

An Investigation of the Relationship between EFL Young Learners' Intrinsic Motivation and their Achievement of Vocabulary

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Abstract

Intrinsic motivation is an important aspect that needs to be assessed and boost for EFL learners because it is believed that students with high levels of intrinsic motivation behave productively in the class, work harder outside the class, and persist longer with the achievement of vocabulary. On the contrary, students with low levels of intrinsic motivation become frustrated and disappointed with learning vocabulary with themselves resulting in hindrance in grasping the vocabulary learning strategy and performing its tasks. Therefore, the present study aimed at investigating the relationship between EFL young learners' achievement of vocabulary and their intrinsic motivation. The study sample consisted of fifty-six second year prep school students at Azza Zidan Official Language School, Fayoum Governorate, Egypt. Students' achievement of vocabulary was assessed using a vocabulary achievement test and their intrinsic motivation had been rated using 5 points Likert scale, both prepared by the researcher. The content validity of items in the test was verified by experts in the field of the curricula and EFL instruction. Besides, the statistical package for social sciences (SPSS) was used for analyzing the data obtained, the total correlation of the items was determined, and correlation measurements between subtitles and the total points of the scale were also performed. Also, Cronbach's alpha coefficient test was applied to determine the test reliability. To define the internal consistency and reliability of the test, the alpha test focused on subtitles in particular. After these analyses, the results of the study sample showed a statistically significant positive correlation between the scores obtained from the vocabulary achievement test regarding the intrinsic motivation scale.

Keywords: Vocabulary Achievement, Intrinsic Motivation, Young Learners.

Introduction

It has been, through different studies, a truism that various factors are affecting the language teaching and learning process. Motivation has been widely acknowledged by both teachers and researchers as one of the key factors that influence the rate and success of second or foreign language learning. Furthermore, motivation is not only an intense desire for learning and acquiring knowledge of English, but also an inner cause that pushes students forward in English learning with enthusiasm and willingness. That's why it is considered one of the main determining factors of success in developing a second or foreign language.

Motivation is one of the internal factors that influence learning a second or foreign language. It is commonly thought of as an inner state of need or desire that activates an individual to do something to satisfy them.

According to Larrivee (2006, p 231), motivation is defined as "emotional tendencies that guide or facilitate reaching goals". Gardner (2010) defined L2 motivation as "the extent to which an individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity". He also proposed a more comprehensive and accurate explanation for the concept of motivation. He noted that motivation is conceptualized as a set of variables. That is, it is a combination of effort plus desire to achieve the goal of learning and also a combination of the language plus favorable attitudes towards learning the language. In the classroom context, the concept of students' motivation is used to explain the degree to which students invest attention and effort in various pursuits, especially to achieve their willingness in lesson and learning activities.

Self-determination by Deci and Ryan (2000) plays an important role in second language learning which brings to the two types of motivation, intrinsic and extrinsic motivation (Dornyei, 2003) as cited in Nazeera Ahmed Bazari and Faizah Abdul Majid (2010). According to Dornyei (2003), a person who is intrinsically motivated is the one who learns a second language because of the joy he has in himself and also to satisfy his curiosity which is the opposite of extrinsic motivation in which a person who is eyeing for a reward such as good grades or prizes and avoiding punishment. In short, it can be said that intrinsic motivation brings to better and successful second language learning.

Increasing vocabulary knowledge is the basic part of every language learning program, both as a means and as an end. Lack of adequate and profound knowledge of vocabulary is an obvious and serious problem for

many students. However, vocabulary learning and teaching have been neglected for years. Richards and Renandya (2002) draw attention to the fact that vocabulary education was given little priority in second language programs and traditionally vocabulary learning was often left to look after itself and received almost no attention in many textbooks and language programs.

Students who are not motivated to succeed will not work hard. Motivation directly affects educational achievement. Numerous studies on the role of motivation and foreign language learning have been done and most of them indicated that there is a positive relationship between motivation and foreign language learning among learners of different age, sex and levels of language proficiency (e.g., Schmidt and Watanabe, 2001; Masgoret and Gardner, 2003; Csizér & Dörnyei, 2005; Bernaus & Gardner, 2008). In the same vein, Gardner (2010, p. 241) reports that “students with higher levels of motivation will do better than students with lower levels”. That’s why teachers should invest substantial time and energy in supporting students’ motivation and engagement in learning vocabulary.

Although the connection between motivation and foreign language vocabulary learning has not received much attention in research, different studies have identified a positive effect of motivation on different aspects of foreign language vocabulary learning (Elley, 1989; Gardner and MacIntyre, 1991; Fernández Fontecha, 2010). However, few studies and researches have addressed the relationship between learners' achievement of vocabulary and their intrinsic motivation. Thus, the lack of previous studies and researches handling the relationship between learners' achievement of vocabulary and their intrinsic motivation support the need for conducting this study. Therefore, the current study aimed at investigating the relationship between EFL young learners' achievement of vocabulary and their intrinsic motivation.

Statement of the problem

Due to the positive effects that intrinsic motivation has on students' language development in general and their achievement of vocabulary in particular, there is a need to investigate the relationship between students' achievement of vocabulary and their intrinsic motivation to find out more about how they affect each other. To investigate the relationship between EFL young learners' achievement of vocabulary and their intrinsic

motivation, the researcher had to answer the following research main question:

'What is the correlational relationship between second-year preparatory stage students' achievement of vocabulary and their intrinsic motivation?'

This question was sub-divided into the following sub-questions:

- 1- What levels of intrinsic motivation and vocabulary achievement are the EFL second year prep school students mostly at?
- 2- What is the effect of intrinsic motivation on EFL young learners' vocabulary achievement?
- 3- What is the impact of vocabulary achievement on the intrinsic motivation of EFL young learners?

Purpose of the Study

The current study aims at identifying the following:

- 1- The relationship between intrinsic motivation of second-year prep school students and the two components of their achievement of vocabulary.
- 2- The relationship between vocabulary achievement of second-year prep school students and the eight dimensions of their intrinsic motivation.

Significance of the Study

The current study might be helpful in:

1. Providing EFL young learners, teachers, supervisors, and researchers with a vocabulary achievement test that might help in identifying EFL young learners' vocabulary achievement levels.
2. Providing EFL young learners, teachers, supervisors, and researchers with a valid and reliable foreign language intrinsic motivation scale for measuring EFL young learners' intrinsic motivation.
3. Raising educators' awareness of the relationship between EFL young learners' achievement of vocabulary and their intrinsic motivation.
4. Shading more light on the effect of intrinsic motivation as a psychological factor on the success of students' achievement of vocabulary and how educators can activate students' lexical learning by helping them to believe in themselves and their abilities.

Hypotheses of the study

The current study aimed at testing the following hypothesis:

“There is no statistically significant correlation between the study sample's scores in the post administration of the vocabulary achievement test and the intrinsic motivation scale.”

Delimitations of the study

A sample of 56 EFL second preparatory stage school students in Azza Zidan Official Language School in Fayoum.

Definitions of terms

The following definitions are adopted in the current study.

1. Vocabulary Achievement

Saputra (2007) defines vocabulary achievement as “students’ scores which are gained in the vocabulary achievement test that measures their skills in recognizing, understanding and applying English vocabulary that has been taught to them.

2. Intrinsic motivation

Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures, or reward.

Review of literature

Among the factors influencing students’ learning, motivation is thought to be a very important reason for different achievements. Qin Xiaoqing (2002) says that motivation is a very important factor that determines the success or failure in second language learning, for motivation can directly influence the frequency of using learning strategies, the willpower of learning, goal setting, and the persistence in learning. Qin (2002) also says that learning motivation influences the learners’ autonomous learning ability, and determines the learners’ confidence in overcoming learning difficulty. These theories on motivation demonstrate that motivation, as one of the crucial factors determining the success in language learning, attracts much attention of the researchers

Theorists define motivation differently, which reveals the difficulty of describing it in clear and simple terms. Gardner (1985) defines motivation as the force that drives a person to strive and work hard to learn the language because of the desire of learning and the satisfaction he will get in

the learning process. Regarding Li, P., & Pan, G. (2009), motivation may be constructed as a state of cognitive and emotional arousal, which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal. According to Brown (2001), he defines motivation as the intensity of one's impetus to learn. Motivation in the target language influences not only the number of input learners receive but also the number of L2 learning strategies they use. To this end, motivation has a great impact on the extent to which learners learn a new language and maintain L2 skills after their studies (Oxford & Shearin, 1994).

Motivation plays an important role in the learning of a foreign language, and most previous studies on the role of motivation have been greatly influenced by the classical model (Gardner and Lambert 1972) and their expansions. These studies focus on two types of motivation: integrative motivation and instrumental motivation. The pioneering work by Gardner and Lambert (1972) defined the integrative motivation as those that indicate an interest in learning the language in order to communicate with members of the second language community. It is characterized by learners' willingness to identify themselves with the language speaking group and ultimately join it. While instrumental motivation was described as a motivation to acquire some advantage e.g. as getting a job or a higher payment by learning a second language. Though instrumental motivation is tied to a specific goal, its influence tends to be maintained only until that goal is achieved.

Despite the importance of this attempt to determine the types of motivation, different studies reveal the need for further classifications (Clément and Kruidenier 1983; Crookes and Schmidt 1991). Hence, the Self-Determination Theory (Deci and Ryan 1985; Noels, Pelletier, Clément and Vallerand 2000; Noels 2001), contributed with two categories of motivation: (1) intrinsic motivation, which refers to the interest generated by the activity itself which the learner thinks is enjoyable and satisfying, and (2) extrinsic motivation, based on the external factors that influence foreign language learning, such as earning a reward or avoiding a punishment. To make a relationship between the aforementioned classifications, it could be supposed that intrinsic motivation is related to integrative motivation while extrinsic one is related to instrumental motivation (Hassani, 2005).

In this perspective, Ryan and Deci (2000) claimed that learners who are interested in learning tasks and outcomes for their own sake (intrinsic) rather than for rewards (extrinsic) are likely to become more successful and

effective learners. Intrinsically motivated students are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful and they go deeper into the subject to fully understand it. On the other hand, extrinsic motivation is an external factor to the individual and unrelated to the task they are performing. The examples are money, good grades, and other rewards. Extrinsically motivated students may have to be bribed to perform the same tasks Fazel& Ahmadi, (2011).

One aspect of language which is considered as one of the most important aspects of every language is vocabulary. The significance of this part of language is to the extent that even some researchers equate the learning process of a language with learning and in fact, knowing the words of that language. Although this claim is somehow an exaggeration, however, the significant role of vocabulary in learning a language should not be looked down upon. Moreover, researchers and theorists have severally admitted the fact that vocabulary knowledge is multi-faceted. In other words as Harley (1996) rightly noted, it is a disarmingly simple term for a complex multidimensional phenomenon. Due to this complexity, classroom teachers must take a more comprehensive approach to vocabulary development in order for students to reach higher quality and quantity of L2 output. Carreira (2005).

Foreign vocabulary learning is often classified into two types of processes: productive and receptive. The former refers to the production of words to match the speaker's intention in speaking and writing. The latter addresses the perception of a linguistic form as well as the understanding of its meaning in listening and reading. While productive vocabulary learning is traditionally conceived as an active skill, receptive is understood as a passive one. This productive-receptive distinction is particularly relevant in understanding the effect of motivation on vocabulary knowledge. As authors such as Laufer and Paribakht (1998) and Webb (2008) note, production is a more demanding task than reception, an aspect with implications for learners' motivation towards learning a foreign language. In this vein, Nation (2001, p 28) concludes that, differently from receptive vocabulary, in productive vocabulary, if we want to convey a message, we need to have a sense of wanting to do it. This feature is not required in receptive vocabulary. Then, each type seems to require a different level of motivation.

Despite the strong interest in motivation among L2 researchers, very few studies have examined motivation's effects on vocabulary learning. Of

these, Laufer and Hulstijn (2001) theorize on the cognitive and motivational load of vocabulary tasks. As they call it, the Involvement Load Hypothesis is further investigated by Kim (2008), who finds a connection between motivational factors and lexical performance. In a different line, Tseng and Schmitt (2008) propose a framework that explores vocabulary knowledge and motivation and suggests that motivated vocabulary learning follows a developmental mode and functions as a cyclic process as learners' motivation towards vocabulary learning ebbs and flows over some time. Zheng (2012) also confirmed the fundamental role of motivation in L2 vocabulary learning among a sample of Chinese EFL college students, and Fontecha and Gallego (2012) reported a positive relationship between motivation and L2 Spanish vocabulary knowledge. Neither author differentiated between intrinsic and extrinsic motivation, however; nor consequently, how these two types of motivation might be differentially related to L2 vocabulary knowledge remains unclear.

This research paper can complement the previous studies by its direct focus on EFL young learners' achievement of vocabulary and its relationship with their intrinsic motivation.

1. Design of the study

The correlational design was adopted in the current study. In this study, fifty- six students enrolled in the second year prep stage represent the study sample. They belong to one of Fayoum public official language schools, namely Azza Zidan Official Language School. The sample was randomly selected.

1.1. The study variables:

- The independent variable: Intrinsic motivation of EFL second year prep school students.
- The dependent variable: Second-year prep school students' EFL vocabulary achievement level.

2. Participants:

A group of (56) second-year preparatory stage students responded to both vocabulary achievement test and intrinsic motivation scale. The sample was randomly selected from one of Fayoum public language schools, namely Azza Zidan language school. Participants' age ranged from thirteen to fifteen years old. The rationale for choosing the sample relied on that this stage is a critical one that requires students to speak, write, listen

and read using English vocabulary hence, students need to build their vocabulary knowledge in the English language.

3. Instruments for data collection:

3.1. Vocabulary achievement test:

3.1.1. Purpose of the Vocabulary Achievement Test

A vocabulary achievement test was prepared and administered by the researcher to fifty-six students enrolled in the second year prep stage. It aimed at assessing the second year official language prep stage students' achievement of vocabulary.

3.1.2. Design of the Vocabulary Achievement Test

The researcher constructed the vocabulary achievement test based on reviewing literature related to testing EFL young learners' achievement of vocabulary. The vocabulary achievement test was designed to be a pre-posttest and it's divided into two parts. The first part consists of 4 questions to measure the recognition of vocabulary. The first question is a multiple choice question in which students read a sentence and complete it using one of the given choices. The second question is filling in the gap with the help of words between brackets. The third question depends on the students' recognition of an odd word and circling it. The fourth question is matching the idioms with their meaning. The second part which contains 3 questions, is designed to test the production of vocabulary. The first question is a group of sentences that include mistakes and students have to define the mistakes and correct them. For the second question, students read a sentence with a missing word and they should complete it with a suitable answer. In the last question, students look at pictures and describe them. (To see the form of the test, please go to Appendix A p 21).

3.1.3. Validity of the test

To ensure the validity of the test, the initial version of the test items was submitted to specialized jury members in the field of EFL curricula and instruction to be read and judged as for the following:

- Suitability of the test items to students' level.
- Suitability of each test item to measure the skill it is designed for.

- Suitability of the test as a whole to its intended goal (assessing achieving of vocabulary).
- Clarity of the test instructions and statements
- Some modifications were done on the test according to the recommendations of the jury members.

3.1.4. Reliability of the test

In order to examine the reliability of the test, it was administered to 27 of second-year prep school students at Azza Zidan official language school as a Pilot study. Cronbach's Alpha analysis in the SPSS program was used to estimate the reliability of the test. Cronbach's Alpha result yielded (0.867), which is a high level of reliability.

3.1.5. Timing of the test

The needed time for the test administration was decided by calculating the mean of the time needed by each examinee participating in the pilot study to respond to the test (summing the time spent by each participant and dividing it by the number of participants). So, the average time needed for answering the test was 70 minutes.

3.1.6. Vocabulary Achievement Test Scoring

As mentioned before, the test consisted of two parts. In the first part, the correct answer to each question was given one mark and in the second part, the correct answer to each question was given two marks and each relevant answer was given one mark. The total score of the test became 80 marks.

3.2. Intrinsic Motivation Scale

3.2.1. Purpose of the Intrinsic Motivation Scale

The Intrinsic motivation scale was designed to identify intrinsic motivation levels of the second year official language prep stage students.

3.2.2. Design of the Intrinsic Motivation Scale

The scale consisted of 44 items that belong to eight dimensions. These dimensions are enjoyment (has 11 items), competitiveness (has 7 items), competence (has 3 items), curiosity (has 3 items), challenge (has 6 items), control (has 4 items), confidence (has 5 items), and accomplishment (has 5 items). Those (44) items were scored on a five-point Likert response scale ranging from 1 (strongly disagree) to 5

(strongly agree). A higher score obtained indicated a higher level of intrinsic motivation and a lower score indicates a lower level of intrinsic motivation. Eight of the items (8, 9, 10, 11, 18, 28, 34, and 39) are negatively worded and accordingly require reverse scoring before being summed up to yield total scores.

The intrinsic motivation scale was translated into Arabic by an EFL instructor. Then, the Arabic form of the scale was back-translated into English and compared with the original version. The English version was almost the same as the original version. The intrinsic motivation scale was translated into Arabic to make it easier for students to complete it.

3.2.3. Validity of the intrinsic motivation scale

The validity of the intrinsic motivation scale was established using two ways as follows:

3.2.3.1. Content Validity:

To ensure the validity of the scale, it was submitted to specialized jury members in the field of curriculum and instruction (TEFL). The jury members were asked to judge it regarding the following:

- Relatedness of the dimensions of the scale to the general term (intrinsic motivation).
- Relatedness of sub-items to each general dimension.
- Clarity and wording of the statements.
- The suitability of the scale as a whole for assessing EFL young learners' intrinsic motivation.
- Clarity of the scale instructions.
- Make any modification to the scale items.

The scale was modified according to the jury members' comments and suggestions. For the final form of the English and Arabic intrinsic motivation scale, see **appendix (B), p 25**.

3.2.3.2. Internal Consistency:

The internal consistency of the scale means that there is a significant correlation between the dimensions and related statements. The internal consistency was tested by calculating the correlation between the score given to each statement and the whole score given to the dimension under which this statement is categorized. Also, the correlation between the

scores given to each of the eight dimensions (enjoyment, competitiveness, competence, curiosity, challenge, control, confidence, and accomplishment) and the total score of the scale was calculated. Below is given a detailed description of the correlations between the total score of each dimension.

Table (1) the correlation between the intrinsic motivation dimensions.

Dimensions	Correlation with total
Enjoyment	0.763**
Competitiveness	0.755**
Competence	0.506**
Curiosity	0.779**
Challenge	0.772**
Control	0.711**
Confidence	0.627**
Accomplishment	0.641**

**** means that correlation is significant at the 0.01 level.**

The values given in the above table show the strong correlation between the eight dimensions of the scale. They were all significantly related to the total of the scale at (0.01) level. This means that the intrinsic motivation scale has an acceptable level of validity.

3.2.4. Reliability of the intrinsic motivation scale

To establish the reliability of the scale, the Cronbach Alpha method was used. The reliability values of the scale dimensions ranged from (0.635) to (0.929). These reliability values were all significant at (0.01) level. The reliability level of the scale as a whole was (0.949), which is an acceptable level of reliability. The table below shows the reliability values of the eight dimensions of the scale and the scale as a whole.

Table (2) the reliability values of the eight dimensions of the scales

M	Dimensions	Reliability
1	Enjoyment	0.929
2	Competitiveness	0.846

M	Dimensions	Reliability
3	Competence	0.813
4	Curiosity	0.635
5	Challenge	0.805
6	Control	0.852
7	Confidence	0.808
8	Accomplishment	0.851
Total		0.949

The
final

version of the scale consisted of 44 items, for each item, participants were given a mark out of '5' according to their response: 1= "strongly disagree", 2= "disagree", 3= "neutral", 4= "agree", 5= "strongly agree". Therefore, the total mark of the scale was 220. The scale included some negative items, which were scored by giving participants a reversed mark.

Application of Study:

After establishing the validity, ensuring the reliability, and specifying the time of the vocabulary achievement test and the intrinsic motivation scale, they were introduced to the participants of the study who were 'fifty-six' second-year prep stage students in Azza Zidan official language school, to identify their vocabulary achievement level and intrinsic motivation level. The researcher applied the instruments on (December 2nd, 2018). Students' answers were analyzed and data were collected, recorded, and statistically analyzed to know the correlation between the study sample's achievement of vocabulary and their intrinsic motivation.

Results

The current research paper aimed at investigating the relationship between EFL young learners' achievement of vocabulary and their intrinsic motivation. To do so, some statistical procedures were followed. The results came as follow:

Testing the hypothesis of the research paper:

The hypothesis stated that:

“There is no statistically significant correlation between the study sample's scores in the administration of the vocabulary achievement test and the intrinsic motivation scale.”

This hypothesis was intended to find out whether there was a statistically significant correlation between the study participants' vocabulary achievement test and their intrinsic motivation scale. For this purpose, the researcher calculated the Pearson correlation coefficient for the relationship between the study participants' scores obtained from the post administration of intrinsic motivation scale and vocabulary achievement test. Table (3) below shows the correlation coefficient for both the test and the scale.

Table (3) the correlation between the scores of the vocabulary achievement test and the intrinsic motivation scale

Vocabulary achievement dimensions	Recognition of vocabulary	Production of vocabulary	Total of Vocabulary achievement test
Enjoyment	0.477**	0.333**	0.437**
Competitiveness	0.536**	0.478**	0.540**
Competence	0.826**	0.620**	0.777**
Curiosity	0.791**	0.621**	0.757**
Challenge	0.825**	0.757**	0.841**
Control	0.680**	0.504**	0.637**
Confidence	0.784**	0.628**	0.756**
Accomplishment	0.567**	0.506**	0.572**
Total of Scale	0.849**	0.689**	0.824**

** means that correlation is significant at the 0.01 level.

Based on the data given in the above matrix, it is concluded that the study participants' levels of motivation as indicated in the eight dimensions of intrinsic motivation scale targeted in the study was positively correlated to their performance in all the dimensions of the vocabulary achievement test. All the correlation coefficients were positively significant at (0.01) level.

Discussion

The previously mentioned results revealed that **“There is a statistically significant positive correlation between the study sample's scores in the administration of the vocabulary achievement test and the intrinsic motivation scale.”**

Having a closer look at the matrix, it can be found that:

1. The dimension of *enjoyment* was positively significantly correlated to their recognition of vocabulary achievement test (**0.477**), production of vocabulary achievement (**0.333**), When learners' enjoyment of intrinsic motivation increased, their vocabulary achievement increased as well.
2. The dimension of *competitiveness* was positively significantly correlated to their recognition of vocabulary achievement test (0.536), production of vocabulary achievement (0.478), Learners' competitiveness of intrinsic motivation also had the strongest correlation with their vocabulary achievement.
3. The dimension of *competence* was positively significantly correlated to their recognition of vocabulary achievement test (0.826), production of vocabulary achievement (0.620), Learners' competence of intrinsic motivation also had the strongest correlation with their vocabulary achievement.
4. The dimension of *curiosity* was positively significantly correlated to their recognition of vocabulary achievement test (0.791), production of vocabulary achievement (0.621), Learners' curiosity of intrinsic motivation had a strong correlation with their vocabulary achievement
5. The dimension of a *challenge* was positively significantly correlated to their recognition of vocabulary achievement test (0.825), production of vocabulary achievement (0.757), Learners' challenge of intrinsic motivation also had the strongest correlation with their vocabulary achievement.
6. The dimension of *control* was positively significantly correlated to their recognition of vocabulary achievement test (0.680), production of vocabulary achievement (0.504), Learners' control of intrinsic motivation also had a strong correlation with their vocabulary achievement.
7. The dimension of *confidence* was positively significantly correlated to their recognition of vocabulary achievement test (0.784), production of vocabulary achievement (0.628), Learners' confidence of intrinsic motivation had the strongest correlation with their vocabulary achievement

8. The dimension of *accomplishment* was positively significantly correlated to their recognition of vocabulary achievement test (0.567), production of vocabulary achievement (0.506), Learners' accomplishment of intrinsic motivation also had a strong correlation with their vocabulary achievement.

This indicates that there is a positive statistically significant correlation between students' achievement of vocabulary and their intrinsic motivation. This means that, when learners' intrinsic motivation increased, their achievement of vocabulary increased as well. Some studies confirmed the findings that changing the learners' intrinsic motivation positively affects their learning in general and English vocabulary learning in particular such as Rosana, M.H.S (2016), Fontecha (2015), Lemos and Veríssimo (2014), Hadjer (2014), Almudena Fernández Fontecha (2014), Alonso and Fontecha (2014), Sadeghi, 2013. All these studies found out the positive influence of the learners' intrinsic motivation on their achievement of vocabulary. Some of those studies depended on the same dimensions of the current research while others depended on similar dimensions. Furthermore, the current study also investigated the correlational relationship between students' vocabulary achievement and their intrinsic motivation. The results revealed that the two variables were positively correlated, and the correlation coefficient was (0.824). This means that as the students' intrinsic motivation enhances, their vocabulary achievement enhances as well. The aforementioned result is in harmony with the findings of previous research.

Conclusion

The current research aimed at investigating the relationship between the achievement of vocabulary and intrinsic motivation of EFL second year prep stage students. Findings showed that there is a statistically significant positive correlation between the study sample's achievement of vocabulary and their intrinsic motivation level. From the above, there are responsibilities for the teachers to carry to enhance students' abilities in learning the English language in general and the achievement of vocabulary in particular and to provide a motivating environment for students to learn. Also, teachers need to find ways to encourage students to learn and use extrinsic motivation to increase intrinsic motivation in the students.

Research Recommendations & Pedagogical Implications

According to the previously mentioned and discussed results, the researcher recommends the following:

1. Students' vocabulary mastery should be increased. This can be realized by encouraging students to read, speak, listen, and write more.
2. Students' learning motivation should be maintained and elevated. There are many ways to maintain and increase it using intrinsic and extrinsic motivation. For example by giving a reward, by appreciating students for doing the homework, by creating enjoyment in the full process of teaching, etc.
3. EFL teachers should provide students with opportunities to practice their newly learned vocabulary in writing, reading, listening, or speaking.
4. EFL teachers should use pairing up and grouping methods for teaching vocabulary in a way that attracts students' interests and challenges their minds to think and participate.
5. EFL teachers should put in mind the power of motivation and consider it in designing the curriculum and providing appropriate English instruction that fit students' needs and interests.
6. EFL teachers should create interesting and comfortable learning situations in the classroom in order to make students learn confidently.
7. EFL teachers should educate their students more about the importance of learning vocabulary and encourage them to enlarge their vocabulary size.
8. EFL teachers should stimulate students' motivation and enthusiasm for various vocabulary learning strategies, with the understanding that there is a need to improve self-taught or learner-centered instruction in the educational system.
9. Textbook writers need to include several tasks, activities, and exercises that encourage students to employ a wide range of newly learned vocabulary. On providing a variety of tasks, activities, and exercises in the textbooks, the students could develop more confidence to solve new problems, to ask their teachers or to ask their classmates to work together and to improve self- monitoring and self- evaluation.
10. Using different types of practice (e.g. modeling, guided, and free practice) is recommended to help students to benefit from what they study, fully comprehend it, and apply what they have learned effectively.

Suggested Topics for Further Research

In light of the revealed results, the researcher suggests the following:

- 1- An investigation of the effect of an instructional program based on psychological factors regarding self-esteem on the EFL learners' achievement of vocabulary.
- 2- A correlational study of investigating the relationship between anxiety and EFL learners' achievement of vocabulary.
- 3- Investigating the effects of stress and anxiety on EFL young learners' metacognition.
- 4- Investigating the relationship between EFL learners' age and English proficiency level with their generation of keywords.
- 5- Investigating the effects of different vocabulary instructional techniques on EFL young learners' learning and retention of vocabulary.
- 6- A correlational study of investigating the relationship between EFL young learners' proficiency level and their FL anxiety.

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Appendices

Appendix (A)

The Vocabulary Achievement Test for Second-Year Prep Students

Test Instructions**Name:****Gender: Male / Female****Class:****School:****Dear Students, please read the following instructions before you start answering the test:**

1. Write your name, gender, class and school in the space above.
2. Read each question carefully before you answer.
3. Answer the questions in the provided space.
4. Duration of the test is (70) minutes.
5. Total mark of the test is 80 Marks.

Part 1**Q1. Choose the correct answer:**

- 1) A volcano mayat any time.
 - a) erupt
 - b) pop
 - c) gooey
- 2) I want a cat as a
 - a) kid
 - b) pet
 - c) rip
- 3) They're on For the next two weeks, it's a holiday.
 - a) home
 - b) Job
 - c) vacation
- 4) He had no torch, but the darkness did not his progress.
 - a) defense
 - b) impede
 - c) oblivious
- 5) His paintings the very essence of the immediate post-war years.
 - a) embody

- b) veer
c) wane
- 6) There was a longwaiting at the post office.
a) site
b) track
c) queue
- 7) The film is more of a light than a horror story.
a) fantasy
b) beauty
c) curiosity
- 8) The lizard's brown skin acts asin the desert sand.
a) legacy
b) camouflage
c) moisturizer
- 9) We must try toour spending. It is too much.
a) increase
b) add
c) curtail
- 10) We need positive role models for young women toto.
a) spire
b) weapon
c) aspire
- 11) Theof people seem to prefer TV to radio as TV is more interesting.
a) majority
b) superiority
c) minority
- 12) The novel is very big, so the children read the novel in it'sversion.
a) long
b) abridged
c) expanded
- 13) The company has madelosses this year, and will probably go out of business.
a) modest
b) little
c) gigantic

- 14) The room was empty of.....
- furniture
 - calories
 - partition
- 15) The Nobel Prize has become the ultimatein the sciences.
- company
 - project
 - accolade

Q.2 Complete the sentences using the words in brackets:

- (dessert - secret- project – irrigation – reflection – mammals - gather - defense - plummet – fertilizer – sting - shattered – contaminate – rip - temperature)
- Whales are that live in the sea.
 - She was looking at her in the mirror.
 - New Zealand team was weak in, they lost the match
 - The of success is to hard work.
 - We began work on the in May.
 - For there's apple pie, cheesecake or fruit.
 - An efficient system channels water to the crops.
 - Add..... to enrich the soil.
 - You can get a bad from a jellyfish.
 - He had seen the..... in my trousers. I need to buy a new one.
 - The glass pot as it hit the floor.
 - I know the rats are a worry because they are so dangerous and can.....food.
 - An excellent rice harvest caused prices to by 40 %.
 - Our first task is to information.
 - In hot weather thegets very high.

Q.3 Read the words and circle the odd one out:

- | | | | |
|------------|--------|----------|------------|
| 1. Candle | actor | dancer | accountant |
| 2. Useful | road | powerful | colorful |
| 3. Ten | hen | party | den |
| 4. Parents | skirts | shirts | jumper |
| 5. Queen | knight | king | bones |

Q.4 Match the idioms with the meanings:

- 1- apple to my eye (a) easy

- | | |
|-------------------------|-----------------------------|
| 2- Let your mind wander | (b) important man |
| 3- a piece of cake | (c) don't pay attention |
| 4 -big cheese | (d) Waiting for explanation |
| 5 -all ears | (f) proud of |

Part 2

Q.5 Read the sentences, find the mistakes and correct them:

1. The envelope's cell was torn open. ()
2. The queen bee never leaves the chamber ()
3. A mad dog may bike people. ()
4. I saw him sell the money. ()
5. Pluto is the farthest plant in the solar system. ()

Q.6 Complete the sentences:

- 1- Don't let the dogs
- 2- was the top title for soldiers during the middle Ages.
- 3- Time alone will those unpleasant memories.
- 4- The guards prevent his attempt to from prison.
- 5- In Africa children died of and thirst.
- 6- The ring was a wedding from my father.
- 7- He felt no for the murders he had committed.
- 8- Tom is wearing a, he lost all his hair due to cancer.
- 9- Police are trying to drug dealers from the city center.
- 10- Fear of change is an obstacle to

Q.7 Look at the picture and write the words:



.....

Appendix (B)

The Intrinsic Motivation Scale

Name: Class:

.....

School: Gender: Female Male

Thank you for taking the time to complete this scale. Please be honest in your replies.

Instructions

1- Read the following statements and express your degree of agreement/ disagreement by ticking (✓) the appropriate column.

2- Please give your reaction to EVERY statement.

<i>1. Enjoyment</i>	<i>Strongly agree</i>	<i>agree</i>	<i>Neutral</i>	<i>disagree</i>	<i>Strongly disagree</i>
I really enjoy learning English Language.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My English class is a challenge that I enjoy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When English class ends, I often wish that we could continue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy using English outside of class whenever I have a chance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would study English even if it was not required by my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am eager to do English work assigned by my teacher.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am studying English for the enjoyment I experience when I grasp a difficult construct in English.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The materials used in learning English are boring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1. Enjoyment	Strongly agree	agree	Neutral	disagree	Strongly disagree
I don't like English language learning.	<input type="checkbox"/>				
I don't enjoy learning English, but I know that learning English is important for me	<input type="checkbox"/>				
I wish I could learn English in an easier way, without going to class.	<input type="checkbox"/>				

2. Competitiveness	Strongly agree	agree	Neutral	disagree	Strongly disagree
Getting a good grade in English is more important for me than getting such a grade in other courses.	<input type="checkbox"/>				
I want to learn English because it is important to show my ability to others.	<input type="checkbox"/>				
I learn English best when I am competing with other students.	<input type="checkbox"/>				
I want to do better than the other students in English classes and lectures.	<input type="checkbox"/>				
Studying English can be important for me because language learning often gives me a feeling of success.	<input type="checkbox"/>				
I am determined to study English as best as I can to achieve maximum proficiency.	<input type="checkbox"/>				
I would rather spend my time on subjects other than English.	<input type="checkbox"/>				

3. Competence	Strongly agree	agree	Neutral	disagree	Strongly disagree
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3. Competence	Strongly agree	agree	Neutral	disagree	Strongly disagree
I feel pretty competent during the classes/ lectures of English.	<input type="checkbox"/>				
My main reason to study English is that I need to gain more English skills and competence so that I can practically use it rather than just to pass an examination	<input type="checkbox"/>				
I need to evaluate my English competence so as to see how well I can do English assignments	<input type="checkbox"/>				

4. Curiosity	Strongly agree	agree	Neutral	disagree	Strongly disagree
The pictures, drawings and cards in the English books attract me to learn English.	<input type="checkbox"/>				
I have a great desire to learn English language as a kind of fulfilling my curiosity.	<input type="checkbox"/>				
I learn English for the satisfied feeling I get in finding out new things.	<input type="checkbox"/>				

5. Challenge	Strongly agree	agree	Neutral	disagree	Strongly disagree
In English classes, I prefer activities and exercises that really challenge me to learn better.	<input type="checkbox"/>				
I know that studying English is not an easy task, but I am certain that if I worked hard, I would learn better.	<input type="checkbox"/>				

I prefer English classes in which there are lots of activities that allow me to participate actively.	<input type="checkbox"/>				
I prefer to sit and listen, and don't like being forced to speak in English classes.	<input type="checkbox"/>				
I think Studying English is important to me because it provides an interesting intellectual activity.	<input type="checkbox"/>				
I think Speaking in English is my challenge	<input type="checkbox"/>				
6. Control	Strongly agree	agree	Neutral	disagree	Strongly disagree
I feel that I am encouraged to learn English when my teacher sometimes gives me the choice to decide on what to study in the classroom.	<input type="checkbox"/>				
I plan to learn as much English as possible.	<input type="checkbox"/>				
I always look for a learning strategy that is most suitable for me rather than using others' learning methods.	<input type="checkbox"/>				
When I leave school, I will give up the study of English entirely because I am not interested in it.	<input type="checkbox"/>				
7. Confidence	Strongly agree	agree	Neutral	disagree	Strongly disagree
When I speak English, I don't mind making mistakes.	<input type="checkbox"/>				
Knowing English helps me become a better person.	<input type="checkbox"/>				
While speaking in English I feel confident.	<input type="checkbox"/>				

I am confident that I can solve the English problems and handle with English assignments by myself.	<input type="checkbox"/>				
While speaking in English I feel nervous as I feel afraid of getting mocked.	<input type="checkbox"/>				
8. Accomplishment	Strongly agree	agree	Neutral	disagree	Strongly disagree
Studying English can be important for me because it will enable me to better understand and appreciate English art and literature.	<input type="checkbox"/>				
Studying English can be important for me because I will be able to search for information and materials in English on the Internet.	<input type="checkbox"/>				
It is important for me to know English in order to know the life of the English-speaking nations.	<input type="checkbox"/>				
I always look for opportunities to speak English with foreigners using the English knowledge and skills I have learned previously.	<input type="checkbox"/>				
I'm very satisfied to do any English assignments that require a lot of effort to finish.	<input type="checkbox"/>				

مستخلص البحث :

تعد الدافعية الذاتية جانبا مهما يحتاج الي تقييم لدي معلمي اللغة الانجليزية كلغة اجنبية لانه يعتقد ان الطلاب ذوي المستويات عالية من الدافعية الذاتية يتصرفون بشكل منتج داخل الفصل و يعملون بجد خارج الفصل و يثابرون في اداء مهامهم و تحصيلهم للمفردات و علي العكس فان الطلاب ذوي الدافعية الذاتية المنخفضة يشعرون بالاحباط تجاه مهام تعلم المفردات و تجاه انفسهم مما يشكل عائقا في استيعاب استراتيجيات تعلم المفردات و اداء مهامها و لذلك تهدف الورقة البحثية الحالية الي دراسة العلاقة بين تحصيل المفردات لدى المتعلمين الصغار الدارسين للغة الانجليزية كلغة اجنبية و الدافعية الذاتية لديهم. تكونت عينة الدراسة من "56" طالب في الصف الثاني الاعدادي بمدرسة عزة زيدان الرسمية للغات بمحافظة الفيوم , مصر. تم قياس تحصيل المفردات لعينة الدراسة باستخدام اختبار تحصيل مفردات , و تم تحديد مستوى الدافعية الذاتية لدى العينة باستخدام استبيان الدافعية الذاتية للغة الانجليزية كلغة اجنبية ؛ وكلاهما تم اعداده من قبل الباحثة. تم التحقق ايضا من صحة محتوى العناصر في الاختبار من قبل خبراء في مجال المناهج وتعليم اللغة الإنجليزية كلغة أجنبية. إلى جانب ذلك ، تم استخدام الحزمة الإحصائية للعلوم الاجتماعية لتحليل البيانات التي تم الحصول عليها ، وتم تحديد الارتباط الكلي للعناصر ، كما تم إجراء قياسات الارتباط بين العناوين الفرعية وإجمالي نقاط المقياس. أظهرت نتائج عينة الدراسة وجود علاقة ارتباط موجبة ذات دلالة إحصائية بين الدرجات التي تم الحصول عليها من اختبار تحصيل المفردات فيما يتعلق بمقياس الدافعية الذاتية.

الكلمات الافتتاحية: تحصيل المفردات , الدافعية الذاتية , المتعلمين الصغار.