

A Comparative Study of Iraqi Intermediate EFL Monolingual and Bilingual Learners' Autonomy, Motivation, and Willingness to Communicate (WTC): The Case of Baghdad and Erbil Universities

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Abstract

The primary objective of this study was to compare monolingual and bilingual Iraqi EFL learners' autonomy, motivation, and willingness to Communicate. To conduct this study, 200 intermediate Iraqi male and female EFL students studying at Baghdad and Erbil universities were selected based on the convenient sampling method. One hundred monolinguals and one hundred bilinguals were selected after homogenizing the participants. The data required for this study was collected during the fall semester of 2022 at two universities (Baghdad and Erbil) in Iraq. In order to be sure about the homogeneity of the groups, the Oxford Placement Test was applied and the higher and/or lower level participants were ignored. After that, the questionnaires of motivation, autonomy, and willingness to communicate were distributed. In order to examine the role of studying milieu, the participants received the same instruction using the same teaching materials and teaching methods. The results concerning the learners' autonomy revealed that bilingual students' autonomy was higher. The scores on the Academic Intrinsic Motivation Questionnaire (AIMQ), however, signified no statistically meaningful difference among the groups. It was also revealed that WTC is higher among bilingual students. In other words, bilingualism affects students' WTC and increases it.

Keywords: Autonomy, bilingual, monolingual, Motivation, Willingness to Communicate

المستخلص

كان الهدف الأساسي من هذه الدراسة هو مقارنة استقلالية متعلمي اللغة الإنجليزية كلغة أجنبية للعرافيين أحاديي اللغة وثنائيي اللغة ودوافعهم واستعدادهم للتواصل. لإجراء هذه الدراسة، تم اختيار ٢٠٠ طالب وطالبة عراقيين من المستوى المتوسط في اللغة الإنجليزية كلغة أجنبية يدرسون في جامعتي بغداد وأربيل و بناء على طريقة أخذ العينات. تم اختيار مائة مشارك (أحادي اللغة) ومائة مشارك (ثنائي اللغة) بعد تجانس المشاركين. تم جمع البيانات المطلوبة لهذه الدراسة خلال فصل الخريف من عام ٢٠٢٢ في جامعتين (بغداد وأربيل) في العراق. من أجل التأكد من تجانس المجموعات، تم تطبيق اختبار أكسفورد لتحديد المستوى وتم تجاهل المشاركين من المستوى الأعلى و / أو المستوى الأدنى. بعد ذلك، تم توزيع استبيانات التحفيز والاستقلالية والاستعداد للتواصل. من أجل دراسة دور الوسط الدراسي، تلقى المشاركون نفس التعليمات باستخدام نفس المواد التعليمية وطرق التدريس. كشفت النتائج المتعلقة باستقلالية المتعلمين أن استقلالية الطلاب ثنائيي اللغة كانت أعلى. ومع ذلك، فإن الدرجات في استبيان الدافع الجوهرية الأكاديمية (AIMQ) تشير إلى عدم وجود فرق ذي دلالة إحصائية بين المجموعات. كما تم الكشف عن أن الرغبة أو الاستعداد في التواصل أعلى بين الطلاب ثنائيي اللغة. بمعنى آخر، تؤثر ثنائية اللغة على الرغبة أو الاستعداد في التواصل وتزيدها.

الكلمات المفتاحية: الحكم الذاتي، ثنائي اللغة، أحادي اللغة، الدافع، الرغبة في التواصل

1. Introduction

Comparisons between bilinguals and monolinguals have shown that the process of learning additional languages might not be similar for the two groups. In most cases, bilinguals have been reported to perform better than their monolingual counterparts in different linguistic aspects (e.g. Afsharrad & Sadeghi Benis, 2017; Bialystok, Luk, & Kwan, 2005; Modirkhamene, 2006, 2011). However, this area of study is very novice in Iraq and calls for more investigation.

The two fields of bilingualism and second language acquisition (SLA) have grown individually. Cenoz and Gorter (2011) have suggested bridging between the two under the name of multilingualism. In response to their call, this study set out to examine how Iraqi Arab monolinguals and Iraqi Kurd-Arab bilinguals might be different in their autonomy, motivation, and Willingness to communicate (WTC) in English, as the third language, in the Iraq milieu. Due to their overarching importance in language learning, autonomy, motivation, and willingness to communicate (WTC) were considered in this study.

Different areas of L3 learning have already been investigated including different aspects of developing reading skill (Afsharrad & Sadeghi Benis, 2017), writing skill (Modirkhamene, 2011; Poorebrahim, Tahririan, & Afzali, 2017), phonetics and phonology (Kuo & Anderson, 2012), vocabulary learning (Keshavarz & Astaneh, 2004), and literacy transfer (Okita & Jun Hai, 2001).

During the last decade, there has been an increased interest in the field of multilingual research. Many practitioners believe that bilingual individuals have greater mental flexibility and higher verbal IQ ability. Most multilingual research has dealt with cross-linguistic influence and transfers the influence of bilingualism on

third language learning. The Positive effect of multilingualism on higher cognitive and metalinguistic abilities is accepted by many researchers (Bialystok et al, 2009). In this regard, Cenoz (2003) stated that although bilingual and monolingual kids have a rather similar timetable for the acquisition of sounds of the language, its words, and grammar, the way they develop these features are different.

In this regard, Kuo and Anderson (2012) investigated the effect of bilingualism on learning phonological features of the next language. The findings revealed that bilinguals learned phonological rules better than their monolingual counterparts. Another similar study confirmed the outperformance of bilingual learners on a cognitive task over their monolingual counterparts (Martin-Rhee & Bialystok, 2008).

Some researchers believed that people demonstrate regularity in their willingness to communicate even in different situations and it can be treated as a personality trait (McCroskey & Richmond, 1990); it means when individuals have the opportunity to engage in communication their cognitive process will work the same under different circumstances (MacIntyre & Clement, 1996). However, other researchers maintained that with the specific trait-determined level of WTC, individuals' willingness to communicate will still vary a lot in different situations (McCroskey & Richmond, 1990). Therefore, WTC could be examined from two perspectives which are the trait and the state level of willingness to communicate, which could be investigated through examining the effects of personality factors and affective situational variables in specific moments respectively (Cattell & Scheier, 1963, cited in MacIntyre, Babin, & Clement, 1999).

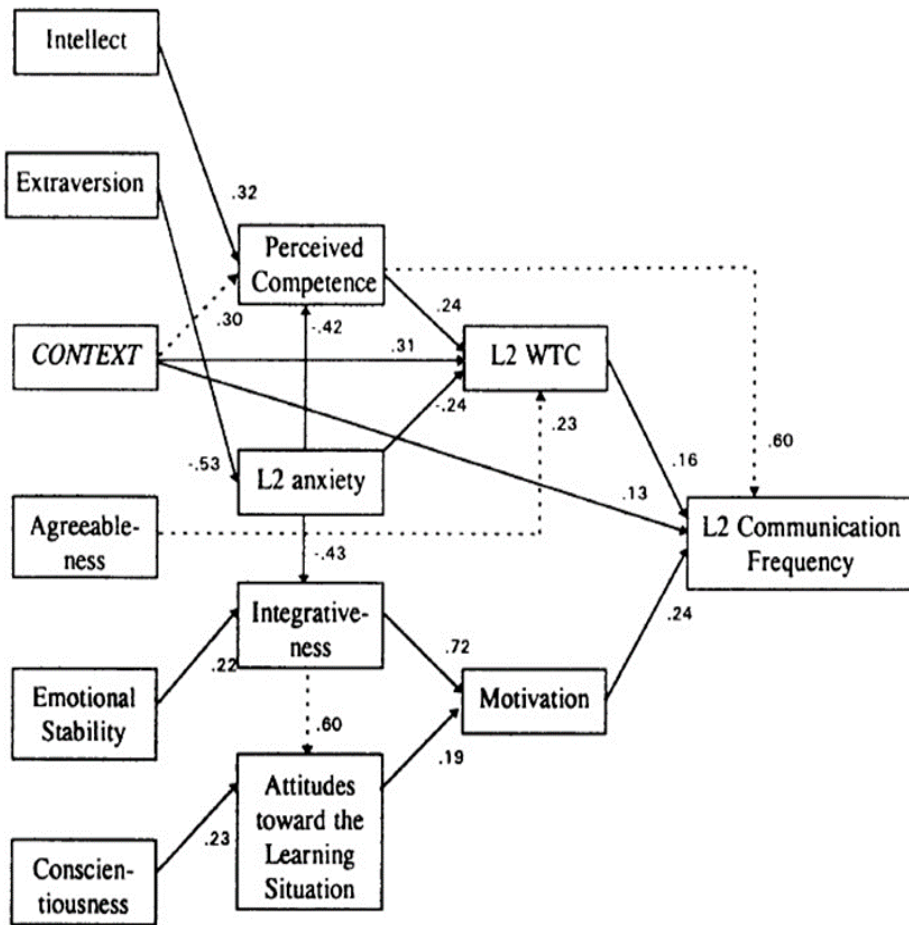


Figure 2.1. MacIntyre and Charos' (1996) model of L2 Willingness to communicate

In this model, it has been proposed that perceived competence and language anxiety directly affect willingness to communicate while L2 anxiety negatively influences perceived communication competence. The path from context to the willingness to communicate indicates that when the opportunity for interaction is increased, individuals' willingness to communicate in L2 will be increased too. So it has been concluded that the willingness to

attend in L2 communication can be affected by students' perceived level of competence, opportunity to use the second language, and lack of anxiety.

Previous studies have examined the effects of a couple of factors including the topic of discussion, classroom size, gender, error correction strategies, and the kind of motivational strategies on students' willingness to communicate in the second language classrooms. For instance, Zarrinabadi (2014) reported that WTC can be facilitated by flexibility in selecting the topic and preparing an agenda. It was discussed that an appropriate reading list could help the students become ready before the class and also placing students in small groups makes them responsible to participate in classroom activities. Moreover, delayed correction for errors led to creating a relaxed environment and decreased learners' anxiety and increased their self-confidence and consequently, their WTC. In addition, he argued that students should be made aware of the benefits of learning a new language, and the teacher should divert the questions asked from him/her to the whole class for more engagement. In a more recent study, Fan (2022) attempted to explore the potential effect of flipped learning model of instruction on enhancing learners' willingness to communicate and self-efficacy. The results approved higher levels of self-efficacy among EFL learners who received instruction in a flipped manner.

Regarding the effect of students' autonomy on willingness to communicate, Mohammadi and Mahdivand (2019) explored the intermediating effect of gender on the relationship between learners' autonomy and their willingness to communicate. Their findings revealed significant and positive correlation between willingness to communicate and learner autonomy. It was also revealed that gender has an intervening role in this relationship; female to female interactions led to stronger and more positive

correlation between WTC and learner autonomy. In the same vein, in a recent study, Nabilou, et al (2023) found out that learner autonomy has a significant and decisive role in predicting language learners' willingness to communicate.

Motivation has been claimed to be another determining factors for EFL learners' willingness to communicate. Azmand (2014) investigated the relationship between Iranian EFL learners' self-esteem, intrinsic and extrinsic motivation, self-perceived oral participation in classroom and their willingness to communicate. 218 intermediate level EFL students took four questionnaires. The results confirmed a strong relationship between learners' WTC and intrinsic motivation; however, the relationship between learners' WTC and their extrinsic motivation was significant but small. Also, the relationship between the EFL learners' WTC and self-esteem was significant. In the same vein, in a recent study, Hoang and Bui (2023) investigated the strategies used by Vietnamese EFL teachers in order to encourage their students' WTC inside the classroom. The teacher participants employed six strategies in order to motivate students to participate in classroom activities including grouping, warm-up, topic choice, correction strategies, friendly class atmosphere, and other motivational strategies. The results revealed that students have different preferences or different orientations towards the strategies that best motivate them to participate in classroom activities. They asserted that since willingness to communicate is a context-sensitive construct, the choice of the strategies depends upon situational factors.

In the same vein, Altunel (2021) asserted that such variables as anxiety, motivation, and learner beliefs affect their willingness to communicate (WTC) in second language classroom. They investigated the factors affecting Turkish EFL learners'

willingness to communicate in virtual context. Thematic content analysis of the data revealed that three factors including personality, the nature of online education, and lack of self-confidence in speaking negatively affected EFL learners' WTC in in online English classes.

In line with previous studies on how willingness to communicate works in EFL classrooms, this study attempted to examine the bilingual and monolingual learners' possible differences in autonomy, motivation, and Willingness to communicate (WTC) in Iraq. The other purpose was to see the effect of the milieu on these differences. Therefore, this study attempted to provide answers to the following research questions:

1. Are Arab monolinguals and Kurd-Arab bilinguals significantly different in their autonomy while learning English as the third language?
2. Are Arab monolinguals and Kurd-Arab bilinguals significantly different in their motivation while learning English as the third language?
3. Are Arab monolinguals and Kurd-Arab bilinguals significantly different in Willingness to communicate (WTC) while learning English as the third language?
4. Does the studying milieu (Baghdad/Arbiel) affect Arab monolinguals and Kurd-Arab bilinguals' autonomy?
5. Does the studying milieu (Baghdad/Arbiel) affect Arab monolinguals and Kurd-Arab bilinguals' motivation?
6. Does the studying milieu (Baghdad/Arbiel) affect Arab monolinguals and Kurd-Arab bilinguals' willingness to communicate in an English classroom?

Methodology

3.1. Participants and Setting

To conduct this study, 200 intermediate Iraqi male and female EFL students studying at Baghdad and Erbil universities were selected based on the convenient sampling process. One hundred monolinguals and one hundred bilinguals were selected after homogenizing the participants. The process of data gathering lasted for around six months. The age was not considered a factor, though the age range of the participants was 20 to 27. They were sophomore English language learners.

3.2. Instruments

Instruments refer to all the measurements and the tests that were used to collect data of the research process. These instruments were Oxford Placement Test, Learner autonomy questionnaire, Motivation questionnaire, and Willingness to communicate questionnaire.

3.2.1. Oxford Placement Test (OPT)

In order to make sure about the homogeneity of the participants, an OPT was administered prior to the distribution of the questionnaires among the participants. All sophomore EFL students in Baghdad and Erbil universities took part in an OPT. Based on the scoring manual of this test, 200 participants who were at the intermediate level were selected from the two universities.

3.2.2. Learner autonomy questionnaire

To assess participants' autonomy, the questionnaire developed by Kashefian (2002) was employed. This questionnaire is made of two parts: the first deals with the demographic information of the participants while the second deals with the role of autonomy in second language learning. The questionnaire includes forty 5-point items on a Likert scale ranging from 1 (*strongly agree*) to 5 (*strongly disagree*).

3. 2. 4. Motivation

In order to measure the participants' motivation, the questionnaire developed by Noels, Pelletier, Clment, and Vallerand (2000) was employed. This 21-item questionnaire measures the participants' level of intrinsic and extrinsic motivation based on the self-determination Theory.

3.2.4. Willingness to Communicate Questionnaire (WTC)

In order to assess the participants' WTC levels, the questionnaire developed by MacIntyre et al. (2001) was distributed among the participants. The questionnaire includes 30 items relevant to the factors contributing to WTC in learning a second language following a Likert-scale ranging from strongly disagree (1) to strongly agree (5).

3.3. Procedure

In this study, 200 Iraqi intermediate EFL learners, one hundred monolinguals and one hundred bilinguals, were selected. The researchers did their best to select an equal group of learners from Baghdad and Erbil universities in terms of number. In order to be sure of the homogeneity of the groups, an Oxford Placement Test was applied. The higher and/or lower level participants were ignored. Then, the motivation, autonomy and willingness to

communicate questionnaires were distributed once at the beginning of the semester. In order to take control of the studying milieu, the researchers tried to control some variables. First of all, the participants were homogenized in terms of language proficiency using an Oxford Placement Test. Then, in the next step, the same teaching materials and the same language teaching methods were used for all groups of the participants. After passing a whole semester, the same questionnaires were distributed among the participants again. For the ease of interpretation, the questionnaires given at the beginning of the term are referred to as the pre-test and those given at the end of the semester are called post-tests.

4. Results and data analysis

In this section, the results of data analysis have been reported. It is necessary to mention that the questionnaires were once distributed at the beginning of the semester and have been referred to as the pre-test in this study for the ease of interpretation of the results. At the end of the semester, in order to check the studying milieu, the questionnaires were distributed among the same participants again, which have been referred to as the post-test.

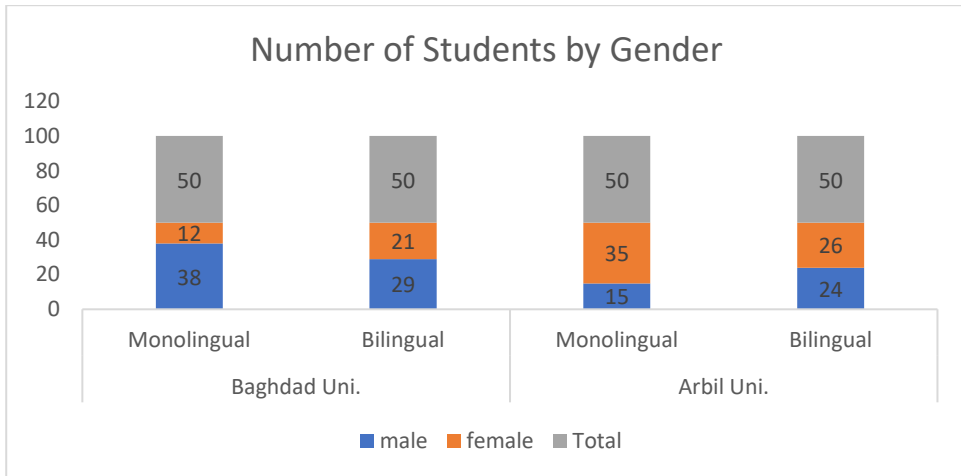


Figure 1. Information of the participants

The scores of the Learner autonomy questionnaire are shown in two modes of pre (at the beginning of the academic term) and post-test (at the end of the academic term). According to the table, post-test scores are more than pre-test in both universities. Likewise, the Autonomy of bilingual students is higher in post-test at Baghdad University, and the Autonomy has increased in monolingual students at Erbil University.

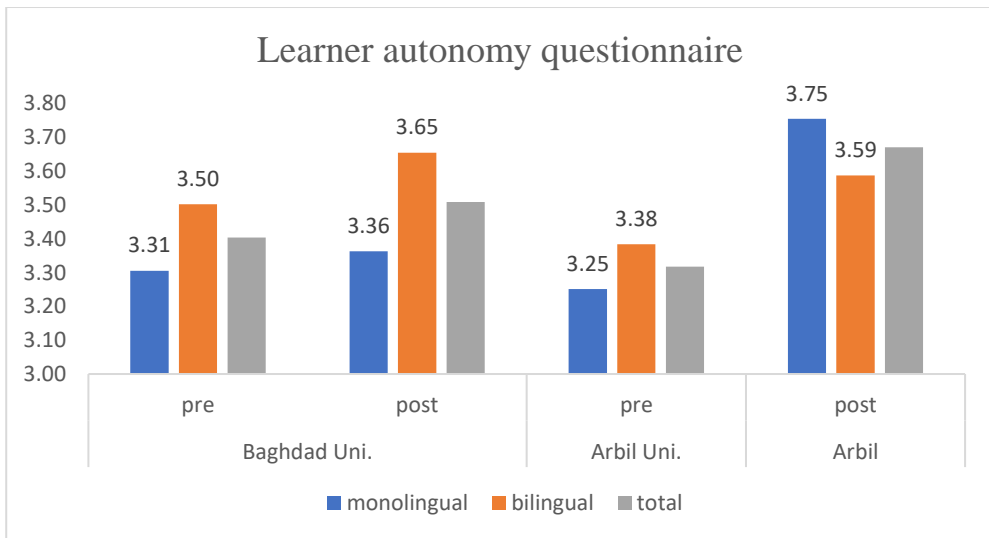


Figure 2. Results of learner autonomy questionnaire

At Baghdad University, the WTC of bilingual students is more than monolingual students in post-test.

The scores on the Academic Intrinsic Motivation Questionnaire (AIMQ) are shown in pre and post-tests. In the post-test, the AIMQ is more than the pre-test in both universities. At Baghdad University, the AIMQ of bilingual students is more than monolingual students in the pre-test, although both have increased in the post-test, but, it has been slightly lower. At Erbil University, the AIMQ of monolingual students is more than bilingual students in the post-test, although both have increased in the post-test, but, it has been slightly lower. As well, the AIMQ average is equal to 4.37 at Erbil University and it is equal to 4.29 at Baghdad University.

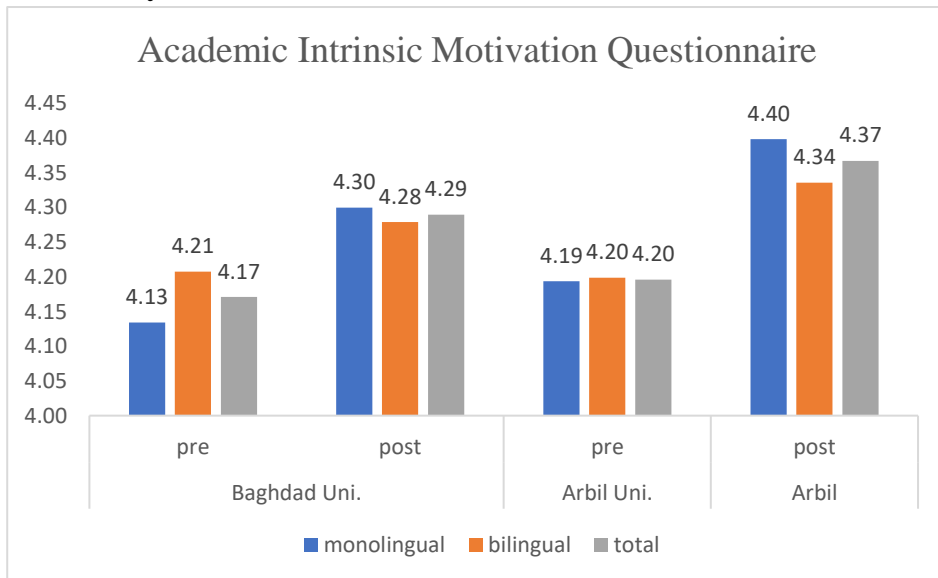


Figure 3. Results of Academic Intrinsic questionnaire

Regarding WTC, As the following figure indicates, there were an increase in the participants' WTC in the post-tests of both milieus; however, in Baghdad milieu, both monolinguals performed better while in Erbil, bilinguals performed better.

Hypothesis testing

4. 1. The first hypothesis (first research question)

H₀: There is not any significant difference between Arab monolinguals and Kurd-Arab bilinguals' autonomy.

To examine the first hypothesis of the research, the existence of differences between students in each university is examined, and then all students are compared in both pre-and post-test situations. For this purpose, an independent T-Test was used.

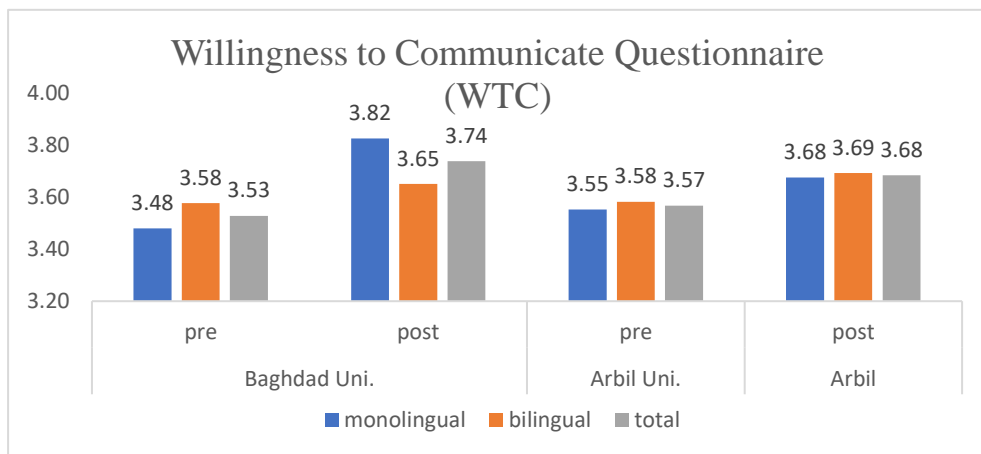


Figure 4. Results of WTC questionnaire

A) Baghdad University:

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
B Autonomy pre	Equal variances assumed	.028	.868	-4.132	98	.000	-.19650	.04756	-.29088	.10212
	Equal variances not assumed			-4.132	97.701	.000	-.19650	.04756	-.29088	.10212
Autonomy post	Equal variances assumed	.060	.808	-4.871	98	.000	-.29050	.05964	-.40886	.17214
	Equal variances not assumed			-4.871	97.908	.000	-.29050	.05964	-.40886	.17214

According to the test results, it can be said that autonomy is higher in bilingual students. In other words, bilingualism affected students' autonomy and increased it.

**b) Erbil University:
Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Autonomy pre	Equal variances assumed	1.075	.302	-2.821	98	.006	-.13150	.04661	-.22399	-.03901
	Equal variances not assumed			-2.821	94.133	.006	-.13150	.04661	-.22404	-.03896
Autonomy post	Equal variances assumed	1.790	.184	4.172	98	.000	.16750	.04015	.08782	.24718
	Equal variances not assumed			4.172	91.485	.000	.16750	.04015	.08775	.24725

According to the test results, it can be said that autonomy is different between the two groups of students. According to the upper and lower limits of the results as well as the average scores of the questionnaire, it can be said that autonomy is higher among bilingual students. In other words, bilingualism affects students' autonomy and increases it.

Multiple Comparisons

Dependent Variable: Autonomy post

Scheffe

(I) lingual	(J) lingual	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
monolingual Baghdad	bilingual Baghdad	-.29050*	.05084	.000	-.4339	-.1471
	monolingual Erbil	-.39100*	.05084	.000	-.5344	-.2476
	bilingual Erbil	-.22350*	.05084	.000	-.3669	-.0801
bilingual Baghdad	monolingual Baghdad	.29050*	.05084	.000	.1471	.4339
	monolingual Erbil	-.10050	.05084	.275	-.2439	.0429
	bilingual Erbil	.06700	.05084	.630	-.0764	.2104
monolingual Erbil	monolingual Baghdad	.39100*	.05084	.000	.2476	.5344
	bilingual Baghdad	.10050	.05084	.275	-.0429	.2439
	bilingual Erbil	.16750*	.05084	.014	.0241	.3109
bilingual Erbil	monolingual Baghdad	.22350*	.05084	.000	.0801	.3669
	bilingual Baghdad	-.06700	.05084	.630	-.2104	.0764
	monolingual Erbil	-.16750*	.05084	.014	-.3109	-.0241

*. The mean difference is significant at the 0.05 level.

As the table indicates, the autonomy of monolinguals in Baghdad is different from autonomy of bilinguals in Baghdad, monolinguals in Erbil and bilinguals in Erbil. Monolinguals and bilinguals in Baghdad are also different in terms of autonomy. Bilinguals in Erbil are also different from monolinguals in Baghdad. It can be inferred that what matters is the bilingualism of the learners; bilinguals enjoy higher autonomy and it is statistically different from the autonomy of monolinguals regardless of the milieu.

4. 2. The second hypothesis (second research question)

In this section, the following hypothesis has been formulated to examine the difference in motivation between monolingual and bilingual students.

H₀: There is not any significant difference between Arab monolinguals and Kurd-Arab bilinguals' motivation.

To examine this hypothesis of the research, an independent T-Test was used.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
bAIMQpre	Equal variances assumed	.882	.350	1.661	98	.100	-.07367	.04435	-.16168	.01435
	Equal variances not assumed			1.661	96.918	.100	-.07367	.04435	-.16170	.01436
bAIMQpost	Equal variances assumed	.029	.866	.366	98	.715	.02067	.05645	-.09136	.13270
	Equal variances not assumed			.366	97.925	.715	.02067	.05645	-.09136	.13270

According to the test results, it can be said that there is no difference in Motivation between the two groups of students.

4. 3. The third hypothesis (third research question)

The following hypothesis was formulated to examine the difference in willingness to communicate between monolingual and bilingual students.

H₀: There is not any significant difference between Arab monolinguals and Kurd-Arab bilinguals' willingness to communicate.

To examine this hypothesis, an independent samples t-test was applied.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	WTCbpremono - WTCbpostmono	-.30800	.52832	.07472	-.45815	-.15785	-4.122	49	.000
Pair 2	WTCbprebi - WTCbpostbi	-.08933	.62395	.08824	-.26666	.08799	-1.012	49	.316

According to the above table, the significant level of test:

For monolingual students is equal to 0.000 which is lower than 0.05 and the null hypothesis is rejected, which means that using studying the milieu has effect on WTC, and according to the average scores can be realized that studying the milieu increases WTC for monolingual students.

For bilingual students is equal to 0.316 which is greater than 0.05 and the null hypothesis is accepted, which means that using studying the milieu has no effects on WTC.

a- Erbil University:

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	WTCapremono	3.5520	50	.23639	.03343
	WTCapostmono	3.6693	50	.46476	.06573
Pair 2	WTCaprebi	3.5813	50	.28896	.04087
	WTCapostbi	3.7200	50	.47107	.06662

In the above table, the average WTC scores are shown before and after studying the milieu for monolingual and bilingual students. The average Autonomy scores are 3.67 and 3.55, respectively, before and after studying the milieu for monolingual students and for bilingual students is 3.72 and 3.58.

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	WTCapremono - WTCapostmono	-.11733	.52139	.07374	-.26551	.03084	-1.591	49	.118
Pair 2	WTCaprebi - WTCapostbi	-.13867	.55071	.07788	-.29518	.01784	-1.780	49	.081

According to the above table, the significant level of test: For monolingual students is equal to 0.118 which is greater than 0.05 and the null hypothesis is accepted, which means that using studying the milieu has no effect on WTC. For bilingual students is equal to 0.081 which is greater than 0.05 and the null hypothesis is accepted, which means that using studying the milieu has no effects on WTC.

In other words, using studying the milieu has no effect on the WTC of students at Erbil University.

According to the test results, it can be said that WTC is higher among bilingual students. In other words, bilingualism affects students' WTC and increases it.

5. Summary of the results

1- It can be said that there is a significant difference in Autonomy between monolingual and bilingual students of Baghdad University (at 0.00 level of confidence), which according to the upper and lower limits and their averages, the autonomy of bilingual students is higher.

2- It can be said that there is a significant difference in Autonomy between monolingual of Baghdad University and monolingual students of Erbil university (at 0.00 level of confidence), which according to the upper and lower limits and their averages, the autonomy of monolingual students is higher.

3- It can be inferred that there is a significant difference in Autonomy between monolingual students and bilingual students of Erbil university (at 0.00 level of confidence), which according to the upper and lower limits and their averages, the autonomy of bilingual students of Erbil university is higher.

4- It can be concluded that there is a significant difference in Autonomy between monolingual students and bilingual students of Erbil University (at 0.00 level of confidence), which according to the upper and lower limits and their averages, the autonomy of monolingual students of Erbil university is higher.

5- There is no significant difference in Autonomy between bilingual students of Erbil University and Baghdad University.

6- There is no significant difference in Autonomy between bilingual students of Baghdad University and monolingual students at Erbil University.

7- The confidence level of Motivation of the students in the post-test is equal to $\text{sig}=0.866$, which is greater than 0.05, and it can be accepted the assumption of the equality of variances of the two groups together, and therefore, the first row of the table is used. According to the first row of the table and $p\text{-value}=0.715$, which is less than 0.05, it can be said that there is no difference in Motivation between the two groups of students.

8- WTC is higher among bilingual students. In other words, bilingualism affects students' WTC and increases it.

6. Discussion and conclusion

The primary objective of this study was to compare bilingual and monolingual learners' autonomy, WTC, and motivation. Data for the current study was collected during the fall semester of the educational year 2022 at two universities (Baghdad and Erbil) in Iraq. The participants studied English as a foreign language and spoke Arabic as their mother tongue. Monolinguals only knew and spoke Arabic. Bilinguals knew and spoke Arabic and Kurdish. The scores of the Learners' autonomy questionnaire revealed that bilingual students' Autonomy increased in both universities. However, what is of immense importance is that monolingual students' autonomy at Erbil University increased compared with Baghdad university. This can show that the milieu can affect learners' Autonomy. Concerning the Willingness to Communicate Questionnaire (WTC) the results show slight differences. The scores on the Academic Intrinsic Motivation Questionnaire (AIMQ) signified no meaningful differences between the two groups.

Unfortunately, the researchers could not find a similar work to this job; consequently, comparing the results of the study with other studies sound to be difficult. The findings can be in line with Alaman (2005) who compared bilingual and monolingual learners in the Uta context. The monolinguals were Spanish students; the bilinguals were Spanish/ English students. They concluded that bilinguals had more vocabulary knowledge than monolinguals. Clike and Kozikuglo (2016) compared the results and showed that bilinguals use language-learning strategies in the foreign language learning process more than monolinguals Keshavarz (2014). Hayati and Deheimi Nejad (2010) conducted a study to compare monolingual and bilingual EFL learners in using language learning strategies. They concluded that bilingual learners performed better than monolinguals. Poorebrahim, Tahiririan, and Afzali (2017) concluded that bilinguals performed better than monolinguals and they used more metacognitive strategies. However, there are some studies in which the findings were somehow different. Sabeki and Karimzadeh (2020) found that there was no statistically significant difference between bilinguals and monolinguals in using learning strategies. On the other hand, the results of most studies showed that bilinguals performed better than monolinguals.

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