

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Seddik Ben Yahia. Jijel
Faculty of Letters and Languages
Department of English



**EFL Learners' Attitudes Towards the Impact of Reading
Motivation Deficiency on Vocabulary Learning
The Case of Master One EFL Students at Mohammed Seddik Ben
Yahia University**

Dissertation submitted in partial fulfilments of the requirements for the degree of Master
in didactics of foreign languages

Submitted by

- Terki NOUR EL IMANE
- Terki RANIA

Supervised by

- Dr. Bounar FATEH

Board of Examiners

- Chairperson:** Abdeldjalil BOUZENOUN, University of Mohammed Seddik Ben Yahia, Jijel
- Supervisor:** Fateh BOUNAR, University of Mohammed Seddik Ben Yahia, Jijel
- Examiner:** Izzedine FANIT, University of Mohammed Seddik Ben Yahia, Jijel

2021-2022

Declaration

We hereby declare that the dissertation entitled “EFL Learners’ Attitudes Towards the Impact of Reading Motivation Deficiency on Vocabulary Learning” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature



Date

21/06/2022

Dedication

*In the name of **Allah**, The Most Beneficent and Most Merciful. All praises be to **Allah** on whom ultimately we depend for sustenance and guidance.*

I dedicate this work to:

myself first

To my lovely parents:

*My beloved mother **Alima**; the dearest person to my heart and the light of my eyes, her endless love and encouragement are the reason for what I become today*

*My dear Father **Mohammed Bachir**; the most caring and humble man,*

for his support and protection

*To my dear Sisters **Hana** and **Sarah** for their love, care, and support in everything I do*

*To my only brother **Omar** for his care, love, help, and encouragement throughout my*

learning and art journey

*To my brother-in-law **Karim** and my lovely nieces **Serine** and **Hanine***

*To all my friends whom I truly love: **Manal**, **Maroua**, **Loubna**... and my friend **Hafida** for her help and for sharing the most wonderful memories together all along with others*

*To all my amazing **Followers** on social media, who really appreciate my artworks and*

encourage me to go further

Last but not least, a special feeling of gratitude goes to my partner and cousin at the same

*time **Rania**, for sharing this humble work with me and for all the happy, sad, and*

incredible moments we shared together. I love you!

Nour El Imane

Dedication

“In the name of Allah, the Most Merciful, the Most Compassionate”.

Every work in this life needs Allah’s guidance as well as support and encouragement of others. It is a pleasure for me to dedicate this work to:

My mother and my father for their love, support, and prayers. Thank you so much for your endless love and for always believing in me. I’m forever grateful; to my beloved siblings

Nourhane, Lina, and my sweetest brother Rami

*To my close friends **Hafida, Ash, Rania, and Loubna** who have been by my side all the time. I love you all so much. May God keep you always safe*

*To my cousin, best friend, and partner **Nour El Imane**. Thank you for all the unforgettable moments*

For all the important people in my life whom I really love

For everyone who will read this thesis

Rania

Acknowledgment

First and foremost, Praise and Glory to Allah for bestowing us with strength and patience to fulfil this work.

We would like to express our gratitude and sincere appreciation to our supervisor **Dr. Fateh BOUNAR** who accepted to direct our work. We would like to thank him for his encouragement, motivation, and constructive feedback.

We would like to express our deepest thanks to all the teachers for their generous cooperation especially **Ms. Nadjah BOUAZIZ**.

We must also thank all Master One EFL students for their help and collaboration in answering the questionnaire and the interview.

We are utterly grateful to the board of jury **Dr. Izzedine FANIT** and **Dr. Abdeldjalil BOUZENOUN** for devoting their precious time to read and evaluate this piece of research.

Abstract

Vocabulary is considered to be a key component in the context of second or foreign language learning. One way to learn the vocabulary of the target language is through reading. Teachers often encourage their students to read a lot to reap many benefits, including enriching their vocabulary repertoire. In this study, the researchers, postulate that motivation is imperative to carry out successful reading because it makes the learning of vocabulary much easier. The present study hence aimed at investigating Master One EFL learners' attitudes towards the impact of reading motivation deficiency on vocabulary learning. It was hypothesized that students with low reading motivation are less likely to learn vocabulary more efficiently. To test the validity of the formulated hypothesis, this study employed both quantitative and qualitative research methods. The data were gathered using a student questionnaire and a student interview. The questionnaire was administered to 70 Master One EFL students at Mohammed Seddik Ben Yahia University in order to investigate their general perceptions about reading and whether the lack of reading motivation affects their ability to learn vocabulary. The interview, on the other hand, sought to provide further insight into their thoughts on how low reading motivation affects their learning of vocabulary. The obtained results showed that although Master One students are well aware that motivation is important for reading, they lack the motivation to read, which, in turn, affects their learning of vocabulary.

Key words: Reading, Motivation, Reading Motivation, Vocabulary Learning

List of Abbreviations

ALM: Audio Lingual Method

CLT: Communicative Language Teaching

DM: Direct Method

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: Grammar Translation Method

L1: First Language

L2: Second Language

NIFL: National Institute for Literacy

SDT: Self-Determination Theory

SLT: Situational Language Teaching

VLS: Vocabulary Learning Strategies

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Résumé

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General Introduction

1. Background of the Study

Despite the fact that vocabulary is one of the important components in language teaching and learning, Meara (1981, p.221) claimed that it was a neglected aspect in second language teaching and learning before the mid-1980. Nevertheless, nowadays, more attention has been given to vocabulary learning and teaching. “Having a limited vocabulary is also a barrier that prevents students from learning a foreign language” (Zhihong, as cited in Subekti & Lawson, 2007, p. 485). In other words, Learners with poor vocabulary repertoire face various obstacles to master the target language. Wilkins (1972) stated that “without grammar very little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). This means, vocabulary is essential for effective communication. Given the fact that English is taught as a foreign language in Algeria, learners of this language generally lack enough exposure to the target language in everyday life. The language four skills are seen to be the ultimate ways to enhance learners’ mastery of the target language, especially their vocabulary knowledge. Hence, reading is regarded to be the paramount skill for learning a language. To support this claim, Carrel (1989) stated that “for many students, reading is by far the most important of the four skills in a second language, particularly in English as a second or foreign language” (p. 1). Beyond doubt, reading is fundamental for enriching vocabulary. According to Collie and Slater (1987, p.2), learners can develop their “ability to make inferences from linguistic clues, and deduce meaning from context”.

Many studies have been conducted on the effectiveness of reading as a source of L1 and L2 vocabulary development such as Pllicer-Sánchez and Schmitt (2010), Pigada and Schmitt (2006), and Webb (2005). One of the most important factors that affects reading comprehension in English learning is motivation since not all learners have the same desire and enthusiasm to understand a certain text. Motivation is defined “... as an inner drive,

impulse, emotion or desire that moves one toward a particular action” (Brown, 1987, p. 117). This means that motivation is a behaviour that comes from the inside and drives or pushes the individual to do a specific action with full satisfaction. More recently, studies have been conducted on reading motivation and gained more interest. Ahmadi (2017) dealt with a study entitled “The Impact of Reading Motivation on Reading Comprehension” where the results showed that reading motivation had a considerably positive effect on reading comprehension activities. This confirms that only motivated readers are capable to reach the intended goal. To support this, Hunter (2005) pointed out, “Effective readers aren’t just people who’ve learned how to read. They’re students who are motivated to read because they’ve discovered that reading is fun, informative, and interesting” (p. 10). If that desire is absent, then students are no longer interested neither in reading nor in any other activity. Since reading plays an effective role in learning vocabulary, and motivation is crucial for good reading comprehension it can be assumed that reading motivation has a great impact on the learning of vocabulary. However, there has not been, to the researchers’ current knowledge, any research that focused on examining how reading motivation affects vocabulary learning in foreign language context. Therefore, the current study attempts to fill this gap in the existing literature with the aim of investigating EFL learners’ attitudes towards the impact of reading motivation deficiency on vocabulary learning.

2. Statement of the Problem

Success in foreign language learning is a challenging task that involves several competencies to achieve language proficiency. A good command of aspects of language such as vocabulary is crucial to master the target language. Learners with limited stock of vocabulary tend to have low comprehension. For this, reading is perhaps the most effective skill that learners might use to learn new vocabulary, but it seems to be insufficient for most of them. One of the factors that plays an important part in the success of reading is

motivation. Therefore, the level of reading motivation is likely to be essential for effective reading and vocabulary learning. For this, one of the serious problems that EFL learners encounter is the lack of reading motivation. Unmotivated readers may find it difficult to learn new vocabulary and communicate effectively.

3. Aim and Significance of the Study

The aim of the present study is to investigate Master One EFL students' attitudes towards reading and precisely to examine their perspectives about the impact of reading motivation deficiency on vocabulary learning. This study is significant because it may raise learners' and teachers' awareness about the importance of motivation in reading and its influence on vocabulary acquisition.

4. Research Questions

The current research aims at investigating the following research questions:

1. Are Master One EFL students at the University of Mohammed Seddik Ben Yahia motivated to read?
2. Does low reading motivation affect their vocabulary learning?
3. How can students raise their reading motivation and enhance their vocabulary learning?

5. Research Hypothesis

It is hypothesized that Master One EFL learners with low reading motivation are less likely to learn vocabulary more efficiently.

6. Research Methodology

In order to achieve the aim of the study and come to a good grasp of the topic, a combination of research methods was used: the quantitative method is used in a form of a questionnaire administered for Master one EFL students at Mohammed Seddik Ben Yahia University to investigate their general perceptions about reading motivation and whether its

lack prevents vocabulary learning. On the other hand, the qualitative method included an interview that works as a supplement to get further insights into learners' thoughts and beliefs.

7. Organisation of the Dissertation

The present study is composed of two main chapters. The first chapter is devoted to the review of literature that is divided into two sections. The first section is concerned with vocabulary learning, while the second section introduces the concept of reading motivation. The second chapter represents the fieldwork in which the data gathered from both questionnaire and interview are analysed and discussed to finally confirm or reject the previously stated hypothesis. This chapter also lists some recommendations for both teachers and learners. It ends by mentioning the main limitations that were encountered during the accomplishment of the study.

Chapter One: Literature Review

Section One: Vocabulary Learning

Introduction

Learning a second or foreign language is affected by various factors, which in return result in disparate levels of proficiency. These factors control the process of learning by affecting its various components including vocabulary. Vocabulary is considered one of the most important aspects of foreign language learning that learners need to develop in order to achieve the highest levels of proficiency. In fact, without vocabulary knowledge, learners can neither communicate using the target language nor can they understand it. The aim of this section is to shed light on vocabulary learning. It gives some definitions of vocabulary and highlights its importance. Moreover, it gives insights into the description of vocabulary and notes the distinction between receptive and productive vocabulary alongside incidental and intentional vocabulary. This section also casts light on the strategies used in vocabulary learning as well as the status of vocabulary within the teaching methods. Finally, it discusses how students come to learn vocabulary through the four language skills.

1.1.1. Definition of Vocabulary

Vocabulary is an important element in learning a language. It refers to the number of words a person can use to convey a meaningful message either in the spoken or the written form. In this respect, the Oxford Dictionary (2008) defined vocabulary as “all the words that a person knows or uses” (p. 495). Hatch and Brown provided a similar definition (1995, p. 1), “The term vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of language might use”. Meanwhile, according to Ur (1991), vocabulary can be defined roughly as:

The words we teach in the foreign language. However, a new item of vocabulary may be more than a single word; for example, post office and mother-in-law, which are

made up of two or three words but express a single idea. There are also multi-word idioms such as *call it a day*, where the meaning of the phrase cannot be deduced from an analysis of the component words. A useful convention is to cover all such cases by talking about vocabulary 'items' rather than 'words'. (p. 60)

Any language has multi-word lexical units, for example, compound words such as *mailbox*, phrasal verbs like *give up*, and idioms like *it's raining cats and dogs*. A learner is considered a proficient speaker once he/she has mastered the use of these lexical items. The above definition shows that vocabulary is not only related to simple or single words but is also related to more complex units that are combined together to form a formal language.

In brief, several researchers define vocabulary in slightly different ways, it is mostly concurred that vocabulary is a range of words, expressions, or knowledge, which help learners to think and communicate with others in suitable contexts.

1.1.2. The Importance of Vocabulary

Having a rich vocabulary under the belt will very likely help learners achieve better results by helping them grasp the studied material. Wilkins (1972) stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p. 111). While he explained that learners with poor grammar can still convey meaning, learners with a limited lexical repertoire have a hard time conveying and understanding messages in any language. In this regard, Harmer (1991, p. 153) stressed the importance of vocabulary when he stated that "if language structure makes up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh".

Vocabulary is the major mean that makes communication clear and effective i.e. without a sufficient number of vocabulary communication cannot occur and meaning cannot be conveyed. In this context, Schmitt (2000) emphasized that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. xi).

More importantly, vocabulary plays a dynamic role in developing the four skills of the target language. In fact, vocabulary learning has a twin benefits: as much as learners

come to acquire it via study of the four skills, it helps enhance them. Johnson (2008) reminded us of this vital aspect of vocabulary learning by pointing out that “attending to students’ vocabularies is an important part of enhancing the ability to read, write, speak, listen, and think” (p.93).

In sum, what is obvious from the previous discussion is that vocabulary paves the way for learning a foreign language. Vocabulary helps not only in measuring language proficiency but it is also the core of communication and the essence of meaning delivery.

1.1.3. Description of Vocabulary

Vocabulary is classified to two major linguistic patterns: the so-called lexicography and lexicology (Schmitt, 2000). The two disciplines investigate into the lexicon and study vocabulary in terms of form and meaning.

1.1.3.1. Lexicology

Lexicology is regarded as a branch of linguistics. Jackson and Amvela (2000, p. 1) defined lexicology as “the study of lexis, understood as the stock of words in a given language”. In other words, it is interested in the meaning of words, in their grammatical form, and in their lexical nature. Lexicology is concerned with how words are classified, how they are formed, and finally how the meaning of words differs in different contexts.

1.1.3.1.1. Word Class

Word class describes the process of classifying words based on their functions. The English language is divided into eight parts of speech: noun, pronoun, adjective, verb, adverb, preposition, determiner, and conjunction.

- **A noun** is a word that refers to a person, an animal, a thing, or an activity.
- **A verb** is a word that expresses an action or a state.
- **An adjective** is a word that occurs next to a noun to describe it. For example, *a strong woman, a sunny day*.

- **An adverb** is a word that is used to modify different types of words in a sentence. For example, *she speaks kindly*.

- **A pronoun** is a word that can be used instead of a noun.

- **A preposition** is a word that usually shows location and time. For instance, *the boy was playing video games in his room at 8:00 p.m.*

- **A determiner** is a word that qualifies a noun, it can be an article, a demonstrative adjective, or a possessive adjective.

- **A conjunction** refers to any word that combines units in a sentence. In this sense, there are two types of conjunctions; coordinating conjunctions and subordinating conjunctions.

1.1.3.1.2 Word Formation

Word formation means building up new words by adding little changes. Gairns and Redman (1986.pp. 9-47) stated that "word building" or "word formation" takes three main forms: affixation, compounding, and conversion.

- **Affixation** is the operation of adding prefixes and suffixes to the base item, in this way, items can be modified in meaning and/or changed from one part of speech to another.

- **Compounding** is the formation of words from two or more separate words (with separate meaning) which can stand independently in other circumstances to form a new word different in meaning from the ones which make it.

- **Conversion** also called zero affixation is the process by which an item may be used in different word classes, yet does not change its form.

1.1.3.1.3. Word Meaning

It is the study of the meaning of word and its relationship with other words. If students are able to work out the different meanings of words under study, they will eventually be able to understand properly the semantic relationships that exist at word level. In this regard, Thornbury (2002) suggested the aspects contributing to reach word meaning competence.

- **Synonymy**

Palmer (1976, p. 88) simply defined synonymy as “sameness of meaning”. That is to say, synonyms are words that have different forms but closely related meanings. Thornbury (2002) supported this view in that he pointed out that synonyms are words that share the same meaning. Their similarity notwithstanding, synonyms should be used with caution because they more often than not express subtle, context-bound nuances of meaning.

- **Hyponymy**

It is a term used to indicate a particular member of a broader class. Kreidler (1998) pointed out that “... the denotation of the hyponym is included in the denotation of the superordinate ..., but the meaning of the superordinate is included in the meaning of the hyponym ...” (p. 93). In other words, hyponyms are specific terms included in more general terms called the superordinate or hypernym. Thornbury (2002) exemplified the hyponymous relationship in the word *hammer* which is a kind of tool or the word *kiwi* that refers to a bird (and a kind of fruit), and thus *hammer* is a hyponym of tool (superordinate); *kiwi* is a hyponym of bird (and fruit) (p. 10).

- **Polysemy**

It is when a single word form is associated with two or several related senses. Thornbury (2002) stated that polysemy is when many words have different but overlapping meanings. For example, the word *fair* can represent the following meanings: *reasonable, pleasant, quite large, average, pale, beautiful, dry*.

- **Antonymy**

Palmer (1976) defined antonymy as “oppositeness of meaning” (p. 94), i.e. it is the semantic relationship that exists between two (or more) words that have opposite meanings e.g. *new/old, open/close*. For example, “*buy*” and “*sell*” is a pair of antonyms and the relation between these two words is termed antonymy.

1.1.3.2. Lexicography

Lexicography is a discipline that involves the process of writing, editing, and/or compiling a dictionary. An author or editor of a dictionary is called a lexicographer. Jackson and Zé Amvela (2000) defined lexicography as a special technique of writing dictionaries. In other words, it is the act of grouping lexical items in a dictionary with their meanings, functions, and examples regarding their uses (p. 1).

1.1.4. Types of Vocabulary

Many researchers studying vocabulary distinguish between two different types: “receptive and productive vocabulary” (Milton, 2009, p.13) which are also referred as passive and active vocabulary.

1.1.4.1. Receptive Vocabulary

Receptive vocabulary is defined as “language items which can only be recognized and comprehended in the context of reading and listening material” (Gairns & Redman, 1986, p. 64). That is to say, receptive vocabulary is related more to reading and listening skills, and it refers to the words a learner can recognize from listening to somebody else’s speech, an audio, or from reading texts in the language he is exposed to. Haycraft (1978) (as cited in Hatch and Brown, 1995, p. 370) defined receptive vocabulary as “words that the student recognizes and understands when they occur in a context, but which he cannot produce correctly”. In other words, when a person knows a word, it does not necessarily mean that he is able to produce it correctly in appropriate contexts.

1.1.4.2. Productive Vocabulary

According to Gairns and Redman (1986, p. 64), “productive vocabulary refers to language items which the learner can recall and use appropriately in speech and writing”. This means that productive vocabulary is linked to writing and speaking skills, so the learner is in control of his thoughts and words when expressing himself in the different situations.

Similarly, Webb (2005) stated that productive vocabulary is a range of words that learners are able to understand and use when they are writing and speaking. Productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (as cited in Alqahtani, 2015, p. 25). This means that learners are active and excited to use their stored knowledge when communicating with other people.

Generally speaking, we understand from the above discussion that vocabulary is known by different types, so the learner knows the word receptively then later productively. Both receptive and productive vocabulary have a strong relationship, so that a good vocabulary reception results in good vocabulary production.

1.1.5. Approaches to Vocabulary Learning

Learning vocabulary is a prerequisite in the context of ESL/EFL if learners are to become proficient and competent in the target language. Over the years, the debate of second language vocabulary acquisition revolved around the approaches and strategies for effective vocabulary learning that can lead to easier vocabulary retrieval. Two primary approaches to vocabulary acquisition have been distinguished: intentional and incidental vocabulary learning.

1.1.5.1. Intentional Vocabulary Learning

Intentional or explicit vocabulary learning is believed to be intended and designed; it involves highly structured and planned learning with concentration and attention to obtain the target words. In this regard, Gass and Selinker (2008, p. 243) stated that explicit learning is a “more conscious operation where the individual makes and tests hypothesis in a search structure”. This means that learners in this approach are supposed to learn something from the prepared and designed tasks by others (teachers or students). Barcroft (2015, p. 42) defined intentional vocabulary learning as the one in which new words are learned while target language learners “consciously attempting to do so, such as when studying a list of

new words, trying to learn new words while viewing word-picture pairs, or consciously attempting to learn new words from context while reading a text”. In other words, learners are more conscious in this context and tend to be aware of the input they are exposed to.

1.1.5.2. Incidental Vocabulary Learning

“Incidental learning, on the other hand, is the process of learning something without the intention of doing so. It is also about learning one thing while intending to learn another” (Richards & Schmidt, as cited in Ahmad, 2012, p. 71). According to Krashen (1989, p. 440), incidental or implicit learning occurs when learners are not aware that they are acquiring a language because their “conscious focus is on the message, not form”. Hence, it happens unconsciously when the learner is engaged in another aspect of the target language. It is believed that incidental learning occurs while reading, so learners in this context tend to enlarge their vocabulary repertoire through reading exposure. In this respect, Nation (2004, p. 232) drew our attention to the importance of the context and stated that incidental vocabulary learning is the one that occurs when a target language learner is “reading or listening to normal language use while the focus of the learners’ attention is on the message of the text”.

To put it in a nutshell, intentional vocabulary learning is a deliberate and conscious attempt to learn that involves prior planned and designed learning, while incidental vocabulary learning is related to unconscious and spontaneous learning that occurs without prior plans and intentions.

1.1.6. Vocabulary Learning Strategies

Vocabulary learning strategies (VLS) are considered to be a part of learning language strategies. Chamot (1987) defined vocabulary learning strategies as “the different techniques and the intentional actions that learners use to make learning easy and to withdraw linguistic and content information” (as cited in Takaç, 2008, p. 51). That is to say, implementing

correct techniques makes learning easier and faster, so that the learner will explore various words to make the content more accurate and complete.

1.1.6.1. Schmitt's Taxonomy

A lot of vocabulary learning strategies are classified by different scholars. However, the most widely used classification belongs to Schmitt. Schmitt (1997) taxonomy classified vocabulary learning strategies into two major categories that are called discovery strategies and consolidation strategies, with each category splitting into sub-categories.

1.1.6.1.1. Discovery Strategies

Discovery strategies are used to discover new words. They involve two kinds: determination strategies and social strategies.

- **Determination Strategies** “are strategies that learners use without asking others for help in figuring out the meaning of a word by employing one or more of the following strategies: word class, analysis of word parts, cognates, guessing through context and dictionary use” (Schmitt, 1997, p. 209).

- **Social Strategies** are used to understand a word by “asking someone who knows it” (Schmitt, 1997, p. 210). In other words, social strategies involve asking surrounding people such as teachers and friends about the meaning of the target words like synonyms and definitions.

1.1.6.1.2. Consolidation Strategies

Consolidation strategies refer to the combination of the words previously encountered or learned. They include three types: memory, cognitive, and metacognitive strategies.

- **Memory Strategies** are “approaches which relate new materials to existing knowledge” (Schmitt, 1997, p. 205). That is to say, memory strategies are linked to

mnemonic devices, which help connect new words to previously acquired words in order to achieve a successful operation.

- **Cognitive Strategies** focus on processing repetitions and leading to appropriate ways of reasoning, analyzing, and synthesizing the input. They are called cognitive since “they are less obviously linked to mental manipulation” (Schmitt, 1997 p. 206) than the strategies described in the previous set.

- **Metacognitive Strategies** refer to all the processes used by learners to assess and control their own learning. Schmitt (1997) defined metacognitive strategies as “a conscious overview of the learning process and making decisions about planning, monitoring or evaluating the best ways to study” (p. 205).

1.1.7. The Status of Vocabulary across Language Teaching Methods

In view of the fact that vocabulary is the essence for the mastery of any language, it has received careful attention despite the ongoing change in methods and approaches to language teaching. Different methods taught vocabulary in different ways in accordance with their principles.

The Grammar Translation Method (GTM), as one of the most traditional methods, gave great importance to the teaching of vocabulary and put its mastery at the core of achieving language proficiency. Learners in GTM are required to memorize long bilingual lists of vocabulary with excessive repetition and a focus on the translation of literary texts to the mother tongue. However, vocabulary was presented in separation from its contexts, something which more often than not caused students to misunderstand the meaning of the words presented. Within this perspective, it was argued that teaching vocabulary in this method only enables students to get their equivalents in the target language or mother tongue (Richards & Rodgers, 1986, p. 4).

Based on the drawbacks of the previous method, the Direct Method (DM) introduced a new approach for teaching vocabulary. The DM tried to present new vocabulary in meaningful sentences which enables the learners to practice it in a purposeful context. Unlike GTM, the proponents of the Direct Method argued that vocabulary could be taught directly without translation by using demonstrations and associations. In this regard, Brown (2000) stated that the Direct Method is such a method of teaching and learning in which the English teacher teaches English vocabulary by using direct things or real object, bags of oral interaction, spontaneous language use, doing away by so doing with the translation activities that plagued much of the teaching within the Grammar Translation Method (p. 21).

With the emergence of the Audio-lingual Method (ALM) in the United States, new practices in language teaching emerged. The ALM was highly influenced by the behaviouristic psychology (habit formation theory). Vocabulary in ALM is selected before it is instructed to learners, a reaction to the previous methods that were marked by random presentation of vocabulary (Richards & Rodgers, 2001, p. 54). Concomitant with the rise of ALM, was the arrival in Britain of Situational Language Teaching (SLT), which stressed the teaching of vocabulary within context. Richards and Rodgers (2001) pointed out that the structures learnt must be linked to the situation in which they could be used (p. 55).

The last decades of this century were dominated by a whole different approach called Communicative Language Teaching (CLT). This approach marked a change in language teaching as a whole and vocabulary teaching in particular. CLT focuses on fluency rather than on grammatical accuracy. Hymes was the first to introduce the shift from competence into performance and stressed language use by introducing the concept of communicative competence. According to Coady (1993) Vocabulary within this approach was given a secondary status working as a support for functional language use (as cited in Schmitt, 2000, p. 14).

To sum up, many researchers and linguists focused on teaching vocabulary through various methods and approaches due to its great importance. The teaching of vocabulary differed from one approach to another to fit the principles and thoughts of each method.

1.1.8. Vocabulary and Language Four Skills

The four language skills are considered as factors that influence and strengthen students' ability to learn new words and use them in different contexts. In this sense, Rupley and Nicholas (2005) argued that "...to make sure that the learners are really learning the words, they must be able to use them in several different contexts, that is, they must use them in different occasions such as reading, speaking, writing, and listening'" (as cited in Parvareshbar & Ghoorchaei, 2016, p. 1477).

It is predicted that learning a language through listening enhances vocabulary. Underwood (1989, p. 1) defined listening as the process of paying attention to and trying to guess meaning from words we hear. That is to say, listening to people's speech, podcasts, songs, and audiobooks will help learners learn new words and figure out their meanings easily. In addition to that, getting involved in speaking activities helps learners increase their level of proficiency. To exemplify, learners can join speaking clubs and have various tasks like role plays, discussions, and debates. Harmer (2001, p.128) believed that "Discussion, whether spontaneous or planned, has a great advantage of provoking fluent language use". That is to say, discussions may be a good space to practise knowledge and build new vocabulary. Teachers can also develop their learners' vocabulary through writing activities such as writing stories or essays so that their learners get used to producing words. In this context, The Cambridge Dictionary (2017) agreed that writing is "the skill or activity of producing words on a surface". This means, writing is one of the key activities to improve vocabulary knowledge. Finally, reading is considered as one of the most important factors that helps to improve vocabulary. According to Nation (1995), "Reading has long been seen

as a major source of vocabulary growth” (p. 7). In other words, reading may influence the input quality and naturally with reading habits and practices, learners will directly improve their vocabulary.

In brief, we can say that language four skills have an important role in developing vocabulary learning. Each skill allows students to learn vocabulary in an exceptional way.

Conclusion

Overall, this section has reviewed the immense role of vocabulary in language mastery and the issues related to its description and status. It presented the definition of vocabulary along with its significance and gave an overview about vocabulary description. It briefly stated the differences between the types of vocabulary and different approaches to learning it. Additionally, this section shed light on vocabulary learning strategies and emphasized the position of vocabulary across different methods and approaches to language teaching. Finally, it summarized how vocabulary can be learned via the four skills. The subsequent section will examine reading motivation and explore its role in language learning.

Section Two: Reading Motivation

Introduction

It is known that the more learners read, the greater their vocabulary becomes. Reading is by far one of the most effective ways to build an adequate vocabulary. Reading is not a simple act or passion as it may seem to be, most learners do not read because they do not have enough motivation or desire that drives them to read. Motivation, on the other hand, is an essential key that promotes and encourages learners to read and do any learning task. In this sense, Marchaned and Skinner (2007) stated that students with high motivation are more prone to ask for help and participate in challenging learning tasks (p.78). In fact,

without reading motivation, the learner will feel frustrated and disinterested, a lack of motivation that may directly affect his/her learning process. The aim of this section is to discuss reading and motivation as separate elements before finally showing the correlation between the two. At first, it provides several definitions of reading and highlights its importance with a small description of reading comprehension. Moreover, it presents the different types of reading. In addition to that, the section adds some definitions of motivation as well as its types and theories. Finally, it combines the two elements to define reading motivation, give insights about the various motivational aspects, and discusses the concepts of reading engagement and engaged reading.

1.2.1. Definition of Reading

Many researchers and linguists have proposed different definitions for reading. Broadly speaking, reading is considered to be a complex cognitive process that involves decoding words, phrases, sentences, paragraphs, and even whole texts to comprehend their meanings. According to Grabe and Stoller (2002, p. 9), “Reading is the ability to draw meaning from the printed page and interpret this information appropriately.” In other words, it is the activity of getting meaning from the material (text) and trying to comprehend and understand it appropriately and effectively.

Harmer (1983) asserted that “reading is an exercise dominated by the eyes and the brain . . . The eyes receive messages and the brain has to work out the significance of these messages” (p. 153). That is, the process of reading combines visual and non-visual information. During the reading task, the eyes perceive written texts (and other forms of written materials) as images before they are transmitted to the brain as non-visual information where they are combined to give corresponding meanings to the messages.

To sum up, reading is a process in which the reader decodes symbols in order to comprehend and grasp the meaning of a given material. It combines visual and non-visual information for the sake of constructing meaning.

1.2.2. Importance of Reading

Reading remains as an important skill that a learner should learn. It gives learners access to an unlimited amount of language and stretches their imagination every time they hold a book. According to Glendinning and Holmstron (2004, p. 32), reading develops students' skills by making them better writers; since they may face different roles of grammar which will help them later in developing a sense for language structures, grammar, and enrich their vocabulary. In other words, reading helps in expanding the learner's mind and keeping it focused and healthy in order to produce correct language, including correct grammar structures, and clean vocabulary. Reading is a cornerstone for success, not just in school but for the lifetime (Gallik 1999, p. 480). That is to say, reading can be the learner's partner whenever he goes.

1.2.3. Reading Comprehension

Reading comprehension is believed to be the main purpose of reading activity. Snow (2002, p. 11) described reading comprehension as the process of "simultaneously extracting and constructing meaning through interaction and involvement with written language". That is to say, reading requires the readers to interact and involve with the written text to extract its meaning. Smith (1985) assumed that "meaning is not directly represented in the surface structure of language . . . Readers must bring meaning –deep structure- to what they read, employing their prior knowledge of the topic and of the language of the text" (p.75). In other words, reading is highly based on the readers' prior knowledge about the topic at hand and about the language of the text that helps them to grasp the meaning of the latter. In this regard, Duffy and Block (2008) assumed that comprehension is a fluid cycle of predicting-

monitoring- repredicting; that is, readers use prior knowledge to predict what meaning is coming, monitor during reading to see what does come next, and then revise the prediction when an expected meaning does not pan out (p.29). Prediction is a prerequisite for successful reading comprehension.

In a nutshell, all the definitions provided above stress that reading comprehension is the aim of reading. Reading is agreed on to be an activity based on an interaction between readers and written texts and an ongoing prediction to search for meaning and understand it.

1.2.4. Types of Reading

Readers usually read intensively or extensively. A reader may feel compelled to one type of reading more than the other according to his purposes and the outcome he wants to receive at the end of the reading process.

1.2.4.1. Intensive Reading

Intensive reading requires high concentration to focus on the details between the lines. According to Nuttall (1982, p. 23), it requires “the student to pay great attention to the text. The aim of intensive reading is to arrive at a profound and detailed understanding of the text”. In the same vein, Harmer (2007) added that “the term intensive reading refers to the detailed focus on the construction of reading texts which take place usually in classrooms” (p. 99). This means that any learner who reads intensively should be very careful to follow specific guidelines in the classroom and have enough mental energy in order to accomplish the task successfully.

1.2.4.2. Extensive Reading

According to Grellet (1981), extensive reading means “reading longer texts, usually from one’s own pleasure. This is a fluency activity, mainly involving global understanding” (p. 4). This means, extensive reading involves a general reading for enjoyment and pleasure. Learners who rely on extensive reading have the chance to read longer pieces of texts and

face thousands of words to enhance their vocabulary. Extensive reading can be done everywhere outside the classroom, for example during a road trip, at home, in the university, and so on. In order to confirm this, Harmer (2007) stated that “the term extensive reading refers to reading which students do often away from the classroom” (p.99).

In brief, we can say that the reader can benefit from both types to broaden his knowledge. Thus, selecting the appropriate method is always based on learner’s interests and choices.

1.2.5. Definition of Motivation

Motivation is regarded as one of the important parts in achieving a goal. Brown (1987) defined motivation “as an inner drive, impulse, emotion or desire that moves one toward a particular action” (p. 117). This means, motivation is a behaviour that comes from the inside and drives or pushes the individual to do a specific action with a full satisfaction. A motivated learner is capable of managing his work and maintaining his behaviour. To confirm this, Woolfolk and Margetts (2019) described “motivation as an internal process that arouses, directs and sustains behaviour” (p. 347). Gardner (2006, p. 241) added that “students with higher levels of motivation will do better than students with lower levels”.

Motivation is the willingness to make sufficient efforts in order to go after specific goals and objectives. In this sense, Brown (1994) considered it as “the extent to which you make choices about (a) a goal to pursue and (b) the effort you will devote to the pursuit” (p. 34).

In brief, we can say that many researchers have different perspectives and views when it comes to define motivation. However, the most concurred definition is that motivation is an internal process that orient people to follow specific goals.

1.2.6. Types of Motivation

Some researchers introduced two types of motivation among second language learners. In the early work of Gardner and Lambert (1972), motivation was seen to be divided into: integrative and instrumental motivation.

1.2.6.1. Integrative Motivation

Integrative motivation refers to the type where learners have the desire to integrate the target language community, culture, and get to know people who speak that language. According to Gardner, integrative motivation is “a positive attitude towards the target language group and the potential for integrating into that group” (1985, p. 472). This means that learners with integrative motivation are open to other language communities, and have positive and favourable attitudes throughout the learning process.

1.2.6.2. Instrumental Motivation

Instrumental motivation refers to learning a second language for pragmatic reasons instead of social implications with the target language community. Gardner suggested that instrumental motivation refers to “more functional reasons for learning a language, to get a better job or a promotion, or to pass a required examination” (1985, p. 472). In other words, instrumentally motivated learners perform mainly for the attainment of concrete and practical benefits from learning a foreign language such as getting a salary bonus or getting into college.

To sum up, learners have many different reasons for studying a foreign language, giving rise to two types of motivation. The learners that learn a target language for practical reasons and the others who have a special affinity for that language and its people.

1.2.7. Theories of Motivation

Many theories have been discussed in order to find out from where motivation comes and what really drives humans to act in a certain way.

1.2.7.1. Motivation and Behavioural Learning Theories

From the behavioural perspective, motivation is getting reinforcements in order to maintain a certain behaviour or task. Brophy (2004, p. 4-5) defined a reinforcer as “anything that increases or maintains the frequency of a behaviour when access to it is made contingent on performance of that behaviour”. That is to say, the term reinforcer describes any stimulus that gives power to do something. Reinforcement may involve a praise or a reward from family or friends for a particular behaviour in order to gain stronger support, so that motivation increases to match the expectation of rewards. In the same vein, Brown (2000) described motivation as “quite simply the anticipation of reward” (p. 160).

1.2.7.2. Motivation and Human Needs

In order to understand what motivates humans to do certain actions, Maslow (1962) introduced the theory of motivation and human needs. The theory proposed a pyramidal hierarchy of needs. First, at the bottom there are the physiological needs which are the essential of human needs in life such as hunger, sleep, and thirst. The second level concerns safety needs such as freedom, security, and protection. Love and belongingness needs refers to the feeling of being loved and accepted in a given group. The next level is called esteem; it includes prestige and confidence to accomplish several tasks. Finally, at the highest layer, self-actualization needs are built so that humans are become self-aware and fulfilled.

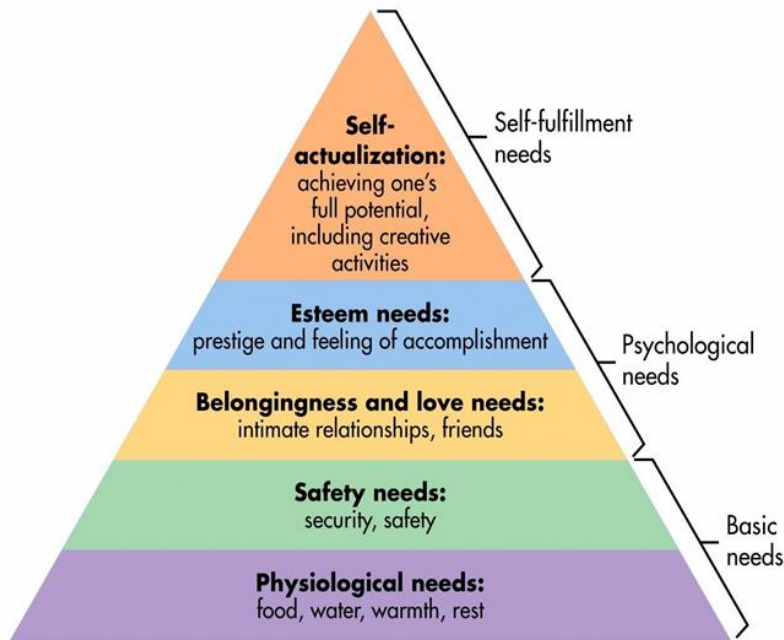


Figure 1.1. *Maslow's Hierarchy of Needs*

1.2.7.3. Motivation and Attribution Theories

Attribution theories of motivation describe the perceived causes of success and failure of human's outcomes. According to Pintrich and Schunk (2002, p. 107), there are three major dimensions “locus (internal vs. external), controllability (controllable vs. uncontrollable), and stability (stable vs. unstable)”. In other words, locus and controllability is to know if the external and internal factors that affects human’s outcomes can be controlled or not. Next, Stability which captures whether the factors are deemed to be stable or unstable over time. Achievement motivation is a theory that “attempts to explain and predict behaviour and performance based on a person's need for achievement, power, and affiliation” (Lussier & Achua, 2007, p. 42). That is to say, it’s the desire and the need to achieve an activity. Motivation and Expectancy Theory, on the other hand, suggests that individuals are motivated to do a certain thing if they know there is a praise or a reward for their extra performance (Vroom, 1964, p. 17).

1.2.7.4. Self-determination Theory

Self-determination theory (SDT) emphasizes the need for motivation for achievement, and most of all the need for intrinsic motivation. Deci and Ryan (1985) defined it as “an empirical derived theory of human motivation and personality in social contexts that differentiates motivation in terms of being autonomous and controlled” (p. 416). In other words, SDT is concerned with the study of personality growth and development as well as the notion of psychological needs of competence, autonomy, and relatedness; these needs are to be the dominant ones in intrinsically motivated actions. According to Ryan and Deci (2000a, pp.59-60), “Intrinsic motivation will occur only for activities that hold intrinsic interest for an individual—those that have the appeal of novelty, challenge, or aesthetic value for that individual”. That is to say, people in nature follow their interests and seek challenges that are suited to their competencies; interest plays a vital role in intrinsically motivated behaviour.

1.2.7.4.1. The Dichotomy of Intrinsic Motivation versus Extrinsic Motivation

Ryan and Deci (2000a) claimed that there are different types of motivation under SDT, but the most crucial distinction is “between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome” (p.55).

1.2.7.4.1.1. Intrinsic Motivation

Intrinsic motivation denotes the activities that are performed for the pleasure and satisfaction that arises from within the individual. According to Deci and Ryan (1985), “intrinsic motivation is the innate, natural propensity to engage one’s interests and exercise one’s capacities, and in doing so, to seek and conquer optimal challenges” (p. 43). In the same vein, Deci and Ryan (2000, p.233) explained that intrinsic motivation is most likely to be enhanced by factors that lead individuals to fulfil their psychological needs of autonomy,

competence, and relatedness. Autonomy is mainly related to acting with a sense of violation and freedom in choice; competence refers to the need to feel capable, confident, and effective in interactions with the social environment; relatedness is the need to feel connected and involved with others.

1.2.7.4.1.2. Extrinsic Motivation

Contrary to intrinsically motivated individuals, extrinsically motivated behaviours are functions of external rewards (e.g., please their parents, earn high grades) or punishment. Ryan and Deci (2000a, p.60) identified extrinsic motivation as “a construct that pertains whenever an activity is done in order to attain some separable outcome”. This type of motivation is related to the presence of external factors of the task itself and this is likely due to the fact that the tasks “are performed not out of interest but because they are believed to be instrumental to some separable consequence” (Deci, Vallerand, Pelletier & Ryan, 1991, p.328).

To sum up, the proponents of SDT divided it into two main types of motivation. Intrinsic motivation which is the doing of an action for its own sake, and extrinsic motivation that refers to the doing of an action for an external reward.

To conclude with, what seems to be common to all the theories and approaches dealt with above is the fact that motivation is not a simple phenomenon to define. This is due to the complexity of processes and elements that interact with each other at different levels and to various extents. Each theory is based on different premises. However, all theories share one major subject of interest, which is facilitating the process of learning through appropriate motivating strategies.

1.2.8. Definition of Reading Motivation

Guthrie and Wigfield (2000, p. 405) stated that “reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and

outcomes of reading”. In other words, reading motivation refers to a person’s willingness to read and get the meaningful sense of particular text. In this sense, Wigfield and Guthrie (1997) stated that “even if individuals believe they are competent and efficacious at an activity they may not engage in it if they have no purpose for doing so” (p. 421). Which means that if the desire of learning is absent, even students with high capacities and abilities are not able to engage in any task.

In short, we can say that motivation for reading is based on the person’s interests and beliefs, so that interests are the driving forces to achieve a successful reading comprehension.

1.2.9. The Motivational Aspects in Reading

The motivational aspects in reading include interest, perceived control, self-efficacy, involvement, and social collaboration.

1.2.9.1. Interest

Interest is considered as a motivational process in which individuals are triggered into action by what they really want and enjoy to engage with activities. According to Hidi and Renninger (2006, p. 112), “interest as a motivational variable refers to the psychological state of engaging or the predisposition to reengage with particular classes of objects, events, or ideas over time...” (as cited in Patall, 2013, p. 523).

1.2.9.2. Perceived Control

According to Bandura (1997, p. 2), perceived control is “the ability to secure desired outcomes and to prevent undesired ones, ... the more people bring their influence to bear on events in their lives, the more they can shape them to their liking”. That is to say, if a person believes he has control over a certain situation, then he is said to possess a sense of perceived control. Guthrie, et al. (2007) believed that highly motivated readers are more likely to have control on their own learning so that they can select their own references and enjoy their reading experiences. (p. 284).

1.2.9.3. Self-Efficacy

Students' self-appraisal of their abilities to succeed in reading tasks is another critical motivational aspect in reading. According to Guthrie et al. (1996), reading efficacy refers to the state in which the reader is "feeling that reading behaviours are completely under one's own control ... Perceiving that there are choices about when, where, and how to read ... that one can read independently and confident in one's own abilities" (p.330). Put in simpler words, self-efficacy is the belief that one can easily achieve success at reading. High self-efficacy encourages learners to undertake challenging activities and put greater efforts.

1.2.9.4. Involvement

Wigfield and Guthrie (1997) defined involvement in reading as "the enjoyment of experiencing different kinds of literary or informational texts. It refers to the pleasure gained from reading a well-written book or article on a topic one finds interesting" (p.422). That is to say, involvement in reading refers to the state of being absorbed in the reading activity because it gives the reader pleasure from the type of reading and its content as well as a feeling of positivity from undertaking the reading task.

1.2.9.5. Social Collaboration

Reading is perceived as a social activity in which readers interact individually and collectively with text. Social interaction supports students to make good choices, to be more absorbed in reading, and to increase their curiosity. According to Wigfield and Guthrie (1997, p.422), social reasons for reading can be described as "the process of sharing the meanings gained from reading with friends and family".

1.2.10. Reading and Reading Motivation in Second and Foreign Language

Reading in second/foreign language is to read in a language that is non-native to the reader. Individuals read in second/foreign language in order to build fluency by learning the new language knowledge and "gain unfiltered information in its convenient and

overwhelming availability” (Bernhardt, 2011, p.5). Unlike L1, the process of reading in a second/foreign language seems to take years for learners to develop their skills, and this is due to the interference of L1 reading experiences and knowledge. In this sense, Grabe (2009) confirmed that reading in L1 is different from L2 reading because the linguistic resources and knowledge of L1 directly interfere when learners initiate reading in L2 (p. 129).

Reading seems to be a good alternative that uses authentic settings and materials such as books and libraries for learning a second/foreign language. According to Nuttall (1982), “the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it” (p.168). However, Little work and studies can be found about motivation for reading in second/ foreign language. Apart from Day and Bamford (1998), there have been no attempt to describe motivation for reading in second/foreign language (Mori, 2002, p. 91). One of the aspects that plays a significant role in increasing or reducing the learner’s motivation to read is a good environment, “everyone in the learning community should help create a positive EFL reading environment ... for a positive reading environment, a variety of interesting reading materials and suitable space for reading should be made available” (Pratontep & Chinwonno, 2008, p.119).

In brief, reading is regarded as a great challenge for EFL/ESL readers “since they are charged with learning literacy and learning it in a language that they do not fully command” (Bernhardt, 1991, p. 32).

1.2.11. Reading Engagement and Engaged Readers

Reading engagement and engaged readers are two concepts related to reading motivation. According to Kamil (2003, p.7), reading engagement refers to “the extent to which an individual reads to the exclusion of other activities, particularly when faced with other choices”. That is to say, it is an intentional behaviour from the part of the reader that

chooses to undertake the reading activity rather than other choices. Reading engagement is crucial because it promotes learners' abilities to undertake literacy activities all their life.

The National Institute for Literacy (NIFL) (2007) explained that engaged readers is a term used to refer to individuals who “tend to enjoy reading and to read more frequently” (p.35). Guthrie (2004) stated that engaged readers have four main features; they are cognitively competent, motivated, knowledge-driven, and socially interactive and he identified them as follows:

Engaged readers are not only motivated and socially interactive but are also using their background knowledge to gain new understanding. As this understanding is often hard-won, engaged students are strategic in reading a variety of texts. They employ such strategies as questioning and summarizing to learn from books. (Guthrie, Wigfield & Perencevich, 2004, p.58)

Conclusion

As can be seen, this section has focused on the area of reading motivation and its components. It presented the definition of reading as well as its importance and gave a small definition for reading comprehension. In addition to that, it summarised the reading types for a better understanding. This section shed light not only on reading but also on motivation by stating its definition, types, and theories in order to dig deeply into its meaning. Moreover, it defined reading motivation and discussed the different motivational aspects in reading with a small highlight about reading motivation in second/foreign language. Lastly, it discussed the concepts of reading engagement and engaged readers.

Chapter Two: Fieldwork

Introduction

The present chapter is devoted to the practical part that analyses, describes, and interprets the results of the study that was conducted to investigate EFL learners' attitudes towards the impact of reading motivation deficiency on vocabulary learning. The prior aim of this study is to confirm or reject the previously mentioned hypothesis. The chapter covers the methodological approach followed. It starts by giving a description of the sample and the questionnaire that was administered to the participants at the department of English language at Mohammed Seddik Ben Yahia University. In addition to that, this chapter presents the analysis and interpretation of the data that were collected through a student questionnaire and a student interview.

2.1. Data Collection Procedures

For the purpose of gathering data and checking the validity of the research, a questionnaire was administered to Master One students of English language to collect primary data about students' views and perceptions about reading motivation and vocabulary learning. A questionnaire is basically a structured technique to collect primary data. Dornyei stated, "Because the essence of scientific research is trying to find answers to questions in a systematic manner, it is no wonder that questionnaires have become one of the most popular research instruments" (2007, p. 101).

The student interview was conducted to get further insights about students' attitudes towards the impact of reading motivation deficiency on vocabulary learning. It was a structured interview that consisted of eight questions and further comments depending on the participants' answers. McKay (2006) argued that "the advantage of interviews is that they allow the researcher to study individual teachers and students in much greater depth than written surveys" (p.17). McNamara (1999) stated that interviews are useful to

supplement the data collected from questionnaires, substantiating by so doing the respondents' answers.

2.2. Population and Sampling

The present study was addressed to Master One EFL students at Mohamed Seddik Ben Yahia University, during the academic year 2021-2022. Since it is difficult to conduct the study on the whole population that contains 172 students, we randomly selected a sample of 70 students. As for the interview, 10 students were selected from random groups to be interviewed. This selection was based on the assumption that Master One students have read many books during their academic years besides their being more aware of the importance of reading and vocabulary acquisition. Furthermore, to investigate their perspectives about the lack of reading motivation and its impact on vocabulary learning.

2.3. Student Questionnaire

2.3.1 Description of the Student Questionnaire

The questionnaire consists of (20) questions, which fall into different types of questions: close-ended questions that require students to tick the appropriate box(es) from a series of options (either yes or no questions or multiple choice questions), and to open-ended questions where students are allowed to write their own answers or provide justification and explanation whenever needed. The questionnaire is divided into two sections. Section one, entitled reading motivation, it consists of (12) questions. In question (1) students are asked about how good they are at English. In question (2) they are asked if they like reading and to choose the reason why they do not or give their own justification. Question (3) seeks to know in which language students prefer to read and say why. In questions (4) and (5) students are asked to indicate how often they read in English and how often they read without being asked. Questions (6) and (7) are designed to find out the purpose of their reading and the kind of conditions they feel comfortable reading in. Questions from (8) to (11) make a

shift to motivation by first asking the students whether they consider themselves as motivated persons. Question (9) links motivation to reading and seeks to know if students are motivated to read or not, so that if they are really motivated to read, they have to mention the source of their motivation. Question (10) is about whether the teacher motivates his students to read and which things he has done before in order to motivate them to do so. In question (11), students are asked to suggest what teachers should do in order to motivate their students to read more. Finally, question (12) seeks to know the difficulties that prevent students from reading.

The second section is entitled vocabulary learning and reading motivation deficiency. It consists of (8) questions from question (13) to (20). Question (13) is designed to show the students' opinion about vocabulary and its importance in learning English. Questions from (14) to (16) deal with the issue of facing difficult words while reading. In questions (14) and (15), students are asked about how often they come across difficult words while reading and what they do in this case. Question (16) seeks to know what students do in order to define difficult words and suggest if they have other solutions. In question (17) students are asked if they think that motivation is essential for their reading comprehension and why so. In question (18) students state whether the level of their reading motivation affects their learning of vocabulary. Those who provide positive answers are further asked if they feel that this lack of reading motivation may create vocabulary gaps. Question (19) seeks to find out whether unmotivated readers cannot focus on learning new vocabulary. Those who provide positive answers are asked to select the problems they face in this case or suggest other ones. At last, question (20) inquires about solutions to raise students' motivation for reading and grasp of new vocabulary at the same time or suggest others.

2.3.2 Analysis of the Student Questionnaire Results

Section One: Reading Motivation

Q1: How good are you at English?

Table 2.1 Students' Level of English

Option	Number	Percentage
Very good	12	17.2%
Good	50	71.4%
Average	8	11.4%
Poor	00	-

According to table 2.1, the level of English language differs from one student to another. As can be seen, the majority of students (71.4%) claimed to have a good level at English. (17.2%) of them assessed their level to be very good. While (11.4%) of respondents considered their level as average. This indicates that the students of English claimed to have a good level in general with the exception of some participants.

Q2: Do you like reading?

Table 2.2 Students' Attitudes Towards Reading

Option	Number	Percentage
A lot	23	32.9%
A little	43	61.4%
Not at all	4	5.7%

The results above show that (61.4%) of students reported that they are not really into reading. Whereas (32.9%) claimed that they are fond of reading and few of them (5.7%) do not like reading at all. This unfortunately denotes that more than a half of respondents are not interested in reading.

- To know the reasons why students do not read, they were asked to justify their answer.

a- There is no time for reading

b- Books are expensive

c- I have no interest in reading

d- I get bored easily from reading

e- Others

Table 2.2.1 Students' Reasons for Not Reading

Option	Number	Percentage
a	4	13.8%
b	5	17.2%
c	4	13.8%
d	16	55.2%
e	00	-

Table 2.2.1 shows that getting easily bored from reading was ticked 16 times. The answer books are expensive was chosen 5 times. While, having no time and interest for reading received 4 ticks for each. The results showed that students have different reasons for not reading but the feeling of boredom that they get while reading is listed as the number one reason behind their reluctance to read.

Q3: In which language do you prefer to read?

- **Justify your answer**

Table2.3 Students' Favourite Language for Reading

Option	Number	Percentage
Arabic	20	28.6%
English	26	37.1%
Both	22	31.4%
Others	2	2.9%

The given results indicated that (37.1%) of students prefer to read in English where they justified their answer by claiming that reading in English increases and enhances their

vocabulary as well as assuming that this language is more enjoyable and fascinating. However, (28.6%) said they prefer to read in Arabic and they believe that Arabic is more expressive and easier to understand since it is their mother tongue and helps them to save the time devoted to using the dictionary. (31.4%) of the students chose both English and Arabic as their favourite languages because they feel comfortable with both languages and because they feel it is necessary to develop them. Only 2 students indicated that they prefer to read in languages other than English and Arabic.

Q4: How often do you read in English?

Table 2.4 The Frequency of Students' Reading in English

Option	Number	Percentage
Everyday	14	20%
Once a week	32	45.7%
Twice a week	9	12.9%
Once a month	11	15.7%
Twice a month	4	5.7%

It is noticed that once a week got the highest number of ticks from the respondents (45.7%) while everyday was chosen by (20%) of them. (15.7%) of students chose once a month, whereas (12.9%) of them chose twice a week and only (5.7%) of students read twice a month. All in all, a good number of students read once a week. The rest try to manage their time and read as much as possible during the month.

Q5: How often do you read without being asked?

Table 2.5 The Frequency of Students' Reading Without Being Asked

Option	Number	Percentage
Frequently	17	24.3%
Sometimes	29	41.4%

Rarely	18	25.7%
Never	6	8.6%

The responses to Q5 demonstrate that 29 students claimed that they sometimes read without being asked. However, 17 of them reported that they read frequently all by themselves. “Rarely” and “never” were chosen by 24 students. In a nutshell, students do not always read by themselves; rather, they have to be asked to, and if they do, it probably arises from their fondness for reading.

Q6: What’s the purpose of your reading?

a- Reading for pleasure and enjoyment

b- Reading to learn new information

c- Both

Table 2.6 Students’ Reading Purpose

Option	Number	Percentage
a	32	45.7%
b	23	32.9%
c	15	21.4%

The table above illustrates that (45.7%) of students chose to read for the sake of pleasure and enjoyment. Meanwhile, (32.9%) of them claimed that they read for the purpose of learning new information. The rest of respondents (21.4%) chose both purposes. This shows that students do not only read to learn but also to enjoy their time and get the feeling of satisfaction.

Q7: In what kind of conditions do you feel comfortable to read?

a- Alone in a quiet place

b- With friends in the library

c- Others

Table 2.7 The Conditions in Which Students Feel Comfortable to Read

Option	Number	Percentage
a	66	94.2%
b	2	2.9%
c	2	2.9%

It is worth mentioning that the vast majority of students (94.2%) reported that they feel comfortable to read alone in a quiet place. While, only (2.9%) prefer to read with friends in the library. Two students who represent (2.9%) provided their own answers as feeling comfortable to read in every sitting.

Q8: Do you consider yourself as a motivated person?

Table 2.8 Students' Attitudes Towards Being a Motivated Person

Option	Number	Percentage
Yes	49	70%
No	21	30%

The noticeable conclusion that can be drawn from the table above is that the majority of students (70%) claimed that they consider themselves as motivated persons. Meanwhile, (30%) of them do not consider themselves as motivated persons.

Q9: Are you motivated to read?

- If yes, what motivates you to read?

Table 2.9 Students' Opinions About Whether They Are Motivated to Read or Not

Option	Number	Percentage
Yes	32	45.7%
No	38	54.3%

Table 2.9 shows that 38 respondents revealed that they are not motivated to read. While 32 of them answered with "yes" and were asked to mention what motivates them to

read. They had different motives but the dominated ones are the feeling of happiness and satisfaction that they gain from reading books, as well as the desire of acquiring new information, vocabulary, and knowing more about than the language itself.

Q10: Do your teachers motivate you to read?

Table 2.10 Responses to Students Motivated by Teachers

Option	Number	Percentage
Yes	27	38.6%
No	43	61.4%

More than a half of students (61.4%) said that they are not motivated by their teachers to read. While, (38.6%) of students claimed that they are motivated by their teachers to read. Which means that only a minority of teachers try to motivate their students to read.

- To know what teachers have already done to motivate their students to read. Students were asked to tick the appropriate answer(s) from three options.

a- Talking about the importance of reading

b- Suggesting books to read

c- Rewarding students to read

Table 2.10.1 Teachers' Motivating Practices

Option	Number	Percentage
a	7	25.9%
b	20	74.1%
c	00	-

Table 2.10.1 demonstrates what teachers have done before to motivate their students to read. It is quite obvious that the majority of respondents (74.1%) stated that teachers suggest books for them in order to motivate them to read. While, (25.9%) of respondents

said that their teachers talk about the importance of reading to motivate them to read. But no one said that their teachers reward them in order to read.

Q11: What do you suggest for teachers to do in order to motivate their students to read more?

In this question, students were asked to suggest what the teachers have to do in order to motivate their students to read more. They suggested the following:

- Teachers should recommend easy books that are within the area of interest of their students.
- Teachers should give their students reading assignments or make some reading competitions with the purpose of having extra marks or rewards at the end.
- Teachers might organize reading sessions or clubs with the aim of discussing book reviews.
- Teachers should show their students the actual benefits of reading on their academic skills and suggest books that are related to the lectures.

Q12: What do you find difficult about reading?

a- Lack of concentration

b- Lack of books

c- Lack of motivation

d- Lack of vocabulary skills

Table 2.12 The Difficulties that Students Find About Reading

Option	Number	Percentage
a	30	34.5%
b	25	28.7%
c	18	20.7%
d	14	16.1%

From learners' responses, it can be seen that the "lack of concentration" was chosen 30 times. "Lack of books" was chosen 25 times while "lack of motivation" and "lack of vocabulary skills" were chosen 18 and 14 times. This shows that students find different difficulties about reading but it is worth mentioning that their lack of concentration is on the top of other difficulties.

Section Two: Vocabulary Learning and Reading Motivation Deficiency

Q13: In your opinion, how important is vocabulary in learning English?

Table 2.13 The Importance of Vocabulary in Learning English

Option	Number	Percentage
Very important	55	78.6%
Important	12	17.1%
Quiet important	03	4.3%
Not important	00	-

(78.6%) of participants believed that vocabulary is very important in learning English and (17.1%) assumed that it is important, whereas only 3 students selected "quietly important". It can be noticed from this that the majority of Master one students are aware of the importance of vocabulary in learning English.

Q14: How often do you come across difficult words while reading?

Table 2.14 The Frequency of Coming Across Difficult Words While Reading

Option	Number	Percentage
Always	16	22.9%
Often	24	34.2%
Sometimes	30	42.9%
Never	00	-

As illustrated in the table above, “sometimes” and “often” were chosen by the percentage of (77.1%), whereas “always” got only (22.9%). Therefore, students need instructions to help them overcome this problem and increase their vocabulary knowledge.

Q15: What do you do when you come across difficult words while reading?

- a- Search for the meaning on the spot**
- b- Underline the word and search for it later**
- c- Ignore the word**

Table 2.15 Students’ Attitudes When Facing Difficult Words

Option	Number	Percentage
a	47	67.2%
b	18	25.7%
c	5	7.1%

The table shows that the majority of students (67.2%) revealed that they search for the meaning on the spot, while (25.7%) of them chose to underline the word and search for it later. The remaining participants (7.1%) directly ignore and skip difficult words. So as can be seen, a great number of students are interested in enhancing their vocabulary and getting the meaning of new words either by searching for them on the spot or later.

Q16: What do you do to define difficult words?

- a- Use the dictionary**
- b-Guess the meaning from context**
- c- Ask your teacher**
- d-Ask your classmates**
- e- Others**

Table 2.16 Methods Used by Students to Define Difficult Words While Reading

Option	Number	Percentage
a	59	54.6%
b	42	38.9%
c	00	-
d	4	3.7%
e	3	2.8 %

As can be clearly seen, most of the students (54.6%) opted for the use dictionaries as a method to define unfamiliar words while reading. It can also be noticed that, none of the students ask for the teachers' help and few of them (3.7%) claimed to ask for the help of their classmates. "Guessing meaning from context" was chosen by (38.9%) and it's a quite a good number. Lastly, 3 students provided other methods which they use in order to tackle their vocabulary problems while reading. For instance, "using translation apps", "Google translation", or "search on the different websites".

Q17: Do you think motivation is essential for your reading comprehension?

Table 2.17 Learners' Views on the Role of Motivation in Reading Comprehension

Option	Number	Percentage
Yes	62	78.6%
No	08	17.1%

Only (17.1%) of students answered with "no", while the majority (78.6%) of them believed that motivation is essential for their reading comprehension. To put it in another way, most of Master one students are aware that motivation plays an essential role in their reading comprehension.

- Students who answered "yes", were asked to justify their answer.

a- It builds curiosity to learn more about the topic.

b- It creates a sense of joy to read with comfort.

c- It challenges you to read different books and get new knowledge.

d- Others

Table 2.17.1 Students' Responses on the Importance of Motivation on Reading

Comprehension

Option	Number	Percentage
a	35	43.2%
b	27	33.3%
c	19	23.5%
d	00	-

Based on the results above, (43.2%) of the participants claimed that motivation builds curiosity to learn more about the topic. While (33.3%) reported that motivation creates a sense of joy to read with comfort. The rest of participants (23.5%) argued that being motivated challenges them to read different books and get new knowledge. All in all, we can say that students' motivation has a huge impact on their reading comprehension that differs from one person to another.

Q18: Do you think that the level of your reading motivation affects your learning of new vocabulary?

Table 2.18 Learners Attitudes Towards the Impact of Reading Motivation on Vocabulary

Learning

Option	Number	Percentage
Yes	60	85.7 %
No	10	14.3%

The given results indicate that the majority of students (85.7%) answered with "yes", that is to say the majority believed that the level of reading motivation affects the process of

learning vocabulary. Whereas only 10 of them answered with “no” and totally opposed the idea.

- Learners who answered with “yes” were asked if they believe that the lack of reading motivation creates vocabulary gaps.

Table 2.18.1 Students’ Responses to Whether the Lack of Reading Motivation Creates Vocabulary Gaps

Option	Number	Percentage
Yes	56	93.3%
No	04	6.7%

Based on the results that are shown on the table, most of the respondents (93.3%) agreed that the lack of reading motivation creates vocabulary gaps. However, the rest (6.7%) chose to say “no”.

Q19: When you are not motivated to read, do you feel that you cannot focus on learning new vocabulary?

Table 2.19 Students’ Views About Focusing on New Vocabulary When They Are Not Motivated

Option	Number	Percentage
Yes	52	74.3%
No	18	25.7%

As illustrated in the table above, “yes” was chosen by (54.3%) of the respondents. While “no” was chosen by (25.7%). This reveals that, most of the learners cannot focus on learning new vocabulary when they are not motivated to read.

- For the sake of exploring further insights of learners’ views regarding this point, the participants who answered “yes” were asked to select the problems they face while reading regarding vocabulary learning.

- a- You cannot focus on new words.**
- b- You cannot memorise new words.**
- c-You cannot remember the spelling of new words.**
- d- You cannot remember the meaning of new words.**
- e- Other**

Table2.19.1 Vocabulary Problems That Students Face When They Are Not Motivated to Read

Option	Number	Percentage
a	16	20.5%
b	29	37.1%
c	08	10.3%
d	25	32.1%
e	00	-

The responses of Q19 demonstrate that 29 students reported that they cannot memorise new words when they have low motivation. While 25 students claimed that they cannot remember the meaning of new words. However, 24 students indicated that they can neither focus nor remember the spelling of new vocabulary. That is to say, learners face several difficulties to learn vocabulary when they are not motivated to read.

Q20: In your opinion, how can you raise your motivation for reading and your grasp of new vocabulary at the same time?

- a- Set your reading goals and memorise new vocabulary**
- b- Prepare a comfortable environment and a side notebook**
- c- Read short books and stories for an easy start**
- d- Others**

Table 2.20 Students' Opinion on How They Raise Their Reading Motivation and the Grasp of New Vocabulary at the Same Time

Option	Number	Percentage
a	16	16.8%
b	32	33.7%
c	42	44.2%
d	5	5.3%

From learners' responses on the last question, it can be seen that (44.2%) of learners revealed that they prefer to read short books and stories for an easy start to motivate themselves. Whereas (33.7%) of them chose to focus on preparing a comfortable environment and a side notebook. (16.8%) of the students opted for setting their reading goals and memorising the new vocabulary while only 5 gave other suggestions of their own such as to have a reading partner in order to support and challenge one another, and to choose a book from their interest in order to stay excited and try to understand every single word of the content. In short, students may have various ways and methods that help them to raise their motivation as well as to improve their vocabulary.

2.3.3. Discussion of the Student Questionnaire Results

After the analysis and the examination of the questionnaire results, satisfying conclusions were derived. The twenty questions presented in the questionnaire aimed to investigate EFL learners' attitudes towards the impact of reading motivation deficiency on vocabulary learning. Learners' responses were positive and compatible with the research hypothesis.

To begin with, almost all students are aware of the impact of reading motivation on vocabulary learning. Despite the fact that reading is one of the important skills in learning any target language, question 2 revealed that over three quarters of students are not really

into reading because of the feeling of boredom that they get while reading and the high cost of books. However, the results of the following questions showed that learners are aware of the importance of reading in English language. Question 6 revealed that students usually read intensively or extensively according to their purposes of reading that varies between reading for pleasure and reading for a profound understanding of the text. The findings of questions from 8 to 11 showed that the majority of learners suffer from the lack of reading motivation. In order to overcome this problem, they suggested that teachers should do the following: to recommend books based on students' interests, and to organise reading clubs or sessions with the purpose of giving extra marks and rewards.

In the second section, the results of questions 13,14,15, and 16 revealed that learners are aware of the importance of vocabulary in learning English this is relevant to Schmitt (2000) who emphasized that “lexical knowledge is central to communicative competence and to the acquisition of a second language” (p. xi). Furthermore, most of the students tend to define difficult words whenever they face them while reading by using different methods. Answers to question 17 were undoubtedly positive where the majority of students believed that motivation is essential for their reading comprehension. These results are in the line with Hunter (2005) as she pointed out, “Effective readers aren't just people who've learned how to read. They're students who are motivated to read because they've discovered that reading is fun, informative, and interesting” (p. 10). The succeeding question 18 confirmed that the vast majority of students think that the level of reading motivation affects their learning of vocabulary, therefore they assured that having low reading motivation creates vocabulary gaps. As expected, Question 19 further asserted that students who are not motivated to read cannot focus on learning new vocabulary, so that they can neither memorise new words nor remember their meaning. In the very last question, students were asked about how they can raise their motivation for reading and their grasp of new vocabulary at the same time where

they believed that reading short books and stories for an easy start is one of the most effective methods to be followed. Students also added that choosing a book from their interest is another helpful method in order to stay excited and try to understand every single word of the content.

In short, the questionnaire fully examined the main concern of the study. The findings revealed that the bulk of students suffer from the lack of reading motivation which in return affects their learning of vocabulary.

2.4. Student Interview

2.4.1. Description of the Student Interview

The interview was carried out with 10 Master 1 students, who were randomly selected from different groups. It is a structured interview that lasted between 20 to 25 minutes for each one. The interview consisted of eight open-ended questions and further comments that were added according to the participants' answers, so that students could express their thoughts and feelings freely and highlight their own experiences with the topic under study. All the questions were structured to get in-depth insights of students' own perspectives about reading motivation and how it affects their grasp of new vocabulary. The data obtained from this interview is going to be complementary to the data of the questionnaire.

2.4.2. Analysis of the Student Interview

Q1: Do you think that motivation is essential for reading? Explain how.

When asked about whether they think that motivation is important for reading, all the 10 participants agreed that motivation is fundamental for reading. The majority of students had approximately the same explanation where they believed that someone who is not motivated to read will lose his desire, get easily bored, and consequently stop reading. Participant 2 further added:

Hum, look if one is not motivated to read, he will not get the concept. If you take me as an example, I read only for pleasure so when I'm motivated to read I can't cease reading. I just want to travel from chapter to chapter nonstop! I like acquiring the vocabulary and new words and the engagement with the characters! But if I'm not motivated to read, there is no way that I'll be able to actually receive what the characters are saying nor what they are indulged in.

Overall, we can conclude that learners are aware of the importance of motivation in reading.

Q2: When you are not motivated to read, do you force yourself to do so?

Concerning this question, Respondents took two positions where half of them revealed that they do not force themselves to read when they have low motivation. Student 4 argued that anything that is forced will never have an effective outcome nor can it be helpful for the person and it actually makes them fall into a reading slump. One more participant, participant 7 reported that without motivation he simply cannot read. However, the other half of students claimed that they do force themselves to read even with the absence of motivation. This party reported that they force themselves to read only when they are under pressure or have assignments to do. Student 8 stated: "I believe that reading is important and one should always read even if he has to force himself."

Q3: What do you usually do in order to raise your motivation to read?

This question seeks to know the different methods used by students in order to motivate themselves to read. The answers of respondents were varied each one had a different point of view. One participant declared that she tries to stop reading for a while in order to clear and refresh her mind. Student 3 and 9 reported that they watch book tubers' videos talking about their favourite books and listen to their reviews until they find something that interests them. Other respondents stated that they ask their friends for recommendations and they even try to do challenges with each other. The rest of students believed that the idea of having insufficient vocabulary and knowledge in itself is enough to motivate them to read.

Q4: Can you suggest some solutions that may motivate people to read?

This question is an attempt to see whether students are able to suggest solutions that might help and motivate other people to read. Most of the participants believed that the ultimate way to motivate someone to read is to help him/her choose books and topics that are related to their interests or to try different types of books until they find the suitable ones for them. Students 1 and 5 added that one might read the summary of the book or watch its movie before reading it. Respondent 10 stated: “one should always remind himself of the importance of reading...if you don’t read you can’t grow your knowledge. Maybe they can take other people who read as an example and motivate themselves to read and compete with them.”

Q5: How does reading help you to learn new vocabulary?

Question 5 was administrated to see how does reading help students to learn new vocabulary. Almost all the participants agreed that when they read they face many new words, so they directly translate and define them or write them in a notebook to be translated and memorised later; this method helps them a lot to enlarge their vocabulary. Respondent 2 claimed: “reading is vocabulary! I mean, it has to do everything with vocabulary, when we read we find new terms, expressions, and idioms...I always try to search for their meanings and so I acquire new vocabulary.” However, students 7 and 10 revealed that reading does not help them to acquire new vocabulary rather they learn it mainly from watching movies and listening to music. All in all, the findings show that learners in general benefit from reading because it helps them to grow their knowledge and gain new vocabulary, with some exceptions of students that use other ways in order to acquire vocabulary.

Q6: In your opinion, do you believe that the level of your reading motivation affects your leaning of new vocabulary?

Most of the learners' responses to this question clarified that the level of reading motivation has a great impact on their learning of new vocabulary. While only 2 participants totally opposed the idea and said that reading motivation does not affect their vocabulary learning.

Q7: If yes, how? If no, How?

This question is complementary to the previous one where students are asked to explain their opinion. The majority of students believed that motivation, reading, and vocabulary are interrelated so that without motivation there is no reading, and without reading motivation there is no grasp of new vocabulary. Participant 6 declared: "if I'm not in the mood for reading and I try to force myself to do so, then I can't focus on any word, I just get tired and want to finish it as soon as possible". Another participant stated: "of course if you are not motivated to read u are not able to grab the concept of several words and you are not able to explore new vocabulary". On the other hand, participant 5 claimed that the level of reading motivation does not completely help in enhancing their vocabulary, so they added other methods such as listening to TV shows and songs.

Q8: Would you be more motivated if you read books that you were interested in to learn new vocabulary?

Students' answers to this question were approximately the same, all the students agreed on the idea that reading books from their own interest will raise their motivation to focus more on the content, the style, and the flow of events. In this sense, participant 10 revealed: "that's completely what I do, I cannot read books that I'm not interested in because I get easily bored". Another participant added: "yes of course, for example if you give me a historical book or something I wouldn't read it, I wouldn't even understand it, but if u give me a romance book, I will read it passionately, if I don't understand a word I would google it".

2.4.3. Discussion of the Student Interview

The obtained results from the analysis of the interview revealed that students are aware of the effect of reading motivation on vocabulary learning. The findings showed that students assure that there is a strong relationship between motivation, reading, and vocabulary. These three elements are correlated and interrelated with one another. Moreover, the results showed that students are aware of the importance of motivation in reading. This is relevant to the data obtained from the questionnaire. Therefore, every student adopts a specific method that suits his interests and believes to raise his motivation for reading. Furthermore, the findings showed that students hold positive attitudes towards the role of reading in improving their learning of vocabulary. As expected, questions 6 and 7 revealed that students are aware of the bad consequences caused by low motivation on vocabulary learning. Finally, one of the most important findings is that learners feel motivated when they read books or topics that fall to their interest and at the same time it helps them to acquire new vocabulary easily and enjoyably.

2.5. Limitations of the Study

Like any other study, the present study encountered some limitations which can be summarized in the following points:

- ✓ The lack of resources concerning some elements in the theoretical part.
- ✓ The inaccessibility of some sources like: books and articles which are not free of charge.
- ✓ Questionnaires are not always completed by the respondents.

2.6. Recommendations

Based on the findings presented in chapter two, this part is devoted to suggesting some recommendations and solutions that help students to overcome the reading problems and increase the amount of reading motivation to better learn vocabulary.

✓ Learners should practise the habit of reading and raise their reading motivation and grasp of new vocabulary through reading books and topics that pique their interest and cater for their needs.

✓ Learners should develop the sense of challenge and competition to use it with friends in order to raise their motivation for reading.

✓ Students should read short books and stories for an easy start in order to acquire vocabulary gradually.

✓ Reading should be integrated by starting reading clubs where students can have the chance to read together, discuss book reviews, and create competitions to enhance their vocabulary.

✓ Teachers should devote time to teaching their students effective strategies in order to develop their reading skill.

✓ Teachers should encourage their students to read by giving them rewards and extra marks.

Conclusion

This chapter highlighted the practical part of the study by dealing with the data analysis and interpretation of the research tools. It included the data collection procedures, the sampling and population, and the students' questionnaire and interview which were described, analysed and discussed. In fact, the result of the data that are gathered confirmed the previously mentioned research assumption that EFL learners with low reading motivation are less likely to learn vocabulary more efficiently. It was revealed that Master 1 students suffer from vocabulary gaps caused by the lack of reading motivation; however, the analysis of both research tools showed that students can solve this lack through the use of some methods. These methods include but are not limited to reading short books and stories for an easy start, reading books from students' interest and surrounding themselves with

good conditions. Last but not least, this chapter ended with a brief description of the limitations of the study and some recommendations based on the findings.

General Conclusion

In learning any second or foreign language, vocabulary is considered one of the essential components that needs to be mastered as it underpins all other language skills including reading. However, successful reading comprehension requires motivation to

understand the meaning of words from text. If students lack motivation to read, they not only will find the activity of reading a dreadful bore but they will also have a hard time learning new vocabulary. The readiness to learn new vocabulary in an effective way hinges largely on the students' level of reading motivation. Based on this premise, the present study, coming in two chapters, was designed to investigate EFL learners' attitudes towards the impact of reading motivation deficiency on vocabulary learning.

The study raised three main questions: (1) Are Master 1 EFL students at the university of Mohammed Seddik Ben Yahia motivated to read? (2) Does low reading motivation affect their vocabulary learning? (3) How can students raise their reading motivation and enhance their vocabulary learning?

Based on the results obtained from both the student questionnaire and the student interview, it was revealed that most of the students are not motivated to read. They confirmed that the lack of reading motivation affects negatively their learning of vocabulary, assuming that being unmotivated to read hinders their ability to understand the meaning of several words. The findings also revealed that students use different methods to raise their motivation for reading and enhance their vocabulary at the same time. These methods include but are not limited to reading short stories and books for an easy start, and choosing a book that piques their interest in order to stay excited for a better understanding of the content. All in all, the results of this study confirmed the previously mentioned hypothesis and demonstrated that the lack of reading motivation is a common problem among Master one students of English, and students who have low reading motivation suffer from vocabulary gaps and find it hard to acquire in an easy way.

Due to the fact that the research topic is original in nature, the findings that were reported are significant as they contribute to vocabulary studies and language learning. Therefore, they add to the literature some insights on how learners' process of learning

vocabulary can be affected by the level of their reading motivation. In this regard, further research is encouraged to explore more about this research topic.

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Appendices

Appendix A

Student Questionnaire

Dear Students,

We would be very grateful if you answered the following questionnaire. The information you will provide us with will serve as a basis for our study that aims at investigating EFL learners' attitudes towards the impact of reading motivation deficiency on vocabulary learning. Please, tick (√) in the appropriate box(es) or give the full answer(s) whenever needed.

Thank you in advance for your cooperation and for the time devoted to answer this questionnaire.

Section One: Reading Motivation

Q1: How good are you at English?

- a- Very good
- b- Good
- c- Average
- d- Poor

Q2: Do you like reading?

- a- A lot
- b- A little
- c- Not at all

- If you don't, why don't you read?

- a- There is no time for reading
- b- Books are expensive
- c- I have no interest in reading

d- I get bored easily from reading

- If you have other reasons, please specify:

.....

.....

Q3: In which language do you prefer to read?

a- Arabic

b- English

c- Both

d- Others

- Justify your answer.....

Q4: How often do you read in English?

a- Every day

b- Once a week

c- Twice a week

d- Once a month

e- Twice a month

Q5: How often do you read without being asked to?

a- Frequently

b- Sometimes

c- Rarely

d- Never

Q6: What's the purpose of your reading?

a- Reading for Pleasure and enjoyment

b- Reading to learn new information

c- Both

Q7: In what kind of conditions do you feel comfortable to read?

- a- Alone in a quiet a place
- b- With friends in the library
- c- Others

Q8: Do you consider yourself as a motivated person?

- a- Yes
- b- No

Q9: Are you motivated to read?

- a- Yes
- b- No

- If yes, what motivates you to read

Q10: Do your teachers motivate you to read?

- a- Yes
- b- No

- If yes, which things teachers have done before to motivate you to read?

- a- Talking about the importance of reading
- b- Suggesting books to read
- c- Rewarding students to read

Q11: What do you suggest for teachers to do in order to motivate their students to read more?

.....
.....

Q12: What do you find difficult about reading?

- a- Lack of concentration
- b- Lack of books
- c- Lack of motivation

d- Lack of vocabulary skills

Section Two: Vocabulary Learning and Reading Motivation Deficiency

Q13: In your opinion, how important is vocabulary in learning English?

a- Very important

b- Important

c- Quietly important

d- Not important

Q14: How often do you come across difficult words while reading?

a- Always

b- Often

c- Sometimes

d- Never

Q15: What do you do when you come across difficult words while reading?

a- Search for the meaning on the spot

b- Underline the word and search for it later

c- Ignore the word

Q16: What do you do to define difficult words?

a- Use the dictionary

b- Guess meaning from context

c- Ask your teacher

d- Ask your classmates

e- Others

Q17: Do you think motivation is essential for your reading comprehension?

a- Yes

b- No

- If yes, why?

a- It builds curiosity to learn more about the topic

b- It creates a sense of joy to read with comfort

c- It challenges you to read different books and get new knowledge

d- Others

Q18: Do you think that the level of your reading motivation affects your learning of vocabulary?

a- Yes

b- No

- If yes, do you feel that the lack of reading motivation creates vocabulary gaps?

a- Yes

b- No

Q19: When you are not motivated to read, do you feel that you cannot focus on learning new vocabulary?

a- Yes

b- No

- If yes, what are the problems you face?

a- You cannot focus on new words

b- You cannot memorize new words

c- You cannot remember the spelling of new words

d- You cannot remember the meaning of new words

e- Others.....

Q20: In your opinion, how can you raise your motivation for reading and your grasp of new vocabulary at the same time?

a- Set your reading goals and memorise new vocabulary

b- Prepare a comfortable environment and a side notebook

c- Read short books and stories for an easy start

d- Others.....

.....

Thank you for your collaboration

Appendix B

Student Interview

After answering our questionnaire, we want to dig deep into the impact of reading motivation on vocabulary learning through the following questions:

NB: Reading motivation is defined as follows “reading motivation is the individual’s personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading” (Guthrie & Wigfield, 2000, p. 405). In other words, motivation in reading is the willingness to read and get the meaningful sense of particular text.

- 1- Do you think that motivation is essential for reading?
- 2- When you are not motivated to read, do you force yourself to do so?
- 3- What do you usually do in order to raise your motivation to read?
- 4- Can you suggest some solutions that may motivate people to read?
- 5- How does reading help you to learn new vocabulary?
- 6- In your opinion, do you believe that the level of your reading motivation affects your leaning of new vocabulary?
- 7- If yes, how? If no, How?
- 8- Would you be more motivated if you read books that you were interested in to learn new vocabulary?

Résumé

Le vocabulaire est considéré comme un élément clé pour maîtriser toute langue seconde ou étrangère. Une façon d'apprendre le vocabulaire de la langue cible est la lecture. Les enseignants encouragent souvent leurs élèves à lire beaucoup pour en tirer de nombreux avantages, notamment enrichir leur répertoire de vocabulaire. Dans cette étude, les chercheurs postulent que la motivation est impérative pour mener à bien une lecture car elle rend l'apprentissage de vocabulaire beaucoup plus simple. La présente étude visait à enquêter sur les attitudes des apprenants de Master 1 de la langue anglaise comme langage étrangère vis-à-vis de l'impact du manque de motivation à la lecture sur l'apprentissage du vocabulaire. On suppose que les élèves qui sont peu motivés pour la lecture sont moins susceptibles d'apprendre le vocabulaire plus efficacement. Pour tester la validité de l'hypothèse formulée, cette étude a utilisé des méthodes de recherche quantitatives et qualitatives. Les données ont été recueillies à l'aide d'un questionnaire et d'un entretien avec les étudiants. Le questionnaire a été administré à 70 étudiants de Master 1 à l'Université Mohammed Seddik Ben Yahia afin d'enquêter sur leurs perceptions générales de la lecture et si le manque de motivation à lire affecte leur capacité à apprendre le vocabulaire. D'autre part, l'entretien cherchait à approfondir leurs réflexions sur la manière dont une faible motivation à lire peut affecter leur apprentissage du vocabulaire. Les résultats obtenus ont montré que malgré les étudiants de Master 1 soient bien conscients que la motivation est importante pour la lecture, ils manquent de motivation pour lire, ce qui, en retour, affecte leur apprentissage du vocabulaire.

Mots-clés : Lecture, Motivation, Motivation à la Lecture, Apprentissage du Vocabulaire

ملخص

يعتبر تعلم المفردات عنصراً رئيسياً لإتقان أي لغة ثانية أو أجنبية. تعتبر القراءة إحدى الطرق المتبعة لتعلم المفردات، فغالباً ما يشجع المعلمون طلابهم على القراءة كثيراً لجني العديد من الفوائد على رأسها إثراء رصيدهم اللغوي. يرى الباحثون في هذه الدراسة أن التحفيز على القراءة أمر مهم لتحقيقها على أحسن وجه لأنه يجعل تعلم المفردات أسهل بكثير. تهدف الدراسة الحالية إلى النظر في آراء طلبة السنة الأولى ماستر الذين يدرسون اللغة الإنجليزية كلغة أجنبية حول تأثير نقص حافز القراءة على تعلم المفردات. من المفترض أن الطلاب الغير محفزين على القراءة لديهم قدرة أقل على تعلم المفردات بشكل أكثر كفاءة، ولاختبار صحة الفرضية المصاغة استخدمت هذه الدراسة طريقتي البحث الكمية والنوعية. تم جمع البيانات من خلال تقديم استبيان موجه للطلبة ومن ثم إجراء مقابلة معهم حيث تم إرسال الاستبيان إلى 70 طالب يدرسون في السنة الأولى ماستر تخصص لغة انجليزية في جامعة محمد صديق بن يحيى من أجل أخذ نظرة عامة على أفكارهم حول القراءة وما إذا كان عدم وجود محفزات القراءة يؤثر في قدرتهم على تنمية رصيدهم اللغوي. من ناحية أخرى تسعى المقابلة إلى التعمق أكثر في آراءهم لمعرفة كيف يمكن أن تؤثر عدم الرغبة في القراءة على تعلمهم للمفردات. أظهرت النتائج التي تم الحصول عليها أنه بالرغم من إدراك طلاب الماستر لأهمية التحفيز في القراءة إلا أنهم يعانون بشكل كبير من نقص الدوافع والمحفزات التي بدورها تؤثر على اكتسابهم وتعلمهم لمفردات جديدة.

الكلمات المفتاحية: القراءة، التحفيز، التحفيز على القراءة، تعلم المفردات