PROMOTING STUDENTS' MOTIVATION IN TEACHING AND LEARNING ENGLISH   VOCABULARY

ASMA TAHA ALHUSSIEN (Phd)

College of Arts and Humanities, Department of Foreign Languages, Jazan University, Jazan, Saudi Arabia

E-mail: aalhussien@jazanu.edu.sa

Abstract – Vocabulary knowledge is considered the core of language perception and production. Motivation is an indispensable element in the foreign language learning process. The present study is a qualitative one. It analyzed Saudi students' motivation toward learning vocabulary and the factors that affect involving the teacher's role. The researcher adopted descriptive and inferential analytical methods. The sample was selected randomly. The respondents of the research are 52 faculty members at Jazan University. They join varied colleges and are from multiple countries. They are male and female. The instrument used for this study was the questionnaire. The Statistical Package for Social Sciences (SPSS) was used to analyze the data. The findings of the study reveal that the majority of teachers at Jazan University agreed that the intrinsic motivation of students to learn English vocabulary is considered more than the average. Moreover, the conclusion indicates that there are various factors can affect students' motivation including family's support, students' attitude, syllabus gap, spelling, grammar, pronunciation, English language idioms, and Arabic speaking context. Additionally, the result shows that different teaching methods and techniques can enhance students' motivation in learning vocabulary, such as using suitable visual and audial aids and some applications, teachers' friendly manner, group work, connecting lexical items with the learners' culture, inserting fun activities in the classroom, using variety of learning strategies, encourage students to promote self-motivation, and using crossword puzzle exercises. However, some techniques can demotivate students such as teacher's attitudes and using English as the solely medium of instruction.

Keywords: vocabulary; vocabulary learning; students' motivation

INTRODUCTION

Vocabulary learning is one of the greatest aspects for EFL students. Many language learners identify vocabulary as a huge problem during their academic life. Mastering vocabulary is one of the greatest obstacles for EFL students. According to Penny Ur (1994), vocabulary is the set of words we teach in a foreign language. Since words are the primary means of conveying meaning and therefore carry most of the information load in communication, language learners, instructors, practitioners, and researchers alike agree that vocabulary is a crucial element in the process of language acquisition Schmitt (2010). Furthermore, our vocabulary knowledge reflects how well we can express ourselves in speaking and writing. Moreover, it is considered to be super essential to the four macro skills as well as to our study and life. Unfortunately, learning vocabulary is a challenge for many ESL students. Lack of sufficient vocabulary is a big stumbling block for many students who learn English as a second or foreign language. Vocabulary acquisition is one specific area of difficulty for EFL learners; because of that EFL learners have limited vocabulary knowledge Alfadil (2020). Several studies claim that the depth of EFL learners' vocabulary knowledge, which refers to the number of words learners know, correlates strongly with their language proficiency (Nation, 2001; Shen, 2008; Koizumi and In'nami, 2013). To achieve effective vocabulary learning, Nakata (2006) argued that constant repetition is necessary for acquiring vocabulary. Another key to quire vocabulary is the context when the students see the words used in writing can help them to learn the   meaning easily. Motivation is also an essential factor in learning new vocabulary. However, some ESL students face some difficulties which affect their motivation, and success of language learning. Motivation is considered to be a crucial element in enhancing the effectiveness of teaching English as a foreign language. Teachers and learners need to put in the effort required

and utilize effective techniques, which would enhance the students' motivation to learn English vocabulary. As the researcher mentioned some students are not motivated in acquiring the English vocabulary. Also, some obstacles and aspects can influence students' motivation in learning vocabulary. Furthermore, teaching techniques and various methods can enhance students' motivation in learning vocabulary. According to these hypothesizes the study attempting to raise teachers' awareness of the motivation's role in learning English vocabulary. Moreover, it can enhance students' motivation to learn English vocabulary and raise students' awareness of using technology for learning English vocabulary. The present study contribution would be super beneficial to the native Arabic teachers and students. Moreover, it will help the students in acknowledging various methods and approaches that might be helpful for acquiring English vocabulary both inside and outside the classroom. Some apps can enhance students' vocabulary learning by promoting learning autonomy and self-paced learning. The native speakers and authentic materials will engage the students and motivate them. Further, it will help EFL students appreciate how important motivation is for learning vocabulary.

1.   Vocabulary

Vocabulary conveys the meaning of a variety of concepts. It is an essential component of all languages. One of the most essential components of learning a language is recognizing the meaning or meanings of words and their formation. Vocabulary can be defined as the words we acquire in a foreign language, as stated by Penny Ur (2004). However, a new vocabulary item might contain more than one word that expresses an idea. The definitions of vocabulary utilized by many authors are similar. Certain writers advocate more intricate word definitions. As defined by Nation (2001), vocabulary knowledge is the ability to recognize and comprehend a word in its spoken form, either in and out of context, as opposed to relying only on guesswork. Furthermore, once kids are familiar with a word, they need just use it accurately and spontaneously without giving it much thought. In summary, all of the above definitions of vocabulary believe that understanding word meanings is simply one aspect of vocabulary knowledge; another is the ability to use words properly. It also explores the connections between previously learned and newly acquired words. Therefore, teachers should employ effective teaching strategies that help students to learn new vocabulary in context, connect it to what they already know, and help them commit the words and their meanings to memory. A word family involves a headword, its inflected forms, and its closely related derived forms. Identifying what counts in a word family and what doesn't is the primary challenge when counting with word families as the unit Nation (ibid).

Plenty of scholars have thought that understanding vocabulary in a second language is essential to language learning. After years of formal education, learners of English as a second language regularly build up poor vocabulary, so mastering a second language vocabulary is basically required Hunt & Beglar, (2005). As stated by Nation (1990), pronunciation, spelling, and morphological features are also considered to be major components of word depth for reading comprehension, even though word meaning, register, frequency, and syntactic qualities are significant components of word knowledge depth. He goes on to describe a set of requirements that a language user has to be aware of in order to properly comprehend a word (R: receptive knowledge, P: productive knowledge). Nation (2001) distinguishes between productive vocabulary as spoken and written words, and receptive vocabulary which is the capacity to comprehend a word while reading or listening. Stahl (2003) differentiates between contextual knowledge—the understanding of how a word's meaning changes depending on the reading context—and definitional knowledge, which is comparable to that found in dictionaries.

2.   Aspect of Vocabulary Knowledge

There are various methods to define a word, but as defined by Nation (2001), teachers should pay particular attention to three important aspects: form, meaning, and use. A word's form involves its spelling (written form), pronunciation (spoken form), and any word components that make up

this particular item (e.g., a prefix, root, and suffix). According to Nation (ibid) meaning entails the interaction between form and meaning. The usage of the term includes its grammatical functions, the collocations that typically accompany it and any limitations on its use, such as frequency, level, and so on. Nation declared that each word or phrase has a receptive and productive dimension for form, meaning, and use; therefore, understanding these three features encompasses 18 unique levels of lexical knowledge.

3.   The Importance of Vocabulary Knowledge

Vocabulary knowledge is considered as essential factor which help students to master English language. Vocabulary is the foundation of language production and comprehension. So, the quantity of words one knows in a language beside one's ability to comprehend it. Effective word knowledge promotes students understanding and successful communication Nation (2001) states that by known at least 97% of the vocabulary in a text reader can understand it. Without knowledge of the key vocabulary in a text, a student may have serious problem in understanding the message, that is, word knowledge is crucial to determine how well students will comprehend the texts they read. Therefore, having a vast vocabulary size is crucial to understand the language. Additionally, vocabulary acquisition can improve kids' ability to create language. According to Hubbard (1983), the more words a pupil knows, the more capable he or she will be of expressing a particular meaning. According to this perception, the students must be able to understand an enormous variety of word meanings in order to communicate effectively. Language instructors should concentrate on providing students with clear instructions and vocabulary-building techniques so they can expand their vocabulary and communicate effectively. However, the vocabulary wasn't always the main priority of the lesson. Vocabulary knowledge is crucial element when learning English as a second language (ESL), Read (2000, p.1) states that "words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole text are formed." Laufer (1986) declares that vocabulary acquisition is the basis of language learning. Likewise, it frustrates language learners when their limited vocabulary hinders them from effective communication. The previous statement illustrates the value of language in expressing ideas and meanings, and it may also serve as a warning that communication will be difficult to understand if there aren't many words used. According to Laufer (ibid), language acquisition depends on vocabulary acquisition since without vocabulary communication becomes meaningless. Davies and Pearse ,(2000) believe that vocabulary is generally more important than grammar in communication contexts because it bothers language users when they are unable to communicate effectively. This is in accordance with Ellis' (1997) claim that lexical errors have a greater potential to hinder comprehension than grammatical ones. Vocabulary is a crucial element in language learning process as stated by language learners, researchers, and practitioners.

4.   Technology and Vocabulary Instruction

In the world of globalization, learners use educational technology beside direct one to expand explicit instruction for vocabulary learning. Dalton et al., (2011). Multiple forms of technology offer to the students' greater opportunities to interact with text and words, such as electronic or computer-based games, video clips, online resources, computer-based instruction, and various forms of technological presentations. Technology can be used as a teaching tool to help reinforce word meanings. Moreover, it creates the common experience and context of discussion that leads to better comprehension of the students with a particular word and further facilitates their vocabulary growth. Technology plays a critical role that enables to enhance students learning autonomy and self-paced learning. The use of application in learning English vocabulary assists the student to come into contact with more authentic settings and elevate students' motivation. We expect students to have positive experience in learning vocabulary using technology as they fully aware of it inside and outside classes. In addition, we assume that these alternative methods can elevate students' learning outcomes.

5.   Computer Assisted Vocabulary Learning (CAVL)

According to Nation, (2013), computer-assisted vocabulary learning (CAVL) can address speaking and listening skills that when employing vocabulary acquisition through interaction with other. Also, it can be used in writing and reading when addressing glossing. Further, it can be used in vocabulary flashcard applications and dictionary use. There are six distinctive features that define computer-assisted vocabulary learning on teaching techniques stand it apart from other forms of instruction as follows

1 .It might offer quick and simple access to a variety of resources.

2. Multimedia resources are available.

3. It might improve immediate feedback on achievement and progress.

4. Learning conditions can be monitored and controlled.

5. It could change based on the students' performance.

6. It can engage and inspire students.

6.   Motivation

Motivation is considered to be a crucial factor in enhancing the effectiveness of teaching English as a foreign language. It is the one of the most essential factors can impact the success of language learners. It is considered to be one of outstanding terms in the process of linguistics researching because of its effect on the learning result. It is simply understood that is something or foreign language learning". Motivation is generated by two factors which are intrinsic factor and encourages you to act. Alizadeh (2016) declared "Motivation has a very important role in learning English as a foreign or second language successfully". Besides, Nuridin (2019) also agreed that "It is undeniable that motivation plays a key role in second extrinsic factors. Intrinsic motivation is a motivation in learning that is from an inner force such as the desire for more personal improvement or interests. Intrinsic motivations include personal interest in learning English and personal need to achieve a goal. Slavin (2018) states that students who are highly motivated to learn something are more likely than others to consciously plan their learning, to carry out a learning plan, and to retain the information they receive. Extrinsic motivation is an essential part of the motivation's dichotomy Ryan and Deci, (2000). It refers to external rewards, such as fame, money, and praise. This type of motivation comes from outside the students as opposed to intrinsic motivation which originate inside of the students. In some cases, students are motivated to learn to achieve from the desire to please other such as parents, teachers and learning environment. Extrinsic motivators include parental expectations, other trusted role models, gaining potential of course of study and grades. Demotivation is considered to be as the opposite part of motivation. It happens when someone lost his interest which can be from various sources involving external and internal factors. Extrinsic motivators involve grades, parental expectations, the potential for academic success, and other reliable role models. One could think of demotivation as the antithesis of motivation. There are numbers of internal and external causes that might cause this. Overall, it will reduce students' motivation to study English, such as uninteresting textbook and unprepared teacher. However, demotivation is only external according to some researchers (Arai, 2004, Falout & Maruyama, 2004 and Sakai & Kikuchi, 2009).

7.   Motivation and Vocabulary

A few studies have examined the relationship between motivation and L2 vocabulary knowledge" the researcher came across three research papers dealt with vocabulary and motivation.

1.Solikhah conducted a research paper in titled "Improving students' motivation in English vocabulary mastery through mobile learning" The objective of this study is to increase student

motivation when teaching vocabulary using mobile phones as learning tools. The study's findings showed that using a mobile phone as a learning tool can increase students' enthusiasm to learn English language.

2. J.&H, Lee in their study "The Role of Motivation and Vocabulary Learning Strategies in L2 Vocabulary Knowledge" The intricate connections between vocabulary learning techniques, motivation for language acquisition, and two aspects of second language vocabulary knowledge are investigated in the current research. The results showed that motivation directly and indirectly affected vocabulary knowledge via vocabulary learning strategies and vocabulary learning methodologies. Extrinsic motivation had more of an effect on vocabulary knowledge and vocabulary acquisition strategies compared to intrinsic motivation.

3. Alameer in 2022 explored self-determination theory (SDT)-based integrated process model of second language motivation. Particularly, this study investigated the interrelationship of meeting basic psychological needs and SDT orientations and effort expended and the relationship of these characteristics with one another and with vocabulary knowledge. The results of the structural model showed that BPN were related directly only to vocabulary knowledge, showing their direct importance for vocabulary acquisition. Results offered instructional implications for language learning by elucidating motivational pathways.

Thus, this paper tries to fill the gap in Saudi context by answering the following questions;

q1. To what extent do the students have motivation in learning vocabulary?

q2. What are the factors that can affect students' motivation.in learning vocabulary?

q3. To what extent do teachers promote students' motivation in learning vocabulary?

8.   Method

This is a qualitative study. The researcher has used descriptive and inferential analytical methods for the study. The research population included faculty members from different colleges at Jazan University 2024. In this regard, the sample of this study was taken as 52 teachers. The sample has been selected randomly. The researcher implemented a questionnaire as a research tool. Data was analyzed through Statistical Package for Social Sciences (SPSS).

9.   Participants

The respondents are the English teachers at the different colleges at Jazan University, during the academic year2024. A total of 52 completed the questionnaires successfully. The respondents were distinguished by gender, degrees, years of experience, and teaching methodologies followed. Demographic factor distribution of respondents as portrayed in table 1.

Table1.   Respondents' distribution according to the demographic factors

Variables		Frequency	Percent
Gender	Male	27	51.9%
	Female	25	48.1%
Degree	Associate Professor	5	9.6%
	Assistant Professor	17	32.7%
	Lecturer	30	57.7%
Work experience	1-5 years	2	3.8%

6-10 years	13	25%
More than 10 years	37	71.2%

10. Instrument

The researcher designed a teacher's questionnaire to find out the objectives of the study. The questionnaire is divided into three groups in accordance with the research questions to find out the required percentage In addition to demographic section which collects information about participants including gender, teaching techniques work experience, and participants' degree. The First category investigated the first hypothesis of the study "Students are suffering from low motivation while learning English vocabulary." The second category is associated with second hypothesis "Some difficulties and factors affect students' motivation in learning vocabulary including pronunciation, spelling and grammar, teachers, students' attitude, families, and environment." Additionally, to the last category which is concerned with the third hypothesis "Using different that teaching methods and techniques can promote students' motivation in learning vocabulary." The instrument is "21 items" posed for instructors in order to find out their opinions. First and second questions are designed to achieve the answers for first research question. Items three till ten are designed to answer the second research question. The last group is from question 11 till 21 which are designed to answer the third research question. The questionnaire's responses were scored 4 points for strongly agree, 3 for agree, 2 for disagree and 1 point for strongly disagree. To test the validity and reliability of the questionnaire, the researcher asked some English teachers for revision and piloted. In addition, the questionnaire was sent along with a proposal to the research committee of the ELI and then forwarded to the Committee for Scientific Research at Jazan University for approval. The researcher retained teacher's questionnaire for data collection. It is treated as the primary source, being the tool of study. As such, this questionnaire was shared online via Google from for 2 months. Precede the data collection; the researcher got an official approval from Jazan University. After approval, the research committee at English Language Institute started distributing the questionnaire among its English instructors via official university e-mail for both male and female teachers. Some veterans from Jazan University were shown the questionnaire to ensure its validity, and alfa Cronbach was used to assess its reliability (table 2).

Table2. Reliability statistics

Cronbach's Alpha	Cronbach's alpha based on standardized items	No of items
891		21

11. Results

This section shows the answers of the three questions of the study beside the first part which presents the techniques used by English teachers in their classes.

12. Teaching Techniques used by Teachers

Figure 1 indicates the teaching techniques used by the teachers in their classes 21.8% preferred group work while 20.1% depended on individual presentation. It is noticed that the less percentage 3.5% goes for gaming.
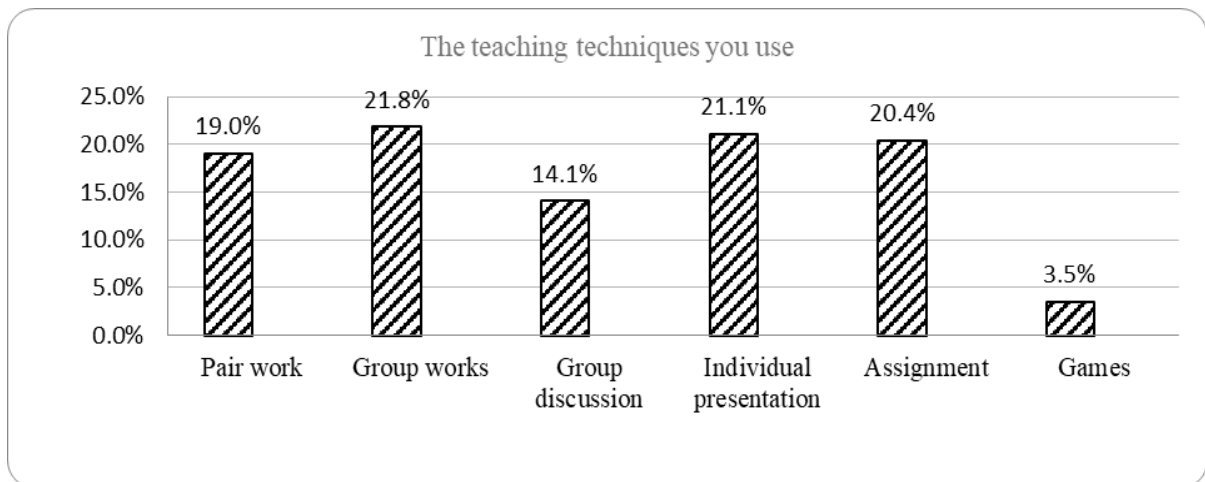
Figure1. Teaching techniques used by teachers

13. Students' Motivation and Vocabulary Learning

Figures 2 and 3 are related to the first study question. In figure 2 concerning the item "The students in my group have intrinsic motivation to learn English vocabulary." it seems from this figure the majority of teachers assumed that students` intrinsic motivation to learn English is above average.
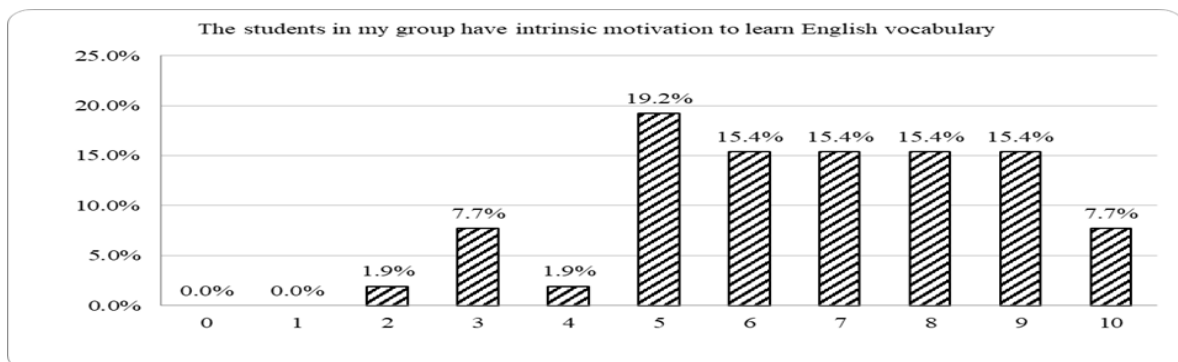

Figure2. Students' intrinsic motivation to learn vocabulary

Figure3.concering the item "Some students are not interested enough in learning new lexical items." Illustrates teachers did not think students were not sufficiently motivated to acquire new lexical items.
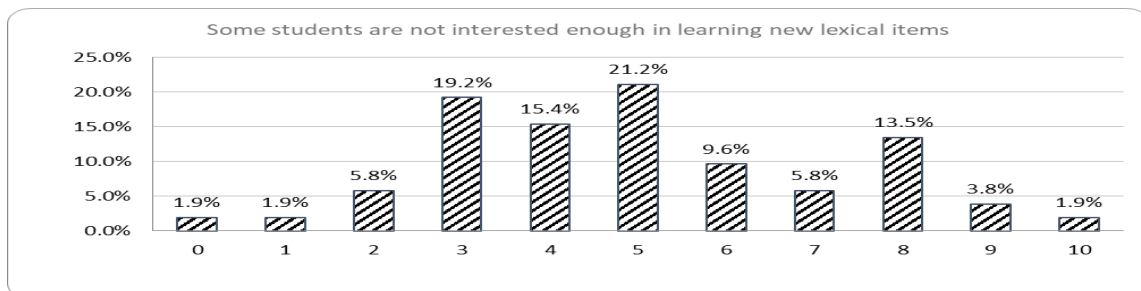
Figure 3. Students' interests to learn new lexical items

14. Factors Affecting Students' Motivation

Table 3 associate with second study question. It highlights the elements that influence students' motivation to learn English vocabulary. The results show that motivation and family support can assist pupils in language acquisition (55.8% strongly agree, 38.5% agree). The data also reveals that teachers felt that students' attitudes toward learning English vocabulary influence their motivation (40.4% strongly agree, 50.0% agree). Furthermore, if we add strongly agree and agree together (78%), the pronunciation and grammar appear to have the same level of agreement. While nearly half of the participants indicated that the Arabic speaking context does not help them learn new English words.

Table 3. Factors that can affect students' motivation in learning vocabulary

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
3	Pronunciation is one of the difficulties that affect students' motivation in learning vocabulary	40.4%	38.5%	21.1%	0.0%
4	Some students suffer from low motivation due to difficulty in spelling.	25.0%	63.5%	9.6%	1.9%
5	Some students suffer from low motivation due to difficulty with grammar.	15.4%	63.5%	19.2%	1.9%
6	English language is full of idioms which make vocabulary more difficult and reduce students' motivation.	23.1%	34.6%	38.5%	3.8%
7	Arabic speaking context doesn't help learners acquiring new English words	11.5%	44.2%	40.4%	3.8%
8	The syllabus gap between college and pre-college can reduce students' motivation in leaning new sophisticated vocabulary.	34.6%	53.8%	11.5%	0.0%
9	Family support and motivation can help learners acquire new words in the target language.	55.8%	38.5%	3.8%	1.9%
10	Students' attitude in learning English vocabulary can affect students' motivation.	40.4%	50.0%	9.6%	0.0%

To examine the difference between male and female answers regarding the second hypothesis, we used Man Whitney test and we found there is no significance difference between the answers of the two genders at significant level 0.05(p = 0.825 > 0.05). Also, we applied Kruskal-Wallis test to check the difference according to the variables' degree (p = 0.22 > 0.05) and year of experience (p = 0.597 > 0.05), we concluded that there is no significance difference at significance level 0.05.

15. Promoting Students' Motivation in Learning Vocabulary

To address the third question in this study, which is about the role of teachers in promoting student motivation, items were analyzed in table 4. The data indicates that four items received 100% agreement from participants. Item11," Using suitable visual and audio aids for teaching vocabulary items can enhance students' motivation.", item 16 "Recommend some applications which can help students practice outside the classroom.", item20 "Teacher presents in a friendly manner, enthusiastic, and dedicated can motivate the students.", and item 21 "Group work can promote students' motivation. The data also reveals that three things obtained more than 97% of the participants' acceptance. Item 13" Connecting lexical items with the learners' culture can motivate 11 the learners., item 17" Inserting fun activities and enjoyable tasks into vocabulary teaching can increase students' motivation", and item 19" It is important to use different learning strategies to Motivate the students, as there are different kinds of students and each one has different capabilities of Understanding." It is observed that item 12 "The use of English as the solely medium for education hinders vocabulary learning and may reduce students' motivation." received the lowest ranking among all items which are strongly agree and agree combined for 51.9%).

Table 4. Teachers' role to promote students' motivation in learning vocabulary

No	Items	Strongly agree	Agree	Disagree	Strongly disagree
11	Using suitable visual and audio aids for teaching vocabulary items can enhance students' Motivation	82.7%	17.3%	0.0%	0.0%
12	The use of English as the soly medium of education is an obstacle to effective teaching/learning vocabulary which can reduce students' motivation	17.3%	34.6%	32.7%	15.4%
13	Connecting lexical items with the learners' culture can achieve students' motivation	55.%	42.3%	1.9%	0.0%
14	Using crossword puzzle and vocabulary games can influence students' motivation.	40.4%	42.3%	17.3%	0.0%
15	Teacher can encourage the students to improve self-motivation and ask them to look for some sources to acquire English vocabulary from the native speaker of it.	42.3%	53.8%	3.8%	0.0%

16	Recommend some applications which can help students practice outside the classroom.	59.6%	40.4%	0.0%	0.0%
17	Inserting fun activities and enjoyable tasks into vocabulary teaching can increase students' motivation.	71.2%	26.9%	1.9%	0.0%
18	Teacher attitudes can demotivate students' attention so they should be clear and consistent during the class.	59.6%	34.6%	3.8%	1.9%
19	It is important to use different learning strategies to motivate students, as there are different types of students, and each had different abilities of understanding.	71.2%	26.9%	1.9%	0.0%
20	Teacher presents in a friendly manner, enthusiastic, and dedicated can motivate the students.	67.3%	32.7%	0.0%	0.0%
21	Group work can promote students' motivation.	51.9%	48.1%	0.0%	0.0%

To find out the agreement between both genders, we used a t-test for two independent samples.

The result showed that the variance is the same for the two groups (p = 0. 3653 > 0.05, F =1.4391). Then, we used t-test for two independent samples with equal variance we found there is no significant difference between the agreement of the two genders in the study at significant level 0.05 (t=0.28536, p = 0.7765 > 0.05).

Also, we sued one-way ANOVA to test the difference according to the variables' degree. We found that there is no significant difference according to the variables' degree at significance level 0.05 (p = 0.217 > 0.05). Further, by applying one-way ANOVA to examine the difference according to the respondents' years of experience. We concluded there is no significant difference at significance level 0.05 (p = 0.7 > 0.05).

16. Discussion

The study discussed, a sample population of 52 teachers was taken for assessing the trends at Jazan University about their perceived of students' motivation to learn vocabulary. These findings highlighted the intrinsic motivational beliefs of students with regard to high motivation and accordingly identified more sensitive factors towards student's motivational drive; in other words, family support, their attitude and then syllabi gap, spelling, grammatical errors, and the use of L1 in the classroom. Moreover, findings indicated that teaching methods and techniques can also increase students' motivation other than using a range of applications.

However, although many researchers focused their research on the field of vocabulary learning and teaching in Saudi contexts, research related to the relation between vocabulary learning and motivation is not adequately covered. Therefore, this work can be rated as one of the limited research projects in the area. Again, the findings from the study are in harmony with the (Lee, J &Lee, H 2022,) in terms of the role played by motivation in raising the learner's vocabulary; another finding is that intrinsic motivation was found to have influence on vocabulary learning. In Solikhah (2020) study and the present study agreed on the effective role that mobile phone and other apps could play to enhance students' motivation to learn vocabulary.

Although the findings in line with the previous studies, unexpected result was shown regarding using games in the classroom. Games were not preferred among teachers and students this is because they were teaching in higher school levels and not young children.

This study recommends, for overcoming limitations, an empirically future research and other studies to investigate some students with these factors mentioned which can be used to elevate students' motivation. Additionally get into understanding the correlation that exists between different factors and vocabulary learning. Moreover, learners and teachers can take these factors into consideration in their teaching/learning contexts.

CONCLUSION

Vocabulary knowledge can enhance language comprehension and production. Mastery of vocabulary has an appositive effect in the students' learning outcomes. Learners and teachers highlight the factors that can elevate vocabulary learning in the English language. Motivation is considered to be one of the vital factors in successful language learning. The present study concludes that the majority of teachers at Jazan University assumed that students' intrinsic motivation to learn English vocabulary is considered above the average. Moreover, some potential factors can affect students' motivation toward learning English vocabulary such as students' motivation and family support which greatly help students in language acquisition. Further, student' attitudes toward learning vocabulary has remarkable impact. Furthermore, pronunciation and grammar have the same effect. While nearly half of the participants agreed that Arabic speaking context does not help students to learn new English words. Moreover, the findings show that teacher has a major role in promoting students' motivation when using various techniques including: using suitable visual and audio aids, recommend some applications that can help students to practice outside the classroom, friendly manner, enthusiastic, and dedicated teacher can motivate the students, group work, connecting lexical items with the learners' culture, inserting fun activities and enjoyable tasks into vocabulary teaching, and using different teaching/learning strategies as there are different types of students with various level and .needs. However, it's noticed that using English as the only medium for instruction can hinder vocabulary learning, effective teaching, and may reduce students' motivation.

REFERENCES

1- Alamer, A. (2022). Basic psychological needs, motivational orientations, effort, and vocabulary knowledge: A comprehensive model. Studies in Second Language Acquisition, 44(1), 164-184. https://doi.org/10.1017/s027226312100005x

2- AL Fadil, M. (2020). Effectiveness of virtual reality game in foreign language vocabulary acquisition. Computers & Education, 153, 103893.

https://doi.org/10.1016/j.compedu.2020.103893

3- Alizadeh, M. (2016). The impact of motivation on English language learning. International journal of research in English education, 1(1), 11-15.

https://doi.org/10.5194/gmd-2015-248-rc1

4- Arai, K. (2004). What 'demotivates' language learners? Qualitative study on demotivational factors and learners' reactions. Bulletin of Toyo Gakuen University, 12(3), 39-47.

5- Dalton, B., & Grisham, D. L. (2011). eVoc strategies: 10 ways to use technology to build vocabulary. The reading teacher, 64(5), 306-317.https://doi.org/10.1598/RT.64.5.1

6- Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. Reading in a foreign language, 17(1), 23-59. https://nflrc.hawaii.edu/rfl/item/96

7- Davies, P., & Pearse, E. (2000). Success in English Teaching: A Complete Introduction to Teaching English at Secondary School Level and Above. Oxford University Press.

8- Deci, E. L., & Ryan, R. M. (2000). The" what" and" why" of goal pursuits: Human needs and the self-determination of behavior. Psychological inquiry, 11(4), 227-268. https://doi.org/10.1207/S15327965PLI1104_01

9- Ellis, R. (1997). Second language acquisition. The United States: Oxford, 98. Ellis, R. (1997). Second language acquisition. The United States: Oxford, 98. https://doi.org/10.5070/l481005256

10- Falout, J., & Maruyama, M. (2004). A comparative study of proficiency and learner demotivation. LANGUAGE TEACHER-KYOTO-JALT-, 28(8), 3-10.

11- Hubbard, P., Jones, H., Thornton, B., & Wheeler, R. (1993). A training course for EFL. 11th impression.

12- Hunt, A., & Beglar, D. (2005). A framework for developing EFL reading vocabulary. Reading in a foreign language, 17(1), 23-59. 17_1_10125_66601_hunt.pdf

13- Koizumi, R., & In'nami, Y. (2013). Vocabulary knowledge and speaking proficiency among second language learners from novice to intermediate levels. Journal of Language teaching and Research, 4(5), 900. https://doi.org/10.4304/jltr.4.5.900-913

14- Laufer, B. (1986). Possible changes in attitude towards vocabulary acquisition research. International Review of Applied Linguistics, 24(1), 69-75.

15- Laufer, B., & Nation, I. P. (2013). Vocabulary. In The Routledge handbook of second language acquisition (pp. 163-176). Routledge. https://doi.org/10.4324/9780203808184-18

16- Lee, J. H., Ahn, J. J., & Lee, H. (2022). The Role of Motivation and Vocabulary Learning Strategies in L2 Vocabulary Knowledge: A Structural Equation Modeling Analysis. Studies in Second Language Learning and Teaching, 12(3), 435-458. https://doi.org/10.14746/ssllt.2022.12.3.5

17- Nakata, Y. (2006). Motivation and experience in foreign language learning. Peter Lang.

18- Nation, I. S. P. (1990). 1990: Teaching and learning vocabulary. New York: Newbury House.

19- Nation, I. S. (2005). Teaching and learning vocabulary. In Handbook of research in second language teaching and learning (pp. 581-595). Routledge. https://doi.org/10.4324/9781410612700-44

20- Nation, I. S., & Nation, I. S. P. (2001). Learning vocabulary in another language (Vol. 10, pp. 126-132). Cambridge: Cambridge university press. https://doi.org/10.1017/s0008413100018260

21- Nuridin, W. (2019). The importance of motivation in language learning. ELF Magazine. Retrieved from https://www.eflmagazine.com/the-importance-of-motivation-inlanguage-learning/

22- Penny Ur, (1994). A course in Language Teaching. Practice and Theory. Cambridge University press. https://doi.org/10.1017/s0272263198283070

23- Read, J., & Read, J. A. (2000). Assessing vocabulary. Cambridge university press.
https://doi.org/10.1017/cbo9780511732942

24- Sakai, H., & Kikuchi, K. (2009). An analysis of demotivators in the EFL classroom. System, 37(1), 57-69. https://doi.org/10.1016/j.system.2008.09.005

25- Schmitt, N. (2010). Researching vocabulary: A vocabulary research manual. Springer. https://doi.org/10.1057/9780230293977_7

26- Schmitt, N., & Schmitt, D. (2020). Vocabulary in language teaching. Cambridge university press. https://doi.org/10.1017/9781108569057

27- Shen, Z. (2009). The roles of depth and breadth of vocabulary knowledge in EFL reading performance. Asian Social Science, 4(12), 135-1 37.

https://doi.org/10.5539/ass.v4n12p135

28- Slavin, R. E. (2018). Educational psychology: Theory and practice. Pearson.

https://doi.org/10.1080/02667363.2018.1439323

29- Solikhah, N. A. (2020). Improving students' motivation in English vocabulary mastery through mobile learning. Wanastra: Jurnal Bahasa Dan Sastra, 12(1), 73-78. https://doi.org/10.31294/w.v12i1.7537

30- Stahl, S. A. (2003). Vocabulary and readability: How knowing word meanings affects comprehension. Topics in language disorders, 23(3), 241-247.

https://doi.org/10.1097/00011363-200307000-00009