3.3%), truce (15.6%).

Table 83. Confused mixture

q15		
	Frequency	Percent
dregs	8	8.9
flurry	12	13.3
hostage	1	1.1
jumble	58	64.4
saliva	1	1.1
Truce	10	11.1
Total	90	100.0

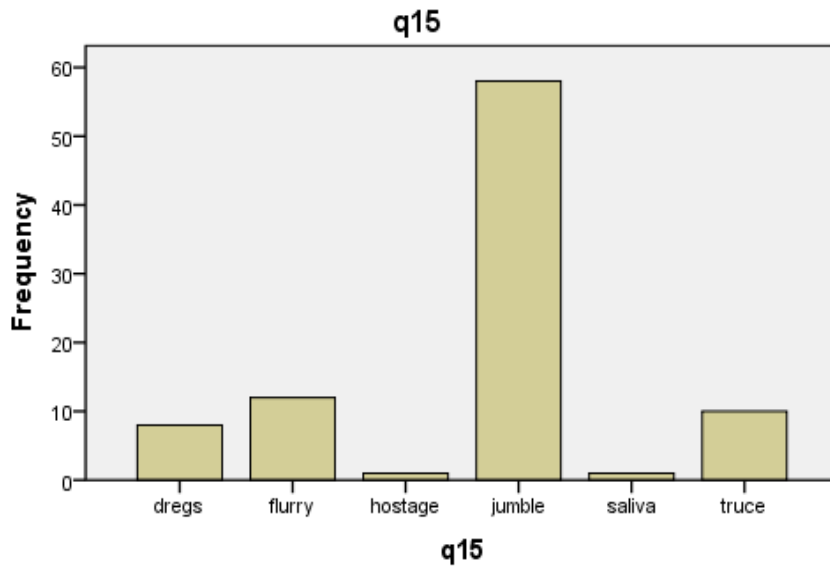


Figure 76. Confused mixture

Table 83 and Figure 75 demonstrate that (71.1%) of the responses is jumble with the confused mixture, (13.3%) of the sample is flurry, hostage (1.1%), and truce (11.1%).

4.3. Answers of the Research Questions

The current study is motivated by a desire to investigate these four questions posed in Section 1.4. In other words, it intends to explore the motivation of students' vocabulary in the University of Al Anbar. Based on this research's findings, these questions can now be answered.

Does the vocabulary size of Iraqi EFL male and female students vary statistically?

Yes, there is a statistically significant strong vocabulary motivation. This can be supported by the results of the discussion in part (2 Self-efficacy) of the questionnaire.

1) Students were significantly more affirmative to their students' motivation in vocabulary;

2) Students were less motivated to practice vocabulary lack of self-confidence and lack of motivation to vocabulary.

Are Iraqi EFL students motivated enough to have large vocabulary?

Yes, there is a statistical significance of spoken English. This can be supported by the results of discussions in part (4) Anxiety (Items 3, 12, 20, 22) of the questionnaire. Accordingly:

The present study aims, in part, to investigate what factors contribute to students' high levels of language-speaking anxiety. This is crucial to develop effective methods for dealing with the problem. Students' increased verbal expression may be due to a number of factors, as indicated by the scale data anxiety. These are:

1. Lack of vocabulary or background knowledge of the foreign language.
2. Worry about the fluency of speaking the second language.
3. Fear of being tested orally in a foreign language.
4. Lack of confidence when speaking the foreign language
5. Fear that one may be seen negatively because of their language weaknesses.

Do male and female Iraqi EFL students vary statistically in terms of motivation and vocabulary size?

Yes, EFL students vary statistically in terms of motivation and vocabulary size.

This can be supported by the results of the discussion in part (1) learning strategies, according to statistical analysis that:

Motivation increases learners' attention during the vocabulary lesson.

Motivated learning support EFL learning vocabulary.

Interaction and active practice in the classroom can motivate students university to learn the English language.

Do Iraqi male and female EFL learners' extrinsic and intrinsic motivations to study a foreign language vary statistically?

Yes, there is a statistical part of intrinsic value

According to extrinsic and intrinsic motivation, Iraqi students at the university are extrinsically and intrinsically motivated toward second language acquisition.

The result approves that from the data collected, the Iraqi students at the university are instrumentally motivated and intergratively motivated, thus implying the motivation of Iraqi students at the university is very high and this can increase their vocabulary.

4.4. Discussion

This section has addressed the analysis of research data acquired via the questionnaire and tests, data tabulation in tables, and the of the findings. The researcher used criteria established by Gardner to classify the elements in the data (1985). As a result, the data revealed two distinct sources of inspiration. According to the survey results, students' intrinsic desire is crucial to their success in learning English as a foreign language in this specific Iraqi setting. This is consistent with the view held by Tahaine&Daana (2013), that both instrumental and integrative forms of motivation play an important role in language acquisition. Interestingly, all of the students acknowledged that they needed to improve their English skills in order to pass the exam and go with their university studies.

The questionnaire of motivation seven question(Not at all true of me, Not at true of me, Somewhat untrue of me, Neutral, Somewhat true of me, True of me, Very true of me)

According to the data in the table below from the Motivate Strategies for Learning (questionnaire), students who value intellectual growth most strongly report a preference for difficult assignments. proportion of respondents who said "very true to me" (55.6%) It is essential to me to understand what is being taught in this class (40 percent Somewhat true of me), I appreciate what I am studying in this class (61 percent Not at all true of me), and I hope to do well compared to other students in this class (51 percent True of me). *I'm certain I can understand the ideas taught in this course*(46.8%True of me), *I think I will be able to use what I learn in this class in other classes*(46.7% option of True of me), *I expect to do very well in this class*(55.6% Not at all true of me),*Compared with others in this class, I think I'm a good student*(50% Somewhat untrue of me).

In table Intrinsic Value that *I often choose paper topics I will learn something from even if they require more work*(66.7% Very true of me), *I am sure I can do an excellent job on the problems and tasks assigned for this class*(54.4%True of me), *I have an uneasy, upset feeling when I take a test*(32.2%Somewhat true of me), *I think I will receive a good grade in this class*(46.7% Somewhat true of me), *Even when I do poorly on a test I try to learn from my mistakes*(45.6% Not at all true of me), *I think that what I am learning in this class is useful for me to know*(44.4% neutral), *My study skills are excellent compared with others in this class*(44.4% Somewhat true of me), *I think that what we are learning in this class is interesting* (58.9% Somewhat untrue of me),*Compared with other students in this class I think I know a great deal about the subject*(60.0% option of Very true of me)

Given the aforementioned information, these results are in agreement with the earlier study done by Yu (2010) and Tamimi&Shuib (2009), which found that learning English with the goal of getting a rewarding future employment is an advantageous reason to learn English.

Further, it was shown that the students often study English in order to fulfill academic requirements, which is an instrumental motive very similar to that discovered by Yu (2014). Higher-response (45.6% True of me): I am confident in my

ability to master the course content, lower-response (44.4% Neutral of me): I worry a lot about tests, and lower-response (0% True of me): I do not place a high value on understanding the information. I don't agree with the 47.8% who say, "When I take a test, all I can think about is how badly I'm doing." 56.7% Supporting this conclusion is research conducted by Schmidt et al. (1996, referenced by Duvernay) which found that the majority of EFL students studied English for practical purposes.

Statements' Cognitive Strategy Use Analyses Table Very true of me (44.4%). When I study, I attempt to integrate what I've learned in class with what I've read in the book.

Somewhat true of me(62.2%): when work is hard I either give up or study only the easy; when I study, I put important ideas into my own words; when I do homework, I try to remember what the teacher said in class so I can answer the questions correctly; true of me(50%); neutral(53.3%); It is hard for me to decide what the main ideas are in what I read; true of me(55.6%); Somewhat true of me (44.4%), when studying for a test I practice saying the important facts over and over to myself, and when studying for a test I copy my notes over to help me remember the material very true of me (30.0%), I work on practice exercises and answer end of chapter questions even when I don't have to true of me (42.2%), I keep working until I finish even when study materials are dull and uninteresting not at all true of me (58.9%), and The importance of knowing a good vocabulary in teaching and studying a foreign language cannot be overstated. Countless EFL educators and scholars have stressed the need of expanding one's vocabulary when studying a new language. Most people studying English as a foreign language (EFL) do so in order to improve their communicative abilities with others. Vocabulary is not an aim in itself," writes Nation (1990). Possessing a large vocabulary makes it simpler to communicate effectively in all four language modes. Therefore, if one can master vocabulary acquisition, they will be better able to devote their time and energy to expanding their proficiency in other areas of foreign language study. The purpose of this research was to compare how EFL teachers and students felt about the language they were taught. Using the collected data, it was shown that the majority of EFL students had self-reported proficiency at the intermediate (level 3000), advanced (level 5000), or basic (level 1000) level. EFL students and teachers pay close attention to the function of language in motivation in light of the aforementioned data analysis and debate. The findings suggest that the

primary cause of EFL students' lexical difficulties is a combination of a lack of vocabulary knowledge and difficulties in articulating or conveying what they know or have learned.. Taking into account the perspectives of EFL students, the results reveal a highly significant p value where $P < .05$ and $q < .05$ (794; 783). In a same vein, most EFL teachers have identified students' lack of vocabulary as a serious problem at the 1000-level. There is statistical evidence of a very high level of significance ($p < .05$) in the interpretation of the data.

In contrast to Muhammad et al(2018) .'s research, the analyses of instructors' data show that many Saudi EFL students struggle to communicate effectively in English during class. But some teachers of English as a foreign language have conceded that some EFL students do take part in speaking activities, although a tiny fraction compared to those who are influential in the use of English. Vocabulary shortage, nervousness about public speaking, difficulty communicating meaning, and external distractions are the primary reasons of speaking difficulties, according to EFL teachers. Learners' identified locations for using language difficulties are linked to the issues stated above. The present study's results corroborate those of Anthony et al. (2009), who looked at the part vocabulary plays in developing kids' language abilities; they found a strong connection between vocabulary and oral acuity. These results are consistent with those of a research conducted by Hamad (2013) on female Saudi EFL learners, who likewise showed a correlation between a lack of vocabulary knowledge and low vocabulary performance. These findings serve solely to validate the need of focusing on vocabulary learning strategy teaching methodology and framework in order to boost the vocabulary of Iraqi EFL students at the present time.

CONCLUSIONS, FINDINGS AND RECOMMENDATIONS

This chapter starts with a very brief introduction to explore the components of chapter, thus it is mainly concerned with the conclusions, findings of the study, and recommendations.

Conclusion

Lexical understanding is necessary for vocabulary knowledge and barriers to learning a second/foreign language include a lack of familiarity with the lexicon of that language. A study was conducted to assess the evolution of vocabulary education by analysing the methods employed by EFL educators. Educators need to take into account the vocabulary's kind, the student's level, and features, and the effectiveness of the tactics before presenting the meaning or form of vocabulary items. To rephrase, factors such as students' ages, levels of schooling, and English skills may all have an impact on their learning, and teachers must be conscious of these variables while implementing their teaching strategy. Teachers can also provide their pupils with vocabulary acquisition tools that allow them to meet terms again and in several contexts.

When it comes to vocabulary instruction in an EFL environment, students should understand what vocabulary is and how to accomplish complete acquisition because vocabulary development involves more than just remembering a single word's spelling and sound and then looking up the Indonesian term corresponding to it. Instead, vocabulary knowledge should span various dimensions, including pronunciation, supplementary tools, juxtaposition, meaning features, and word construction. An eager student with good guidance from their teachers is certain to thrive in the language acquisition process, based on the ways that may be used to boost learners' vocabulary capacity. Only by devoting their entire lives to English can teachers achieve success in language acquisition, and pupils ought to be a part of that.

Findings

The lack of vocabulary is due to the lack of motivation.

Practicing dialogues increases learners' vocabulary.

Using vocabulary increases students' performance in EFL classes.

The implementation of techniques and strategies helps students in developing their vocabulary.

Both students' work and their mentality toward expanding their vocabulary have improved greatly.

Being motivated for learning the English language and should have good relations with vocabulary.

Recommendations of the Study

- Using Visual aids in class help students develop their vocabulary.
- Teachers need techniques and strategies for teaching vocabulary.
- Using modern technology in class help students develop their reading vocabulary.
- Teachers must be trained in how to teach the English language.
- EFL learners should practice vocabulary in and out of the classroom.
- Adopt certain strategies that can be more effective to raise the motivation of vocabulary by the learners.
- Teachers provide vocabulary courses given to parents and learners because this helps motivate the learners' vocabulary.
- Students' motivation so that the student must be positive to make students active participants in learning, whereby students learn through work, task, writing, design, creativity, and analysis vocabulary.
- The importance of understanding students all these motivations because they all help them acquire language

Suggestions for Further Studies

For further studies, the researcher suggested the followings:

The current study has been implemented at the university level; however, similar research might be undertaken at lower levels of education, such as secondary schools.

A need arises to tackle the area of integrating literature with language classes and course design.

Classroom management should be interactive communications.



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APPENDIXES

Section One

Motivated Strategies for Learning-(Questionnaire);

Please rate the following items based on your behavior in this class. Your rating should be on a 7-

point scale where :

Reflect Me

1 – not at all true of me

2 – not true of me

3 – Somewhat untrue of me

4 – Neutral

5 – Somewhat true of me

6 – True of me

7 – Very true of me

1. I prefer class work that is challenging so I can learn new things.
 2. Compared with other students in this class I expect to do well.
 3. I am so nervous during a test that I cannot remember facts I have learned.
 4. It is important for me to learn what is being taught in this class.
 5. I like what I am learning in this class.
 6. I'm certain I can understand the ideas taught in this course.
 7. I think I will be able to use what I learn in this class in other classes.
 8. I expect to do very well in this class.
 9. Compared with others in this class, I think I'm a good student.
 10. I often choose paper topics I will learn something from even if they require more work.
 11. I am sure I can do an excellent job on the problems and tasks assigned for this class.
 12. I have an uneasy, upset feeling when I take a test.
 13. I think I will receive a good grade in this class.
 14. Even when I do poorly on a test I try to learn from my mistakes.
 15. I think that what I am learning in this class is useful for me to know.
 16. My study skills are excellent compared with others in this class.
 17. I think that what we are learning in this class is interesting.
 18. Compared with other students in this class I think I know a great deal about the subject.
 19. I know that I will be able to learn the material for this class.
 20. I worry a great deal about tests.
-

21. Understanding this subject is important to me.
22. When I take a test I think about how poorly I am doing.
23. When I study for a test, I try to put together the information from class and from the book.
24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly.
25. I ask myself questions to make sure I know the material I have been studying.
26. It is hard for me to decide what the main ideas are in what I read.
27. When work is hard I either give up or study only the easy parts.
28. When I study I put important ideas into my own words.
29. I always try to understand what the teacher is saying even if it doesn't make sense.
30. When I study for a test I try to remember as many facts as I can.
31. When studying, I copy my notes over to help me remember material.
32. I work on practice exercises and answer end of chapter questions even when I don't have to.
33. Even when study materials are dull and uninteresting, I keep working until I finish.
34. When I study for a test I practice saying the important facts over and over to myself.
35. Before I begin studying I think about the things I will need to do to learn.
36. I use what I have learned from old homework assignments and the textbook to do new assignments.
37. I often find that I have been reading for class but don't know what it is all about.
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said.
39. When I am studying a topic, I try to make everything fit together.
40. When I'm reading I stop once in a while and go over what I have read.
41. When I read materials for this class, I say the words over and over to myself to help me remember.
42. I outline the chapters in my book to help me study.
43. I work hard to get a good grade even when I don't like a class.
44. When reading I try to connect the things I am reading about with what I already know.

Appendixes

Section Two : VLT – (Questionnaire); (2000 Level).

1. original

2. private complete

3. royal first

4. slow not public

5. sorry

6. total

1. apply

2. elect choose by voting

3. jump become like water

4. manufacture make

5. melt

6. threaten

1. basket

2. crop money paid regularly for doing a job

3. flesh heat

4. salary meat

5. temperature

6. thread

1. birth

2. dust being born

3. operation game

4. row winning

5. sport

6. victory

1. accident

2. choice having a high opinion of yourself

3. debt something you must pay

4. fortune loud, deep sound

5. pride

6. roar

Section Two : (3000 Level).

1. administration

2. angel managing business and affairs

3. front spirit who serves God

4. herd group of animals

5. mate

6. pond

1. bench

2. charity part of a country

3. fort help to the poor

4. jar long seat

5. mirror

6. province

1. coach

2. darling a thin, flat piece cut from something

3. echo person who is loved very much

4. interior sound reflected back to you

5. opera

6. slice

1. marble

2. palm inner surface of your hand

3. ridge excited feeling

4. scheme plan

5. statue

6. thrill

1. annual

2. blank happening once a year

3. brilliant certain

4. concealed wild

5. definite

6. savage

Section Two : (5000 Level).

1. alcohol

2. apron cloth worn in front to protect your clothes

3. lure stage of development

4. mess state of untidiness or dirtiness

5. phase

6. plank

1. circus

2. jungle speech given by a priest in a church

3. nomination seat without a back or arms

4. sermon musical instrument

5. stool

6. trumpet

1. apparatus

2. compliment set of instruments or machinery

3. revenue money received by the government

4. scrap expression of admiration

5. tile

6. ward

1. bruise

2. exile agreement using property as security for a debt

3. ledge narrow shelf

4. mortgage dark place on your body caused by hitting

5. shovel

6. switch

1. desolate
2. fragrant good for your health
3. gloomy sweet-smelling
4. profound dark or sad
5. radical
6. wholesome

Section Two : University Word List

1. affluence
2. axis introduction of a new thing
3. episode one event in a series
4. innovation wealth
5. precision
6. tissue

1. deficiency
2. magnitude swinging from side to side
3. oscillation respect
4. prestige lack
5. sanction
6. specifiction

1. configuration
2. discourse shape
3. hypothesis speech
4. intersection theory
5. partisan
6. propensity

1. anonymous
2. indigenous without the writer's name
3. maternal least possible amount
4. minimum native

5. nutrient
6. modification

1. elementary
2. negative of the beginning stage
3. static not moving or changing
4. random final, furthest
5. reluctant
6. ultimate

Section Two : 10,000 Level

1. Acquiesce
2. contaminate work at something without serious intentions
3. crease accept without protest
4. dabble make a fold on cloth or paper
5. rape
6. squint

1. blaspheme
2. endorse give care and food to
3. nurture speak badly about God
4. overhaul slip or slide
5. skid
6. straggle

1. auxiliary
2. candid full of self importance
3. dubious helping, adding support
4. morose bad-tempered
5. pompous
6. temporal

1. anterior
2. concave small and weak

3. interminable easily changing

4. puny endless

5. volatile

6. wicker

1. dregs

2. flurry worst and most useless parts of anything

3. hostage natural liquid present in the mouth

4. jumble confused mixture

5. saliva

6. truce

Thank you so much for your time and participation

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