

EFL Learners' Self-esteem, Motivation, and Choice of Vocabulary Learning Strategies: How Are They Related?

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Abstract —The purpose of the present study was to investigate the relationship among EFL learners' self-esteem, motivation, and choice of vocabulary learning strategies. To this end, 191 male and female undergraduate students, within the age range of 19 to 34 (Mage = 26), majoring in English Translation and English Literature were randomly selected. The instruments utilized in this study were a) Schmitt's vocabulary learning strategies questionnaire (VLSQ) (1997), b) Gardner's AMTB (Attitudes/Motivation Test Battery) questionnaire (1985), and c) Coopersmith self-esteem inventory (1967). The results of this study revealed that there is a significant relationship between EFL learners' vocabulary learning strategies (VLSs) and motivation ($r = .560, p < .05$), and vocabulary learning strategies and self-esteem ($r = .563, p < .05$). Furthermore, a regression analysis revealed that self-esteem is a significant predictor of vocabulary learning strategies which predicts 31.7 percent of the scores in VLSs ($R = .563, R^2 = .317$). The results of this study can help all those who are engaged in language teaching and learning process to possess a better perspective into developing efficient instructions.

Index Terms— EFL learners, language learning strategies, motivation, self-esteem, vocabulary learning strategies

1. INTRODUCTION

Vocabulary learning constitutes a very important part of language development as Decarrico [1] states “vocabulary learning is central to language acquisition whether the language is first, second, or foreign” (p. 285). Richards and Renandya [2] define vocabulary as “a core component of language proficiency” which “provides much of the basis for how well learners speak, listen, read, and write” (p. 255). It is a fact that “No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meanings, communication in an L2 just cannot happen in any meaningful way” [3] (p. viii). Similarly, Chastain [4] emphasized on the students' inability to say what they want to say in communication without the adequate vocabulary knowledge.

Language learners identify the vocabulary acquisition as a great source of problem which makes them encounter considerable difficulty even when they upgrade from an initial stage of acquiring a second language to a much more advanced level [5]. Regarding the importance of vocabulary acquisition and its complexity due to the potential lexicon size, investigating factors related to vocabulary learning might be vital.

Vocabulary learning process is triggered by various factors including not only explicit and implicit techniques or individual and group based activities but also motivation and learning strategies [6], [7]. According to Richards and Renandya [8], “Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential” (p. 255). Therefore, utilization of learning strategies seems to be very important in vocabulary learning process.

Many researchers who study a second language [9], [10], [11] view language learning strategies as an important element that plays a large role in understanding the process behind learning a second language. Vocabulary learning strategies (VLSs) are considered as a subset of language learning strategies in second language acquisition [12], [13], [14]. In the words of Cameron [15], VLSs are “actions that learners take to help themselves

understand and remember vocabulary” (p. 92). Using appropriate learning strategies, including strategies for vocabulary learning enable individuals to “take responsibility to their own learning by enhancing their autonomy, independence and self-direction” [16] (291). Consequently, awareness of different VLSs and the ability to apply them appropriately can help learners to decide how to deal with learning the new vocabularies by themselves. Nation [17] believes that a large amount of vocabulary could be acquired with the help of VLSs, and the strategies prove useful for students of different language levels. But learning strategies seems not to be enough to improve student achievement. They should be motivated toward applying strategies [18].

The importance of motivation as a key to learning has always been emphasized by many researchers [19], [20]. According to Pintrich & Schunk [21], "Motivation involves processes that occur as individuals instigate and sustain goal-directed actions" (p. v). Furthermore, Gass and Selinker [22] believe “it makes sense that individuals who are motivated will learn another language faster and to a greater degree. And, quite clearly, some degree of motivation is involved in initial decisions to learn another language and to maintain learning” (p. 426). Thus, motivation seems to be one of the main factors that influence the success of foreign language learners.

The significance of self-esteem in relation to its influence on the academic level is predominated that self-esteem levels are said to enhance or exacerbate students learning behaviours [23]. Regarding the relationship between self-esteem and motivation, the researches show that students with positive levels of self-esteem proved to be more motivated in their learning whereas those with negative self-esteem levels showed less motivation [24], [25].

Self-esteem “reflects how the individual views and values the self at the most fundamental levels of psychological experiencing ... and [that self-esteem] is an enduring and affective sense of personal value based on accurate self-perceptions” [26] (p. 4). As stated by Heatherton and Wyland [27] having high self-esteem able to make those who possess it to have a good feeling about themselves, to have the ability to cope effectively with challenges and negative feedback and to have a social world in which they believe that people value and respect them. A similar statement is also stated by Brown [28] that students with high self-esteem actually performed better in foreign language.

As Branden [29] believes the biggest barrier to success is not lack of ability or talent but it is lack of self-esteem. Therefore, it could be claimed that "no successful activity can be carried out without some degree of self-esteem" [30] (p. 154). Consequently, aspects related to the learners’ personality of the language learning seem to play a vital role in the development of learning process. Based on the above-mentioned points and to fulfill the purpose of this study, the following research questions were proposed:

Q₁: Is there any significant relationship between EFL learners' self-esteem, and choice of vocabulary learning strategies?

Q₂: Is there any significant relationship between EFL learners' motivation and choice of vocabulary learning strategies?

Q₃: Is there any significant difference between EFL learners' self-esteem and motivation in predicting choice of vocabulary learning strategies?

2. METHOD

2.1. Participants

The total number of participants in this study included 191 male and female undergraduate students between the ages of 19 and 34. They were randomly selected among junior and senior undergraduate students majoring in English Translation and English Literature at Islamic Azad University at Central Tehran and Roudehen. It should be

noted that the initial number of participants was 285 and 94 were excluded due to missing questionnaires or careless and incomplete answers.

2.2. Instruments

In order to conduct this study, the following instruments were utilized:

2.2.1 Vocabulary Learning Strategies Questionnaire

The VLSQ based on Schmitt's (1997) taxonomy of vocabulary learning strategies was used in this study. All items in the questionnaire are classified under five different groups of strategies as determination, social, memory, cognitive, and metacognitive. According to Catalan [31], the use of Schmitt's taxonomy as an instrument for data-collection in studies related to L2 vocabulary learning strategies has several advantages:

- It can be standardized as a test.
- It can be used to collect the answers from students easily.
- It is based on the theory of learning strategies as well as theories of memory.
- It is technically simple, which allows for ease in coding, classification, and managing of the data in computer programs.
- It can be used with learners of different ages, educational backgrounds, and target languages.
- It is rich and sensitive to the variety of learning strategies. &
- It allows comparison with other studies, among the Schmitt's own survey.

It includes 58 items asking the subject to indicate each category they use on a 5-point Likert-scale, ranging from never (1 point), seldom (2 points), sometimes (3 points), often (4 points), to always (5 points). Therefore, the participants' scores range within 58 to 290. The time allocated to the questionnaire is 35 minutes. In a study conducted by Kafipour and Hosseini Naveh [32] this questionnaire has demonstrated a reliability of .73. In this study, the reliability of VLSQ was estimated to be .89 using the Cronbach's alpha coefficient which demonstrated a good degree of reliability.

2.2.2 Motivation Questionnaire

An adaptation of Gardner's AMTB (Attitudes/ Motivation Test Battery) questionnaire (1985) was used in this study. It includes 104 Likert items and every item is followed by six alternatives including (Strongly disagree, Moderately disagree, Slightly disagree, Slightly agree, Moderately agree, Strongly agree). The AMTB was developed to measure the various components of the socio-educational model of second language acquisition. The major conceptual variables are as follows:

1. Attitudes toward the learning situation;
2. Integrativeness;
3. Motivation;
4. Language anxiety; &
5. Instrumentality.

The subscales designed to assess them are as follows:

1. Interest in foreign languages;
2. Parental encouragement;
3. Motivational intensity;
4. English class anxiety;
5. English teacher evaluation;
6. Attitudes towards learning English;
7. Attitudes towards English-speaking people;
8. Integrative orientation;
9. Desire to learn English;
10. English course evaluation;

11. English use anxiety; &
12. Instrumental Orientation.

Of the various subscales of the original version, three subtests have been selected by corresponding with Gardner. According to Gardner's email, "If the focus is on predicting achievement in the language the major variable is motivation which is made up of the three scales, motivational intensity, desire to learn the language and attitudes toward learning the language. Neither scale on its own provides a necessary measure of motivation, but the collection appears to do so".

According to Gardner [33], motivation is an index of the individual's motivation to learn English. It incorporates the three-part conception of motivation consisting of the effort expended in learning English, the desire to learn English, and affective reactions toward learning English. So, the index is the sum of scores on "Motivational Intensity", "Attitudes toward Learning English", and "Desire to Learn English".

1. Motivational Intensity. This measure consists of ten multiple choice items which are designed to measure the intensity of a student's motivation to learn English in terms of work done for classroom assignments, future plans to make use of and study the language, etc. Five of the items are positively worded and five are negatively worded. A high score (maximum = 60) represents a student's self-report of a high degree of effort being spent in acquiring the language.

2. Attitudes toward Learning English. This is a ten item scale, comprising five positively worded and five negatively worded statements. A high score (maximum = 60) indicates a positive attitude toward learning English.

3. Desire to Learn English. Ten multiple choice items are included in this scale. Five of the items are positively worded, while five express negative sentiments. A high score (maximum score = 60) expresses a strong desire to learn English.

The utilized questionnaire in this study consists of 30 Likert scale items. The ultimate scores are within the range of 30 to 180 and takes 15 minutes to complete. The reliability coefficients of Gardner's AMTB questionnaire range from .79 to .88 which are invariably high for different age group in different countries [34]. In this study, the reliability of motivation questionnaire was estimated to be .93 employing the Cronbach's alpha coefficient which demonstrated a good degree of reliability.

2.2.3 Self-esteem Questionnaire

The Coopersmith self-esteem inventory is designed by Stanely Coopersmith (1967). It contains 58 items, eight of which are lie items (1, 6, 13, 20, 27, 34, 41, and 48). If a participant answered "like me" for 3 or more of these items, it suggests that he or she is trying too hard to present him or herself in a positive light. These participants should not be included in the analysis.

Each of the 58 items is scored on 2 points, ranging from 0 to 1, which show the most positive attitudes and the most negative attitudes. High self-esteem items are (2, 4, 5, 10, 11, 14, 18, 19, 21, 23, 24, 28, 29, 32, 36, 45, 47, 55, and 57). They are given one mark if they are marked by "Like me". They receive no mark if they are answered by "Unlike me". The rest of the items are marked in a reserve order. Items number (3, 7, 8, 9, 12, 15, 16, 17, 22, 25, 26, 30, 31, 33, 35, 37, 38, 39, 40, 42, 43, 44, 46, 49, 50, 51, 52, 53, 54, 56, and 58) are given one mark if they are marked by "unlike me" and they receive no mark if they are answered by "like me".

The maximum score for the questionnaire is 50 and the minimum is 0. The participants are allocated approximately 25 minutes to complete the questionnaire. Self-Esteem Inventory was found to have a test-retest reliability of approximately .80 for adults [35]. In this study, the reliability of self-esteem questionnaire was estimated to be .72 using the Cronbach's alpha coefficient which demonstrated a good degree of reliability.

2.3. Procedure

To achieve the purpose of this study, a total number of 285 male and female undergraduate students between the age of 19 to 34 were randomly selected. This study conducted among junior and senior students majoring in English Translation and English Literature at Islamic Azad University, Central Tehran and Roudehen.

The package of three questionnaires on self-esteem, motivation and vocabulary learning strategies was administered to participants in one session, due to practicality problems and the high probability of subject mortality. The whole length of the class periods of 75 minutes were devoted to administering these questionnaires. The researcher randomly observed the process of filling out for some individuals to make sure they were capable to fully understand the questions and responses. The researcher intentionally randomized the order of questionnaires in each package to control for the impact of order upon the completion process and validity of the data.

It is worth mentioning that the participants of the study were given enough information on the process of completing the questionnaires. They were informed that the information gathered by the questionnaires were only used for the research purposes and did not influence their scores in the class. They were also assured about the confidentiality of the data gathered. In order to increase the tendency of the participant to answer the questions, the researcher provided them with the opportunity to receive the feedback on the result of each questionnaire through e-mail.

From the initial 285 administered questionnaires, 191 sets answered for all the three questionnaires, were considered for statistical analyses regarding the relationship among the variables and 94 were excluded due to missing questionnaires or careless and incomplete answers. Finally, the administered questionnaires were scored and analyzed in order to investigate the relationship among EFL learners' self-esteem, motivation, and choice of vocabulary learning strategies.

3. RESULTS

3.1. Testing Assumptions

Five assumptions should be met before one decides to run the Pearson correlation and regression analysis. The data should be measured on an interval scale rather than ordinal or nominal scales. Each pair of scores should be independent from all other pairs. The data should be normally distributed. The relationships between the variables should be linear and finally the residuals should have homogeneous variances (homoscedasticity).

The present data are measured on an interval scale and the subjects performed independently on the questionnaires. Table 1 displays descriptive statistics of vocabulary learning strategies questionnaire and its components.

Table 1: Descriptive Statistics; Vocabulary Learning Strategies

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Vocabulary Learning Strategies	191	95	227	165.09	25.544	652.486
Determination	191	14	37	26.21	4.54	20.58
Social	191	9	35	20.51	4.64	21.54
Memory	191	44	113	78.09	14.44	208.41
Cognitive	191	12	39	25.98	5.73	32.86
Metacognitive	191	7	22	14.21	3.19	10.16
Valid N (listwise)	191					

A review of the descriptive statistics of motivation questionnaire and its components is displayed in Table 2.

Table 2: Descriptive Statistics; Motivation

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
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Motivation	191	92	174	139.07	20.876	435.811
Motivational Intensity	191	25	60	43.77	7.162	51.291
Attitudes toward Learning En.	191	25	60	46.80	8.352	69.760
Desire to Learn En.	191	26	60	48.48	8.670	75.167
Valid N (listwise)	191					

A review of the descriptive statistics of self-esteem questionnaire is displayed in Table 3.

Table 3: Descriptive Statistics; Self-esteem

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Self-esteem	191	17	48	34.51	7.015	49.209
Valid N (listwise)	191					

The fraction of skewness on standard error of skewness for motivation and attitudes toward learning English is not within the acceptable range of +/- 1.96 (Table 4). This means that the distribution showed a deviation from normality. Therefore, Spearman's rank order correlation was run as the non-parametric alternative to Pearson's correlation for investigating the second research question.

Table 4: Testing Normality Assumptions; Vocabulary Learning Strategies, Self-esteem, and Motivation

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Vocabulary Learning Strategies	191	-.338	.176	.174	.350
Determination	191	-.207	.176	-.260	.350
Social	191	.072	.176	.190	.350
Memory	191	-.108	.176	-.184	.350
Cognitive	191	.038	.176	-.213	.350
Metacognitive	191	-.022	.176	-.448	.350
Self-esteem	191	-.183	.176	-.618	.350
Motivation	191	-.559	.176	-.685	.350
Motivational Intensity	191	-.155	.176	-.391	.350
Attitudes toward Learning En.	191	-.261	.176	-.888	.350
Desire to Learn En.	191	-.671	.176	-.635	.350
Valid N (listwise)	191				

The assumptions of linearity and homoscedasticity will be discussed when reporting the results of the correlation and regression analyses.

3.2. Research Questions

3.2.1 The First Question

The Pearson correlation was run to probe any significant relationship between EFL learners' self-esteem and vocabulary learning strategies in order to test the first research hypothesis. The result of the Pearson correlation in Table 5 indicates that there is a significant relationship between EFL learners' self-esteem and vocabulary learning strategies ($r = .563, p < .05$).

Table 5: Pearson Correlation; Self-esteem and Vocabulary Learning Strategies

		Self-esteem
Vocabulary Learning Strategies	Pearson Correlation	.563**
	Sig. (2-tailed)	.000
	N	191

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results displayed in Table 6, it can be concluded that there are significant relationships between EFL learners' self-esteem and subcategories of vocabulary learning strategies as follows:

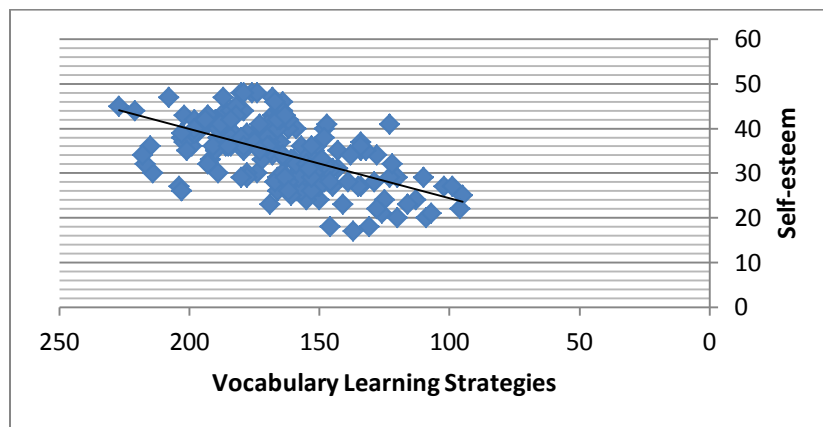
- A: Self-esteem and determination ($r = .398, p < .05$, it enjoys a large effect size);
- B: Self-esteem and social ($r = .368, p < .05$, it enjoys a large effect size);
- C: Self-esteem and memory ($r = .517, p < .05$, it enjoys a large effect size);
- D: Self-esteem and cognitive ($r = .415, p < .05$, it enjoys a large effect size); &
- E: Self-esteem and metacognitive ($r = .315, p < .05$, it enjoys a large effect size).

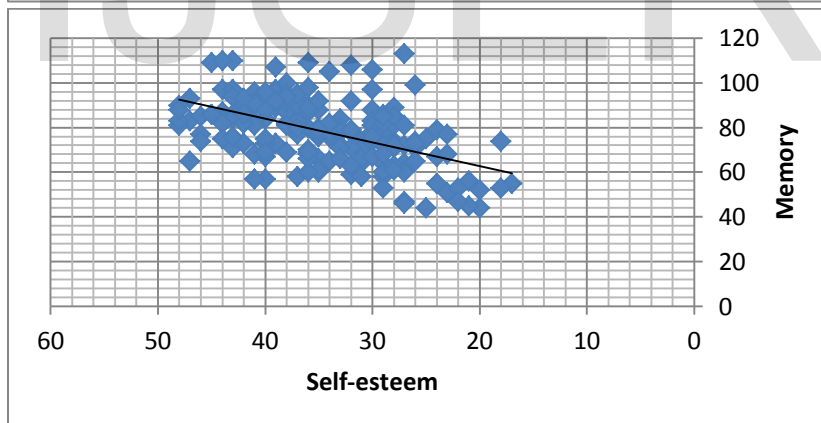
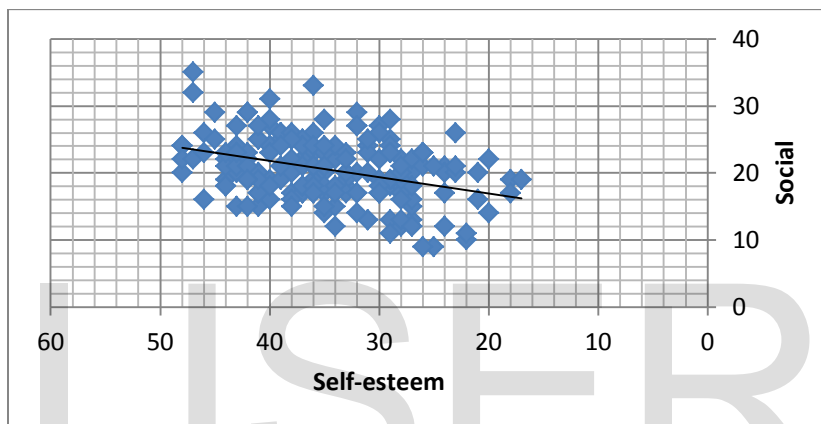
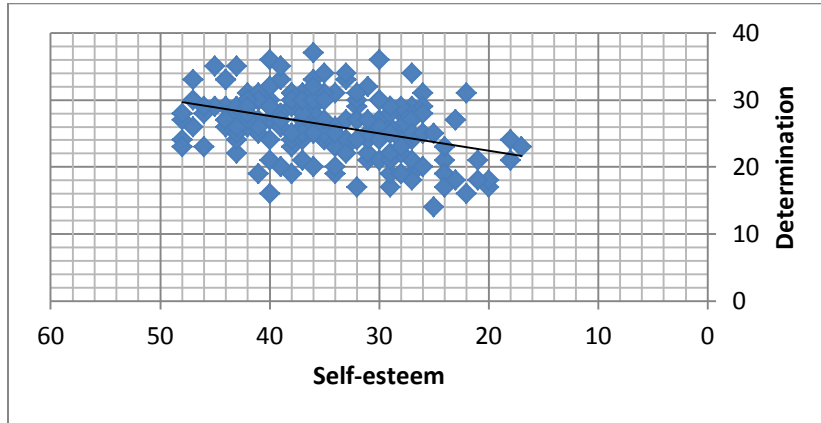
Table 6: Pearson Correlations; Self-esteem and Subcategories of Vocabulary Learning Strategies

		Self-esteem
Self-esteem	Pearson Correlation	1
	Sig. (2-tailed)	
	N	191
Determination	Pearson Correlation	.398**
	Sig. (2-tailed)	.000
	N	191
Social	Pearson Correlation	.368**
	Sig. (2-tailed)	.000
	N	191
Memory	Pearson Correlation	.517**
	Sig. (2-tailed)	.000
	N	191
Cognitive	Pearson Correlation	.415**
	Sig. (2-tailed)	.000
	N	191
Metacognitive	Pearson Correlation	.315**
	Sig. (2-tailed)	.000
	N	191

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 1 displays the linearity of relationships between self-esteem and vocabulary learning strategies. The spread of dots along the diagonals indicates that the relationships between the variables are linear.





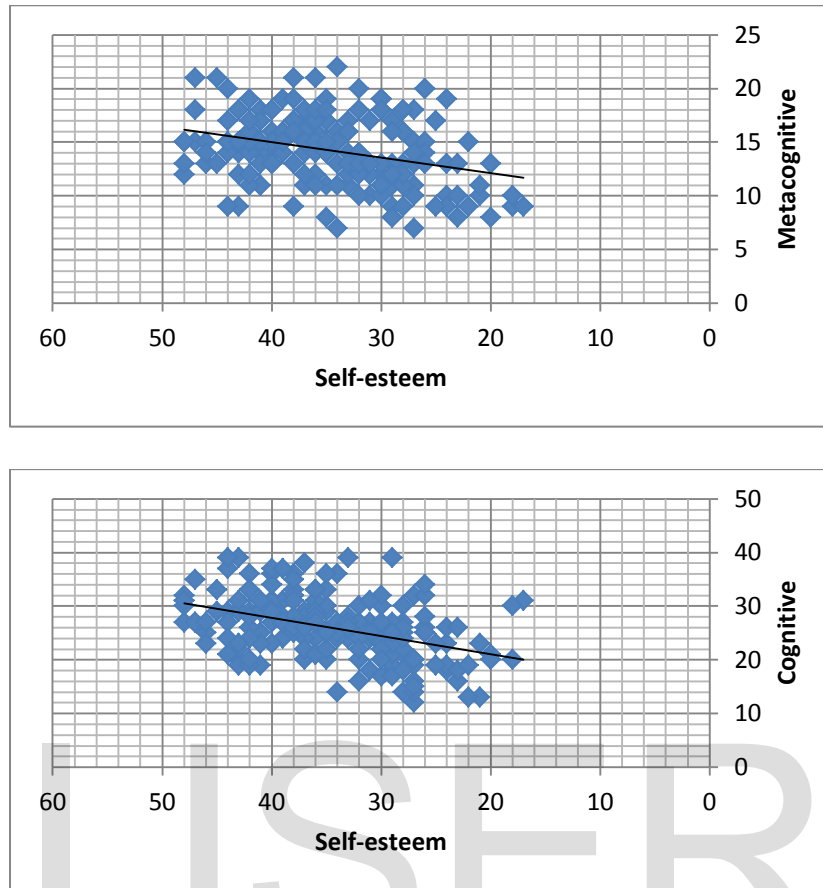


Figure 1: Testing Linearity Assumption; Self-esteem and Subcategories of Vocabulary Learning Strategies

3.2.2 The Second Question

The Spearman's rank order correlation was run to probe any significant relationship between EFL learners' motivation and vocabulary learning strategies in order to test the second null hypothesis. The result of the correlation in Table 7 indicates that there is a significant relationship between EFL learners' vocabulary learning strategies and motivation ($r = .560, p < .05$).

Table 7: Spearman Correlation; Motivation and Vocabulary Learning Strategies

		Motivation
Vocabulary Learning Strategies	Spearman Correlation	.560**
	Sig. (2-tailed)	.000
	N	191

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the Table 8 it can be concluded that there are significant relationships between EFL learners' components of motivation and subcategories of vocabulary learning strategies:

A1: Motivational intensity and determination ($r = .277, p < .05$, it enjoys a large effect size);

B1: Motivational intensity and social ($r = .143, p < .05$, it enjoys a large effect size);

C1: Motivational intensity and memory ($r = .409, p < .05$, it enjoys a large effect size);

D1: Motivational intensity and cognitive ($r = .319, p < .05$, it enjoys a large effect size);

E1: Motivational intensity and metacognitive ($r = .251, p < .05$, it enjoys a large effect size);

- A2: Attitudes toward learning English and determination ($r = .429, p < .05$, it enjoys a large effect size);
- B2: Attitudes toward learning English and social ($r = .228, p < .05$, it enjoys a large effect size);
- C2: Attitudes toward learning English and memory ($r = .495, p < .05$, it enjoys a large effect size);
- D2: Attitudes toward learning English and cognitive ($r = .386, p < .05$, it enjoys a large effect size);
- E2: Attitudes toward learning English and metacognitive ($r = .304, p < .05$, it enjoys a large effect size);
- A3: Desire to learn English and determination ($r = .360, p < .05$, it enjoys a large effect size);
- B3: Desire to learn English and social ($r = .210, p < .05$, it enjoys a large effect size);
- C3: Desire to learn English and memory ($r = .459, p < .05$, it enjoys a large effect size);
- D3: Desire to learn English and cognitive ($r = .305, p < .05$, it enjoys a large effect size); &
- E3: Desire to learn English and metacognitive ($r = .250, p < .05$, it enjoys a large effect size).

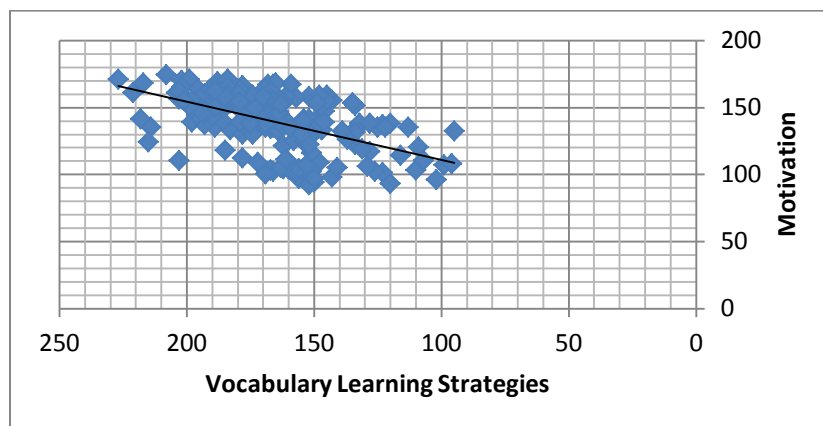
Table 8: Spearman Correlation; Components of Motivation and Subcategories of Vocabulary Learning Strategies

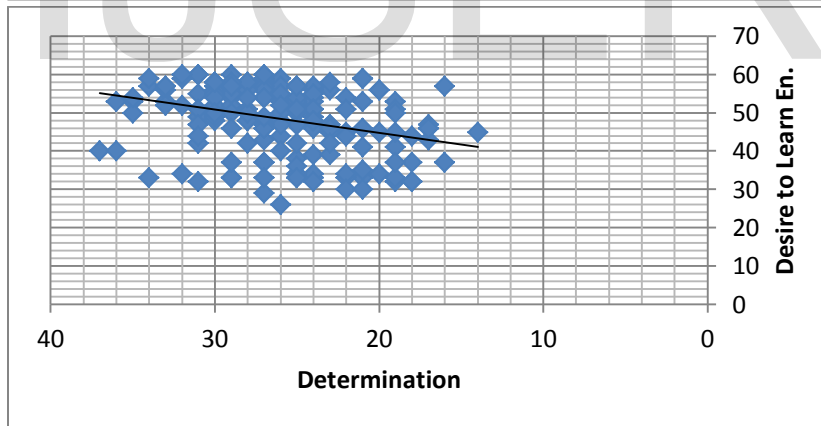
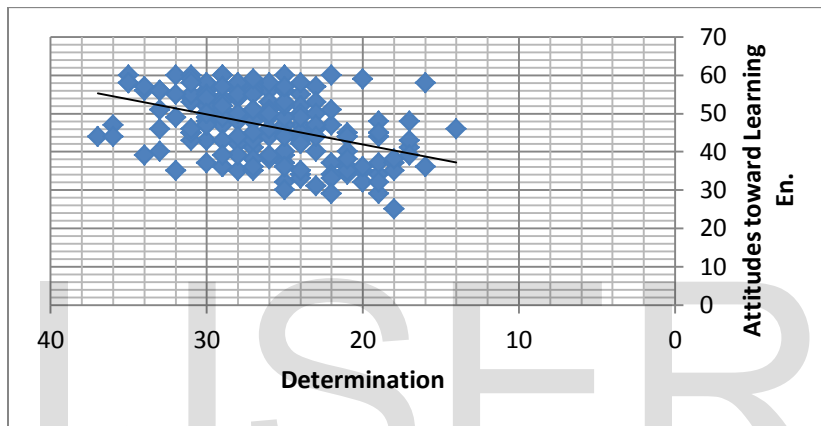
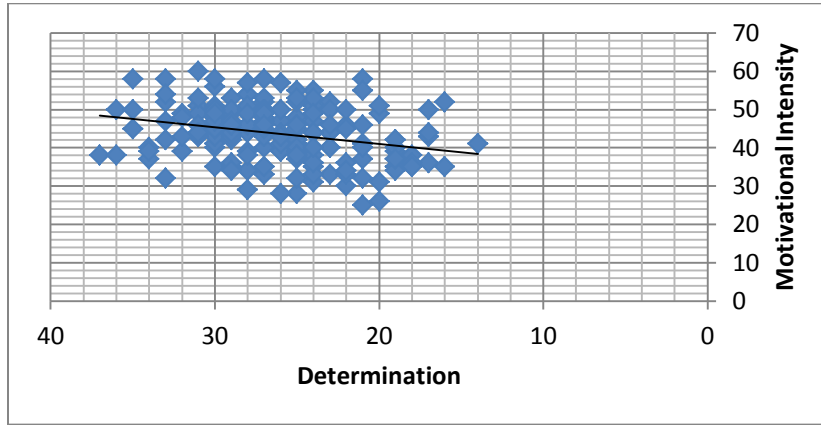
		Determination	Social	Memory	Cognitive	Metacognitive
Motivational Intensity	Spearman Correlation	.277**	.143*	.409**	.319**	.251**
	Sig. (2-tailed)	.000	.047	.000	.000	.000
	N	191	191	191	191	191
Attitudes toward Learning En.	Spearman Correlation	.429**	.228**	.495**	.386**	.304**
	Sig. (2-tailed)	.000	.001	.000	.000	.000
	N	191	191	191	191	191
Desire to Learn En.	Spearman Correlation	.360**	.210**	.459**	.305**	.250**
	Sig. (2-tailed)	.000	.003	.000	.000	.000
	N	191	191	191	191	191

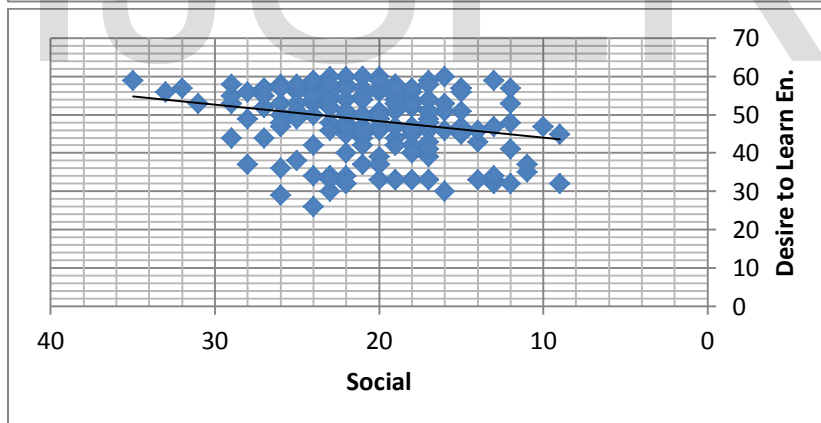
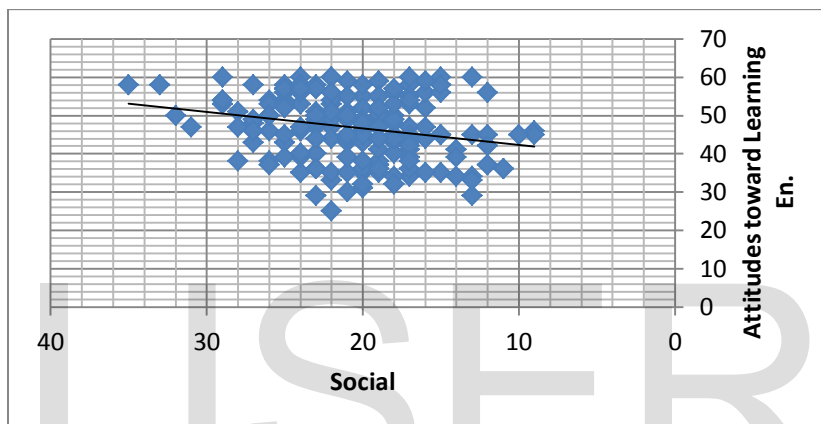
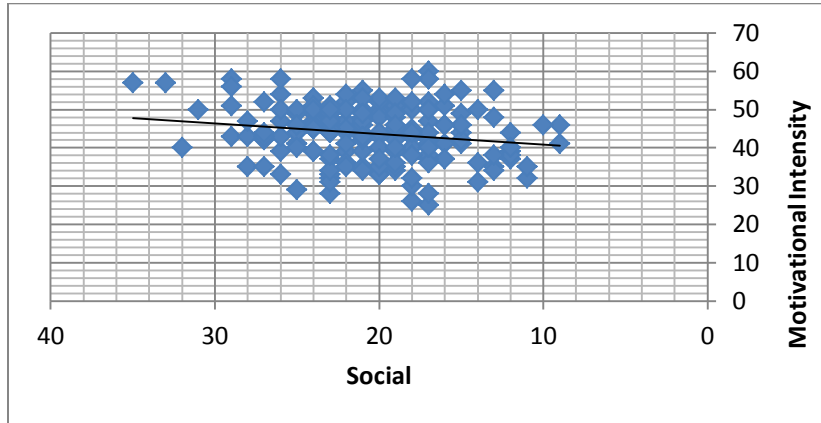
** . Correlation is significant at the 0.01 level (2-tailed).

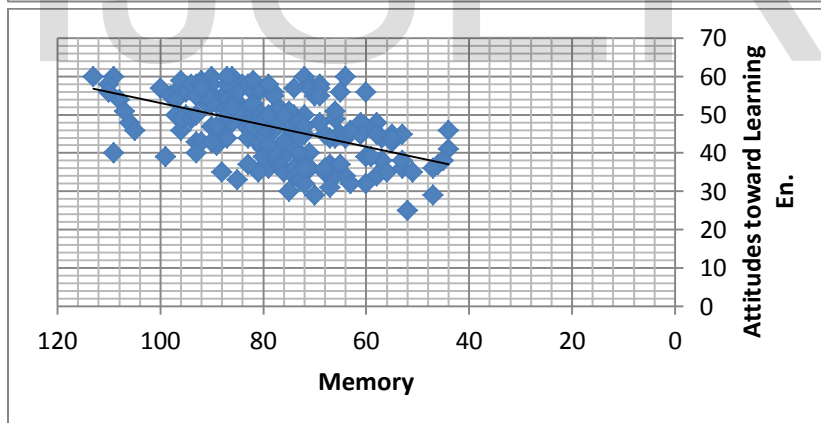
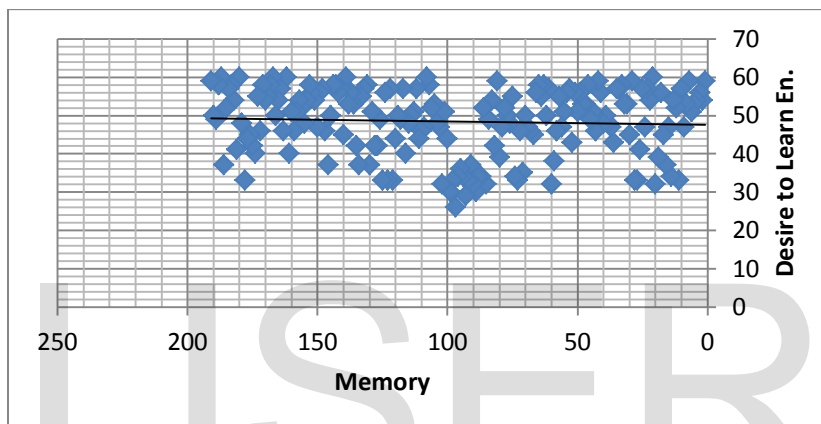
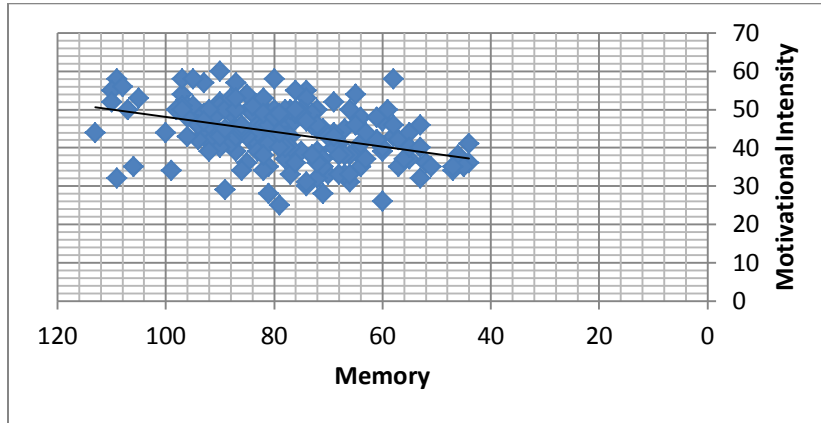
* . Correlation is significant at the 0.05 level (2-tailed).

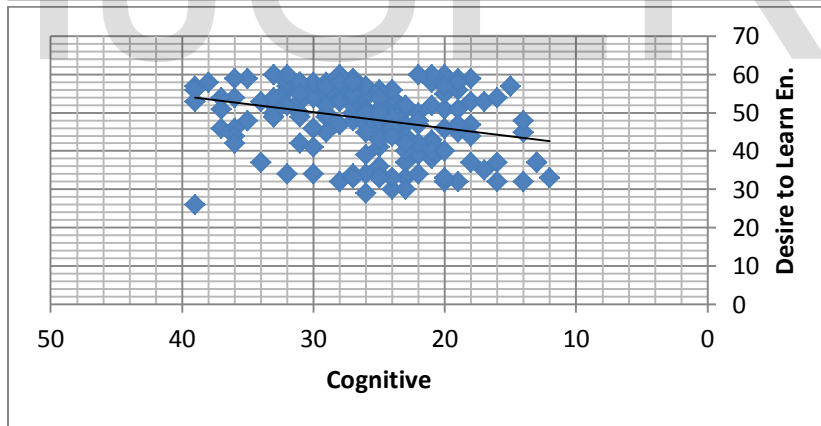
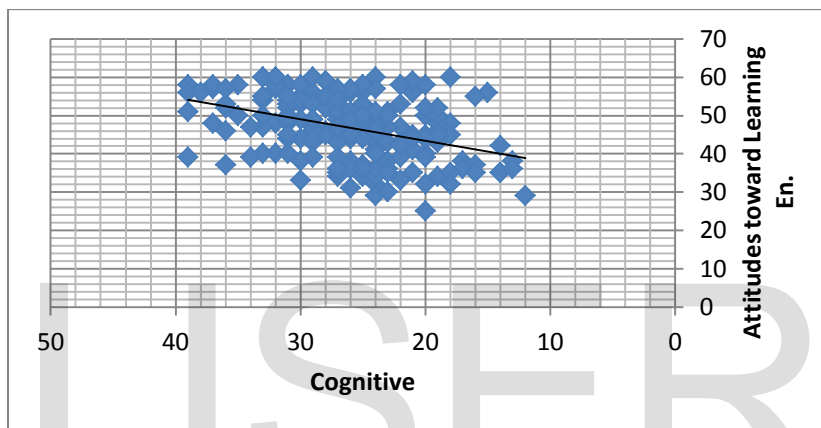
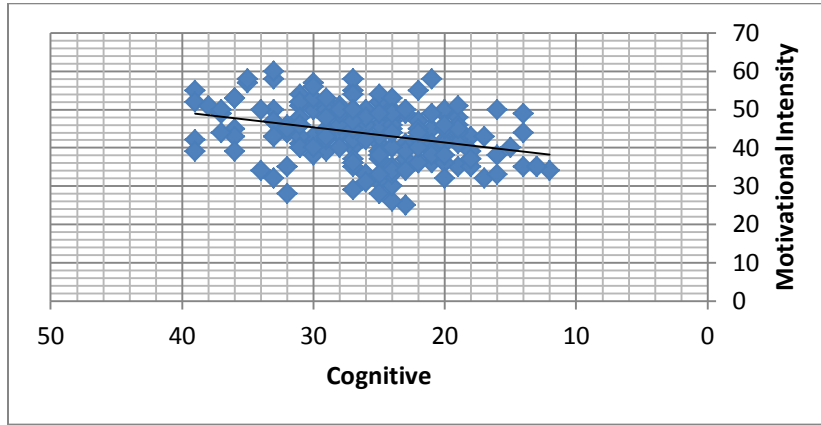
Figure 2 examines the linearity of relationships between EFL learners' motivation and vocabulary learning strategies. The spread of dots along the diagonals indicates that the relationships between the variables are linear.











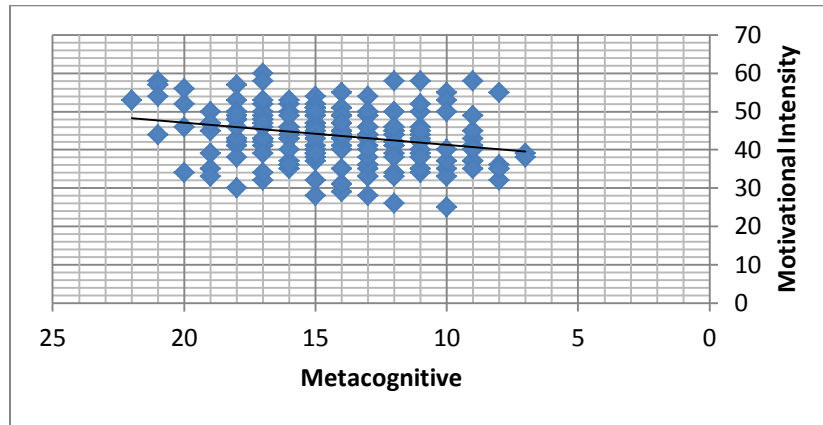


Figure 2: Testing Linearity Assumption; Components of Motivation and Subcategories of Vocabulary Learning Strategies

3.2.3 The Third Question

Since one of the assumptions of running regression analysis is normality of the distributions and the motivation scores did not show a normal distribution, linear regression was run only between the self-esteem and vocabulary learning strategies. This analysis was carried out to see to what extent self-esteem scores could predict choice of vocabulary learning strategies. The regression model converged in one step. Self-esteem is entered into the model to predict 31.7 percent of scores in choice of vocabulary learning strategies ($R = .563$, $R^2 = .317$).

Table 9: Model Summary, Regression Analysis; Predicting Choice of Vocabulary Learning Strategies by Using Self-esteem

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.563 ^a	.317	.313	21.171

a. Predictors: (Constant), Self-esteem

b. Dependent Variable: Vocabulary Learning Strategies

As reported in table 10, the results of the ANOVA test of significance of the regression model ($F(1, 189) = 87.5$, $p < .05$) indicate that the regression model is statistically significant.

Table 10: ANOVA Test of Significance of Regression Model; Predicting Choice of Vocabulary Learning Strategies by Using Self-esteem

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	39258.754	1	39258.754	87.588	.000 ^a
Residual	84713.549	189	448.220		
Total	123972.304	190			

a. Predictors: (Constant), Self-esteem

b. Dependent Variable: Vocabulary Learning Strategies

Table 11 demonstrates that self-esteem has a large standardized beta coefficient ($B1 = 2.049$, $t = 9.359$, $p < 0.05$) which reveals that the model is significant.

Table 11: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		

(Constant)	94.373	7.710		12.240	.000
Self-esteem	2.049	.219	.563	9.359	.000

a. Dependent Variable: Vocabulary Learning Strategies

As demonstrated by Figure 3, the cloud of data is scattered randomly across the plot. Thus, the variance is homogeneous and the assumption of homoscedasticity was met.

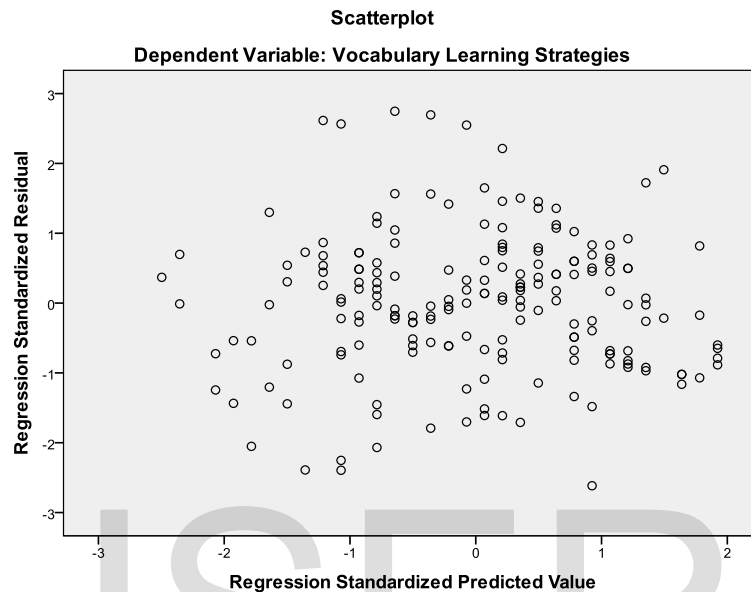


Figure 3: Plot of Studentized Residuals; Predicting Vocabulary Learning Strategies by Using Self-esteem

As reported by Table 12, the results of Cook's distance indicated that there were not any significant outliers. The minimum (0) and maximum (.048) Cook's distances are lower than one.

Table 12: Cook's Distance

	Minimum	Maximum	Mean	Std. Deviation	N
Cook's Distance	.000	.048	.005	.009	191

a. Dependent Variable: Vocabulary Learning Strategies

3.3 Reliability Indices

The reliability indices for the total vocabulary learning strategies, motivation and self-esteem are .89, .93 and .72. As demonstrated in Table 13, they range from .26 for metacognitive to .93 for motivation. The low reliability index for metacognitive, as a subcategory of vocabulary learning strategies, is due to the limited numbers of items in this component.

Table 13: Reliability Indices

	N of items	Mean	Variance	Cronbach's alpha
Vocabulary Learning Strategies	58	165.09	652.486	.8941
Motivation	30	139.07	435.811	.9326
Self-esteem	58	34.51	49.209	.7272
Motivational Intensity	10	43.77	51.291	.7821
Attitudes toward	10	46.80	69.760	.8668

Learning En.				
Desire to Learn En.	10	48.476	75.167	.8910
Determination	9	26.209	20.577	.4797
Social	8	20.513	21.535	.4641
Memory	27	78.094	208.412	.8111
Cognitive	9	25.984	32.858	.6006
Metacognitive	5	14.215	10.159	.2651

4. CONCLUSION

According to Sarani and Kafipour [36], few studies investigating vocabulary learning strategies have been done on Iranian EFL learners. Therefore, the current study aimed at exploring the relationship among EFL learners' self-esteem, motivation, and choice of vocabulary learning strategies. With reference to the data analyses, the researcher observed that there is a significant relationship between each pair of variables.

A statistically significant relationship was found between EFL learners' self-esteem and vocabulary learning strategies ($r = .563$). As a result, improving students' self-esteem can be efficient in the progression of their VLSs. Considering no previous studies were found to explore the relationship between self-esteem and VLSs, the results cannot be compared.

Furthermore, the results of the present study showed a statistically significant relationship between EFL learners' motivation and vocabulary learning strategies ($r = .560$). A number of studies found links between learner's motivation and their learning strategies. A study conducted by Xu [37] found a significant, though smaller, relationship between motivation and overall language learning strategy use ($r = .459$). This study was done on 284 male and female Chinese graduates between the ages of 23-25. As a result, the more motivated students are, the more strategies they tend to use. It is also believed that more motivated students are more likely to use all kinds of learning strategies [38].

In addition, it is observed that EFL learners' self-esteem is a significant predictor of vocabulary learning strategies which predicts 31.7 percent of the scores in VLSs ($R = .563$, $R^2 = .317$).

An awareness of individual differences in learning makes EFL teachers more sensitive to their roles in teaching and learning. It will permit them to match teaching and learning so as to develop students' potentials in EFL learning as well as to assist students to become cognizant of the ways they learn most effectively. The findings of this study can make EFL teachers aware of the importance of learners' self-esteem and motivation on the progression of their vocabulary learning strategies. It can help them to come to a deeper understanding to how to design more effective vocabulary learning tasks. It can also help syllabus designers to design more effective textbooks in the domain of second or foreign language learning. They should be aware of the incorporation of individual differences to overcome difficulties of learning and make the learning process easier. Becoming better acquainted with the research and scholarship regarding vocabulary learning strategies can ensure material developers that their materials are appropriate and well-founded. This will also enable them to design more efficient course books and materials that invoke self-esteem and motivation in order to improve learners' vocabulary learning strategies.

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