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**THE IMPACT OF MOTIVATION ON VOCABULARY DEVELOPMENT  
OF ENGLISH LANGUAGE LEARNERS**

Bachelor's Thesis

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**Professional Education program:**

014 Secondary education. Language and literature (English)

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## INTRODUCTION

Vocabulary is of central importance in learning a foreign language. In order to communicate fluently, students should develop a basic vocabulary and be able to use it appropriately. It has been constantly observed in previous studies of second language acquisition that some learners perform better than the others in a foreign language context. The idea that language learning varies with personality traits may suggest that some of these traits are beneficial for learners. As a result, it can be inferred that learners' success or failure is partly due to the factors such as aptitude, personality, motivation and the use of learning strategies.

A considerable amount of academic literature has been published on the impact of motivation on vocabulary acquisition. Motivation is known as one of the influential factors in vocabulary acquisition. Different studies provided evidence that motivation is the key to success in language achievement and the major contribution to the field was made by Brophy, J. E., Dornyei, Z., Henriksen, B., Huitt, W., Mitra, A. Oxford, R. & Shearin, J.

*The aim* of the thesis is the study of the influence of motivation on vocabulary acquisition of English language learners.

The *object* of the thesis is motivation of foreign language learners.

The *subject* of the thesis is language learning motivation and vocabulary development of learners of English as a foreign language.

*The tasks* of the course-paper are as follows:

- Critical analysis of the relevant academic literature;
- Developing the theoretical and conceptual framework to our study;
- Studying learners' attitude and beliefs regarding the influence of motivation on learning vocabulary;

Both theoretical and empirical *methods* are employed in the study, such as analysis, synthesis, comparison, classification and generalizations. In order to evaluate the impact of motivation on vocabulary acquisition the methods of questionnaire and observation are believed suitable.

The *practical value* of this study consists in developing useful methods, techniques and instrumental materials to promote motivation of language learning. It can be used by the teachers in classrooms or individually for students to expedite their language acquisition.

The thesis is made up of an introduction, 3 parts, conclusion, resume, references, and appendices. In the first 2 parts there were considered a theoretical and conceptual framework for the study by reviewing literature on impact of motivation on vocabulary and language learning in general. On top of that it provides methods and techniques of promoting students' motivation and it informs what factors may lead to its decrease. Part 3 presents the procedure, results and discussion of empirical investigation, and pedagogical implications.

## PART 1

### THEORETICAL FOUNDATIONS OF THE CONCEPT OF MOTIVATION

In this part the theoretical foundations of the concept of motivation will be discussed, together with its definitions, main components, the different types of motivation and its sources, differences between intrinsic and extrinsic motivation and how they are represented in education.

#### 1.1. Definition of motivation

The subsequent definitions of motivation were extracted from variations of psychology textbooks and consider the general consensus that motivation is an internal state or condition (sometimes described as a need, desire, or want) that serves to activate or energize behavior and give it direction.

- internal state or condition that activates behavior and gives it direction;
- desire or want that energizes and directs goal-oriented behavior;
- influence of needs and desires on the intensity and direction of behavior

(Kleinginna P. & Kleinginna A, 1981, p-345-379).

Franken provides an additional component in his definition:

- the arousal, direction, and persistence of behavior.

“While still not ubiquitous in terms of psychological textbooks, more and more researchers are now beginning to recognize that the factors that stimulate behavior differ from the factors that provide for its persistence (Huitt, 2003).”

Most motivation theorists assume that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. The major question among psychologists, in general, is whether motivation is a primary or secondary influence on behavior. That is, are changes in behavior better explained by principles of environmental/ecological influences, perception, memory, cognitive development, emotion, explanatory style, or personality or are concepts unique to motivation more pertinent.

For example, it is known that people respond to increasingly complex or novel events (or stimuli) in the environment up to a point and then the rate of responding decreases. This inverted- U-shaped curve of behavior is well-known and widely acknowledged (Yerkes & Dodson, 1908, p.459).

However, the major issue is one of explaining this phenomenon. Is this a conditioning (is



the individual behaving because of past classical or operant conditioning), another type of external motivation such as social or ecological, an internal motivational process (e.g., cognition, emotion, or self-regulation), or is there some better explanation?

## 1.2 Intrinsic and Extrinsic Motivation

For many years, researchers of psychology have shown their curiosity towards two fundamental types of motivation. The distinction between intrinsic and extrinsic motivation was drawn by cognitive psychologists. Vallerand and Ratell described these two types of motivation the following way.

“The concept of intrinsic motivation refers to behaviors performed out of interest and enjoyment. In contrast, extrinsic motivation pertains to behaviors carried out to attain contingent outcome” (Vallerand & Ratelle, 2002, p. 37)

If we look at this definition quickly, we might find some differences in nature between intrinsic and extrinsic motivation. Therefore, we a person can possibly be motivated intrinsically for some activities or behaviors and at the same time be motivated extrinsically for the other ones.

For as long as anyone can remember, intrinsic and extrinsic motivation were opposed to each other, flipped each other like yin and yang. The brightest researchers supported this idea, most notably Harter (1981), who also recognized five separate dimensions that he thought, embody the motivation. Harter (1981, p. 310),

**Table 1. Dimensions of Intrinsic and Extrinsic Motivation**

<b>Intrinsic</b>	<b>Extrinsic</b>
Preference for challenge	preference for easy work
Curiosity/interest	pleasing teacher/getting grades
Independent mastery	dependence on teacher in figuring out problems
Independent mastery	reliance on teacher’s judgment about what to do
Internal criteria for success	external criteria for success

Harter believed that one form of motivation might affect the other one, or even both intrinsic and extrinsic kinds of motivation can take place in the same situation.

All too often, parents, educators, politicians have ignored intrinsic motivation. They acted like education is an extrinsic process. People are forgetting that implemented tasks should tackle the learner’s intrinsic motivation that includes personal interest, curiosity in the subject, that offers challenge and develops mastery. Deci & Ryan wrote:

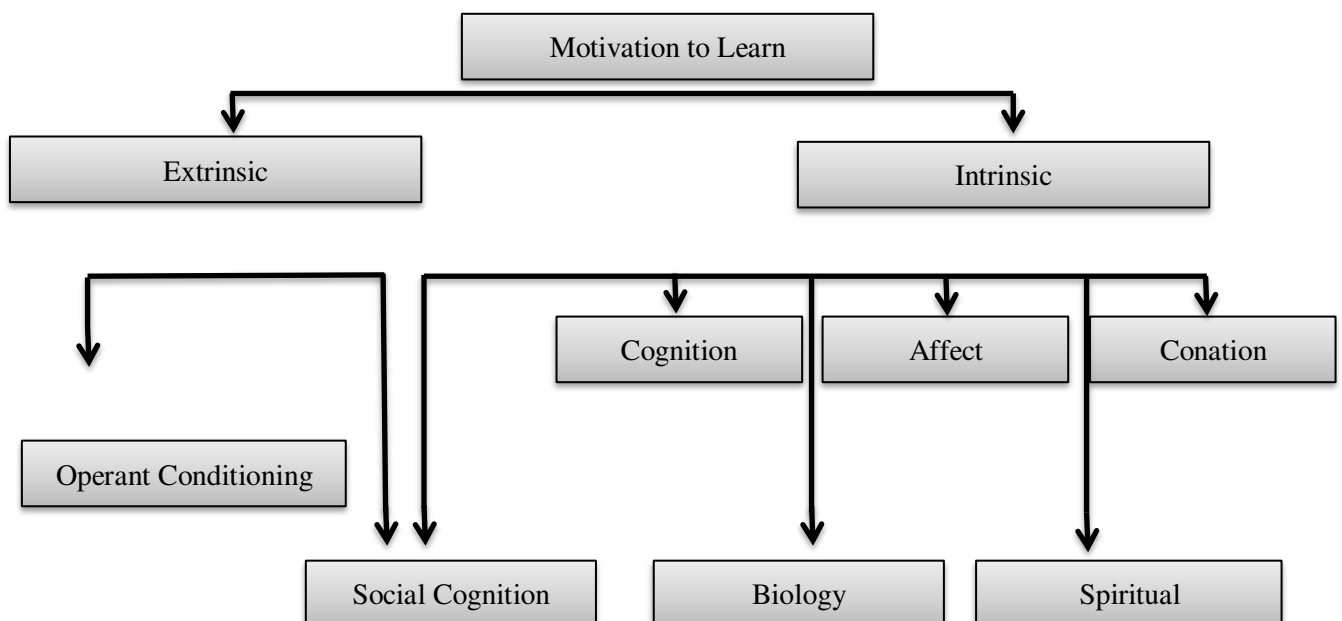
“Intrinsic motivation is in evidence whenever student’s natural curiosity and interest energize their learning. When the educational environment provides optimal. Challenges, rich sources of stimulation, and a context of autonomy, this motivational wellspring of learning is likely to flourish (Deci & Ryan, 2002, p.245).”

Both of the researchers agreed that there is an overwhelming number of students whose learning and behavioral goals are not directly driven by pure interest and desire to progress in the subject. Their training is likely to be externally motivated: in order to satisfy the requirements or to avoid punishment and / or reprimand.

### 1.3 Sources of Motivational Needs

As it has been discussed in the previous paragraphs, explanations regarding the source(s) of motivation can be categorized as either extrinsic (outside the person) or intrinsic (internal to the person). Intrinsic sources and corresponding theories can be further subcategorized as either body/physical, mind/mental (i.e., cognitive/thinking, affective/emotional, conative/volitional) or transpersonal/spiritual (Huitt, 2005).

**Table 2. Motivation to learn: An overview.**



In current literature, needs are now viewed as dispositions toward action (i.e., they create a condition that is predisposed towards taking action or making a change and moving in a certain direction (Franken, 2007). Action or overt behavior may be initiated by either positive or negative incentives or a combination of both. The following chart provides a brief overview of the different sources of motivation (internal state) that have been studied. While initiation of action can be traced to each of these domains, it appears likely that initiation of behavior may be more related to emotions and/or the affective area (optimism vs. pessimism; self-esteem; etc.) while persistence may be more related to conation (volition) or goal-orientation.

### 1.4 Factors influencing motivation

How does motivation impacts learners' behavior and academic achievement in the classroom? Sternberg (1994) and Stipek (1988) assumed that there are a solid number of reasons why individuals may lack in motivation and Stipek had given a list of particular behaviors related with high academic achievement (Stenberg, 1994, pp. 395-396);(Stipek, 1988).

**Table 3 Reasons for the Lack of Motivation**

<b>Reasons for the Lack of Motivation</b>		
	<b>Stipek Why Students Are Not Motivated to Learn</b>	<b>Sternberg Why Intelligent People Fail</b>
<b>Cognitive-Oriented Reasons</b>	<ul style="list-style-type: none"> <li>• Present activities not seen as related to important goals.</li> <li>• Do not have (or believe one does not have) the ability to do present activities or obtain future goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Distractibility and lack of concentration</li> <li>• Spreading oneself too thin or too thick</li> <li>• Inability or unwillingness to see the forest for the trees</li> </ul>

		<ul style="list-style-type: none"> <li>• Lack of balance between critical, analytic thinking and creative, synthetic thinking</li> <li>• Using the wrong abilities</li> </ul>
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<p><b>Affective/Socially-Oriented Reasons</b></p>	<ul style="list-style-type: none"> <li>• Feelings/emotions about present activities are generally negative.</li> <li>• Satisfaction of achieving goals seems in distant future.</li> <li>• Personal problems interfere with present activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Misattribution of blame</li> <li>• Fear of failure</li> <li>• Excessive self-pity</li> <li>• Excessive dependency</li> <li>• Wallowing in personal difficulties</li> <li>• Too little or too much self-confidence</li> </ul>
<p><b>Conative/Volitionally-Oriented Reasons</b></p>	<ul style="list-style-type: none"> <li>• Do not have a written list of important goals that define success personally.</li> <li>• Believe that present goals or activities are wrong for individual.</li> <li>• Important goals conflict with present activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Failure to initiate</li> <li>• Lack of motivation</li> <li>• Lack of perservance andperseveration</li> <li>• Inability to complete tasks and to follow through</li> <li>• Lack of impulse control</li> <li>• Inability to translate thought into action</li> <li>• Procrastination</li> </ul>

		<ul style="list-style-type: none"> <li>• Lack of product orientation</li> <li>• Inability to delay gratification</li> </ul>
<b>Environmentally-Oriented Reasons</b>	<ul style="list-style-type: none"> <li>• Extrinsic incentives are low.</li> </ul>	

Citation: Huitt, W. (2005). Reasons for lack of motivation. *Educational Psychology Interactive*. Valdosta, GA: Valdosta State University. Retrieved [date], from <http://www.edpsycinteractive.org/topics/motivation/reaslck.html>

For the students who are willing to develop their conative factors (or self-regulation components of their lives) this list might be of a great help. It is important part due to the reason that **conation** refers to the connection of knowledge and affect to behavior and is associated with the issue of "why." It is the subjective, well-considered, volitional, deliberate, purposeful, or intentional and volunteer component of motivation, the proactive feature of behavior that is frequently been put on the contrary to reactive or habitual. It is well correlated with the idea of volition, outlined as the use of will, or simply the freedom of choice. For a person it is of a highest priority to be self-directed and self-regulated.

### 1.5 Motivation and vocabulary acquisition

The capacity of a vocabulary has a vital role in learner's academic development to the level that entirely associated with reading comprehension, academic achievement and everyday life in general which does not include educational institution.

In order to meet vocabulary learning requirements, to stick to the standards it is awaited from the students to be motivated all the time. With the help motivation we can come closer to the understanding of student's behavior and emotional state in vocabulary learning process. Motivation is the key that reveals what factors affecting the above mentioned aspects of a human nature. Motivation is the driving force that affiliates the human behavior and contributes into persistency towards given tasks.

Despite the fact that motivation has long been recognized as the critical factor related to language learning and it is definitely of a prime importance in foreign language development, very few studies have been conducted to measure the actual impact of motivation into vocabulary learning process.

Many scholars have investigated the influence of motivation on vocabulary acquisition.

Work of Mitra (2016), Milton (2009) and Green (2009) can be considered. It was found obvious that highly motivated students progressed considerably faster than the ones whose motivation were driven by external factors or were not motivated at all.

Even though, many of the scholars consider intrinsic motivation to be the most prolific one, students are supposed to learn both intentionally and incidentally. In the educational sphere, it has been stated that most of the vocabulary learning happens incidentally, comparing to the explicit instructions during the academical course.

The national reading report (NICHD 2000), therefore reported that it should be taken as a norm to learn vocabulary incidentally by extensive reading for personal purposes and listening. It is anticipated that the gap in vocabulary knowledge will gradually grow in case of unmotivated students and also might restrain their academical achievements in future.

Sweet & Guthries (1998) look inward on motivation and offer to relate internal motivation to the long-term literacy. They believed that intrinsic motivation commits it all into long term commitments and is realized through the time that a student takes looking for interesting books and sharpening their intellect while externally motivated learners focused on short-term goals and their actions are reasoned by factors such as competition.

Nevertheless, goal oriented learning has also a good potential to contribute into vocabulary acquisition, but learning for the particular purpose like passing exam or obtaining a good reputacy among the teachers could also lead to the shallow level of processing. On the contrary, one can provide himself with the deeper level of processing by persistent transferring vocabulary into writing.

## **1.6 The Relationship between vocabulary learning, reading and motivation**

In the process of second language learning it is critical to build a solid vocabulary. Still, it is likely to be an insurmountable task for the overwhelming number of second language learners. The main reason which is of no help for the learners is the fact that each language is huge and acquisition does not happen instantly, it takes a lot of time, even for the L1 learners. To successfully deal with difficulties the foreign learner might face in the process of vocabulary he/she must use an effective strategies and motivation is the best one in this regard. (Sweet, Gurthries 1998).

Most theories on motivation consider this aspect of human nature to be involved in all learning behaviors. Many of them underline an almost visible link between motivation and

reading as part of the learning process. This link is manifested through the fact that the more motivated learners are, the better their progress in vocabulary acquisition.

It can be concluded that the reading is a perfect tool to enhance student's interest in learning and as it has been justified before, motivation is the factor of prime importance in any learning situation. Briefly, reading competence and vocabulary development are critical elements of high performance in foreign language acquisition. These elements are interrelated and both depend on motivation in this regard.

Motivation is considered to be the strongest drive in learning process. Its contribution is undisputed even though it can not be touched or represented in numeric equivalents. In the following research an attempt will be taken to measure the magnitude of motivation impact into learning process, academic performance and vocabulary acquisition in particular.

Intrinsic motivation, as it has been considered in the Part 1, is a long-term key to vocabulary acquisition, whereas extrinsic one, motivates learners to accomplish their immediate goals. The research will also measure motivation of students and whether they are internal or driven by external factors.

## PART II

### VOCABULARY AND ITS PLACE IN LIGHT OF MOTIVATION RESEARCH

In this part the theoretical and practical considerations of vocabulary and vocabulary learning strategies will be discussed. Vocabulary is a dimension of a language and while considering the motivation to learn, we also reflect on vocabulary and what is “sine qua non” for its successful acquisition.

#### **2.1 Definition of Vocabulary**

Vocabulary can be defined as a powerful carrier of meaning (Schmitt, 2000). Apart from this it is suggested that vocabulary is the knowledge of words and their meanings by Diamond and Gutlohn. (Calfee & Drum, 1986, pp. 804-815) This means that students should not only understand the words themselves, but should be able to recognize them in context, if heard and use them in speech.

One of the major determinants of the vocabulary used in written production is the vocabulary size of the writer, particularly if the writer is a foreign language learner with a relatively small vocabulary compared with native speakers. Measures of lexical richness attempt to quantify the degree to which a writer is using a varied and large vocabulary. There has been interest in such measures for two reasons — they can be used to help distinguish some of the factors that affect the quality of a piece of writing, and they can be used to examine the relationship between vocabulary knowledge and vocabulary usage. (Hazenberg & Hultijn, 1996, pp. 145-153)

Usually teachers and learners as well, measure their vocabulary knowledge by the number of words and phrases that a learner knows. It is believed that knowing a word means being able to understand its meaning and also have enough competencies to use it correctly. No need to be a scholar to be sure that it is much easier to recognize a word than to produce it correctly. We used to distinguish the recognition of a word and actual ability to reproduce it in speech. Many criteria are used to define word knowledge. (Milton, 2009, p. 13) Receptive knowledge represents the words that are recognized when heard or read.

Productive knowledge refers to the word that can be called to the mind and used in speech or writing. Milton believes that it is useful in teaching and learning English as a second language to specify receptive vocabulary and productive one. Some syllabus designers divide their word lists into words the learner is expected to know passively and those they expect learners to know actively. (Milton, 2009, p. 13)



According to Milton we use the term “word” collectively when in reality we want to refer to a specific definition of a term such as types, tokens, lemmas and word families. Here is an example: *The tiger ate the people today* . (Milton, 2009)

We can count up the exact number of words present in the sentence. In this case there are six words. This method has a widespread use for measuring the length of a student's essay or a book for example. In this case the words are called **tokens**. Thus, the example sentence has six tokens. In addition to knowing the size of a piece of writing or speech, the number of words used, one also might be interested in the number of different words. While token refers to the number of words used, **type** is used to determine the number of different words. In the example sentence, there are five types because „the” appears twice.

A lemma includes a headword and its most frequent inflections, and this process must not involve changing. In English the lemma of the word ‘entertain’, for example would include ‘entertains’, ‘entertained’ and ‘entertaining’ but not entertainment which is a noun not a verb. Vermeer points out the lemma is the most reliable unit of counting words.

Apart from that, vocabulary can be defined as “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)”.(Neuman & Dwyer, 2009, p. 385) According to Hornby, vocabulary can be defined in three ways: total number of words (with rules for combining them) which make up language, range of words known to a person and containing a list of words with definition or translation. (Hornby, 1974, p. 959) Similarly, Nunan defines vocabulary in three ways: multi-word unit, word families and core meanings. (Nunan, 2003, pp. 130-132)

While, Gardner states that vocabulary is not only confined to the meaning of words but also includes how vocabulary in a language is structured.(Adger, 2002) It means that it relates to how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases.

## **2.2 Importance of Vocabulary Learning**

Generally, the process of learning a foreign language varies from student to student. They learn a subject at different rates and eventually with a different level of competence due to the factors within learners themselves which tend to affect their ability to learn. Motivation is a key factor for explaining the success or failure of any difficult activity. (Mitra, 2016, pp. 1-2) It is easy to assume that a motivated person will be incredibly successful in learning a foreign language.

Such assumptions are not unfounded, they are supported by authoritative scholars,

numerous researches, studies on human learning. Basically, motivation and attitude cooperate to ensure learners' fruitful acquisition of foreign language. You can never see an unconcerned, indifferent person completing task, achieving goals and dreams. Motivation is an integral part, tool of language learning.

Motivation has been widely recognized by scholars, researchers and teachers as the major variable that determines the level of knowledge of foreign language learning. As emphasized by Dornyei, "Teacher skills in motivation learners should be seen as central to teaching effectiveness".(Dornyei, 2001, p. 116) Pupils who are motivated are considerably eager to work hard, they focus on the given tasks, much more enthusiastic and they do not need to overcome themselves every time, don't waste their will power because they willingly confront challenges. Motivation is contagious and it is easily transmitted to everyone around.

The motivation of learners greatly affects their willingness to take part in the process of learning. Numerous studies have reported the importance of viewing the concept of motivation as a multifaceted phenomenon. Oxford and Shearin have examined a number of motivational theories and six variables that influence motivation in language learning:

- Attitudes (i.e. sentiments towards the target language).
- Beliefs about self (i.e. expectations about one's attitudes to succeed, self-efficiency, and anxiety).
- Goals (perceived clarity and relevance of learning goals as reasons for learning).
- Involvement (i.e. extent to which the learner actively and consciously participates in the learning process).
- Environmental support (i.e. extent of teacher and peer support).
- Personal attributes (i.e. aptitude, and language learning experience). (Oxford & Shearin, 1994, p. 2)

Vocabulary acquisition is a life-long venture. The prominence of vocabulary knowledge in literacy and academic achievement has rarely been a dispute in educational academia.

Researchers such as Laufer and Nation, Read, and others have realized that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items plays a vital role in all languageskills (i.e. listening, speaking, reading, and writing).(Nation & Webb, 2011) Vocabulary learning is not all-or- nothing matter, instead it involves gradations and dimensions. (Calfee & Drum, 1986, pp. 847-849) That is good piece news for every learner. One can move step by step,

conquering new heights in foreign vocabulary cognition.

It is a well-known fact that a limited vocabulary in a foreign language impedes successful communication. Underlining the significance of vocabulary knowledge, Schmitt emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language”.(Schmitt, 2000, p. 55) Nation further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. (Nation & Webb, 2011)

Academic comprehension will improve if the learners know the meaning of words. Words are building blocks of communication. When the learners have a great vocabulary, they can improve all areas of communication, namely: listening, speaking, reading, and writing. When students have a higher academic vocabulary development, they can tolerate a small proportion of unknown words in a text without disruption of comprehension and can even infer the meaning of those words from rich contexts.

Besides, without some knowledge of vocabulary, neither language production nor language comprehension would be possible. It means that the growth of vocabulary knowledge is one of the essential pre-requisites for language acquisition and this growth of vocabulary knowledge can only be possible when teachers employ effective vocabulary teaching strategies. Green declares that there are some important aspects of vocabulary acquisition. (Green, 2009)

First, vocabulary has become a powerful insight to raise achievement. To be successful in learning acquisition, the learners should have much vocabulary.

Second, vocabulary plays importance role in the four English skills. In listening ability, it gives ease for the learners to comprehend what the other persons speak. In speaking and writing, it gives chance to the learners to expand their ideas. In reading, it also helps the learners to comprehend the text easily.

Third, the creation of words is a tool for increasing learning. It means that vocabulary is very important to improve the four language skills: listening, speaking, reading, and writing. Fourth, vocabulary instruction is a focal point of learning. It is supported by Lehr who states that there is an urgency to provide instructions that equip learners with the skill and strategies that is necessary for lifelong vocabulary development.(Lehr, 2004, p. 1) Thus, the teacher’s approaches should be maximized in vocabulary learning in order to enrich the learners’ achievement. At last, vocabulary instruction is not only as an excellent advance organizer but also must be taught in context. It means that the teacher cannot even begin to design techniques in the classroom without considering the contexts of learning. (Hendra, 2006, pp. 182-183)

The importance of vocabulary is demonstrated daily in and out the school. Vocabulary is

central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins wrote that “. . . while without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. (Wilkins, 1972, pp. 111-112) This statement perfectly reflects my experience with other languages; even without grammar but by using handy words and phrases, I am able to communicate. In a real life conversation a good range of words and expressions give more value to your language knowledge than well-structured but boring grammar. To avoid confusion it is important to emphasize the fact that ignoring basic grammatical rules will not produce a favourable impression on the listeners.

What is no less of importance is that students often instinctively acknowledge the significance of vocabulary in their language learning. As Schmitt noted, “learners carry around dictionaries and not grammar books”. (Schmitt, 2010, p. 4) Teaching vocabulary contributes to understanding and communication with others in particular language. For the vast majority of the language learners, the main and only goal of studying is the ability to confidently communicate with anyone at any time in a new language. Mastering vocabulary, polishing the level of word mastery is essential in a foreign language environment, especially if you don't want to rely on non-verbal skills.

The skillful second language teacher and scholar Keith S. Folse has dispelled myths about vocabulary. The very first of these myths is that “Vocabulary is not as important in learning a foreign language as Grammar or other areas.” (Folse, 2004, pp.1-13) Refuting this very common misconception, Folse admits that his worst breakdowns in communications have happened when he completely forgot or did not know the appropriate word. Folse follows with a story about him buying flour in a small store in Japan without knowing the word “flour” in Japanese. As he acknowledged, grammatically correct forms for asking did not do the job. Having a long and frustrating hour Folse left the store – without the flour. This story tells us to travel with a dictionary rather than grammar book.

### **2.3 Building Motivation inside Classrooms for Learning Vocabulary**

Many methods have been developed over the time to build a good motivating atmosphere inside classrooms to enhance learning performance and for learning more vocabulary unites through reading. Reading proved to be the most efficient way to learn new words, even despite the struggle students might face in understanding the newly met words. In this case, it is a right time to recognize the importance of the teacher. Teacher's role in this endeavor is to secure that the practice is taking place and the passive knowledge is being retrieved from the memory.

Staehr (2008) stated that traditional methods for motivation building can be used by a creative teacher. Some specific rewards or privileges might be offered to the students in order to involve them into group works with the initial purpose of motivation building, though it could be realized through competition. (Staehr, 2008, pp. 140-143)

Still, he also made mention of other possible ways that are deprived of common rewards. Teachers can involve students into cooperative learning and face them against challenging tasks that are likely to fire their competitive spirit. The teacher is ought to clarify the reason of reading as well as to explain what advantages student might get in their professional lives and lives beyond it. Motivation should not work due to the 'what?' question, but because of the 'why?' That is how your motivation works and if your reasons do not justify your goals they unlikely to be achieved.

A good teacher is always trying to ensure that all the students have an appropriate material and aware of attitudes that have significant influence on motivation, which in turn might influence the preference on what language to read. Another classical method that can significantly boost learner's motivation is the usage of entertaining games and activities that aims at vocabulary literacy. Takala (1985) developed a multiplicity of vocabulary games and activities that has more of an entertaining nature and in turn motivates the learners. (Takala, 1985, p. 163)

It was suggested to make use of these games as a start off a pre-reading lesson. Considering the vocabulary activities it should be emphasised that the overwhelming number of word must be unfamiliar to the learners or at least they should broaden the meaning of a word in that case. Among those games, word association and contextual guessing are worth to be highlighted. Teacher is allowed to uplift the difficulty of the game if the learners are confident and successful and can opt for more challenging activities. Among the best activities are when learners are supposed to guess one word that corresponds to all two, three or even more contextual meanings.

## **PART 3**

### **INFLUENCE OF MOTIVATION ON VOCABULARY DEVELOPMENT**

#### **3.1 Methodology**

The main aim of this research was to gather information about the students' age, gender and motives of studying the English language as their major. It also investigates students' opinion about their studies, their motivation and vocabulary acquisition. Designing a questionnaire instrument aimed at examining motivation and its impact on vocabulary acquisition was a challenging task.

In the sphere of education motivation has always been an issue, owing to the fact that a lot of teachers and especially students are not conscious of its impact on learning. Very few of them truly know how to stimulate it and make it work for themselves. It can be very hard for an unmotivated student to keep succeeding in the flow of academical requirements.

The main problems of my research are the time and the circumstances: every questionnaire was handed out virtually using Google Questionnaire and were sent by E-mail, Messenger.

The aim of this study was to examine how English language learners and students conceptualize motivation and what role they assign to motivation with reference to vocabulary acquisition. This research puts a special emphasis on three main issues:

- What are the learners' attitude and beliefs regarding the influence of motivation on learning vocabulary?
- Students' views about their studies, i.e., whether they are satisfied or not with their studies;
- Students' interaction in the classroom with their teachers and how their behavior affects their motivation.

#### **3.2 Participants**

The data were collected from the students of our college and the students of Lviv National University. Participants were 25 undergraduate students (14 male, and 11 female). Most of the participants were males. The academic experience of the students varies, five of

them are first-year students, three of them are second year students, eleven of them are fourth year students and three are on their third year. Their level of English proficiency varies but all of them are above intermediate.

### **3.3 Research methods**

The given research which investigated the place and role of motivation in EFL classroom focused mainly on its usage and impact on learning. It took place in 2021 March. As it was already mentioned, every single participant filled in the questionnaire through internet and every question was prepared accordingly. The research involved 25 participants and took 10 - 15 minutes to complete. All of the questionnaires were filled out by students with different teaching/learning experience. It took 2 weeks to collect the data and send the questionnaires. The data were collected and analysed by the researcher. The primary research questions were:

1. Age
2. Sex
  - a. Male
  - b. Female
3. Did you choose personally to study English at the university?
  - a. Yes
  - b. No
4. Why did you choose to study English at the university?
  - a. Future career
  - b. You like English very much
  - c. Accidentally
  - d. Other...
5. How do you describe your motivation to study English?
  - a. Low
  - b. Medium
  - c. High
6. Is this motivation expressed through:
  - a. Raising hands to participate
  - b. Asking and answering questions
  - c. Participating in class conversation
  - d. Other...
7. Are you satisfied with your studies at the university? If not, explain why.

- a. Yes
  - b. No
  - c. Other...
8. Are you satisfied with the courses that you're taught? If not, explain why?
- a. Satisfied
  - b. Unsatisfied
  - c. Other...
9. When you do not participate in class, is it because you :
- a. Are not motivated
  - b. Are afraid of mistakes
  - c. Have not built a communicative competence in English
  - d. Other...
10. How do you feel when your teacher corrects your errors?
- a. Very motivated
  - b. Motivated
  - c. Less motivated
  - d. Embarrassed
  - e. Frustrated
11. Do you think that success can not take place in the absence of
- a. Motivation
  - b. Self efficacy
  - c. Both of them
12. Which of the following language skills do you prefer while acquiring vocabulary and why?
- a. Listening
  - b. Reading
  - c. Other...
13. When retrieving word that you have learned from spoken or written context which language production skill you prefer ? Say why.
- a. Writing
  - b. Speaking
  - c. Other...
14. When you encounter an unknown word while reading do you :
- a. Read again to guess the meaning from the context



- b. Ask a teacher about its meaning
- c. Ask a peer
- d. Look it up in the dictionary
- e. Ignore it

15. When reading do you think that a motivating environment is required for acquiring new vocabulary items?

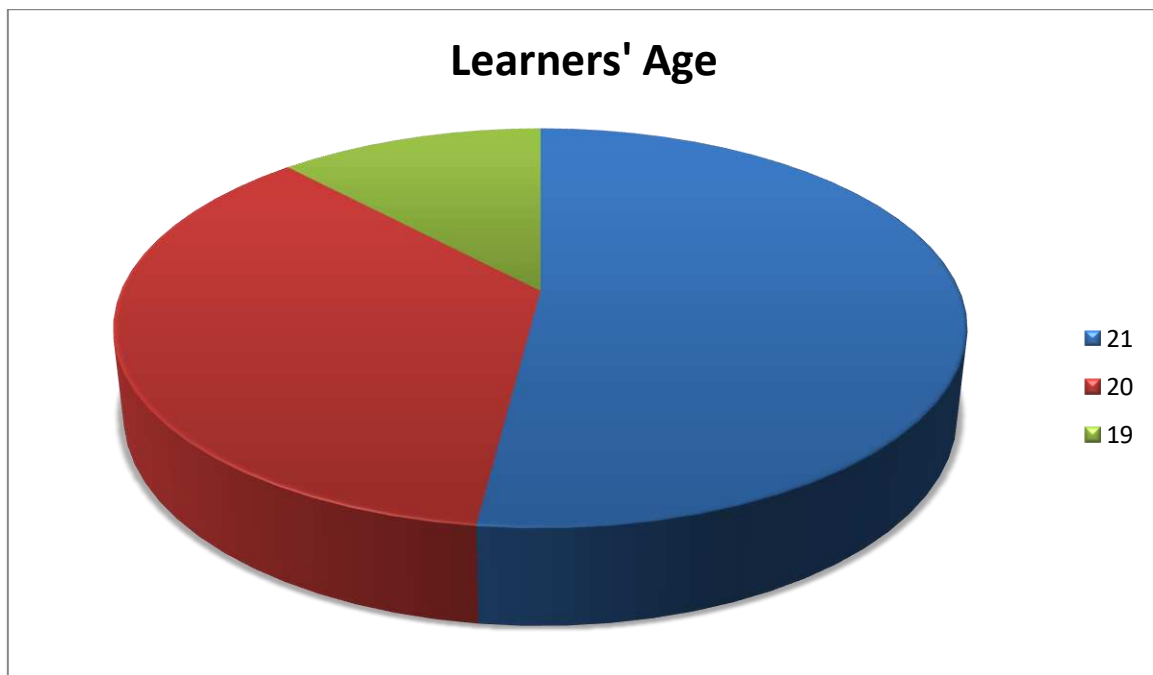
- a. Yes.
- b. No

16. How often do you re-use the learned words in writing? Explain why.

- a. Always
- b. Sometimes
- c. Never
- d. Other...

### 3.4 Results and their discussion

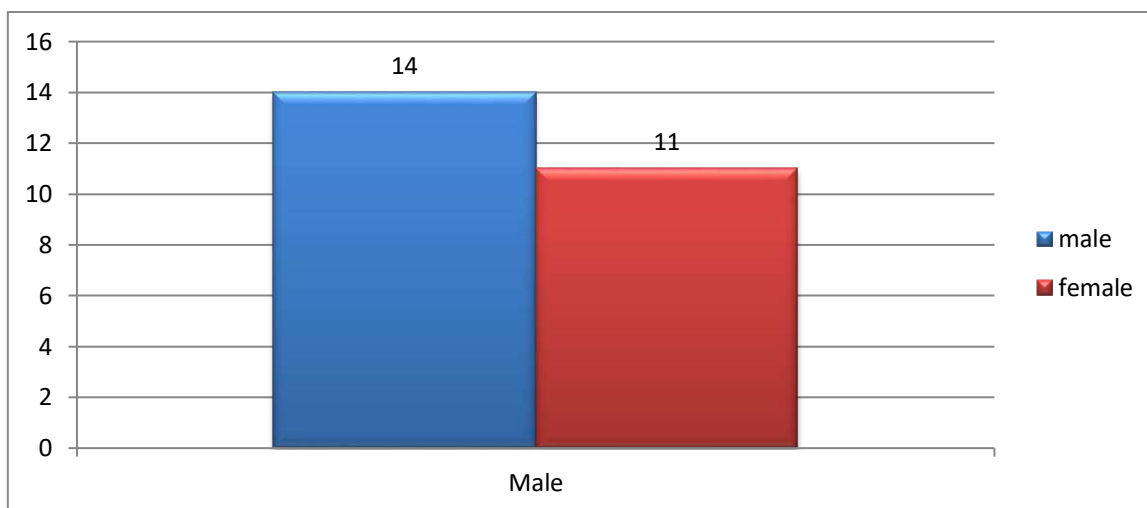
All the students who took part in the questionnaire are between the age of 19 and 21. The youngest student has hit his 19s and the eldest is 21 years old. This merely implies that their motivation towards learning differs.



Question Number 1

**Figure 1 Graphical representation of students' answers to Question Number 1**

This question aims to check whether one or another gender outnumbers each other. Generally, it has always been males who are less motivated to take part in questionnaires. After the analyses of the results it has been found that boys constitute 56%, while girls represent 44 %, which shows us a good balance between participants.



**Question Number 2**

**Figure 2 Graphical representation of students' answers to Question Number 2**

This question is especially interesting because it can show us the possible link between free choices (self-determination) and shed some light on intrinsic and extrinsic motivation.

The result points out an overwhelming majority of student which represent 72% rather choose consciously and 28% did not choose by themselves. We may consider that being motivated also implies that they would make extra effort for progressing and achieving more in second language learning.

Students' explanations about their reasons they chose to study at the university are shown in Figure 3. According to the results indicated in the Figure 4 below, it seems that a vast majority of the participants are rather motivated extrinsically. 13 out of 25 students constitute a relative majority. The option "future career" represents extrinsic motivation (because the main goal behind this choice is an external element, i.e, to find a secure job in the days to come), which means majority are motivated extrinsically. This may also tell us that a big number of students are not that interested in English for its own sake, but are more concerned about their financial well-being (which is an extrinsic drive). Only four participants who chose the (b) option "you

like English very much” have a good odds to be intrinsically motivated. 4/25 – the number which is small though it shows us the percentage students who chose to study English by their own will and desire.

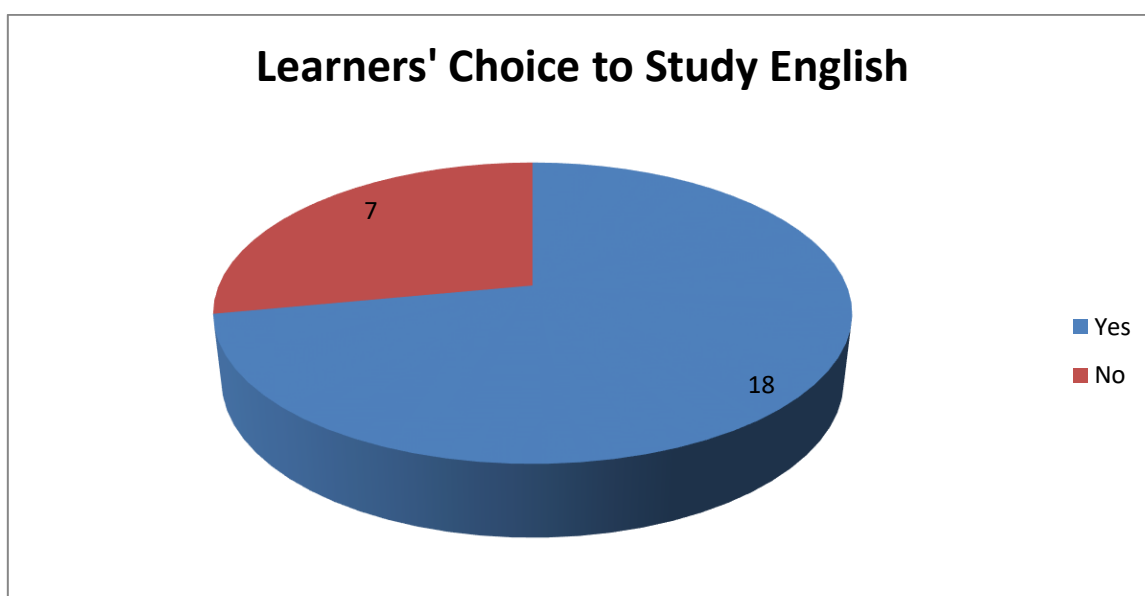
Six of of twenty five participants opted for (others). The most common answers of the students were the following:

“Because English is an obligatory tool in most of the professions nowadays”

“I travel a lot and I feel inferior to people who speak many languages fluently”

“I am forced to study English but there is some sense in it”

We may assume from the students’ answers that they have chosen English as their foreign language not because they are curious about it but because it appears to be profitable for them. However, there was a student who struggles with English to satisfy his parents.



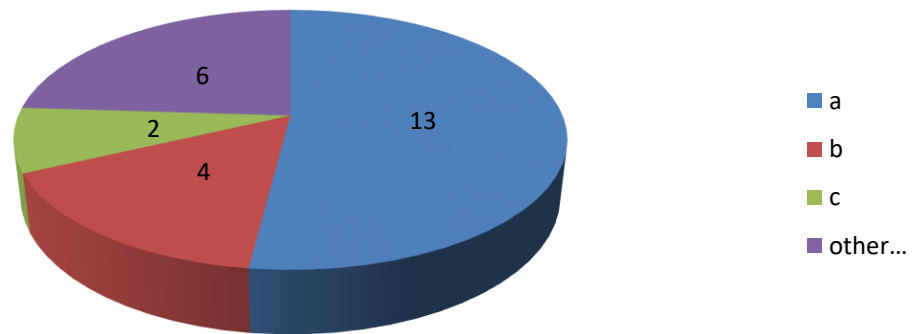
**Question Number 3**

**Figure 3 Graphical representation of students’ answers to Question Number 3**

This question drives curiosity because it can show us the possible link between free choices (self-determination) and shed some light on intrinsic and extrinsic motivation.

The result points out an overwhelming majority of student which represent 72% rather choose consciously and 28% did not choose by themselves. We may consider that being motivated also undertakes that they would make extra effort for progressing and achieving more in second language learning.

### Students' Justification about " Why did you choose to study English at the University"



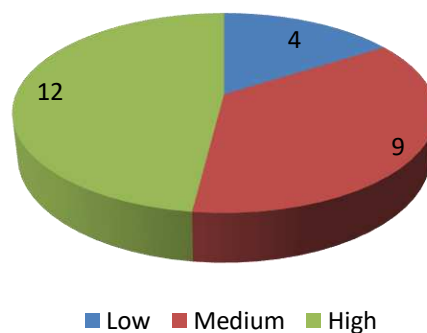
**Question Number 4**

**Figure 4 Graphical representation of students' answers to Question Number 4**

With the results obtained it appears that 12 out of 25 students, which constitute 48% from the sample population, are highly motivated English language learners. The remaining 13 students lack some motivation or are deprived of it at all.

Nine students opted for (b) option "medium" and only four from the whole sample of population admitted that their level of motivation to study is low.

### Students' Motivation to Study

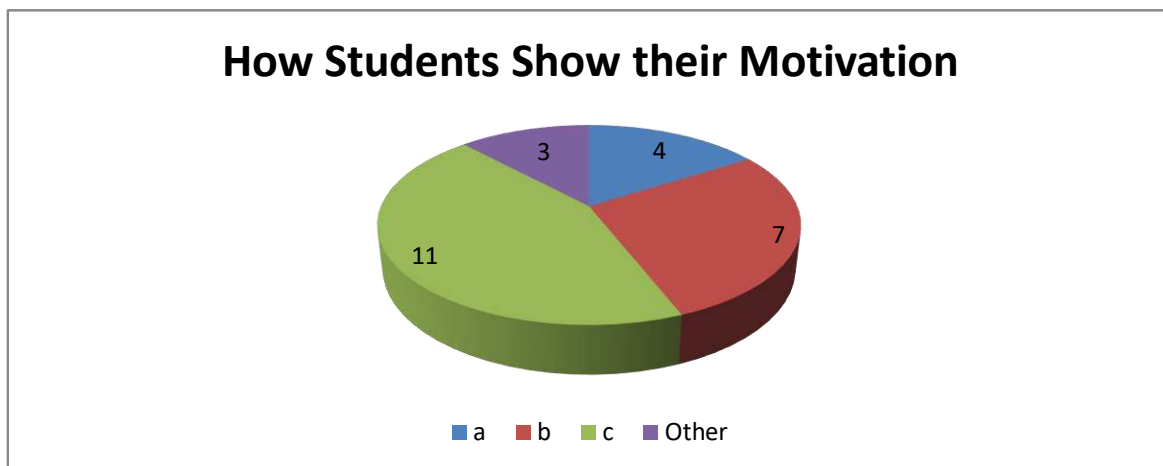


**Question number 5**

**Figure 5 Graphical representation of students' answers to Question Number 5**

This question deals with students' way of expressing motivation in the classroom. The results show that their desires affect their answers. 11 out of 25 participants admitted that they participate in classroom activities while being motivated. This may be connected to their goal to achieve competence and to be able to communicate with the foreigners.

Those who chose options (a) and (b), display their need for success and interest in the subject. Only three participants mentioned that they actually do a lot of work beyond classroom programme. It may be assumed that their motivation is driven intrinsically and they may produce a spoken or written practice individually.



- a. Raising hands to participate
- b. Asking and answering questions
- c. Participating in class conversation
- d. Other...

### Question Number 6

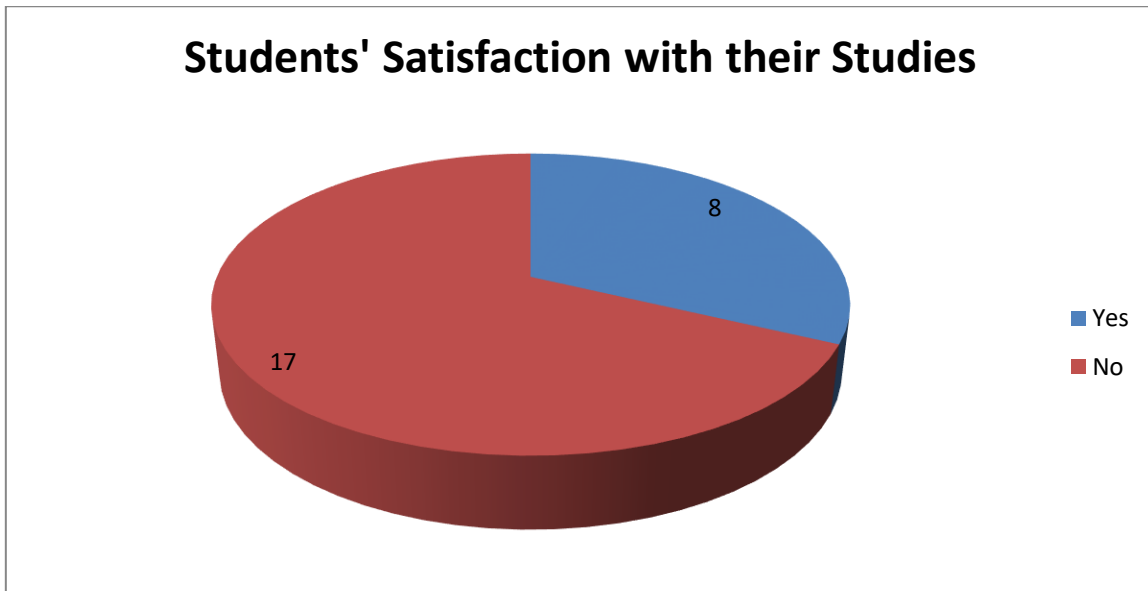
**Figure 6 Graphical representation of students' answers to Question Number 6**

The results show that a big number of the sample population are not satisfied with their studies and this number is 17/25, which represent 68% of the whole, while only 32% of students are satisfied.

The obtained results point out one noticeable thing: the overwhelming number of the students are dissatisfied with the courses they are being taught. The possible interpretation of this fact may be as follows:

At first, it might not be that disappointing that students are generally not satisfied by their studies. In this regard, this problem may be solved pedagogically. Teachers are capable to familiarize students with their upcoming modul and exams in a way that motivates them, that offers them challenge. It is a matter of motivation and possibly educating/learning method.

The second reason of students' dissatisfaction with the courses might be caused by the fact that they can not see clearly their purpose and role in their future profession specifics. Nevertheless, it is of teachers' responsibility to guide students and make things clear, understandable and also to avoid question "Why".



**Question Number 7**

**Figure 7 Graphical representation of students' answers to Question Number 7**

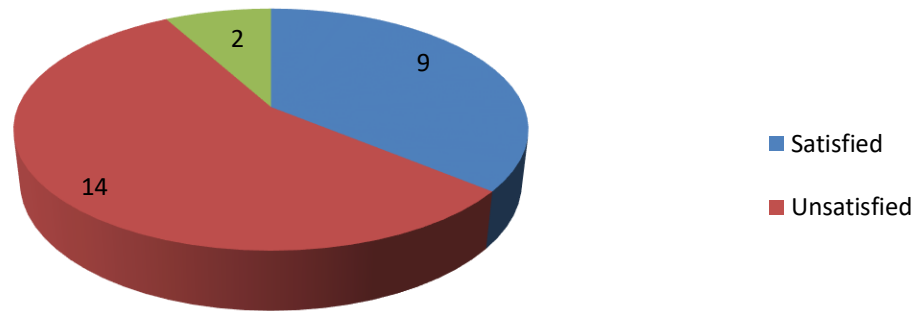
This question and the previous one may have some similarity. The question aims to find out the level of students' satisfaction with the modul programmes.

Results appear to be slightly better in terms of satisfaction as 36% of the students admitted that they are overall satisfied with them. Nonetheless, 14 participants are remaining to be unsatisfied.

Some opinions were controversial so they decided to answer explicitly. Below are the answers of the participants who explained their satisfaction/dissatisfaction with the module programmes:

- a. Dissatisfied students and their answers:
  - “The programs are difficult and teachers do not help us to catch up”
  - “I want to learn the language, not about the language”
- b. Satisfied students and their answers:
  - “Even though the programs are not interesting but some teachers make then amazing”
  - “None of the models can be ideal but most of them offers some real challenge in good terms”
- c. Controversial answers
  - “Most if the models lack practical tasks and filled with abstract theory, it is neither good, not bad, but true knowledge can only be applied in practical task.”

## Students' Satisfaction with the Programs of the Modules



### Question Number 8

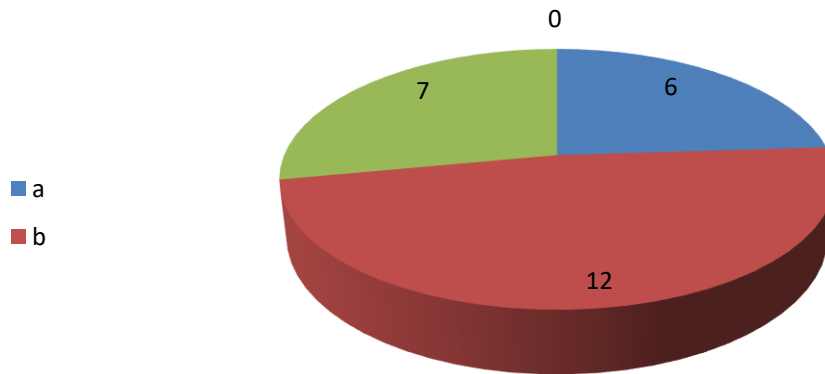
**Figure 8 Graphical representation of students' answers to Question Number 8**

According to the results, the mistakes are being the main reason (12/25: per) that makes students passive during the lessons. Six students out of twenty five admitted that the lack of motivation is the cause behind inactivity in classroom. The remaining 7 students, which constitute 28% of the sample population have not built a communication competence in English and are not good at participating.

In is natural for humans to be afraid to speak publicly and therefore, avoid taking part in the lessons. Explanation to all of this may be the fear to make mistakes due to the lack of proficiency. Also everything that has been mentioned can be the case at the same time.

Lack of motivation causes another reason to be passive in the classroom and that is when teachers' role should be manifested through encouraging and having the students to speak. Progress is being made by making mistakes, if students are not even aware of them, how teacher will ever be able to correct them so as for students to learn from them.

## Reasons of learners' reluctance to participate in the classroom



- Are not motivated
- Are afraid of mistakes
- Have not built a communicative competence in English
- Other...

### Question Number 9

**Figure 9 Graphical representation of students' answers to Question Number 9**

According to the figure below, generally students feel less motivated when educators point at their mistakes and correct them in turn. Only 1 person feels embarrassed when being corrected, while five students are even being frustrated by that fact.

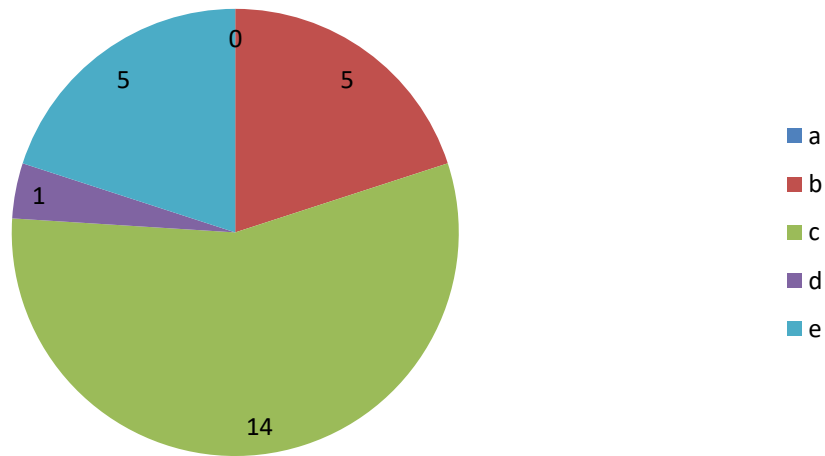
From the whole sample only 5 students can be motivated when their errors are corrected but unfortunately none of the participants opted for being very motivated due to teachers' correction.

What can we elicit from this result? It has been found out that students feel less motivated when educators correct their mistakes and it also hinders their intrinsic motivation which is not good for the progress and also may lead to the "silent" classes. It all depends on the case but a teacher who may avoid harsh correcting comments can possibly generate a positive desire to learn, which ultimately boosts motivation.

On the other hand, teachers who use humiliating remarks while addressing the person not the mistake itself usually build a negative atmosphere in the classroom and deteriorate the motivation to learn.



### Students' feelings when teachers correct their mistakes



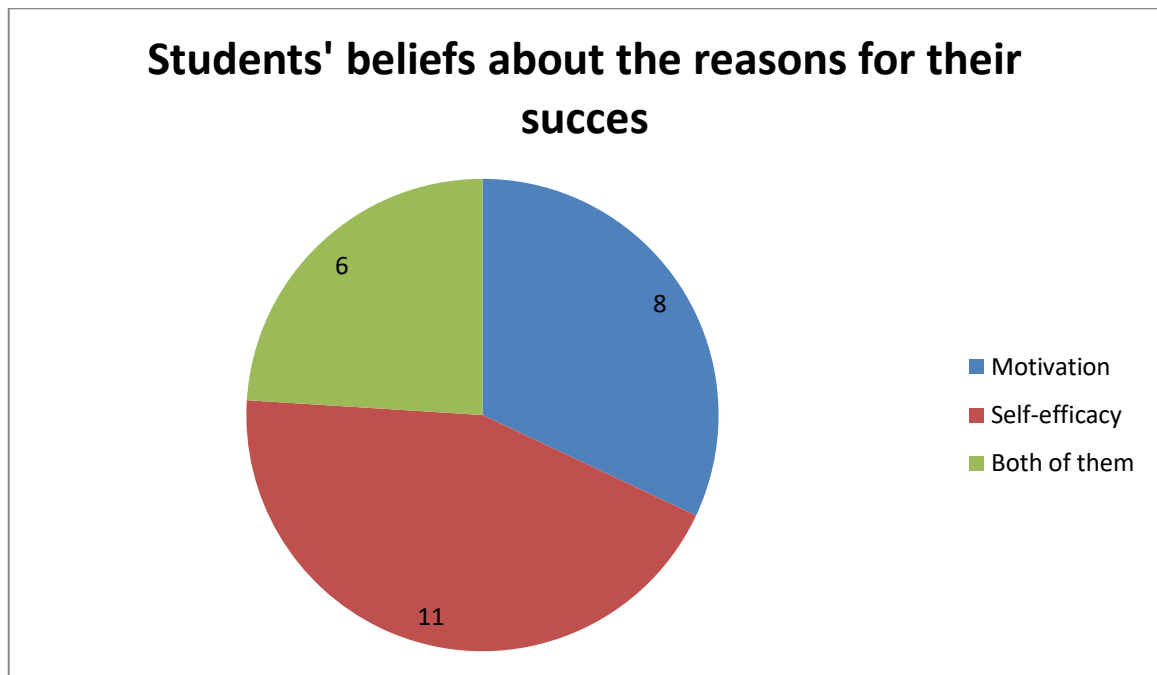
- a. Very motivated
- b. Motivated
- c. Less motivated
- d. Embarrassed
- e. Frustrated

#### Question Number 10

**Figure 10 Graphical representation of students' answers to Question Number 10**

According to the results, it appears that a representative number of students (44%, which is 11 participants) associate their success with self-efficacy. Eight students which represent the sample population consider motivation to be a supplement of success. Only 6 students have faith in both motivation and self-efficacy to be fundamental elements of success.

The results analyzed show that student believe that success is only possible when efforts and abilities are present. It also shows reliance on their individual abilities which help them to succeed. On the contrary, students who connect success to motivation are learners with an external focus of control (those students are more likely to believe that motivating environment and motivating teacher, cause success). In this regard success is a fruit of both learners' self-efficacy and educators' motivation, that are intrinsic and extrinsic factors respectively.



**Question Number 11**

**Figure 11 Graphical representation of students' answers to Question Number 11**

The result obtained reveals that only 4 participants prefer listening as the main skill while learning vocabulary, when the vast majority of sample population, which is 84% prefer reading as a source of developing vocabulary (Figure 12).

Once again it has been proven that reading is an essential part of vocabulary acquisition and enlarging the scope of knowledge. Students justified this preference with the following statements:

Reading lovers:

“I am totally confident about the meaning of the word if I see it in the context”.

“It is a deeper level of developing the vocabulary because you can spend as much time as you want on the troublesome words”.

“It comes clear to me when I see a word, pronounced one can be drastically altered”.

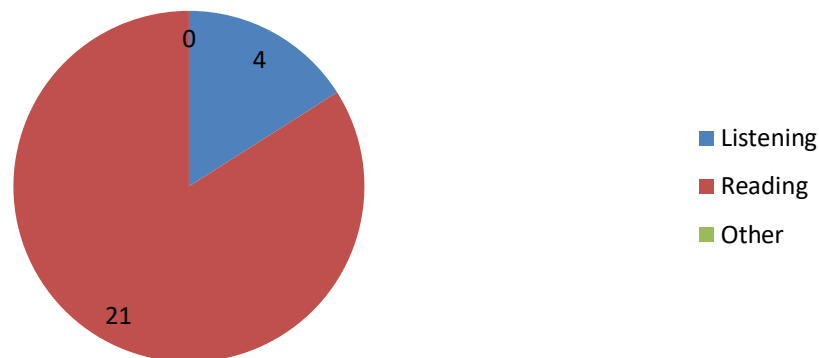
Big ear learners:

“I can learn anytime and anywhere just by listening to new words.”

“I am running out of patience everytime a set down to read”.

From all the asnwrs we can assume that auditory learners have inner will that force them to choose new words and learn them with higher motivation when they are randomly introduced in the listening form. On the contrary, visual learners show high motivation when the new vocabulary is presented in text format.

### What skill is favored by students when learning vocabulary



#### Question Number 12

**Figure 12 Graphical representation of students' answers to Question Number 12**

The results in figure 13 show that speaking is the preferred skill to reproduce the learned word. 72% of the participants agreed on that whereas the other participants (7 students) opted for writing as the preferred skill.

According to the results it has been found that students generally prefer to re-use words learned from the source text in their speaking and the minority gave their favour to writing skills while retrieving new words.

Below can be found the justifications for such options:

Answers by some learners who prefer speaking :

“Speaking is concerned to be the hardest competence in language learning, so if I cannot use new words in speech it means I don't know them”.

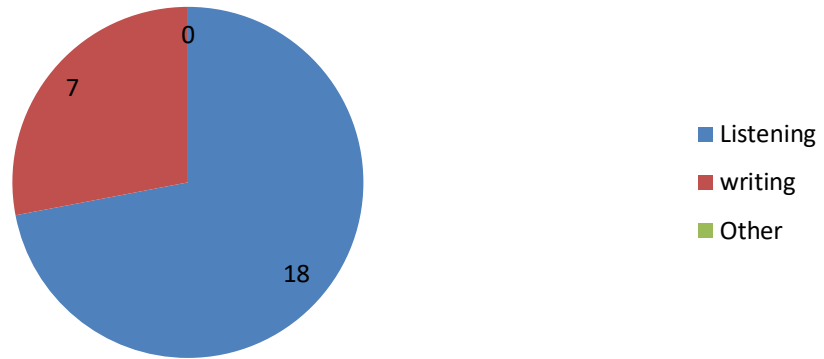
“While speaking I focus on the transmission of the message and not precision. It helps me to raise my motivation to use the new vocabulary”.

Answers by some learners who prefer writhing:

“I cannot recall the learned words instanteniously so prefer writing”.

“I feel anxious when I can't express myself eloquently”.

### What skill students prefer using to reproduce the learned words

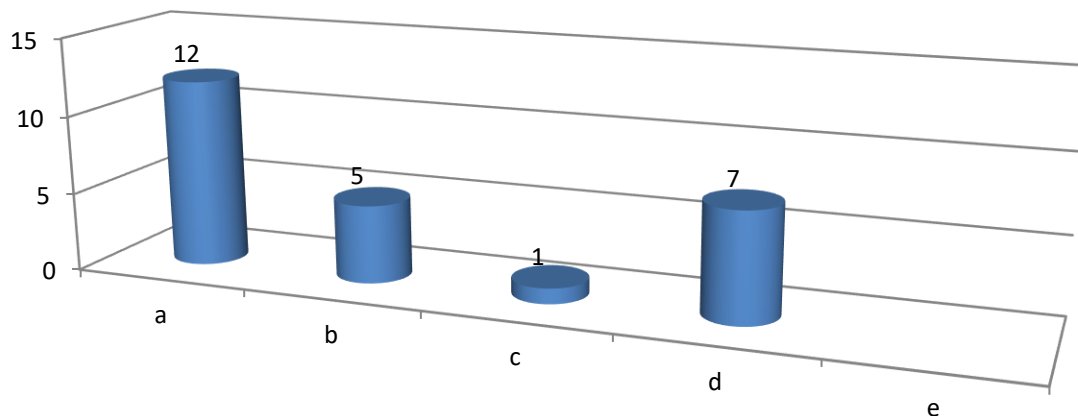


Question Number 13

Figure 13 Graphical representation of students' answers to Question Number 13

The results in Figure 14 demonstrate that learners prefer two options: looking up new words in the dictionary (7) or relying on the context by reading again to guess the meaning (12). Five participants admitted that they usually ask their teacher about the unfamiliar words and only one participant prefers asking a peer about its meaning. Fortunately, nobody ignores the new words.

### Actions taken by learners when they meet new words



a. Read again to guess the meaning from the context

- b. Ask a teacher about its meaning
- c. Ask a peer
- d. Look it up in the dictionary
- e. Ignore it

**Question Number 14**

**Figure 14 Graphical representation of students' answers to Question Number 14**

The results of this question (Figure 15) are quite predictable due to the findings of previous items. Still, 20 students confirmed that motivation is an important factor while reading because it contributes to high intrinsic motivation and better vocabulary development.

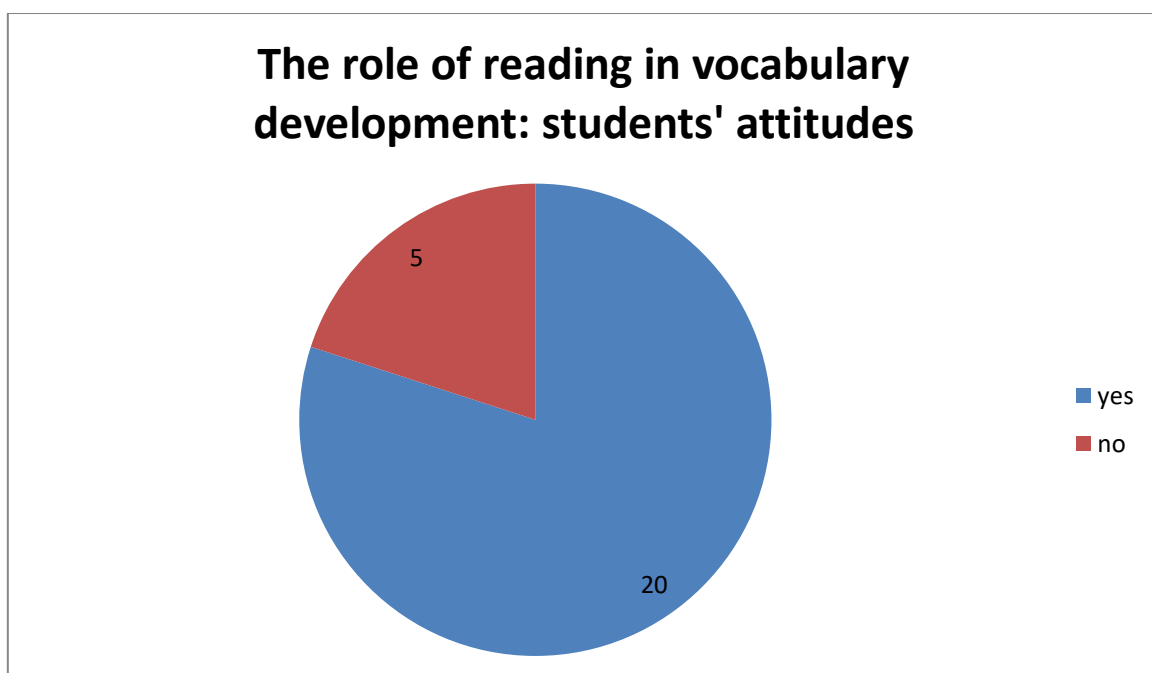
Though, 5 participants who constitute 20% of the sample population consider motivating atmosphere as irrelevant and those students also appear to be the ones to prefer strict teachers which actually boost their extrinsic motivaton.

Some statements of the students who said “yes”

“I am comfortable with learning vocabulary while reading, but when the authoritarian teacher interferes, I cannot memorize a thing”

“When the teacher provides us with motivating methods to deduce the meaning of the word, I feel motivated and focused”

From this we can assume that motivation for vocabulary learning and reading are not different at all. The fact that the more learners are motivated to read the better outcomes of vocabulary acquisition can be observed.



## Question Number 15

**Figure 15 Graphical representation of students' answers to Question Number 15**

As it can be seen from the results presented in Figure 16, it appears that the majority of students who took part in the questionnaire (16 students out of 25) sometimes re-use the newly learned words in their writing or speaking. On the contrary, 7 students are constantly re-using the learned vocabulary and only 2 of the participants opted for the (never) option which means they never use the learned vocabulary.

Here are some comments of the participants who re-use often the learned vocabulary in their writing/speaking :

“It becomes the part of my vocabulary the second I start using them in speech”.

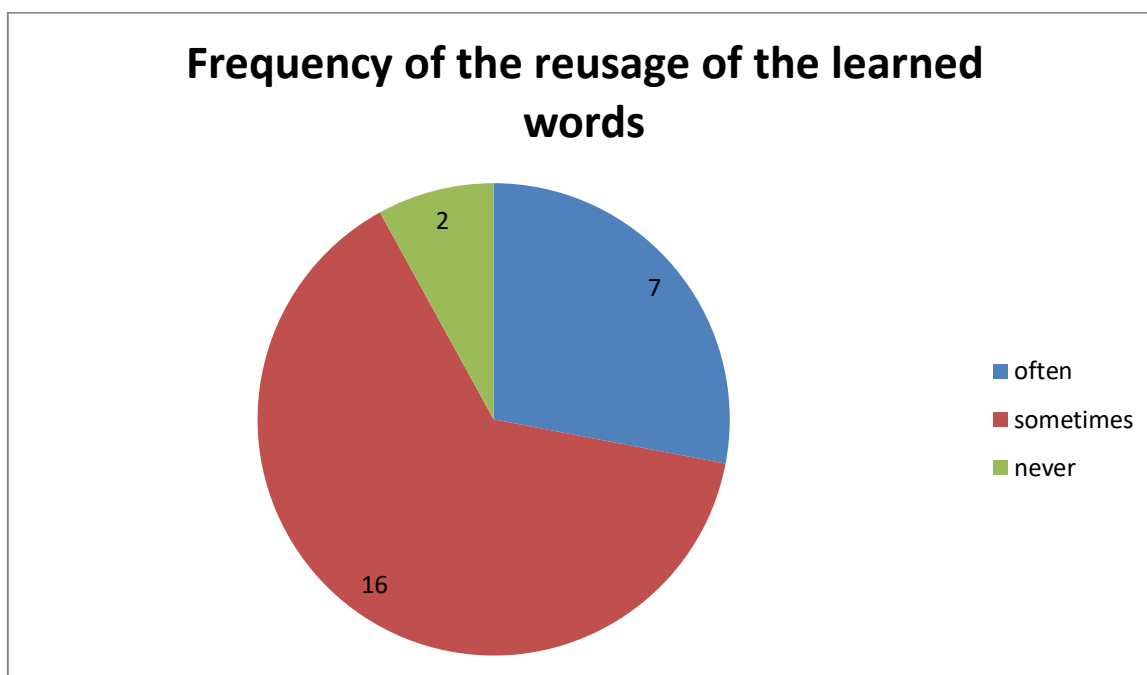
“I never hesitate to use new words in my writings even though I might missuse it”.

Also the comments of the participants who sometimes use the learned vocabulary in their writing/speaking:

“It takes too much time to memorize a word because I usually do it in a difficult way.”

“Generally, I am not motivated to use them”

This reveals that teaching methods and strategies help students to memorize the meaning of new words. It becomes easier to retrieve the word and use them in writing. The determination to speak also contributes to memorizing new words. Motivation is a great tool to lower the level of unnecessary anxiety and fear of taking risk.



## Question Number 16

### **Figure 16 Graphical representation of students' answers to Question Number 16**

In sum, the majority of the students who participated in the present investigation are not completely satisfied with their studies at the college or university and they connect it with their teachers' educating methods and motivational problems, for example, perceived uselessness of certain modules and their programmes. The results show that the majority of the students choose friendly and understanding teachers to work with, because this enhances their intrinsic motivation that in turn leads to success.

Regarding the vocabulary learning, learners prefer learning vocabulary while reading. Several methods have been highlighted by students, among which the favoured ones were "composition" and "fill in the gaps". Also students admitted that motivation is essential in vocabulary acquisition. In the responders' opinion, motivation while reading helps them to get the meaning of new words and retrieve them easily later.

## Conclusions

The study was motivated by a need to establish relationship between student's motivation and vocabulary acquisition. Vocabulary learning is a complex and life-long task and students need to be motivated in vocabulary learning in order to accomplish the formidable goal.

In this thesis, the main aim was to study the impact of motivation on vocabulary acquisition of English language learners.

The first part dealt with the theoretical considerations of the problem of motivation: its definitions, main components, the different types of motivation and its sources, differences between intrinsic and extrinsic motivation and how they are represented in education.

The second part dealt with the theoretical considerations of vocabulary: its definitions, its role in the language, the various vocabulary learning strategies and the reasons of their usage have also been discussed.

First of all, this study emphasized the central importance of motivation in learning a foreign language. It takes part in every process of language acquisition, including vocabulary. Second, there is no generally accepted definition for the word. In general, motivation is a state of cognitive and emotional arousal that eventually helps individuals act consciously and provide the intention to make effort in any kind to achieve certain goals. It is something that we feel before a challenging task, the heat in the chest that helps and drives us toward the goal. Third, it was assumed that motivation is involved in the performance of all learned responses; that is, a learned behavior will not occur unless it is energized. Developing in vocabulary prominence is a challenging task and if a student sees no strong reasons or convincing arguments to learn it, he will unlikely do it. Finally, to reach great progress without a motivating classroom environment is quite impossible. Therefore, it is advisable to have an environment in the English classroom which contains: openness, guidance, positive exemplariness, support, acceptance, empathy, positive evaluation, absence of rigid control, assurance of the right degree of freedom, encouragement, stimulation of work and its popularizing.

In the Part three, we examined how English language learners conceptualize motivation. The study has also focused on the role of motivation in their learning practice and the ways of promoting it. In the educational sphere motivation has always been an issue, owing to the fact



that a lot of students are not conscious of its impact on learning. Very few of them truly know how to stimulate it and make it work for themselves. It can be very hard for an unmotivated student to keep succeeding in the flow of academic requirements. The data were collected from the EFL students of different level of proficiency. The findings of the research highlight the importance of motivation in language learning process. It was also concluded that most of the students prefer a friendly and understanding teacher, which eventually boosts their intrinsic motivation and will to study. It was concluded that the majority of the students are driven by extrinsic motivation and see benefits in English that will secure their financial well-being.

The given study serves as a theoretical confirmation of the positive effects of motivation on English language teaching and learning out of which the followings are just a few: makes language learning enjoyable, productive and memorable, develops problem-solving skills and critical thinking, drives students' behavior to become successful.

To sum up, in today's world, it is crucial to know foreign languages because it gives people the ability to exchange information with citizens of other countries and familiarize themselves with other cultures. This also includes English given that it is a means of global communication. Therefore, establishing a highly effective way of teaching foreign languages starting from an early age should be seen as a priority.

## РЕЗЮМЕ

Дане дослідження присвячене вивченню впливу мотивації на засвоєння словникового запасу з іноземної мови. Основною метою кваліфікаційної роботи було дослідження взаємозв'язку між особливостями мотивації та вивченням іншомовних слів студентами, які вивчають англійську мову як іноземну.

У першій частині роботи розглянуто теоретичні засади проблеми мотивації і методів вивчення нових слів, а саме визначення концептів мотивації, основні компоненти, типи мотивацій і їх джерела, відмінності між внутрішньою і зовнішньою мотивацією та їхнє вираження у навчальному процесі.

Друга частина присвячена розгляду теоретичних засад проблеми навчання словникового запасу, а саме його визначення, роль у мові, різні стратегії вивчення словникового запасу та причини їх використання.

У ході дослідження було встановлено, що мотивація займає центральне місце у вивченні іноземної мови, впливаючи на всі процеси, пов'язані з оволодінням мовою, включаючи словниковий запас. Мотивація - це стан когнітивного та емоційного збудження, який допомагає людям діяти свідомо та докладати зусилля для досягнення певних цілей. Мотивація впливає на виконання всіх процесів, пов'язаних з вивченням нового матеріалу. У ході навчання іноземної мови доцільно створити навчальну атмосферу, яка характеризується такими рисами, як відкритість, прийняття, співпереживання, позитивна оцінка, відсутність жорсткого контролю, забезпечення правильного ступеня свободи, заохочення, стимулювання праці та її популяризація.

У третій частині дослідження було розглянуто яким чином учні, що вивчають англійську мову концептуалізують мотивацію; висвітлюється роль мотивації у навчанні та шляхи її розвитку. В освітній сфері мотивація завжди була проблемою через те, що багато вчителів і особливо учнів не усвідомлюють її впливу на навчання. Немотивованому студенту може бути дуже важко продовжувати досягати успіху в потоці академічних вимог. У дослідженні взяли участь студенти англійської кафедри філології, з різним рівнем мовної майстерності. Результати дослідження свідчать про важливість мотивації у процесі вивчення іноземної мови. Також було висновковано, що більшість студентів віддають перевагу доброзичливому та розуміючому вчителю, що врешті-решт посилює їхню інтринсивну мотивацію та інтерес до навчання. Було виявлено, що більшість студентів керується мотивами, які лежать у площині екстринсивної мотивації, вбачаючи в знаннях англійської мови інструмент, що забезпечить їхнє фінансове благополуччя.

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## APPENDIX:

### Questionnaire

1. Age
2. Sex
  - c. Male
  - d. Female
3. Did you choose personally to study English at the university?
  - a. Yes
  - b. No
4. Why did you choose to study English at the university?
  - a. Future career
  - b. You like English very much
  - c. Accidentally
  - d. Other...
5. How do you describe your motivation to study English?
  - a. Low
  - b. Medium
  - c. High
6. Is this motivation expressed through:
  - a. Raising your hand to participate
  - b. Asking and answering questions
  - c. Participating in class conversation.
  - d. Other...
7. Are you satisfied with your studies at the university? If not, explain why.
  - a. Yes
  - b. No
  - c. Other...
8. Are you satisfied with the courses that you're taught? If not, explain why?
  - a. Satisfied
  - b. Unsatisfied
  - c. Other...
9. When you do not participate in class, is it because you :
  - a. Are not motivated

- b. Are afraid of mistakes
  - c. Have not built a communicative competence in English
  - d. Other...
10. How do you feel when your teacher corrects your errors?
- a. Very motivated
  - b. Motivated
  - c. Less motivated
  - d. Embarrassed
  - e. Frustrated
11. Do you think that success can not take place in the absence of
- a. Motivation
  - b. Self efficacy
  - c. Both of them
12. Which of the following language skills do you prefer while acquiring vocabulary and why?
- a. Listening
  - b. Reading
  - c. Other...
13. When retrieving word that you have learned from spoken or written context which language production skill you prefer ? Say why.
- a. Writing
  - b. Speaking
  - c. Other...
14. When you encounter an unknown word while reading do you :
- a. Read again to guess the meaning from the contex
  - b. Ask a teacher about its meaning
  - c. Ask a peer
  - d. Look it up in the dictionary
  - e. Ignore it
15. When reading do you think that a motivating environment is required for acquiring new vocabulary items?
- a. Yes.
  - b. No

16. How often do you re-use the learned words in writing? Explain why.

- a. Always
- b. Sometimes
- c. Never
- d. Other...

## NYILATKOZAT

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Kijelentem, hogy a dolgozatomat más szakon korábban nem védtem meg, saját munkám eredménye, és csak a hivatkozott forrásokat (szakirodalom, eszközök stb.) használtam fel.

Tudomásul veszem, hogy dolgozatomat a II. Rákóczi Ferenc Kárpátaljai Magyar Főiskola könyvtárának Kézirattárában helyezik el.