

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

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### Abstract

This study investigates the relationship between learner motivation and vocabulary size in English as foreign language (EFL) classrooms at Duhok University. The participants included 100 students (55 male, 45 female). All participants were pursuing their third years of study in an English department. Two instruments were employed: questionnaires regarding Motivation for Foreign Language Learning (MFL) and Vocabulary Size Test (VST). The primary goal of this study is to determine which factors of motivation profoundly affect the foreign language learning processes of Iraqi EFL students and to what extent they should develop their depth and breadth English vocabularies in order to sufficiently acquire the language and elaborate the importance of both components in language acquisition. Findings showed that female students experienced both types of motivation, with the mean score of extrinsic motivation being 29.91, and that for intrinsic motivation being 31.20, while the mean score of male students was 27.10 for extrinsic motivation and 28.00 for intrinsic motivation. The VST ranged from 1,000 to 14,000 word-families, and the vocabulary size of both groups was over 6,000 word-families. Correlation analysis was conducted to determine the relationship between learner motivation and vocabulary size. For both groups, the results indicated no relationship between these two aspects of students' foreign language leaning. To investigate the difference between MFL and VST, an independent samples t-test was utilized and no difference was found to exist between the vocabularies of both groups.

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

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## Introduction

Horwitz (1990) defines motivation as the feelings of the learner toward a particular target language and its culture as well as learner's pragmatic reasons for acquiring a foreign language more broadly. There are two types of motivation: Extrinsic and intrinsic have been defined respectively by (Schmidt, Borale, & Kassabgy, 1996) as the motivation for external reward and motivation to obtain sufficient reward from the activity itself. Regarding vocabulary Richard and Renandya (2002) have stated that vocabulary is the main component of any language proficiency since it enables the learner to use four primary language skills reading, writing, listening, and speaking. This study will focus primarily on the extrinsic and intrinsic motivations for foreign language learning as well as vocabulary size among learners in Iraqi EFL classrooms. To the best of our observations, most Iraqi learners think that acquiring foreign language knowledge and fluency is unfruitful because they lack sufficient motivation for doing so. Though these learners devote several hours and even years in attempting foreign language acquisition for communicative purposes, the fact remains that students may be unable to inject themselves into simple conversation in English language. They suffer from boredom in their EFL classrooms and constantly fear speaking with their teachers in the target language. In addition to these difficulties among Iraqi learners, some teachers suffer in terms of EFL pedagogy, perceiving their individual attention to learners as a waste of time within the limited time-frame of classes. Moreover, they lack knowledge of specific learner profiles and needs, thus remaining unable to encourage students whether intrinsically or extrinsically in order to build their ambition and self-confidence in learning a foreign language.

Over the past fifteen years, vocabulary has been considered as playing a prominent role in both L1 and L2 languages learning because limited vocabulary size can hold up successful communication. Acquiring vocabulary is pivotal for successful second language use and plays an important role in the formation of complete spoken and written texts and holistic mastery of vocabulary can control the language four skills and without adequate knowledge of words, understanding texts is impossible (Nation, 2011; Bernhardt, 2005; Wang, 2009). Cortazzi and Jin (1996) find that EFL students place particular emphasis on vocabulary acquisition in comparison with other elements of language learning. Similarly, Krashen and Terrel (1983) state that vocabulary is the main factor of interpersonal communication with other people. Vocabulary acquisition is crucial to foreign language learning, but it is also one of the most difficult endeavors. Difficulty in developing and expanding learner vocabulary might arise from the lack of specific attention given to vocabulary-building in the EFL classrooms in our context, most teachers, and consequently students think that focusing on grammar is adequate for acquiring target language and communicating with others. Nevertheless, these students devote several years to the study of English grammar without ever reaching sufficient levels of proficiency and fluency. Though one cannot deny the importance of grammar within foreign language learning, the lack of vocabulary necessary for reaping the benefits of grammatical organization means that expression itself is limited. Thus, this situation poses a dilemma for Iraqi EFL learners. This study will elaborate the importance of vocabulary acquisition and attempt to determine learner motivation for acquiring English as a foreign language in the first place.

Regarding learner motivation, this study aims to determine its effects on foreign language learning as well as compare its intrinsic and extrinsic motivations among language learners.

Pertaining to vocabulary size, this study will investigate the breadth and depth of vocabulary knowledge among Iraqi EFL learners' and the significance of vocabulary size for foreign language learning. The following research questions are investigated:

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

## Literature review

### *Motivation for foreign language learning*

Motivation is a fundamental factor in the success of foreign language learners and has occupied a significant position in psychological and educational studies for several decades (Dörnyei, 2001). The investigation of motivation in foreign language learning dates back to the 1950s with frequently cited Canadian scholars Robert Gardner and Wallace Lambert. Two theories regarding learner motivation for second-language acquisition were developed: Gardner's motivation theory (1972) and Deci and Ryan's self-determination theory (1985-1995). Gardner (1985) defines motivation as the single effective factor of foreign language learning, while Dörnyei and Otto (1998) describe motivation as a state of excitement which identifies learners' wishes and desires. According to them, motivation can both negatively and positively affect the learning process; thus, it is an essential factor of foreign language learning. Williams and Burden (1997) believe motivation as a state of cognitive and passionate vigilance that assists learners in consciously acting and presents the determination to achieve certain goals. Keller (1983) states that motivation refers to learners' choices regarding the selection or aversion of experiences and goals, while Crookes and Schmidt (1991) explains the term as learners' orientation to foreign language learning.

### *Gardner's Motivation Theory*

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

### *Self-determination theory*

Initially developed by Deci and Ryan (1995), this theory identifies the essential aspects of motivated behavior in an effort to support learners' external and internal tendencies toward

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

### ***Intrinsic motivation***

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

### ***Extrinsic motivation***

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

### ***Amotivation***

This type of motivation is similar to the notion of learned weaknesses in which learners either lack the performance of an act or act negatively (Abramson, Seligman & Teasdale, 1978). Based on self-determination theory, the term "amotivation" refers to the absence state between one's actions and results. The individual in this type of motivation does not pretend to engage in any activity and is neither extrinsically nor intrinsically motivated.

### ***Vocabulary knowledge***

In the domain of language learning, a variety of research has been conducted to illustrate what it means to know a word. It is widely known that vocabulary is an imperative part of foreign language learning, without which an individual remains unable to communicate with others. Accordingly, most of the learners view vocabulary as an essential element in their foreign learning (Nation, 1990). Thus, learners feel that most of their difficulties in terms of foreign language learning stem from a lack of vocabulary knowledge. Despite the significance of vocabulary, nevertheless several scholars as (Allen, 1983; Carter & McCarthy, 1988; Hedge, 2000; Long & Richards, 1997; Maley, 1986; Richards, 1985; Zimmerman, 1997) have noted that vocabulary acquisition has been overlooked by foreign language educators. Several other scholars also emphasize the close relationship between vocabulary size and foreign language learning Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Nation (2004), and

Nation (2011) these scholars have recognized that vocabulary learning is fundamental to success in acquiring a foreign language and that it plays a prominent role in written and spoken communication. Nation (2004) stated that language and vocabulary knowledge are intrinsically linked to each other; in other words, vocabulary enables the learner to acquire a language and using the language can increase vocabulary size. Moreover, according to Nunan (1991), the learning of sufficient vocabulary items is essential to foreign language acquisition because limited vocabulary size means that learners are unable to use the rules and structures gleaned from understandable communication.

### ***Dimension of vocabulary knowledge***

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

### ***Breadth of vocabulary knowledge***

Breadth of vocabulary knowledge refers to the number of words that an individual comprehends. It is considered as an essential dimension of the lexical capability of language learners, and the importance of acquiring a sufficient number has been confirmed by several studies including that of Meara (1996), who explained that when a learner acquired a good amount of vocabulary, he/she will be more flexible in language use and comprehension than will a learner with a small vocabulary size. In addition, breadth of vocabulary influences a learner's performance of the four language skills: reading (Laufer, 1992; Qian & Schedl, 2004), writing (Laufer & Nation, 1995; Yu, 2010), speaking (Daller, van Hout & Treffers-Daller, 2003; Hilton, 2008), and listening (Stæhr, 2009).

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

### ***Depth of vocabulary knowledge***

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

to determine the level of word acquisition, while the second approach involves knowledge of the level of competence of different components of word knowledge.

### **Methodology**

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

### **Participants**

100 Iraqi EFL learners (55 male, 45 female) who studied in college of Arts-English department of Duhok University participated in this study. Participants' ages range from 21 to 26 with a mean of 22,04 years of age.

### **Instruments**

Two types of instruments, namely Motivation for Foreign Language Learning (MFLL) and Vocabulary Size Test (VST), were utilized in this study. The MFLL was designed by Schmidt, Borale, and Kassabgy (1996) and involved 16-items used to measure intrinsic and extrinsic motivation among learners. For these items, students were asked to rate their agreement on a 5-point Likert scale (1 Strongly Agree to 5 Strongly Disagree). The 16-items were divided into two parts: eight pertaining to intrinsic motivation and eight are regarding extrinsic motivation. The second instrument, VST, was prepared by Paul Nation and David Beglar (2007) in light of the British National Corpus (BNC). It consists of 14 levels, each level representing knowledge of 1,000 word-families, beginning with the most frequent word families of the 1<sup>st</sup> level to the low frequency ones of the 14<sup>th</sup> level. A shortened version of the VST was utilized in this study because there was not enough time for students to answer the original version of the test. The shortened version includes 100 multiple-choice items, 10 at each level of 1,000 word-families. The reliability coefficient of MFLL questionnaire was 0.80, while that of the VST was 0.91.

### **Data collection and analysis**

First legal permission for conducting this research was obtained from the Head of English Department of Duhok University. Two groups of third-year students in the English Department were designated to take part in this study and they were given a letter of consent to participate in this study. Students in each group were informed about the purpose of the study and accepted to participate in it, and understanding that their participation would not change or affect their grades and would remain anonymous. The researcher introduced himself and delivered a brief lesson about the research as well as instructions on how to take the VST and MFLL. The time of the test was limited, with 20 minutes allotted for the MFLL questionnaire and 40 minutes allotted for the VST.

Participant answers on the two instruments were analyzed through SPSS 22 statistical analysis program. To answer the first research question of this study, which attempts to determine the type of motivation of Iraqi EFL learners significantly affecting foreign language acquisition, descriptive statistics for the two groups were calculated. Then, an independent sample t-test was used to determine the mean differences between both groups. This enabled us

to identify which group was highly motivated and which was not, regarding the type of motivation identified by the questionnaire.

### Findings

Results of the data analysis is organized based on research question to better illustrate the findings of the study.

RQ1: Is there a statistically significant difference between Iraqi EFL male and female learners' extrinsic and intrinsic motivation to learn a foreign language?

To determine what type of motivation significantly affected the foreign language learners, a number of independent-samples t-tests were utilized to identify mean scores of each type of motivation. Table 1 below represents Iraqi students' motivation for learning a foreign language.

Table 1

*t-test results extrinsic and intrinsic motivation for foreign language learning in terms of gender*

	Gender	N	M	SD	t	p
Extrinsic	Male	55	271.091	526.580	-2.906	.005
	Female	45	299.111	414.960		
Intrinsic	Male	55	280.000	660.527	-2.816	.006
	Female	45	312.000	419.740		

Table 1 gives the results of the independent samples t-test. According to the results of this test, there was a statistically significant difference in the mean of the scores for extrinsic motivation, between males ( $M=27.1091$ ,  $SD= 5.26580$ ) and females ( $M= 29.9111$ ,  $SD= 4.14960$ ),  $t(98) = -2.906$ -,  $P= .005$ . While, for intrinsic motivation, no statistical significant difference was found between males ( $M= 28.0000$ ,  $SD= 6.60527$ ) and females ( $M= 31.2000$ ,  $SD= 4.19740$ ),  $t(98) = -2.816$ -,  $P= .006$ .

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

RQ2: Is there a statistically significant difference between Iraqi EFL male and female learners' vocabulary size?

An independent-samples t-test (two-tailed) was used for testing the possible mean differences of both groups of the same class. As the Table 2 below presents the descriptive results and the results of the t-test for VST in both groups.

Table 2

*Independent-samples t-test results for the VST in terms of genders*

	Gender	N	M	SD	t	p
VST	Male	55	6025.45	567.065	-.205	.838
	Female	45	6051.11	684.113		

Table 2 gives the results of in the independent samples t-test. According to the test results, there was not a statistically significant difference in the mean scores of both groups

pertaining to the VST. Males ( $M = 6025.45$ ,  $SD = 567.065$ ) and females ( $M = 6051.11$ ,  $SD = 684.113$ ),  $t(98) = -.205$ ,  $p = .838$ .

RQ3: Is there a statistically significant correlation between motivation and vocabulary size among Iraqi EFL learners?

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

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

RQ4: Is there a statistically significant difference between Iraqi EFL male and female learners in terms of motivation and vocabulary size?

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

The data given in Table 3 represent the motivation and vocabulary size of both male and female Iraqi EFL learners. For motivation, females scored higher than males and the mean was 61.11. While for vocabulary size, both males and females scored that same vocabulary size of 6,000 word-families.

Table 3

*Difference between MFL and VST in terms of gender*

	Gender	N	M	SD	t	p
MFL	Male	55	551.091	1.021.740	-3.365-	.001
	Female	45	611.111	687.625		
VST	Male	55	60.254.545	56.706.463	-.205-	.838
	Female	45	60.511.111	68.411.264		

There was statistical significant difference between motivation and both groups. The first group ( $M = 55$ ,  $SD = 10.21740$ ), and the second group ( $M = 45$ ,  $SD = 6.87625$ ),  $t(98) = -3.365$ ,  $P = .001$ . However, there was no statistically significant difference determined to exist between the vocabulary sizes of both groups. The first group ( $M = 55$ ,  $SD = 567.06463$ ), and the second group ( $M = 45$ ,  $SD = 684.11264$ ),  $t(98) = -.205$ ,  $P = .838$ .

## Discussion

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

***Motivation for foreign language learning***

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

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

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

***Vocabulary size***

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

Measuring vocabulary size is an initial step for identifying the amount of vocabulary needing for successfully performing tasks at the university level such as reading stories and books, watching movies, and listening to conversations in the English language. For example,

several studies have determined that if a student wants to thoroughly comprehend a given text, he/she should know 8,000 words-families (Beglar & Nation, 2007).

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

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

### ***The relationship between learner motivation and vocabulary size***

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

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

The second reason is that there was a different amount of time allotted for each instrument in the study. For the first instrument, MFLL, 20 minutes were given, and for the second instrument, VST, 40 minutes were given to answer the questions in the test. Likewise, a study regarding motivation and vocabulary size conducted by Fontecha (2014) in Spain supports the findings of this study. Participants included 283 students selected from two grades, 2<sup>nd</sup> and 5<sup>th</sup> grade. The VST was used to find the total vocabulary size of the participants of each grade based on Version 2 of the 2,000-word level. Additionally, for measuring motivation, MFLL was used. Results showed that there was correlation between motivation and vocabulary size among participants because no conclusive evidence was found.

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

### ***The difference between learner motivation and vocabulary size***

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

### **Conclusion**

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

**Note:** \*This study is part of a thesis completed by the first author under supervision of the second author.

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