



**STUDENTS' MOTIVATION TO IMPROVE ENGLISH
LEARNING ACHIEVEMENT: A SURVEY STUDY AT CHEA
SIM TAKEO HIGH SCHOOL**

SOK KUON

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Doctor of
Philosophy (PhD) in Teaching English to Speakers of Other Languages

Florida, USA, 2025



**STUDENTS' MOTIVATION TO IMPROVE ENGLISH
LEARNING ACHIEVEMENT: A SURVEY STUDY AT CHEA
SIM TAKEO HIGH SCHOOL**

SOK KUON

Supervisor: Prof. Steve Joseph, PhD

2025

DEDICATION

This thesis is devoted to my special and cherished parents. Their unwavering dedication and support, as essential people in my life, have given me the confidence and enabled me to compose and finish this work.

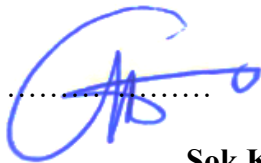
I adore and respect them.

STATEMENT OF ORIGINAL AUTHORSHIP

I certify that, except for a few specific instances where it is stated otherwise, the undersigned is the only author of this thesis. Additionally, the results were presented impartially and truthfully.

In addition, I declare that this thesis has not been submitted to another university to receive credit toward another degree. I hereby declare that should this turn out to be untrue, I am not either not granted a degree or, should it turn out to be untrue at any point in the future, this degree is revoked and withdrawn.

Signature:

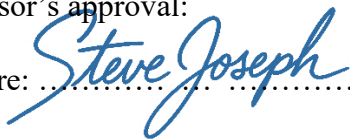


Sok Kuon

Date: 01 May 2025

Supervisor's approval:

Signature:



Prof. Steve Joseph, Ph.D.

Date: 10 May 2025

THESIS APPROVAL

Doctor of Philosophy (PhD) in Teaching English to Speakers of Other Languages

Accepted by the Faculty of Arts, Humanities, and Languages, Victorious Christian Bible University, in Partial Fulfillment of the Requirements for the Doctor of Philosophy (PhD) Degree in Teaching English to Speakers of Other Languages.

Thesis Committee

Chair

Professor John A. Smith, Ph.D.

Signature: 

First Assessor

Professor Emily R. Johnson, Ph.D.

Signature: 

Second Assessor

Professor Michael T. Anderson, Ph.D.

Signature: 

Third Assessor

Professor Sarah L. Martinez, Ph.D.

Signature: 

Member

Professor David W. Brown, Ph.D.

Signature: 

Member

Jessica H. Wilson, Ph.D.

Signature: 

Member

Christopher P. Lee, Ph.D.

Signature: 

ACKNOWLEDGEMENTS

I am a PhD candidate in the Faculty of Arts, Humanities, and Languages, specializing in Teaching English to Speakers of Other Languages (TESOL) at Victorious Christian Bible University, Florida, USA. I am willing to dedicate both physical and spiritual strength to study and conduct research on "Students' Motivation to Improve English Learning Achievement: A Survey Study at Chea Sim Takeo High School" to enhance my knowledge and contribute to our development as human resources.

Firstly, I wish to extend my profound gratitude to my parents, who have rendered numerous favors and have nurtured me into a whole individual. They have consistently provided me with physical strength, spiritual strength, and various resources, endeavoring to accomplish tasks without regard for fatigue or hardship.

Secondly, I wish to convey my appreciation to the school principal for granting permission for the study and to the pupils of Chea Sim Takeo High School, Takeo Province, who participated in my research. Without their voluntary participation in the study, my project would not have been developed or manifested.

I express my gratitude to my supervisor, Prof. Steve Joseph, Ph.D., for his guidance and instruction in understanding research and thesis composition. I would like to express my gratitude to all the lecturers of each course who have diligently taught and supported me, particularly for motivating me to exert effort.

Third, I extend my sincere gratitude to all my classmates who provided ideas throughout the composition of this thesis. I extend my gratitude to future researchers and readers who will generously engage with this thesis and have significantly contributed to its clarity, accuracy, and completeness.

ABSTRACT

This thesis examines the motivations of Cambodian pupils to learn English through a survey conducted at Chea Sim Takeo High School. The research utilized a quantitative methodology to evaluate students' overall motivation levels, ascertain the prevalence of intrinsic versus extrinsic drive, and investigate statistically significant differences in motivation between male and female students. The research included 400 participants, indicating that pupils showed a strong drive to acquire English language skills. Findings revealed that extrinsic motivation surpassed intrinsic drive, with female students exhibiting markedly higher levels of extrinsic motivation than their male peers. These findings highlight the significance of comprehending both inner and extrinsic motivational variables, as they are essential for students' success in learning English. The study emphasizes the necessity of a balanced approach that integrates both forms of incentive to improve the learning experience. Future study should incorporate bigger sample sizes and encompass other educational institutions throughout Cambodia, utilizing a variety of statistical methods. Furthermore, qualitative and mixed-methods designs are recommended to yield a more thorough comprehension of student motivation in English language acquisition.

Keywords: Intrinsic Motivation, Extrinsic Motivation, Gender Differences

TABLE OF CONTENTS

DEDICATION	i
STATEMENT OF ORIGINAL AUTHORSHIP.....	ii
THESIS APPROVAL	iii
ACKNOWLEDGEMENTS	iv
ABSTRACT	iv
TABLE OF CONTENT	vii
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF ABBREVIATIONS	xiii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Introduction to the English Language.....	1
1.2. Historical Development and Evolution of English	2
1.3. Global Spread and Importance of English	3
1.4. Modern Varieties and Dialects of English	4
1.5. English as a Global Lingua Franca	5
1.6. A Variety of English Usage	6
1.7. Problems of the study.....	9
1.8. Rationale	11

1.9. Objectives of the Study	12
1.10. Research Questions	12
1.11. Significances of this Motivational Study	13
1.12. Scope and Limitation of the Study	21
1.13. Significances of the Study	21
1.14. Chapter Summary	26
CHAPTER TWO	28
LITERATURE REVIEW	28
2.1. English in Cambodia	28
2.2. Motivation Theory	32
2.2.1. Historical Development of Motivation Theories	33
2.2.2. Key Concepts and Theoretical Frameworks	34
2.2.3. Applications of Motivation Theory in Different Fields	35
2.2.4. Current Trends and Future Directions in Motivation Research	36
2.3. Types of Motivation	36
2.4. Empirical Studies	37
2.5. Research Gap	41
2.6. Conceptual Framework	42
2.7. Chapter Summary	43
CHAPTER THREE	37

METHODOLOGY	37
3.1. Research Design.....	37
3.2. Population and Sampling Techniques.....	38
3.3. Samples	39
3.4. Permission with Offer Letter for Data Collection.....	40
3.5. Research Instrument.....	40
3.6. Validity and Reliability.....	41
3.7. Data Collection Procedure	47
3.8. Data Collection Location	47
3.9. Data Analysis	48
3.10. Ethical Considerations	48
3.11. Chapter Summary	49
4.1. Findings.....	51
4.3. Students' Overall Motivation for English Language Learning.....	52
4.4. Students' Intrinsic Motivation for English Language Learning	53
4.5. Students' Extrinsic Motivation for English Language Learning	54
4.6. Students' Motivation to Learn English According to Gender	55
4.7. Chapter Summary	54
CHAPTER FIVE	55
DISCUSSION.....	55

5.1. The Need of Motivation.....	55
5.2. Summary of the Findings.....	56
5.3. The Discussion with the Previous Studies	57
6.1. Conclusion	63
6.2. Recommendation	64
6.2.1. The Ministry of Education, Youth and Sport	64
6.2.1. Educational Institutions	65
6.2.3. Teachers and Educators	66
6.3. Chapter Summary	70
REFERENCES.....	71
APPENDIX	91

LIST OF TABLES

Table 3.1. Determination of Sample Size	38
Table 3.2. Cronbach's Alpha of Intrinsic and Extrinsic Motivation.....	40
Table 3.3. Item-Total Statistics of Intrinsic Motivation	40
Table 3.4. Item-Total Statistics of Extrinsic Motivation	42
Table 4.1. Participants' Demographic Information	47
Table 4.2. Descriptive Statistics of Students' Overall Motivation	48
Table 4.3. Students' Intrinsic Motivation for English Language Learning	49
Table 4.4. Students' Extrinsic Motivation toward English Language Learning.....	50
Table 4.5. Descriptive Statistics of Students' Motivation According to Gender.....	51
Table 4.6. Inferential Statistics of Students' Motivation According to Gender	52

LIST OF FIGURES

Figure 2.1. Motivation and Learning Achievement	35
Figure 3.1. A Picture Standing for the Sampling Techniques of the Study.....	38
Figure 3.2. Data Collection Procedure.....	44

LIST OF ABBREVIATIONS

ASEAN	= Association of Southeast Asian Nations
CIA	= Curriculum, Instruction & Assessment
EFL	= English as a Foreign Language
ESL	= English as a Second Language
M	= Mean
MOEYS	= Ministry of Education, Youth, and Sport
SD	= Standard Deviation
UNTAC	= The United Nations Transitional Authority in Cambodia

CHAPTER ONE: INTRODUCTION

Chapter one provides a comprehensive overview of the study's context and relevance, beginning with an introduction to the English language and its historical development, which highlights its evolution over time. The chapter emphasizes the global spread and importance of English, detailing how it has become a dominant language in various spheres, including education, business, and communication. It further explores modern varieties and dialects of English, examining their roles and influences in different regions. The concept of English as a global lingua franca is discussed, underscoring its significance in facilitating cross-cultural communication. The chapter also addresses the diverse usage of English and the associated challenges, framing the problems that the study aims to investigate. The rationale for the research is established, alongside clear objectives and research questions that guide the inquiry. The significance of this motivational study is articulated, highlighting its potential contributions to understanding students' motivation in learning English. Lastly, the chapter delineates the scope and limitations of the study, setting the stage for the subsequent exploration of motivational dynamics in English language education.

1.1. Introduction to the English Language

As the internet increases the development of World English, teaching or learning English as a second or foreign language has grown into an extremely competitive industry. What should today's educators' practitioners and students do to maintain a good image? This chapter provides four objectives that will help us develop a responsible and critical approach to meet

the present and future demands of teaching and learning the English language (Hamid, 2020).

As an undergraduate student studying English, you may wonder why English is the medium of instruction, why you need to write so many papers, or even what English studies can offer you. This unit has been written for students at Charles Sturt University as part of the Study Skills Program. The main audience for the series would be undergraduate students who are studying English as a major (Em & Mao, 2024). From high school to university, from humanities to business, courses offered by English studies enjoy high popularity. Critics are concerned with today's decisions regarding the teaching of English - the competition with other disciplines, subordination to dominant ideologies, or the legitimacy of a separate field or discipline (Eli & Hamou, 2022).

1.2. Historical Development and Evolution of English

The ancestor to English was composed of several dialects which were collectively known as the Aryan tongue. These dialects differ in sound, grammar, and vocabulary. The group that would eventually develop into the English language came from the Germanic subfamily, which broke away from the main body and left southern Scandinavia. Although many theories abound to explain why a portion of the tribesmen migrated to different regions in Europe, little is actually known because they were illiterate and left behind no written records before 100 A.D. The tribes planted themselves in the regions of the present countries of Denmark, Holland, and Germany and some ventured as far as Britain and France (Beames, 2023).

It may surprise some people to realize that the English language belongs to the family of languages known as the Indo-European or Aryan group. The original mother tongue has long been lost, but historians and linguists alike have pieced together from available sources the metamorphosis of the English language that we know today. Although it is unnecessary to discover who or when the English language began, having a working knowledge of the sequence of changes through which it evolved does provide a more complete understanding (Kassian et al., 2021).

1.3. Global Spread and Importance of English

Global status in English is most accurately described as a fair distribution of different varieties of English that range from geographical varieties spoken globally to localized varieties spoken in immediate communities. This sets a precedent for the nature of English as a lingua franca that provides an invaluable medium for communication, education, development, and diplomacy across different regions of the world. It has been used on a global scale, whether in everyday spoken interaction or engagement between speakers of different mother tongues who employ English as a communication bridge (Em, 2023). We may refer to English as an open code that encourages concession and collaboration across various parts of the world. As such, one cannot deny the significance of English as the preeminent lingua franca (Seidlhofer, 2020).

The expanding circle refers to the spread of English to countries geographically farther away as a result of previously established networks. Acclaimed economist Amartya Sen mentions

this very phenomenon when he refers to the driving force behind globalization—the spread of English due to the influence of historical connections through the British Empire. As of 2019, English is the most studied foreign language in and out of Europe in the context of adult education, with nearly 60% of the learners needing English for work reasons. The number of primary and secondary schools offering instruction in English is growing, and the number of students enrolled is expected to double by 2020. Consequently, the global need for highly competent speakers of English, especially in the workforce, indicates why governments and educational institutions around the world have various incentives that facilitate English language growth (Onishchuk et al., 2020).

1.4. Modern Varieties and Dialects of English

What is there to show for this rich evolutionary experience in today's English-speaking world? The most remarkable conclusion we can draw about today's English-speaking world is the same as with Chinese: Today and in the foreseeable future, we can expect modern varieties of English to coexist as fully-flowered and viable systems (Godwin-Jones, 2017). As with Chinese, the existence of speakers of other languages is not a matter of concern to us. This does not mean that the study of the other systems that exist within English is of little value. Although ultimately, we share a common linguistic ancestry, the modern Englishes can teach us a lot about how language works, about the integral place of language in making us who we are, and about the complexities of the world in which we live. English provides a ready forum for study because it is spoken and studied in so many different places, but the complex patterns

we find in English are not unique to the language itself (Em et al., 2022). They are lessons about language that we can only start to learn from a study of the remarkable diversity that exists in the human group and in the languages that have allowed that diversity to function (Eli & Hamou, 2022).

The evolutionary analysis of the English language in the last chapter demonstrates that English has been spoken around the world at various times in relatively small but influential groups of speakers. Unquestionably, English is now a global cultural force that is studied and spoken worldwide. Moreover, we have seen that different regions of the world have received English at different stages of development. Inevitably, the language as it is spoken in England and other early centers of reception would have changed in ways that echoed socioeconomic and political change over time. Social and political evolution would have similarly changed the language at other centers (Godwin-Jones, 2017).

1.5. English as a Global Lingua Franca

Here ends my brief sketch of the evolution and importance of the English language. It charts many pivotal events in English's development, paying particular notice to its global ascendancy as a world language. English has grown and continues to grow rich and expressive under the skilled hands of its many speakers. Analysis of how people use English not only helps us to recognize its universal characteristics and qualities but also refines and improves our understanding of the native speakers themselves and the whole of humanity. I hope that Gray's words at the beginning of this chapter and the short excursion you have taken with me

through the history of English have convinced you that there is more to the language, far more than mere words or simple grammar; there is an eloquence to it that will have to be discovered and developed (Eli & Hamou, 2022).

In conclusion, English, in a manner almost unique in the history of languages, has progressed within fifteen centuries from the condition of a pidgin tongue spoken by three tribes on an island of 205,000 square kilometers to being the dominant global lingua franca, spoken by over a quarter of humankind and having at their point of disposal an active vocabulary perhaps over half a million words, a written vocabulary over a million coined words, and an even greater store of borrowed words (Godwin-Jones, 2017).

1.6. A Variety of English Usage

There are a wide variety of enterprises all over the world that use English, and its significance as a language is consistently expanding. New technologies and the widespread use of the Internet have brought about significant improvements in business, education, science, and technology. All of these developments require a high degree of English proficiency (Godwin-Jones, 2017). New technologies have also brought about several advancements in the field of technology.

Consequently, individuals who possess a high level of English proficiency will have a greater number of options available. Many individuals today are becoming aware of the significance of English and are beginning to study it. Most public and private schools in Cambodia are currently teaching English as a foreign language, and Cambodians are giving it more attention

than people in other countries. One of the most important languages in Cambodia is English, just as it is in a significant number of other developing countries. Firms in other countries are currently promoting workers who do not speak English to enhance their English language skills and boost their chances of securing higher-level employment (Ning, 2015). Furthermore, the formal debut of the ASEAN (Association of Southeast Asian Nations) community in 2015 led to a significant increase in foreign investment in Cambodia. As the ASEAN community continues to grow, it is becoming increasingly challenging for Cambodian workers to acquire English and other skills necessary for their jobs (Deerajviset, 2014).

The Cambodian government is placing a greater emphasis on the implementation of English language instruction measures. According to Hornberger and Skilton-Sylvester (2000), the majority of Cambodian schools begin teaching English in the first grade, and many of these schools also hire foreign teachers whose first or second language is English. All of these schools are located in Cambodia.

When it comes to improving pupils' English learning, teachers should place an emphasis on motivation. According to Dornyei (1998), motivation not only acts as the primary impetus for beginning the study of a second or foreign language, but it also serves as the driving force for persevering through the lengthy and usually tiresome learning process (Phann et al., 2023). Dornyei suggests that motivation serves as the driving force for both of these purposes.

In the absence of sufficient motivation, even individuals who possess the most outstanding talents have a difficult time accomplishing long-term goals. Consequently, motivation is an essential component in the process of learning the English language (Daily, 2009).

Motivation is another essential psychological concept. The self-actualizing tendency, which refers to the desire to accomplish personal growth and to completely utilize the capacities and qualities that one has inherited, is the fundamental driving factor in people's lives, according to humanistic psychologists such as Carl Rogers and Abraham Maslow. They believed that this tendency was the primary way in which individuals lived their lives. As a result of the convergence of social psychological theories on motivation and the problems that surround language learner behaviors, researchers have developed a complex map of the numerous cognitive, psychological, and social aspects that interact and affect motivate language learners in some way (Mittelman, 1991). This map is a complicated representation of the many factors that interact and affect motivation in language learners.

The development of motivation theories aims to illuminate the reasons behind people's specific behaviors and thoughts. When it comes to the study of languages, self-motivation is of equal importance. Given the diverse interpretations of the term, we can view motivation as a tool to boost the effectiveness of English language learning. Mowrer (1950) was a pioneer who directed his attention to the process of first language acquisition. According to him, a child learns their first language to establish a connection with their family and the rest of society. Mowrer's idea influenced Gardner (1982). Mowrer's notion served as the foundation

for Gardner's investigation. Gardner's model frequently reflects the four key characteristics of second language acquisition: the social and cultural context, the individual variability of the learner, the learning environment, and the language outcomes. Depending on the given variables, we can classify individuals who are learning into two distinct levels of motivation: integrative motivation and instrumental motivation.

One other fundamental concept in psychology is that of motivation. Humanistic psychologists such as Carl Rogers and Abraham Maslow proposed that the self-actualizing tendency, which indicates the desire to achieve personal progress and to fully employ the capabilities and characteristics that one has inherited, is the major driving force in people's lives. This tendency refers to the desire to fully exploit the capacities and qualities that one has inherited. Researchers have developed a sophisticated map of the multiple cognitive, psychological, and social elements that interact and affect motivation in language learners, a result of the convergence of social psychology theories on motivation with questions about language learners' behaviors (Mittelman, 1991). This map describes the ways in which these elements interact and affect motivation in language learners.

1.7. Problems of the study

Asia boasts some of the strongest educational systems in the world, with Japan, Singapore, South Korea, and Taiwan holding the top spots in reading, math, and science, according to the findings of the 2013 OECD-PISA (Program for International Student Assessment). However, only Singapore has the highest degree of English proficiency among these nations.

Cambodia has a low level of English proficiency compared to other Asian nations like Malaysia and Singapore. Some of the world's fastest progress occurred in Indonesia, Thailand, and Vietnam, each of which increased by more than seven points during the previous seven years. Although Cambodia has improved its English proficiency more quickly than in the past, it still lags behind several Asian nations (Kirkpatrick, 2010). Numerous Cambodian students are reported to struggle with learning English. Some pupils lose interest in English classes too quickly. Some pupils fail to understand the value of learning English. In addition, a lot of students fail the semester-ending English exam or the high school exam. It is crucial to pay closer attention to their desire to learn English and to find resources that will help them become more motivated to do so (Skilton-Sylvester, 2002).

Numerous authors have researched and analyzed what drives people to learn English. The pioneers in the desire to learn a foreign language, however, were mostly from Western nations (Em, 2022). Numerous research in this field have been undertaken throughout Asia during the past 10 years, most of which were in Eastern Asia, specifically China and Hong Kong. Others, including Iran, were carried out in South West Asia (Chalak & Kassain, 2010; Ghanea, et al., 2011). However, there have only been a few research studies on English learning motivation carried out in Cambodian schools.

A number of research studies on the relationship between learners' integrative motivation, instrumental motivation, and English proficiency or academic achievement (Gardner et al., 1985) have demonstrated that there is a connection between integrative motivation and

success in a foreign language (French) course. These studies have also demonstrated that there is a connection between the two.

Despite the existence of numerous studies on the topic of student motivation, a review of the literature on motivation in an educational environment, which analyzed the dynamics of L2 motivating development in educational institutions (Williams et al., 2002), reveals a dearth of research on this topic. In Cambodia, there has been a limited amount of research on English language learning, specifically focusing on the topic of motivation in this context. Despite the fact that maintaining learners' interest over the many years it takes to acquire a language is crucial.

1.8. Rationale

Considering that English is spoken in so many nations. There are lots of schools and universities around the world that offer programs in English. There are many chances for you to discover a suitable school and course that meets your demands if you have a high level of academic English. Additionally, many of the world's most renowned institutions are found in nations that speak the English language, like the United Kingdom, the United States, and Australia. The ability to read, write, speak, and listen in English is essential if you want to get a job at one of these elite universities.

Both in the city and the rural of Cambodia, English has started to take on some significance. Both male and female students agree that English is a foreign language. The motivation for learning English in various locations in general education schools, including public and

private institutions, has already been demonstrated by some studies. However, no research has been done at the current school, thus it is still unknown why monks would want to learn the language. Thus, this investigation must be carried out for this reason.

1.9. Objectives of the Study

This survey study examines the motivation of Cambodian students to learn the English language in the context of Chea Sim Takeo High School in Takeo Province. The purpose of this study, which is a requirement for the Doctor of Philosophy (PhD) in Teaching English to Speakers of Other Languages (TESOL) at the Victorious Christian Bible University, is to assess the motivation of Cambodian students to learn the English language among those taking English classes at Chea Sim Takeo High School. The objectives of the study are outlined in the list below:

1. To examine to which the students are motivated regarding learning the English language.
2. To investigate whether the students are more intrinsically or extrinsically motivated.
3. To explore if there is a significant difference between male and female students' motivation in learning English.

1.10. Research Questions

To meet the above objectives, the following research questions are to be answered.

1. To what extent are the students motivated regard to learning the English language?

2. Are the students more intrinsically or extrinsically motivated toward learning the English language?
3. Is there a significant difference between male and female students' motivation in learning English?

1.11. Significances of this Motivational Study

In this day and age, English is of utmost significance. Today, there are a variety of approaches that individuals use in order to improve their English language skills. Therefore, it is believed that studying in a foreign country is the most effective method for improving one's English language skills. On the other hand, learning a language that is not your native tongue is always going to be fraught with challenges. It is also necessary for language learners to have a high level of motivation, a distinct objective, and an awareness of the significance of the language they are learning in order to obtain the best possible results when learning any new language, but especially English. Butzkamm (2003) asserts that without work and dedication, there can be no success; while it may be challenging to start, it is far easier to give up. The pursuit of motivation is the focus of this research. The goal of this research is to help raise awareness among the students regarding the significance of motivation as a measure of success. Intrinsic motivation refers to the impetus that comes from within an individual. Engaging in enjoyable activities naturally motivates people. The term "extrinsic motivation" refers to the drive that comes from sources that are external to the individual. Extrinsically driven people are those who are motivated by the desire to acquire a reward (usually in the form of a prize or a good

grade) or to avoid getting into trouble. It is often true that rewarding someone who already possesses intrinsic motivation can actually diminish that person's intrinsic motivation, causing them to become less interested in the activity and, as a result, lowering their performance (Fishbach & Woolley, 2022).

On the other hand, in situations where a person lacks the intrinsic drive to learn about a subject due to lack of interest, it may be possible to stimulate involvement in an activity by providing rewards. According to Larson and Rusk (2011), this can then serve as a catalyst for the development of intrinsic motivation. It is possible to transition from extrinsic to intrinsic motivation. Although it is not always the case, the majority of students learning English as a second language already have an intrinsic desire to study English. They have a specific goal in mind, and they need English to achieve it. This aim could be for academics, business, or something entirely different. As a result, they are eager to start studying the language (Calder & Staw, 1975).

When you place a greater emphasis on inspiring your pupils from inside rather than from outside sources, they will reach their full potential in terms of overall performance. According to Covington and Mueller (2001), the purpose of this is to provide support for the students' drive to study rather than to attract them with rewards from external sources. Creating a conversational atmosphere in the classroom is one method to boost your pupils' intrinsic motivation. One of the delights of language is the communication it can accomplish. The act of putting their thoughts into words and properly articulating them is a particularly

exciting experience for language learners. More than just making communication easier, most students want to achieve this by learning English. Alternatively, to put it another way, that is the internal force that motivates people. According to Hanus and Fox (2015), there is a desire to speak English, but the desire varies from person to person.

There are some students who are interested in learning about business communication. Others aim to converse while pursuing advanced degrees at an English-speaking college or institution. Some people still have a desire to travel and engage in conversations with people from different parts of the world, and they will use English to do so. Encouragement to communicate more frequently in the classroom will increase pupils' motivation to do so. During the time that they are learning, they will be able to observe that they are progressing toward their objectives, and the feeling of accomplishment and success will make them more eager to study (Kabilan et al., 2010).

There is no better way to improve communication in the classroom than via the use of group projects. To encourage students to collaborate and complete a task, you should require them to use language they are already familiar with. Do away with rows and columns and maximize seating. Arrange the kids' desks in such a way that they form larger tables in order to encourage communication among them. If you haven't tried it yet, consider implementing the discovery grammar method. Before you proceed with the explanation of the grammatical concept, give the pupils a worksheet already filled with answers. You should then form two- or three-student study groups to review the solutions and try to understand the rule. In this

way, students are able to engage in conversation while simultaneously figuring things out on their own (Rao, 2019).

Another effective strategy to prioritize communication in your classroom is the flipped classroom. By assigning homework to students to complete at home and using class time for activities that involve extension, practice, and deeper learning—that is, activities that put language to use through communication—a flipped classroom goes against the conventional teaching method. You may maintain communication open in your class by reducing the amount of time that the instructor spends talking (also known as TTT). If you speak less, your pupils will communicate more, which means they will be able to put their language skills to use (Johnson, 2013).

If you want to make your English usage more precise, you could say that people dislike wasting their time. People still want to know why they are doing something, even if it is something as simple as digging a hole. This remains true even when the task at hand is relatively simple. Maintaining a realistic approach to your actions allows you to highlight the reason for them. One way to ensure that the material covered in class is applicable is to make use of realia whenever it is viable. Composed with native speakers in mind, "realia" refers to written materials. Through the use of Realia in the classroom, your students will be better prepared for the activities and situations they will encounter outside of your institution. It is beneficial when you are just beginning to learn English because resources geared toward English as a second language (ESL) often include simpler grammar and vocabulary. However,

it is not beneficial if everything you encounter outside of the ESL classroom remains unchanged for individuals still in the learning process (Ne'matullayevich, 2021).

Project-based learning, which begins with a real-world problem and challenges students to find solutions, effectively maintains a grounded approach to learning. Students that participate in project-based learning go through a number of steps in order to find a solution to the problem. This method could entail a number of different steps, such as describing the information that is required to solve the problem, dividing it up into digestible chunks, gathering the information that is required, coming to a conclusion, and presenting their response. Because students utilize their language skills throughout the procedure, it is more important to focus on the approach rather than the outcome. Focusing on the process, rather than the extrinsic motivation of a grade at the project's conclusion, is beneficial in guiding students towards the desired direction. In its place, you place an emphasis on the necessity of consistent and efficient communication throughout the process (Harris, 2014). Role-playing is another method that can help you maintain your concentration on the practical. According to Kunierk (2015), providing students with the opportunity to train for the future in a safe environment will enable them to acquire knowledge of real-life circumstances that they are likely to encounter in the actual world.

Learn in a way that is enjoyable: One method to make learning more fun is to increase one's degree of intrinsic motivation. Students will be more interested in their lessons if they are having a positive time while they are learning. It will be them driving, not you. According to

Hanus and Fox (2015), you only need to make learning fun for your students. Employ social media in the classroom. Share yourself on social media and you may have great conversations with friends and strangers. By incorporating something that students enjoy into their education, you are also making language use more applicable within your lessons. Consider requesting that they post brief updates on social media platforms such as Instagram, Twitter, or Facebook. You might also consider establishing a class blog and inviting students to make updates and respond to comments made by both their classmates and members of the general public. This is still another alternative. The classroom should be filled with popular culture. People are extremely enthusiastic about contemporary music, publications, and movies. If you want to have access to thousands of amusing videos that you can use in your lessons, you should make sure to register for a teacher account on Fluent U. According to Browne (2005), Fluent U incorporates real-world films, such as music videos, movie trailers, breaking news, and motivational speeches, into the process of teaching language in a customized manner.

These instruments can help teachers accomplish exercises in reading, listening, and vocabulary development in the classroom. Rather than continuing to read the textbook, you should pick up a copy of People. A movie can serve as the basis for a variety of activities, including a cloze listening exercise, writing a synopsis, or event sequencing. Pay special attention to the music, movies, and television shows that your kids enjoy watching and listening to. Therefore, integrate these materials into your lessons to ensure their inspiration

and engagement. Put your lessons to the test! If I am honest, I will. The most fun I have with my students is playing games. These games can achieve remarkable success in introducing vocabulary and grammatical concepts. A couple of my favorite games include Scrabble, Categories, and Charades. The established norms should not limit you. There are numerous ways to enhance the enjoyment of standard games for your English as a Second Language (ESL) students in a classroom setting (Nisbet & Austin, 2013).

People care more about your care than your knowledge, so make connections. You should prioritize building relationships with students. You may be the only native English speaker your students interact with, especially if you teach international students. Prior to motivating your kids, you must support them. When students can express their cultural identities in class, you show them you care about them and their culture. There should be opportunities for students to talk about their traditions, values, and beliefs (Ussher et al., 2006). Watch for these possibilities.

Additionally, make sure to spend some time each day connecting with your pupils on a personal level. Inquire about the success of their weekends. Encourage them if they seem depressed. They should know you can help in any way. Although it may seem like you're wasting class time, the bonds you form with students during those minutes are the foundations of successful relationships (Childress & Benson, 2014).

It is important to provide feedback and to ensure that it is duly considered. Providing the appropriate amount and type of feedback to your students is necessary in order to cultivate

the best possible relationships with them. You risk alienating students by correcting every mistake for too long. Though people may admire your skills, they won't feel close to you through your interactions. Not only is it essential to offer constructive criticism, but it is also essential to offer positive feedback, such as compliments and encouragement. Critical and encouraging statements are best when you have something to say. The unpleasant item is much easier to hear when something beneficial comes before it and comes after it. This makes it much easier to avoid hearing it. According to Jug et al. (2019), no student will ever have the impression that you are belittling them in a way like that.

There is no need to be the only one giving students feedback. Each day's lesson plans should allocate time for students to assess themselves and their peers, and it is crucial to motivate them to do so. Your pupils have the ability to impart valuable knowledge to their classmates. Please ensure that it is enabled. A further positive aspect is that it is excellent to acknowledge achievements on a regular basis. However, this does not mean you should celebrate every kid accomplishment. Your extrinsic motive will only demotivate them or make it seem insubstantial. No, what I mean is that you should give your pupils the opportunity to briefly boast about what they have accomplished and then spend some time talking about it. While walking around the room in a circle, each student should reflect on what they did well that day, that week, or that semester, and highlight any areas they believe they performed well. (Best et al., 2015) Suggest to their classmates that they applause, congratulate them, or take pictures of them to celebrate.

1.12. Scope and Limitation of the Study

This study is highly important for teachers of English to understand the students' motivation for learning English, especially in the examined situation. The design of study motivation in secondary school English learning owing to time and money was the main topic of this study. There were about 400 participants. The results may not be generalizable to all schools, particularly secondary schools in Cambodia.

1.13. Significances of the Study

Research into the domain of educational motivation has shown that the points of view of students, teachers, and parents differ: what will motivate a student is not the same as what a teacher thinks will motivate the student, and it varies with students' age. Students' perspectives on what motivates them change over time, both with age and during the school year. In the two Western "my culture" studies conducted in the last years of school, the majority of students reported that marks in the final examination served as the best motivation, despite the correlation between the importance of marks and increased anxiety. Educational motivation becomes more future-oriented as children get older. During journeys through primary and lower secondary education, different year groups selected different school subjects. The items students associate with motivational advantage also vary with age. In Western studies, students associated positive emotions with school achievement. Children who consistently displayed positive emotions during teacher lessons demonstrated higher

achievement. However, the parents' study found that negative emotions only affected the behavior of the following year, not the grades students would receive.

McClelland's work strongly influenced interest in motivation in an educational context. He argued that although primary motivators, such as hunger, were levels of instinct motivation that were constantly renewed, these were supplemented by higher-level motivators, such as feelings of competence, conscious beliefs, and self-esteem, which provided incentives for ongoing actualization. These needs were higher than the level of biological homeostasis, which was directed toward growth and development. He argued that familiar social factors might fail to encourage students, at least because the same rewards could have different values or meanings for different individuals. Therefore, the argument suggested that rewards for good work and behavior might not be sufficiently appealing to those who are still developing their sense of self and awareness of their capabilities.

Unlike traditional theories like self-determination theory and expectancy-value theory, achievement goal theory posits that students perform academic tasks to demonstrate their competence and avoid the appearance of incompetence. As a result, students adopt achievement goals and define success and failure in terms of task mastery or performance demonstration, or they define success and failure in terms of the degree of self-worth that the performance brought to them. Given the multidimensional nature of student motivation, it is essential to consider a variety of motivational components to explore and predict achievement. Pintrich asserts that the literature distinguishes various discrete dimensions of student

motivation, including intrinsic and extrinsic motivations, competence-related beliefs, and subjective task values that emerge in the context of self-determination.

Student motivation is an important factor in determining student success in educational settings. Decades of research in social and educational psychology have shown that school-related motivation influences such behaviors as the amount of effort that students devote to academic work, their persistence when faced with challenging tasks, the quality of cognitive processing, and the likelihood of successful academic performance. Traditionally, research on student motivation has acknowledged two different types of motivation: intrinsic and extrinsic motivations. Intrinsic motivation occurs when students take on an academic task for which they find enjoyment, pleasure, or satisfaction, whereas extrinsic motivation occurs when students perform academic tasks to gain some separate, identifiable outcome, such as grades, the teacher's approval, or avoiding punishment. Furthermore, we added the concept of controlled motivation to this dichotomy, which occurs when people feel pressured or obligated to engage in a specific behavior.

Students' readiness and response to the curriculum's tasks are very important factors for the teacher's educational process. Despite many different factors influencing lower-secondary school students' motivation to learn, studies have shown that drive and content-related aspects are crucial. As a result, it is critical to identify students' differences and develop methodological recommendations for adjusting the curriculum content to a suitable age.

On the lower-secondary school level, students mature and start making choices that can affect their future. Thus, one of the important tasks for teachers is to motivate students to learn. Various environmental factors, in addition to the family, classmates, and teacher-educator, influence the motivation of lower-secondary school students, aged 11-15. Research carried out in many different countries has shown that understanding factors such as school organization, implementation of the curriculum, and students' physical, mental, and emotional well-being are obstacles to student motivation. Additionally, the concept of abilities or capabilities to reach the academic curriculum task and the gap between the students' needs due to their daily lives and the school's academic requirements is a mismatch with the lower-secondary school students' real abilities and potential to cope with the educational curriculum and tasks.

Students with active involvement in learning and high motivation will greatly benefit from this. We argue that a positive attitude toward learning tasks is fundamental for students' well-being and a satisfying life. Motivation is essential for life satisfaction, mental health promotion, and personal and educational development. From a social point of view, schools investing time in promoting students' social and emotional competencies will receive clear social and economic benefits in the form of a more satisfied citizen who attains academic achievements and feels responsible for his or her future. Since the 1990s, school reforms have become a global phenomenon. A main goal of these reforms is to enhance student achievement through good teaching practices. Current changes focus on achieving both

academic and non-academic goals, largely through evidence-based reforms in domains such as social and emotional learning.

In many ways, acquiring knowledge in lower secondary school is fundamental for students, as it generally prepares them for the workforce. Thus, attention to how to optimize the learning process is relevant. This paper focuses on students' motivation, which is critical for learning.

There is a growing interest in exploring factors that might influence students' motivation.

Secondary schools are witnessing a surge in the diagnosis of various learning disorders and a significant number of students grappling with school-related issues. They often experience lower subjective well-being than other students and tend to perform less well academically.

Numerous studies investigating motivation have focused on ways to identify factors that might increase students' intrinsic motivation to engage in learning activities.

Even when intelligence is under control, motivated behavior often yields greater success than unmotivated behavior. Integrative orientation (autonomy drive) is a major motive for work:

'... individuals have a preference for environments permitting them substantial discretion, autonomy, and responsibility concerning their work tasks', and the concept of expressive acting (expressive drive) was introduced: individuals need to connect with others to express something across networks. Both orientations are likely to impact the nature of education.

According to adolescent motivational research, boys are generally less motivated than girls, and child-rearing practices are an important factor in enhancing motivation. Research on how to ameliorate motivational problems in formal education is limited, yet schools can effectively

solve many individual motivational problems. We suggest some strategies for stimulating motivation in lower secondary schools in the Netherlands: (1) interviewing all new students; (2) using cooperative active learning; (3) paying attention to individual differences; (4) applying a 'watchful eye' approach; (5) building on those aspects of lessons that students find important; and (6) extra support for students' weak points. We commence by scrutinizing the potential significance of students' implicit motives, elucidating the implications of these findings on individual differences in implicit motives for formal education, and subsequently expounding on several motivational issues that the formal education of lower secondary students can effectively address.

1.14. Chapter Summary

Chapter I serves as a foundational introduction to the study, outlining the significance and context of the research on the English language. It begins by exploring the historical development and evolution of English, emphasizing its global spread and importance in today's interconnected world. The chapter examines the various modern varieties and dialects of English, along with its role as a global lingua franca that facilitates communication across cultures. Additionally, it highlights the diverse usage of English and the challenges associated with its learning, establishing the study's problems and rationale. Clear objectives and research questions are presented, underscoring the significance of understanding students' motivation in learning English. The chapter concludes by defining the scope and limitations of the study, thereby setting the groundwork for the exploration of motivational factors in

subsequent chapters. Overall, this introductory chapter lays the groundwork for a comprehensive examination of the role of motivation in English language education.

CHAPTER TWO: LITERATURE REVIEW

Motivation is the driving force behind everything we do. It originates deep in our hearts and minds, and it moves us to persevere in our work, learning, and everyday activities. We need motivation in order to make progress because it is the foundation of our success. Motivation is the key factor that spurs someone to work hard. It is also important for English learners who need motivation or could become discouraged.

2.1. English in Cambodia

McLaren (2000) publishes an article for the Japan Times in which he investigates the enthusiasm with which Cambodians embrace the study of the English language. She observed that English is rapidly becoming a second language for a significant number of Cambodians, and she observed this with reference to the ability of persons she met in Cambodia to converse. This included bicycle (rickshaw) drivers as well as government officials.

In order to provide an explanation for this increase, McLaren cited a British English instructor who was located in Phnom Penh. This instructor stated that studying English in Cambodia is the key to prosperity. The Cambodian people have the potential to envision themselves enjoying a better lifestyle if they receive an education in English. There was a hint of this in the year 2000, and it is possible that the boom in the nation is intensifying.

Cambodia is a country in Southeast Asia that is located on the Indochina Peninsula on the continent of Vietnam. There are borders between Vietnam, Laos, Thailand, and the Gulf of Thailand throughout its 181 thousand square kilometers of territory. As of July 2007,

estimates place the population of Cambodia at 14 million, with the majority being Khmer (90 percent), followed by Vietnamese (5%), Chinese (1%), and other nationalities (4%), according to Igawa (2008).

During the course of its two thousand years of existence, Cambodia has experienced both successes and failures. The recent political changes in Cambodia have caused damage to both individuals and the land. Pol Pot led the Khmer Rouge to rule from 1975 to 1979, causing the most significant upheaval. At least 1.5 million people died as a result of the upheaval, and the Vietnamese occupation from 1979 to 1989 left the society traumatized for life (Igawa, 2008). These two events left the country permanently traumatized. The conclusion of the Cold War, which lasted from 1945 until 1990, had a significant impact not just on the rest of the world but also on the war-torn nation of Cambodia. The United Nations Transitional Authority in Cambodia (UNTAC) backed the 1993 elections, marking the culmination of changes that gave Cambodia a fresh start (CIA FACTBOOK: Cambodia). The goal of these elections was to reestablish some semblance of normalcy under a coalition administration. Cambodia's admission to the Association of Southeast Asian Nations (ASEAN) in 1999, which heralded the country's official return to the international stage, was another major event that contributed to the revitalization of the country (Igawa, 2008).

Clayton (2007), a sociolinguist conducting longitudinal research on language choice in Cambodia, acknowledges the significance of these two events not only from a political perspective but also from a linguistic one, which is the primary subject of this study. The

United Nations Transitional Authority in Cambodia (UNTAC) governed Cambodia during a period of political transformation that has persisted since the country's admission to the Association of Southeast Asian Nations (ASEAN). To be more specific, the United Nations Transitional Authority in Cambodia (UNTAC) eased Cambodia's transition to democracy, and the country's membership in ASEAN represents its integration into wider political networks. Both of these organizations have implemented language requirements that are comparable for Cambodians who are participating. Advocates have aggressively encouraged and advocated for people to study and use English in their daily lives. Specifically, the political situation in Cambodia required the use of English as the language of communication. The political situation has accelerated Cambodia's globalization process, allowing a variety of international aid organizations to enter the country, according to Igawa (2008). Cambodia's transition to democracy and return to international society has resulted in the establishment of a market economy in the country. According to Clayton (2007), the nation has transitioned away from the communist institutions and practices that were prevalent in the 1980s and has now embraced the market economy and liberal democracy.

In fact, the past several years has vividly brought Cambodia's economic prosperity into focus. Due to Cambodia's transition to a market economy, there has been an increase in the number of people studying and using the English language in the country (Igawa, 2008). On the other hand, Cambodia is still considered a developing nation according to a number of different indices. For illustration, Tully (2006), the author of *A Short History of Cambodia*, states that

Cambodia continues to be one of the poorest nations on the planet in the present day. One third to one half of the country's thirteen million inhabitants are living in abject poverty on less than one dollar in United States currency per day, and the number continues to climb each year. Estimates suggest that fifty percent of children under the age of five in the country are underweight.

A problem is emerging as a result of the disparity in income that exists among Cambodians. According to Clayton (2006), the Gini index of the country has been fluctuating; a score of 0.0 indicates that there is perfect equity, while a rating of 1.0 indicates that there is perfect inequality. Clayton (2006) highlights the growing disparity in earnings among Cambodians and adds that even the Gini rating in the United States was at 0.41 in 1997. He discusses the rating's rise from 0.40 in 1995 to 0.45 in 1999, which indicates that the disparity is growing. Despite the fact that Cambodia's Gini coefficient has lately seen a slight improvement, reaching 0.42 in 2004 (according to estimates from the CIA), it still demonstrates a severely unequal distribution of income. It is not an unrealistic assumption to think that the English language is functioning as a barrier to entrance for well-paying employment, which would at least partially explain the income gap that exists between Cambodians.

MoEYS has been incorporating English into the Cambodian curriculum ever since the fourth-grade levels of the primary education system. Additionally, the Ministry of Education announced in 2015 that it would begin teaching English in Cambodian schools from kindergarten onwards. The Ministry of Education took this action to guarantee that students

would have the chance to acquaint themselves with the language during their crucial developmental years (Igawa, 2008).

2.2. Motivation Theory

Product/service value differentiation has become a primary driving resource for the attaining and receipt of services and goods and in value-added services and products. The buying of these value-added services and products, then, becomes a primary and strong driving force for motivational characteristics (Andersen, 2021).

The concept of motivation has been applied in various disciplines, such as psychology, human anatomy, management (organizational), human resource management, marketing, education, ethics, integrity, personality, philosophy, health, sporting, social, motivation in engineering, and learning music. Inspirational motivation has been derived from the nature of the postulates of these disciplines (Ryan et al., 2021).

Intrinsic motivation is defined as the sense of inner self-agency which induces an individual to behave so as to accomplish a specific desired goal, whereas extrinsic motivation refers to driving factors operating from outside of an individual such as incentives, rewards, reinforcement, punishments by others that induce an individual to behave so as to attain a specific desired goal (Huang et al., 2024).

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. The concept of motivation

is mainly divided into two major types: intrinsic motivation and extrinsic motivation (Alamri et al., 2021).

2.2.1. Historical Development of Motivation Theories

The first point is that there is historical progression through time just as other research fields have progressed. This progression may be viewed as a consequence of sociological, economic, and political changes happening at the same time research is proceeding. The second point is that new theories are built on the foundations of earlier theories, with exceptions in the behaviorists who rejected the idea of learning and in Maslow who has a few studies testing the rich culture theory. Third, it is not uncommon for older theories to emerge as new theories, regaining prominence when social and economic changes create conditions in which the theories can once again be useful. Theories tend to emphasize those needs in which severe deprivation occurs. If any type of need is not readily satisfied, the individual's motive for that need actualizes. These ideas form only a part of a model of human motives and needs, but chiefly they are a way of getting a new look at complex human responses (Abrutyn & Lizardo, 2023).

Although formal theory began with the concept of instinct, current approaches at an early level of conceptualization concern needs, coupled with the idea that needs emerge from conditions of deprivation. Motivational models at a higher level of abstraction are those that emphasize personality variables that operate as needs, such as needs in Maslow's work, or characteristics such as self-esteem and self-fulfillment in the newer contemporary models.

This section concerning the historical development of motivation theory adheres to several major points about theory and its progression through the years (van Knippenberg & Hirst, 2020).

2.2.2. Key Concepts and Theoretical Frameworks

Motivation is an important theme because underlying all the day-to-day activities of the team is their persistent need for motivation. Without motivation, team members will be unable to work at their fullest capacities and a lack of motivation on the part of any key members within the team would result in poor performance from the team as a whole. Overall, the concept of motivation is hugely important, although how motivation increases individual performance and is achieved by organizations can differ significantly. This is why it is important to strive to understand motivation in the context of your team and organization. This is also why the subject of motivation is important (Bohórquez et al., 2021).

From a management perspective, it is important to consider motivation because by understanding and appreciating why people are motivated, managers can influence the behavior of individuals within the organization. They can employ different tools, for example, rewards, punishments, threats, recognition, communication - or a combination of these - to influence the behavior of people. Also, by understanding what motivates employees, it is then possible to link motivation with increased performance and improvement of the quality of the work done (Ali & Anwar, 2021).

2.2.3. Applications of Motivation Theory in Different Fields

We would be pleased merely if the examples of applications of theory had broadened the reader's appreciation of any of the chapters. At the close, we would like to suggest that you turn back for there are points that you may discern now that you did not perceive before. With theories such as those of motivation, continuity, and reinforcement, very few individuals are prejudiced concerning the general nature of the conclusions presented, nor can much essential detail be isolated from the hold of the theory and be used as evidence against the prevalent theory. Indeed, little, unimportant details may be so numerous that the subjectivist may have a tendency to cluster nuisances and embark upon his or her observations, continually and strongly reinforced (see Ryan & Vansteenkiste, 2023).

In this concluding section, we shall consider various vital matters concerning the applications of motivation theory. First, there is the specious but still rather general doctrine of movement. Then, there are specialized viewpoints that arise from the use of motivation theory in diverse areas such as basic brain research, industry, sports, education, and group behavior, where the motivating influence is not sought in a leader, but rather in an abstract entity such as public opinion for members of the group, including opinion makers. Even when a specific goal attainment is not ill-organized leadership, motivation theory, we believe, has an important place and we hope that the various applications stressed in this chapter will convince the reader that these abstract theories are not as esoteric as they may thus far seem to be (see Ryan & Deci, 2020).

2.2.4. Current Trends and Future Directions in Motivation Research

These tendencies, in turn, suggest shifting the focus of research from how teacher, task, goals, and achievement criteria affect the degree of student participation in the curriculum to how congratulations, corrections, criticism, celebrations, and condemnations are provided and interpreted by whom for what performance for whom. Mastery and the rise of competence-based negative emotions such as disappointment, shame, and regret for predicted achievement levels of shortfall consequences play increasing roles in post formal cognition. Roles and findings from research procedures not appropriate to current theory are reviewed in areas such as equity theory and cross-level variations of procedural justice. Implications for instructional practices and educational policy are then discussed (Herberg & Torgersen, 2021).

Contemporary directions in motivation research usually combine an interest in the potential of cooperating multiplicative sources and sequences of cognitive processes with increasing appreciation for emotion, motivation, and physiological aspects of the brains in translating intelligence, values, and strategies into creativity. An exploding literature is available emphasizing autonomy through self-regulation and interest development and integrating philosophical and sociological conceptions of volition with psychological conceptions of motivation (Cromwell et al., 2020).

2.3. Types of Motivation

Intrinsic motivation refers to the utilization of enjoyment in some tasks, such as learning, reading, writing, speaking, listening, and a great many other actions that are substantially

similar. According to Rheinberg and Engeser (2018), the individuals take pleasure in participating in those activities by themselves, without any pressure or interference from the outside world.

According to Ryan and Deci (2020), extrinsic motivation, as opposed to intrinsic motivation, is impacted by cues that come from the outside instead of coming from within. Participants perform the acts because they want to achieve expectations set by others. As an illustration, a significant number of students attempt to achieve the maximum possible level of learning because they wish to differentiate themselves from their classmates in the classroom.

In his research, Syafrizal (2019) found that intrinsic motivation is comparable to extrinsic motivation in that it uses external factors as reasons for engaging in activities. For example, having a decent career, being the greatest in any field, or earning the most money with groups are all examples of intrinsic motivation.

Additionally, Syafrizal (2019) focused on the concept of intrinsic motivation, which refers to the internal factors that motivate individuals to participate in activities or other activities, and the reasons that people engage in these activities stem from within their own thinking.

2.4. Empirical Studies

This section emphasized the consideration of both intrinsic and extrinsic motivations. Students are strongly encouraged to make use of extrinsic learning motivation in order to accomplish their learning objectives, which may include achieving success in language acquisition and learning in general (Ayub, 2010; Gbollie & Keamu, 2017; Hashwani, 2008;

Javid et al., 2012; Zainuddin et al., 2020). Research has demonstrated the effectiveness of this strategy in achieving these objectives. However, other researchers like Deci et al. (1981), Dev (1997), Frat et al. (2018), and Pan et al. (2010) found the opposite to be true. In their study, they found that students' levels of intrinsic motivation had a significant influence on how effectively they learned. Furthermore, a distinct group of researchers looked into the parallels that exist between intrinsic and extrinsic motivations (Deci & Ryan, 2008; Lee et al., 2005; Oxford & Nyikos, 1989; Rose, 2020). This group of academics found that both intrinsic and extrinsic motivations must function together for children to acquire knowledge, including languages.

A number of recent studies on the nature and context of motives have demonstrated that they are crucial to understanding individual differences in the capacity to be motivated (see Andreassen and Braten, 2010; Guthrie et al., 2007; Paris, 2005; Taboada et al., 2009). Additional research has shown that there is a connection between a child's reading self-concept and their ability to comprehend what they read. Concept-focused reading, also known as reading with a purpose, was developed with the intention of enhancing students' comprehension as well as their motivation to read (Chapman et al., 2000). Researchers from a wide variety of fields have investigated the reasons why individuals want to read. Listed below are the studies that have recently been finished by researchers working in domains that are related to the topic at hand.

Lmez (2015) conducted a survey with 114 first-year students enrolled in a department at a large public university in Turkey, and found that the 114 respondents were attending their classes to meet the requirements for their degree. Extrinsic influences, such as the requirements established by the schools or institutions, were present. Consequently, pupils that fall into this category have an external reason to study English.

Another study by Entürk (2015) at the School of Foreign Languages of Zonguldak Bülent Ecevit University in Turkey with 61 participants indicated that total extrinsic motivation ($M = 4.71$) compared to overall intrinsic motivation ($M = 2.82$). The respondents' students were consequently significantly more externally motivated to study English.

In a similar vein, Em et al. (2017) discovered that the majority of adult learners obtain English primarily due to the influence of external factors. These factors include the desire to achieve high scores; the desire to have a good job in the future; the desire to speak English well with native speakers; the desire to receive admiration from friends; the desire to compete with other students in the class; the desire to become the best English learner; and, most importantly, the desire to become fluent in the language. The previously shown data clearly demonstrates that the respondents derived their motivation to study English from sources beyond themselves.

Aulia and Zainil (2020) recently conducted an investigation with 78 junior high school students from SMP N 11 and SMP N 46 Sijunjung in Indonesia. These students were in grades 7 and 8. This study investigated two junior high schools, SMP N 11 and SMP N 46 Sijunjung. The study looked at the internal and external driving forces among the pupils. The findings

suggest that most students are extrinsically motivated to learn English, rather than being naturally motivated, as they primarily study English for social sharing, grades, and class contests.

In contrast, the results of a study by Miyamoto et al. (2018) with 4,619 German students in grades 5 through 7 showed that these students' intrinsic motivations drove their dedication to reading in English. This study indicated that those learners had a tendency to learn English, notably through reading texts, passages, and other materials written in English. The internal stimulations these learners experienced led to the observation of this learning pattern.

This study investigated why 180 Lebanese students planning to attend college expressed a desire to learn English as a foreign language (EFL). A modified version of Wen's motivation scale was utilized in order to attain the information that was sought after (1997). The results showed that some of the things that motivated people to learn English as a foreign language were intrinsic motivation, effort, valence, expectancy, and self-estimation of competence. These things were linked to each other within the drivers. Valence and intrinsic motivation were the only types of motivation that demonstrated a relationship with extrinsic motivation. In addition, the findings demonstrated that female students had higher levels of motivation compared to male students overall. Additionally, students with level 11 proficiency indicated a higher degree of motivation compared to those with level III proficiency. According to the findings of the research, neither the students' first foreign language nor their major at the university appeared to have a significant influence on the level of motivation they exhibited.

This study investigated why 180 Lebanese students planning to attend college expressed a desire to learn English as a foreign language (EFL). We utilized a modified version of Wen's motivation scale to obtain the desired information (1997). The results showed that some of the things that motivated people to learn English as a foreign language were intrinsic motivation, effort, valence, expectancy, and self-estimation of competence. These things were linked to each other within the drivers. Valence and intrinsic motivation were the only types of motivation that demonstrated a relationship with extrinsic motivation. In addition, the findings demonstrated that female students had higher levels of motivation compared to male students overall. Additionally, students with level 11 proficiency indicated a higher degree of motivation compared to those with level III proficiency. According to the findings of the research, neither the students' first foreign language nor their major at the university appeared to have a significant influence on the level of motivation they exhibited.

2.5. Research Gap

Despite the increasing global importance of English and its integration into the Cambodian education system, there is a notable gap in the existing literature regarding the specific motivational factors that influence students' learning of English in Cambodia. While motivation theory provides a robust framework for understanding learner behavior, much of the research has been conducted in Western contexts, leaving a void in knowledge about how these theories apply to Cambodian students. Moreover, the historical development of motivation theories has not been thoroughly explored in relation to the unique cultural and

socio-economic factors present in Cambodia. While there are studies examining general English language education in Cambodia, limited empirical research focuses explicitly on the types of motivation—intrinsic and extrinsic—that affect students' attitudes toward learning English as a foreign language. Additionally, current trends in motivation research are not adequately represented in the Cambodian context, particularly regarding how students' motivations may evolve with changing educational policies and practices (see Sor et al., 2022). Therefore, this study aims to address these gaps by investigating the intrinsic and extrinsic motivations of Cambodian students in learning English, offering insights that could enhance educational strategies and improve language acquisition outcomes in the country.

2.6. Conceptual Framework

The conceptual framework is essential for understanding the motivations influencing Cambodian students in learning English as a foreign language. It integrates key theories of motivation, focusing on intrinsic and extrinsic factors to illustrate their interaction and impact on students' attitudes toward language learning. By combining insights from motivation theory with Cambodia's unique cultural and educational contexts, this framework highlights the variables affecting students' learning experiences, such as personal interests and societal influences. Additionally, it guides the research design and methodology, facilitating a deeper understanding of how different motivational factors contribute to students' engagement and success in learning English.

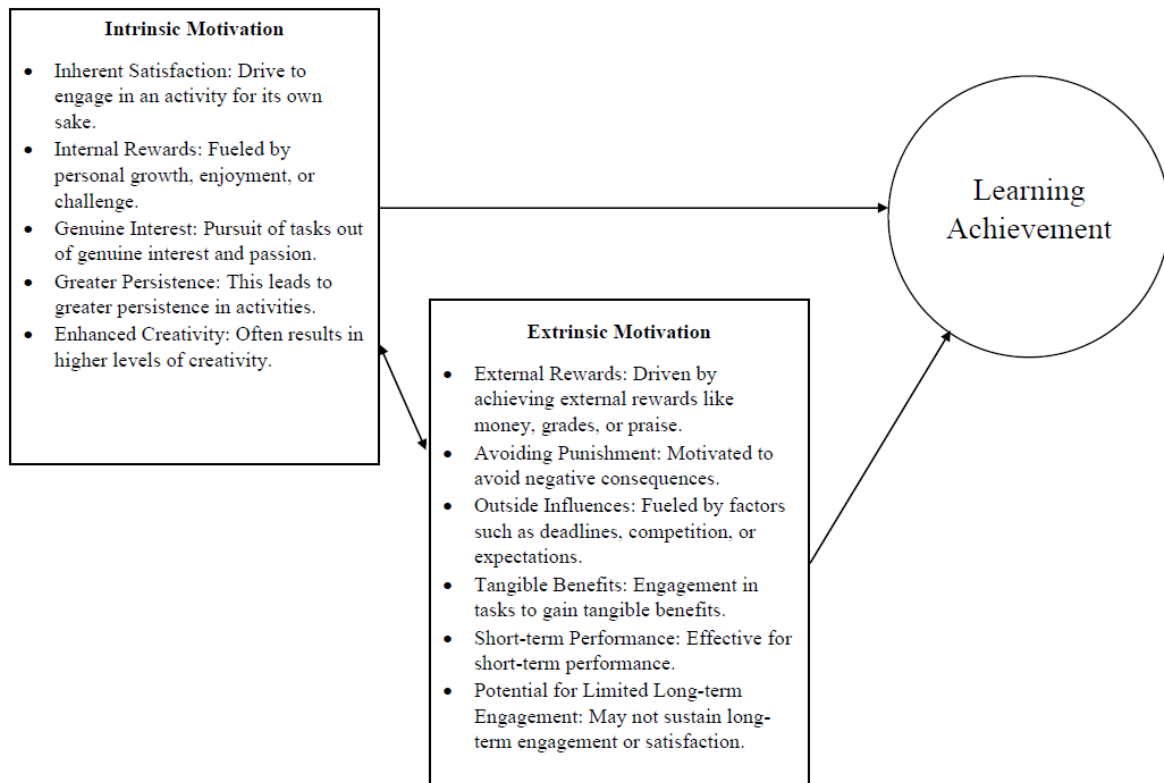


Figure 2.1. Motivation and Learning Achievement

According to Figure 2.1., extrinsic motivation refers to the drive to perform an activity to achieve external rewards or avoid punishment, influenced by factors such as money, grades, praise, deadlines, competition, and expectations. Individuals driven by extrinsic motivation engage in tasks to gain tangible benefits or avoid negative consequences. While this type of motivation can effectively boost short-term performance, it may not sustain long-term engagement or satisfaction. External rewards and avoidance of punishment are primary motivators, which can be powerful but might not lead to the same persistence and creativity as intrinsic motivation.

2.7. Chapter Summary

Chapter II delves into the theoretical and contextual foundations relevant to the study of English language learning and motivation in Cambodia. It begins with an overview of the

status of English in the Cambodian education system, highlighting its significance as a foreign language in an increasingly globalized world. The chapter then explores motivation theory, including its historical development, key concepts, and theoretical frameworks, while also discussing applications of motivation theory across various fields. Current trends and future directions in motivation research are examined, emphasizing the need for localized studies in diverse cultural contexts. The chapter further categorizes different types of motivation, providing a framework for understanding how intrinsic and extrinsic factors influence learners. Empirical studies related to motivation are reviewed, revealing a gap in research specifically addressing Cambodian students. The chapter concludes by presenting a conceptual framework that guides the study, setting the stage for an in-depth investigation into the motivational dynamics affecting students' English language learning in Cambodia. This chapter underscores the necessity of bridging the identified research gap to enhance pedagogical practices and improve English language acquisition among Cambodian learners.

CHAPTER THREE: METHODOLOGY

Chapter three outlines the methodology employed in the study to investigate the motivations of Cambodian students in learning English as a foreign language. It begins by detailing the research design, which provides a structured approach to gathering and analyzing data relevant to the research objectives. The chapter discusses the target population and the sampling techniques used to ensure a representative sample, as well as the specifics of the sample size and characteristics. It also addresses the permissions and formalities required for data collection, highlighting the importance of ethical considerations in conducting research with human participants. The research instruments, including surveys or questionnaires, are described, along with the processes for ensuring their validity and reliability. Furthermore, the chapter outlines the research procedures and data collection methods employed, detailing how data was gathered systematically to address the research questions. Finally, it discusses the data analysis techniques utilized to interpret the findings effectively. This chapter provides a comprehensive framework for understanding the methodological rigor and ethical considerations that underpin the research, ensuring the credibility and reliability of the results obtained.

3.1. Research Design

In this particular investigation, a quantitative methodology was utilized. A few examples of the various sorts of designs that can be used for quantitative research include the survey design, the correlational design, the casual comparison design, and the experimental design.

There are characteristics that are unique to each category. This research is quantitative in nature and employs a design that utilizes probability sampling (Apuke, 2017). The quantitative method that was utilized in this study was a survey that was designed with a casual comparative approach.

3.2. Population and Sampling Techniques

This study was conducted at Chea Sim Takeo High School in Takeo province, Cambodia. Simple random sampling was used in this study to concentrate on the characteristics of the population to meet the objectives of the investigation. Tongco (2007) asserts that the best approach for examining a particular cultural sector is through the use of scientific sample technology. For phenomenology, purposeful criterion-based samples were used because they facilitate the collection of rich, detailed data necessary to achieve the study's objectives (Maxwell, 1996; Lunenburg & Irby, 2008).

The population comprises around 500 students. A 400-sample size was employed according to the sample size (see Table 3.1.), and simple random techniques were used. Therefore, the sample size is more than accurate.

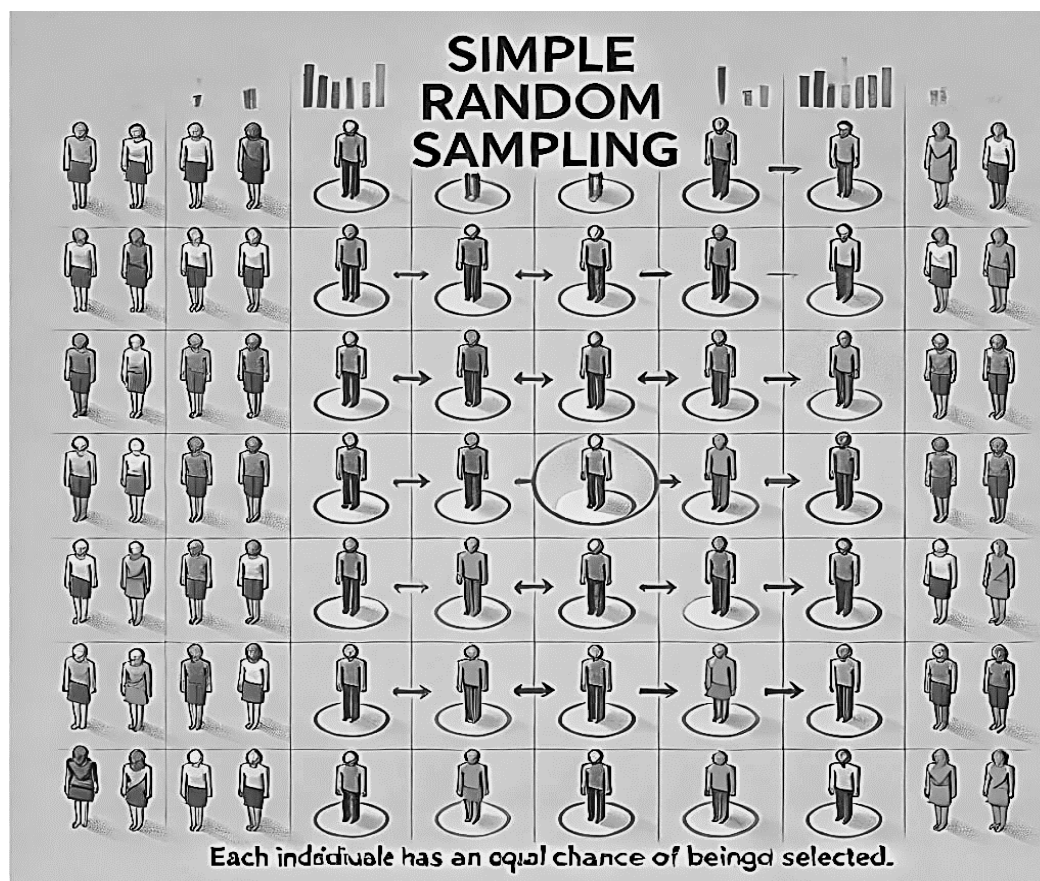


Figure 3.1. A Picture Standing for the Sampling Techniques of the Study

Source: [Chat GPT generated](#)

3.3. Samples

400 students were chosen to take part in the study. Students in grades 7, 8, and 9 make up this group. After being fully apprised of the study's goals and research ethics by the first author, they voluntarily agreed to participate in the study.

Table 3.1. Determination of Sample Size

N		Relationship of Sample	Sample Size
	20	100%	20

30	$\div 20 = 1.5$	80%	$\sqrt{1.5}$	$\times 20 = 24$
50	$\div 20 = 2.5$	64%	$\sqrt{2.5}$	$\times 20 = 32$
100	$\div 20 = 5.0$	45%	$\sqrt{5}$	$\times 20 = 45$
200	$\div 20 = 10$	32%	$\sqrt{10}$	$\times 20 = 63$
500	$\div 20 = 25$	20%	$\sqrt{25}$	$\times 20 = 100$
1000	$\div 20 = 50$	14%	$\sqrt{50}$	$\times 20 = 141$
10 000	$\div 20 = 500$	4.5%	$\sqrt{500}$	$\times 20 = 447$
100 000	$\div 20 = 5\,000$	1.4%	$\sqrt{5\,000}$	$\times 20 = 1\,414$
200 000	$\div 20 = 10\,000$	1.0%	$\sqrt{10\,000}$	$\times 20 = 2\,000$
29 688	$\div 20 = 1\,484$		$\sqrt{1\,484}$	$\times 20 = 770$

Source: Adopted from Stoker (1984), as stated in Bassfar (2014).

3.4. Permission with Offer Letter for Data Collection

After receiving a formal request from the author (see Appendix), the Department of English at the Victorious Christian Bible University granted official authorization to carry out this research employing a formal letter (see Appendix). Additionally, the principal of the school gave their approval to the study. As a result, the sample consisted of two hundred kids who attended a secondary school located in the province of Takeo.

3.5. Research Instrument

For this study, a questionnaire served as the instrument. There were English and Khmer versions of the questionnaire. To gather data for this study, a specific administration of the

questionnaire was explored. The authors adapted the questionnaire for this study based on intrinsic and extrinsic theory, and the previous studies. The supervisor and head of the English department approved it. The questionnaire contains three parts. Part one is about the demographic information focusing on gender, age range, and grade. Part two is about intrinsic motivation indicators containing 10 statements. All the 10 statements were adapted from Mony (2020), while part three contains 10 statements too. All the statements in this part were adapted from Socheata (1997). The original adaptation of questionnaire was used by a group of authors in the Cambodian context too (see attached emails in the appendix).

3.6. Validity and Reliability

Validity is an essential criterion for both quantitative and qualitative analysis, and it cannot be denied. Validity is an essential aspect of a valuable study since an invalid test or instrument is rendered worthless. Kumar (2018) asserts that the quality of an instrument is determined by its capacity to accurately compute its intended purpose. Accurate and dependable data are essential for every research endeavor (Zohrabi, 2013). Nunan and David (1992) and Whittemore et al. (2001) emphasize the significance of accuracy, stability, dependability, and repeatability in the analysis. The analysis is considered reliable as it consistently produces the same results when the same object is seen several times (Kumar, 2018).

Table 3.2. Cronbach's Alpha of Intrinsic and Extrinsic Motivation

Variables	Cronbach's Alpha	N of Items
Intrinsic Motivation	0.782	10

Extrinsic Motivation	0.792	10
----------------------	-------	----

Table 3.2 presents Cronbach's Alpha values for the variables of intrinsic and extrinsic motivation, indicating the reliability of the items used to measure each variable. The intrinsic motivation variable, consisting of 10 items, has a Cronbach's Alpha of 0.782, suggesting a good level of internal consistency. Similarly, the extrinsic motivation variable, also measured by 10 items, shows a slightly higher Cronbach's Alpha of 0.792, reflecting a reliable scale. Both values fall within the acceptable range, indicating that the items used for measuring intrinsic and extrinsic motivation are consistent and reliable.

Table 3.3. Item-Total Statistics of Intrinsic Motivation

Statements	Item Deleted	Scale Mean if Item Deleted	Variance if Item Deleted	Correlation Scale	Item-Total Correlation Corrected	Multiple Squared Deleted	Alpha if Item Deleted	Cronbach's
1	36.7950	18.506	0.488	0.551	0.759			
2	36.7250	19.356	0.384	0.472	0.771			
3	36.7000	19.347	0.394	0.272	0.770			
4	37.2500	18.671	0.336	0.283	0.779			
5	37.2400	17.399	0.537	0.381	0.751			
6	37.0300	17.657	0.502	0.303	0.756			
7	36.8550	18.034	0.564	0.373	0.750			
8	37.1000	18.352	0.364	0.258	0.776			

9	36.9350	18.212	0.397	0.210	0.771
10	37.1350	17.384	0.579	0.459	0.746

Table 3.3 provides the item-total statistics for intrinsic motivation, showing how each item (Q1 to Q10) contributes to the overall reliability of the scale. The "Scale Mean if Item Deleted" values range from 36.7000 to 37.2500, indicating the average score that would result if a specific item were removed. The "Scale Variance if Item Deleted" varies from 17.384 to 19.356, suggesting how the overall variance changes with the exclusion of each item.

The "Corrected Item-Total Correlation" reflects how well each item correlates with the total score, with values ranging from .336 for Q4 to .579 for Q10. The "Squared Multiple Correlation" values indicate the amount of variance in each item that can be explained by the others, ranging from .210 to .551.

Finally, the "Cronbach's Alpha if Item Deleted" column shows that the overall Cronbach's Alpha would slightly increase or decrease if a specific item were removed. The values range from .746 to .779, suggesting that removing any item would have only a marginal effect on the overall reliability of the intrinsic motivation scale. The item with the highest impact on reliability if removed is Q10, with a potential Cronbach's Alpha of .746, while Q4 would raise the alpha slightly to .779 if deleted.

Table 3.4. Item-Total Statistics of Extrinsic Motivation

Deleted Statements	Scale Mean if Item Deleted	Item Variance if Deleted	Scale Correlation if Item Deleted	Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
11	38.8450	15.509	0.413	0.268	0.780	
12	39.7250	13.396	0.486	0.288	0.774	
13	39.1250	14.753	0.435	0.316	0.777	
14	38.8450	15.368	0.357	0.224	0.786	
15	38.9800	15.899	0.330	0.247	0.787	
16	39.4350	13.744	0.471	0.295	0.775	
17	39.3850	13.896	0.536	0.344	0.764	
18	39.3500	13.173	0.632	0.441	0.750	
19	38.7300	15.545	0.508	0.405	0.774	
20	38.8550	14.969	0.553	0.390	0.767	

Table 3.4 presents the item-total statistics for extrinsic motivation, outlining the contribution of each item (Q11 to Q20) to the overall reliability of the extrinsic motivation scale. The "Scale Mean if Item Deleted" values range from 38.7300 to 39.7250, representing the average score if a particular item is removed. The "Scale Variance if Item Deleted" ranges between 13.173 and 15.899, showing how the total variance would change without each item.

The "Corrected Item-Total Correlation" indicates how well each item correlates with the overall scale, with values ranging from .330 for Q15 to .632 for Q18. The "Squared Multiple

Correlation" values represent the proportion of variance in each item that can be explained by the others, with values spanning from .224 to .441.

The "Cronbach's Alpha if Item Deleted" column shows the potential impact on overall reliability if an item were removed, with values ranging from .750 to .787. The item with the highest correlation and potential for improving reliability is Q18, where removing it would result in a Cronbach's Alpha of .750, indicating a higher internal consistency. On the other hand, removing Q15 would raise Cronbach's Alpha slightly to .787, though the overall reliability would remain relatively stable regardless of any single item's exclusion.

Table 3.5. Selection of the Alpha Coefficient

Cronbach's alpha	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Source: Adapted from Siswaningsih et al. (2017, p. 7).

The following table presents the ranges of Cronbach's alpha values together with the degrees of internal consistency that correlate to those ranges. According to the table, values that fall between 0.8 and 0.9 are considered very good, while an alpha that is 0.9 or higher is

considered exceptional. However, the researcher considers an alpha falling between 0.7 and 0.8 as acceptable, while values between 0.6 and 0.7 are considered troublesome. The researcher views any Cronbach's alpha value below 0.5 as unsatisfactory and any value between 0.5 and 0.6 as detrimental. Researchers are able to evaluate the reliability of their measuring tools with the assistance of this categorization method, which guarantees a sufficient examination of the items' internal consistency.

3.7. Data Collection Procedure

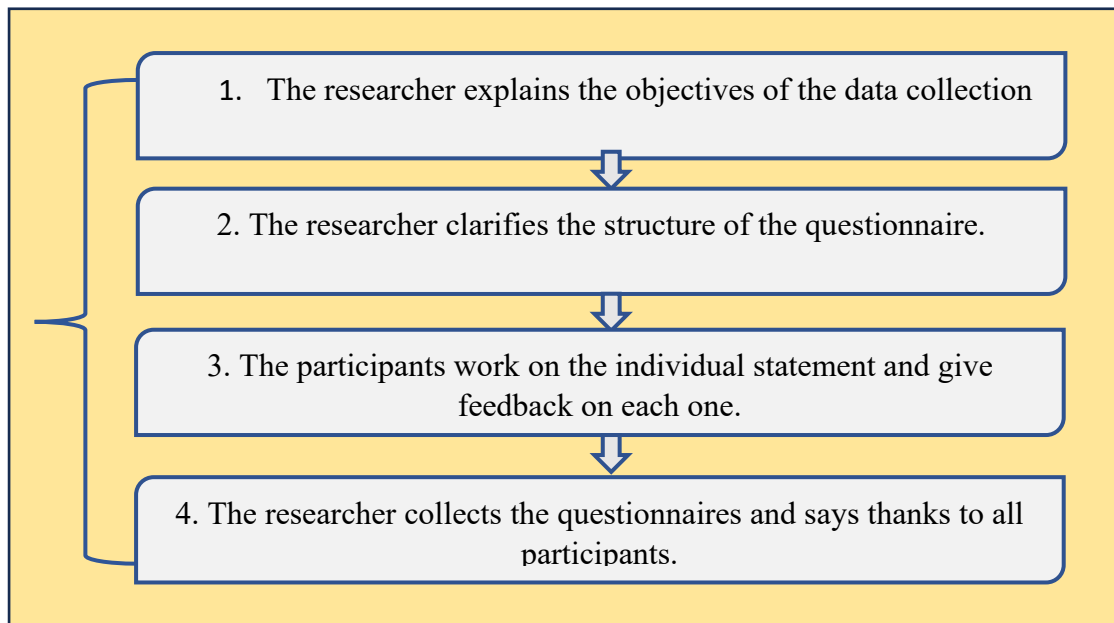


Figure 3.2. Data Collection Procedure

The data collection process using questionnaires begins with the researcher explaining the data collection objectives to the participants, ensuring they understand the purpose and importance of the research. Following this, the researcher clarifies the structure of the questionnaire, detailing how it is organized and what kinds of questions or statements it includes. Participants then work on the individual statements, providing feedback on each one, which involves actively engaging with the questionnaire content and sharing their responses. Finally, the researcher collects the completed questionnaires and expresses gratitude to all participants for their valuable contributions, ensuring a structured and effective data collection process that enhances the reliability and validity of the research findings.

3.8. Data Collection Location

The questionnaire was designed to collect data on how motivated students were to study English. Students in grades 7, 8, and 9 at a secondary school in Cambodia's Takeo province completed the questionnaire.

3.9. Data Analysis

The data processing was analyzed with the help of SPSS version 27, which was employed as a tool. The data analysis process utilized the data after the Skewness and Kurtosis tests for normal distributions confirmed the absence of any data outliers. It was determined how to compute the components of each intrinsic variable as well as the extrinsic variables. In addition, an overall motive was computed by utilizing all of the components that comprised both of the motivations. A statistical analysis was performed on the frequencies and percentages of each component after they were counted. A descriptive statistical analysis was performed in order to investigate the significant distribution of responses for questions based on the Likert scale with five points. Calculating the mean (M) and standard deviation (SD) allowed for the identification of significant differences in the levels of motivation exhibited by the pupils. In addition, descriptive statistics are utilized in the process of analyzing and evaluating student demographic data in order to ascertain the frequency and percentage (percent) of the students' ages, genders, and grades (Morgan et al., 1999; Larson, 2006; Thompson, 2009).

3.10. Ethical Considerations

Some significant ethical considerations were made with the study, namely. The names of the participants were omitted from the questionnaire out of respect for their privacy. It was emphasized to the participants that they were free to withdraw from the study at any time if they chose not to participate. The participants were also made aware that their information would only be utilized for the study and would be kept completely confidential by the researchers to maintain their high level of anonymity. The four norms of ethics, which are: (1) preventing harm to participants, (2) ensuring that participants' consent is given, (3) protecting participant privacy, and (4) averting disappointment, were applied to the ethical issues in this study (Goldblatt et al., 2011).

3.11. Chapter Summary

Chapter three presents the methodology employed in the study to explore the motivations of Cambodian students learning English as a foreign language. It begins with a clear outline of the research design, establishing a structured framework for data collection and analysis. The chapter details the population and sampling techniques, explaining how the sample was selected to represent the broader student body effectively. Permissions for data collection are addressed, highlighting the necessary formalities to ensure ethical compliance. The research instruments used, such as surveys or questionnaires, are described, along with the processes implemented to validate and ensure their reliability. Additionally, the chapter outlines the research procedures followed during the study and the systematic methods of data collection employed. Data analysis techniques are also discussed, providing insights into how the

findings will be interpreted. Ethical considerations are emphasized throughout the chapter, ensuring that the rights and welfare of participants are prioritized. Overall, this chapter establishes the methodological rigor and ethical framework that guide the study, setting the foundation for the subsequent presentation and discussion of findings.

CHAPTER FOUR: FINDINGS

The findings chapter presents the analysis of data collected to examine students' intrinsic and extrinsic motivation for learning English, as well as the potential differences in motivation based on gender. The chapter explores various aspects of students' motivation through descriptive and inferential statistics, providing insight into both the general levels of motivation and how these levels vary among male and female participants. The analysis includes measures of central tendency and variability for intrinsic and extrinsic motivation, followed by independent samples t-tests to determine whether gender plays a significant role in shaping students' motivational perceptions. The results indicate that both male and female students exhibit high levels of intrinsic and extrinsic motivation, with no statistically significant differences between genders in either category. This chapter aims to present a clear understanding of the motivational factors influencing students' English language learning and to highlight any gender-related trends in motivation.

4.1. Findings

The results of the survey are presented in this chapter. This chapter presents findings from descriptive statistics, inferential statistics, as well as demographic data on the participants.

4.2. Participants' Demographic Information

Table 4.1. Participants' Demographic Information (n = 400)

Demographic	Value	N	Frequency (%)
Gender	Male	204	51.00

	Female	196	49.00
Age	10-14	238	59.50
	15-19	162	40.50
Grades	Grade 7	242	60.50
	Grade 8	72	18.0
	Grade 9	86	21.50

As shown in Table 4.1, the total number of respondents was 400, with a near-equal gender distribution: 204 males (51%) and 196 females (49%). In terms of age, 238 respondents (59.5%) were between 10 and 14 years old, while 162 respondents (40.5%) were between 15 and 19 years old. Regarding grade levels, 242 respondents (60.5%) were in Grade 7, 72 respondents (18%) were in Grade 8, and 86 respondents (21.5%) were in Grade 9. All participants responded, resulting in a 100% response rate for the study.

4.3. Students' Overall Motivation for English Language Learning

Table 4.2. Descriptive Statistics of Students' Overall Motivation (n = 400)

	Mean	SD	Minimum	Maximum
Intrinsic Motivation	4.10	0.46	2.55	5.00
Extrinsic Motivation	4.34	0.42	2.80	5.00

Note: Mean score of 1.00-1.80 = Lowest, 1.81-2.60 = Low, 2.61-3.40 = Moderate, 3.41-4.20 = High, and 4.21-5.00 = Highest

As shown in Table 4.2, the student participants demonstrated high levels of both intrinsic and extrinsic motivation toward learning. The mean score for intrinsic motivation was 4.10 (SD = 0.46), indicating a high level of intrinsic motivation, while the mean score for extrinsic motivation was slightly higher at 4.34 (SD = 0.42), placing it in the highest motivation category. These findings suggest that while students were highly motivated internally to learn English, their extrinsic motivation, such as rewards or external factors, was even more prominent. This reflects the strong desire among students to learn English, despite challenges in accessing general education like their peers in Cambodia.

4.4. Students' Intrinsic Motivation for English Language Learning

Table 4.3. Students' Intrinsic Motivation for English Language Learning

Statements	Min	Max	M	SD
1. I am learning English because I like it.	1	5	4.29	0.72
2. I learn English because I really enjoy it.	1	5	4.36	0.66
3. I learn English because I feel happy when I learn it.	2	5	4.38	0.65
4. I learn English because I like learning about people's cultures.	1	5	3.83	0.88
5. I am learning English because I like making more friends.	1	5	3.84	0.86
6. I learn English because I like listening to English songs.	1	5	4.05	0.86
7. I am learning English because I feel interested in it.	1	5	4.23	0.72

8. I am learning English because I feel that the language is fun.	1	5	3.98	0.91
9. I learn English because I like reading texts in English.	1	5	4.15	0.89
10. I learn English because I like keeping in touch with foreign friends.	1	5	3.95	0.82

Table 4.3. provides descriptive statistics for students' intrinsic motivation toward English language learning, showing responses for 10 items (Statements 1 to 10). The mean scores for these items range from 3.83 to 4.38, indicating that students generally had high intrinsic motivation. The highest mean score was for statement 3 ($M = 4.38$, $SD = 0.65$), followed closely by statement 2 ($M = 4.36$, $SD = 0.66$) and statement 1 ($M = 4.29$, $SD = 0.72$), suggesting that these aspects of intrinsic motivation were particularly strong among students. The lowest mean scores were for statement 4 ($M = 3.83$, $SD = 0.88$) and statement 5 ($M = 3.84$, $SD = 0.86$), though these still indicate relatively high motivation. The standard deviations range from 0.65 to 0.91, showing some variability in responses, but overall, the students were consistently motivated to learn English across all items.

4.5. Students' Extrinsic Motivation for English Language Learning

Table 4.4. Students' Extrinsic Motivation toward English Language Learning

Statements	Min	Max	M	SD
11. I am learning English because I need it for my studies.	1	5	4.63	0.56
12. I am learning English because I need the admiration of others.	1	5	3.75	0.94
13. I am learning English because I need to search for documents.	1	5	4.35	0.71

14. I am learning English because I need to use it in my future career.	1	5	4.63	0.65
15. I am learning English because I need to become a knowledgeable person.	3	5	4.49	0.54
16. I am learning English because my school needs me to learn.	1	5	4.04	0.89
17. I am learning English because I need to win speaking competitions.	1	5	4.09	0.78
18. I am learning English because I want to appear more educated.	1	5	4.12	0.82
19. I am learning English because I want to get a good job.	3	5	4.74	0.47
20. I am learning English because I want to pass the exam.	2	5	4.62	0.55

Table 4.4. presents descriptive statistics for students' extrinsic motivation toward English language learning, based on responses to 10 items (Statements 11-20). The mean scores indicate that students generally had very high extrinsic motivation. The highest mean score was for statement 19 ($M = 4.74$, $SD = 0.47$), followed closely by statement 11 ($M = 4.6$, $SD = 0.56$) and statement 14 ($M = 4.63$, $SD = 0.65$), suggesting that these statements were particularly influential in motivating students through external factors.

The lowest mean score was for statement 12 ($M = 3.75$, $SD = 0.94$), though it still indicates a high level of motivation. The standard deviations range from 0.47 to 0.94, showing some variation in responses, with statement 12 having the most variability. Overall, students displayed consistently high levels of extrinsic motivation across all items, reflecting strong external factors driving their desire to learn English.

4.6. Students' Motivation to Learn English According to Gender

Table 4.5. Descriptive Statistics of Students' Motivation according to Gender (n = 400)

Variables	Sex	M	SD	SD. EM
Intrinsic Motivation	1. Male	4.10	0.47	0.04
	2. Female	4.11	0.46	0.047
Extrinsic Motivation	1. Male	4.34	0.40	0.039
	2. Female	4.35	0.44	0.044

Table 4.5. presents the descriptive statistics of students' intrinsic and extrinsic motivation according to gender. For intrinsic motivation, the mean score for male students was 4.10 (SD = 0.47), while the mean score for female students was slightly higher at 4.11 (SD = 0.46). The standard error of the mean (SE) for males was 0.04 and for females, it was 0.047, indicating similar levels of variability between the two groups in terms of intrinsic motivation.

For extrinsic motivation, male students had a mean score of 4.34 (SD = 0.40), and female students had a slightly higher mean score of 4.35 (SD = 0.44). The standard error for extrinsic motivation was 0.039 for males and 0.04 for females, again showing comparable variability between genders.

Overall, both male and female students showed very similar levels of intrinsic and extrinsic motivation, with only minor differences in their mean scores and standard deviations.

Table 4.6. Inferential Statistics of Students' Motivation According to Gender (Independent Samples Test)

Variables		Levene's Test for		t-test for Equality of Means						
		Equality of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Intrinsic Motivation	Equal variances assumed	.238	.626	-.080	198	.936	-.00534	.06658	-.13665	.12596
	Equal variances not assumed			-.080	197.926	.936	-.00534	.06656	-.13659	.12591
Extrinsic Motivation	Equal variances assumed	.041	.839	-.082	198	.935	-.00490	.05957	-.12238	.11257

	Equal variances not assumed			-.082	194.599	.935	-.00490	.05968	-.12261	.11280
--	-----------------------------	--	--	-------	---------	------	---------	--------	---------	--------

Note: Male = 102, Female = 98

As shown in Table 4.6., there was no statistically significant difference in the reported levels of intrinsic motivation between male and female students for learning English. The t-test results indicated that $t(198) = -0.080$, $p = .936$, which is greater than the threshold of .05. This suggests that male and female students had similar perceptions of intrinsic motivation, and any observed differences are likely attributable to chance.

Similarly, for extrinsic motivation, the t-test results indicated no statistically significant difference between genders. The results were $t(198) = -0.082$, $p = .935$, also above the .05 significance level. Thus, male and female students reported similar levels of extrinsic motivation for learning English.

Overall, the findings show that there is no statistically significant difference between male and female students in terms of both intrinsic and extrinsic motivation toward learning English.

4.7. Chapter Summary

This chapter has presented the findings related to students' intrinsic and extrinsic motivation for learning English, based on data collected from 200 participants. The descriptive statistics indicated that both intrinsic motivation ($M = 4.10$) and extrinsic motivation ($M = 4.34$) were notably high, reflecting students' strong desire to engage with the English language. Further analysis revealed that, within intrinsic motivation, individual items showed mean scores ranging from 3.8350 to 4.3850, while extrinsic motivation items had mean scores from 3.7500 to 4.7450, highlighting the various factors influencing motivation levels.

Additionally, the analysis by gender showed no statistically significant differences in intrinsic motivation between male and female students ($t(198) = -0.080$, $p = .936$) or in extrinsic motivation ($t(198) = -0.082$, $p = .935$). These results suggest that both male and female students share similar perceptions and levels of motivation toward learning English. Overall, the findings underscore the importance of understanding motivational dynamics in educational settings and indicate that interventions aimed at enhancing both intrinsic and extrinsic motivation can benefit all students equally, regardless of gender. The subsequent chapter will discuss the implications of these findings and their relevance to English language education.

CHAPTER FIVE: DISCUSSION

Chapter Five serves as a critical analysis and interpretation of the findings presented in the previous chapter, connecting them to the research questions and the broader context of motivation in English language learning among Cambodian students. This chapter begins by revisiting the key findings, providing a detailed discussion that contextualizes the results within the existing literature on motivation theory and language acquisition. By exploring the implications of the findings, the chapter aims to highlight the significance of intrinsic and extrinsic motivational factors in shaping students' attitudes and behaviors toward learning English. Furthermore, it examines the differences observed between male and female students, shedding light on how gender dynamics may influence motivation. Through this discussion, the chapter seeks to not only enhance understanding of the motivations driving Cambodian students but also to identify potential areas for educational improvement and policy development. Overall, this chapter aims to bridge the gap between research findings and practical applications, offering insights that can inform educators, policymakers, and researchers in fostering a more effective language learning environment in Cambodia.

5.1. The Need of Motivation

Motivation is a crucial element for everyone. There are several reasons why motivation is of utmost significance for a business, including the following advantages: When it comes to achieving its objectives, every company needs to have access to physical, financial, and human resources. Creating motivation can enable the utmost utilization of human resources.

Gaining workers' time commitment can help achieve this goal. This will help the organization make the most effective use of its resources. A number of factors, including but not limited to their skills and qualifications, determine the level of a subordinate or employee. An individual must bridge the gap between their skills and willingness to perform at their best. This also raises the bar for others who report to them (see Em & Khampirat, 2024).

Some people find motivation in their own internal factors, while others draw motivation from external sources. People that have a high level of motivation appear to work very hard in order to achieve their objectives. They have reasons for wanting to accomplish what they have set out to do. While some individuals work, others pursue their passions or actions without external pressure. As a matter of fact, they want to accomplish their objectives, they want to receive awards, and they want to establish a positive reputation.

The same may be said about pupils in terms of their motivation. When students have a strong desire to study, they will either be successful in their academic endeavors or in accomplishing the goals they have set for themselves. Those pupils, on the other hand, will not be successful in their academic endeavors if they have a low level of motivation for studying. To ensure that pupils are successful in their language learning endeavors, motivation is absolutely necessary. Learning a language involves a significant amount of stress. As a result, students who lack motivation are more likely to give up on their studies, which ultimately leads to their failure.

5.2. Summary of the Findings

The secondary school pupils in the current study demonstrated a high level of desire to learn English as a foreign language. The report revealed a higher prevalence of extrinsic motivation among secondary school pupils studying English as a foreign language. There was no statistically significant difference between the levels of intrinsic motivation reported by male and female students. Conversely, male and female students reported a statistically significant difference in extrinsic motivation levels.

5.3. The Discussion with the Previous Studies

This particular study is consistent with a significant number of other studies. As an illustration, Ölmez (2015) carried out a study in which 114 first-year students were enrolled in a department of a large public university in Turkey. The findings of the investigation revealed that the 114 students who participated in the study attended their classes in order to satisfy their studies' requirements. Extrinsic elements, such as the requirements set by the institutions or colleges, were involved. As a result, extrinsic motivation drove the pupils to acquire English skills. Pentürk (2015), who did a study at Zonguldak Bülent Ecevit University, the School of Foreign Languages, with the participation of 61 students in Turkey, discovered that the responding students were considerably more extrinsically motivated towards studying English. The current study is likewise in line with the findings of Şentürk (2015).

In a similar vein, Em et al. (2017) conducted a study with sixty students at Northline Upper Secondary School in Phnom Penh, Cambodia. Em et al. (2017) found that the primary reason

adult learners were learning English was their innate motivation. Aulia and Zainil (2020) recently conducted a study with 78 junior high school students from SMP N 11 and SMP N 46 Sijunjung in Indonesia. The kids were in grades 7 and 8. The report's findings show that only extrinsic factors motivated the students to learn English.

On the other hand, the current study discredits the findings of Miyamoto et al. (2018), who did a study in Germany with 4,619 kids ranging from grade 5 to grade 7 and discovered that those pupils were unable to move beyond the process of learning English due to the inherent motives that they possessed. According to the findings of this study, learners of those levels had a tendency to learn English, particularly through reading texts, passages, and other materials written in English. This was primarily due to the internal stimulation they were experiencing.

The current study is also in line with 180 Lebanese college-bound students' reasons for wanting to acquire English as a foreign language (EFL). By applying a modified version of Wen's motivation scale, information was acquired (1997). The results also showed that female and male students had the same high motivation to learn the English language.

In contrast, 123 male and female students in Iranian students studying English are examined in this study. Results indicated that female students are more intrinsically driven to study English, whereas male students are more extrinsically motivated. Though they have a good attitude toward studying English as a second language, secondary school students' motivational orientations do not significantly differ from one another (Ghazvini & Khajehpo,

2011). Additionally, in the research, there are 200 students from grades 7 to 9 at Chea Sim Takeo High School showing that female students have more extrinsic motivation than males regarding learning the English language.

To deepen the critical analysis of these findings, it is important to examine the nuanced motivations behind English language learning across various cultural and educational contexts. The current study, like that of Ölmez (2015), highlights that extrinsic motivation is often a key driving factor for students studying English. The findings of Ölmez suggest that students in Turkey are primarily motivated by the external demands of their academic programs, where learning English is seen as a necessary requirement rather than a personal interest. This points to a broader trend in education systems, where institutional expectations may overshadow intrinsic engagement, potentially limiting the depth of language acquisition. Similarly, Şentürk (2015) underscores the dominance of extrinsic motivation, but it is critical to question whether this reliance on external factors, such as passing exams or meeting course requirements, fosters long-term language competence. If students are primarily motivated by external rewards or pressures, it raises concerns about their sustained language proficiency post-graduation, especially in contexts where English may not be used frequently in everyday life.

In contrast, the study by Miyamoto et al. (2018) offers an intriguing counterpoint by emphasizing intrinsic motivation in younger learners in Germany. These students, motivated by internal desires, engaged with English learning through reading and other intellectually

stimulating activities. This finding suggests that fostering a love for learning rather than simply responding to external pressures might be key to more effective language acquisition. The difference between Miyamoto's results and those of learners in Cambodia (Em et al., 2017) and Turkey (Ölmez, 2015) who were mostly motivated by outside factors makes us think about how educational systems and cultural factors affect how people are motivated. Consider whether curriculum adjustments or pedagogical interventions that emphasize curiosity and personal relevance can nurture the intrinsic motivation among German students in other contexts.

The recent findings by Aulia and Zainil (2020) further reinforce the trend of extrinsic motivation among junior high school students in Indonesia. The universality of this extrinsic orientation across different age groups and geographical regions prompts questions about how globalized education systems might inadvertently prioritize extrinsic rewards—grades, exams, and future career prospects—over fostering genuine interest in language learning.

In addition, examining gender differences in motivational orientation presents another layer of complexity. For instance, the Lebanese study referenced (Wen, 1997) found no significant difference between male and female students in their motivation to learn English, while Ghazvini and Khajehpo (2011) found that Iranian female students were more intrinsically motivated than their male counterparts. This finding complicates the narrative of extrinsic motivation dominating English learning globally. It implies that institutional structures may not be the sole determinants of motivational orientations, but also gender dynamics and

societal expectations. Such variations call for a more contextualized understanding of how motivation operates within specific groups and regions. Similarly, in Cambodia's Chea Sim Takeo High School, findings indicate that female students were more extrinsically motivated to learn English than male students. In contrast, the Iranian context revealed that males were more extrinsically motivated, indicating that sociocultural and educational conditions may influence gendered motivations differently.

Despite the widespread observation of extrinsic motivation in various contexts, critical exceptions like Miyamoto et al.'s (2018) study challenge the prevailing narrative. Moreover, the gender-based differences in motivation underscore the need for further research to uncover the underlying causes of these disparities. This discussion highlights the importance of not just identifying motivational factors but critically examining the implications of relying too heavily on extrinsic motivations in education systems. A more balanced approach, incorporating strategies that foster intrinsic motivation, might offer a more sustainable pathway to language acquisition and long-term proficiency.

5.4. Chapter Summary

Chapter Five provides an in-depth discussion of the findings from the study on Cambodian students' motivations for learning English as a foreign language. It begins by summarizing the key results and contextualizing them within the existing literature on motivation theory and language acquisition. The chapter explores the implications of both intrinsic and extrinsic motivational factors, emphasizing their roles in shaping students' attitudes and behaviors

toward language learning. It also addresses the differences in motivation between male and female students, highlighting the influence of gender dynamics on learning experiences. Additionally, the chapter identifies potential areas for educational improvement and policy development, linking the research findings to practical applications in the Cambodian context. By bridging the gap between research outcomes and real-world implications, this chapter aims to provide valuable insights for educators, policymakers, and researchers seeking to enhance language learning environments in Cambodia. Ultimately, Chapter Five reinforces the importance of understanding student motivation as a crucial component of effective English language education.

CHAPTER SIX: CONCLUSION AND RECOMMENDATION

This chapter synthesizes the key findings of the study regarding students' intrinsic and extrinsic motivation for learning English as a foreign language at Chea Sim Takeo High School in Takeo province. With a sample of 200 participants, the research highlights a notable enthusiasm among students for acquiring English language skills. The analysis reveals that while students exhibit high levels of motivation overall, they are predominantly extrinsically motivated, particularly among female students. The chapter will discuss the implications of these findings for English language education in Cambodia, as well as provide recommendations for educators and policymakers to enhance both intrinsic and extrinsic motivation among students. By addressing the motivational dynamics uncovered in this study, stakeholders can foster a more effective and engaging English learning environment for all students.

6.1. Conclusion

The present study was conducted at Chea Sim Takeo High School in Takeo province and included 200 participants. The findings reveal that students exhibit a strong enthusiasm for learning English as a foreign language. Additionally, the data indicate that students are more extrinsically motivated to study English than intrinsically motivated. Notably, inferential statistical analysis showed that female students have a higher level of extrinsic motivation compared to their male counterparts. These findings suggest that most Cambodian students,

including those at Chea Sim Takeo High School, are motivated to learn English as a foreign language, with a tendency toward extrinsic motivation rather than intrinsic motivation.

6.2. Recommendation

6.2.1. The Ministry of Education, Youth and Sport

In light of the fact that education is essential to the growth of a nation, MoEYS ought to place a primary emphasis on educating students about the advantages of possessing English language skills. MoEYS should encourage students to learn English for a variety of reasons. To begin, MOEYS ought to establish a culture that instills encouragement. Students will pay more attention and spend more time learning or practicing what they have learned when they are familiar with the English language. This is because they will be able to communicate more effectively. MoEYS bears the responsibility of promoting and sharing various experiences that highlight the advantages of learning English, thereby motivating students to engage in the language learning process. Secondly, it is important to acknowledge the students' achievements. MoEYS should commend students by providing them with study materials or awards when they achieve a high mark on an examination, such as an international competition. In conclusion, it is important to encourage pupils to establish their own short-term objectives for understanding the English language. If students have established their own objectives, they will concentrate on achieving these goals. People learn English, for instance, because they desire to achieve a favorable grade on their high school exams, obtain

information, speak with a person from another country, or occupy a high position at their place of employment. After that, they will work hard to achieve their goal.

6.2.1. Educational Institutions

At all levels of students' education, motivation, both intrinsic and extrinsic, is extremely important for students. Also, educational institutions can play a critical role in helping students learn the language. We should be aware of at least three crucial elements, such as assessment, environment, and rewards, to be a good educational institution. The school could first properly plan for the student's attendance, homework, monthly tests, and other requirements. To prevent students from cheating or skipping class, the teacher ought to get in touch with absent students. For students who regularly attend class, the teacher should add the assessment score when they take the exam. Second, the environment has a big impact on how motivated students are. Although a classroom is an excellent setting for learning, some students may find school to be a little monotonous after spending all day in it. Give our students a chance to leave the classroom, organize a group discussion, or even just go to the library to read and research to find out their interest in the subject or in learning in general. A new environment may be exactly what some students need to stay motivated to learn. Third, encouraging students to succeed can help them learn. The school should give students the option to participate in the competition in groups. Students might be entitled to a memento if they prevail in the contest. By publicly recognizing achievement, praising students for a job well done, and awarding certificates, the school can instill a wealth of motivation in their

fellow students. Additionally, teachers and school administrators should invite a mentor to speak about cultivating a long-term goal of appropriate graduate skills and qualities to make sure that students are being effectively prepared for their future careers. As they continue to learn and develop their critical thinking skills, motivation will naturally follow. To engage students' motivation, educational institutions should have assessment, environment, and rewards.

6.2.3. Teachers and Educators

It is necessary for the educator to provide resources such as books, pencils, and awards; alternatively, the school should offer students who have achieved high grades the opportunity to travel to other locations. This can motivate students to work harder and strive to achieve their goals.

Because teachers play such a significant role in passing on their knowledge to their pupils, it is imperative that they make an effort to comprehend the various methods by which they might inspire them to learn. Teachers can utilize these strategies to enhance students' motivation and encourage them to perform to their best abilities.

First and foremost, the teachers instill a sense of control in the kids. To achieve success, teachers must motivate and keep kids focused. Giving students some degree of control and choice over the activities that take place in the classroom is one of the most effective ways to maintain their interest and participation. For instance, letting students choose their assignment type or difficulty may give them a sense of control and motivate them to work harder.

Secondly, the instructor clearly outlines the expected learning outcomes for the pupils.

Without established specific goals, students may find it challenging to complete a project or behave appropriately in class.

Without established specific goals, students may find it challenging to complete a project or behave appropriately in class. Students need to understand their expectations to maintain their motivation to work. To ensure that there is no confusion and that students have goals to work toward, it is important to provide a clear overview of the objectives, rules, and expectations of the students at the beginning of the course. Make things enjoyable, at long last. Students who perceive school as an enjoyable place will exhibit greater motivation to focus and complete their assigned tasks, compared to those who perceive it as a chore.

However, not all class assignments should involve games or enjoyable activities.

Incorporating entertaining activities into the school day can benefit students who struggle to stay engaged in the learning process, while also making the classroom a more welcoming environment for all students. Both natural and external sources of inspiration are essential to the development of students at every level of their educational journey.

Educators have the ability to play a significant role in fostering the development of students' natural and external sources of inspiration. It takes time and a lot of effort to understand how to get a classroom full of kids excited about learning, working hard, and pushing themselves to excel. Every student possesses unique motivations, necessitating a dedicated learning

process. Through the use of technology, it is possible to encourage language experiences that take place outside of the classroom.

The use of technological environments, such as virtual entertainment stages, can assist students in putting themselves out there, and the use of the internet can enable students to pursue their interests. Particularly significant is the gaming industry. Additionally, you might strive to motivate English as a Second Language (ESL) students by appealing to their interests, adding entertaining activities and technology, and supporting language learning activities that take place outside of the classroom. Therefore, if you aspire to teach English to students in the classroom, you must possess a comprehensive understanding of technology (see Em et al., 2021).

Even the most well-intentioned and educated teachers can occasionally lack the abilities to keep children on course. Therefore, whether you are a new teacher or an experienced one, you should try utilizing these strategies to enhance student motivation and to inspire them to live up to their actual potential. There is a need for motivation when learning the English language.

There are numerous ways to motivate students to acquire this language, and most of them will lead to success. Students can find motivation in two ways: within the classroom and beyond its walls. Teachers can employ a variety of games and activities in the classroom to encourage children to acquire the desired language. Teachers are able to pique their students' interest in learning the language by employing a variety of instructional strategies.

Aside from the classroom, the utilization of technology can assist students in discovering enjoyment and even developing a certain identity in the process of learning English. Growing contact and engagement with digital environments are believed to heighten general global affiliation and potentially even give rise to a distinct digital affiliation, allowing for the explanation of specialized environments like online gaming communities.

Encouraging students to use the language they are learning outside of the teaching environment will increase their motivation. Teachers are able to influence students' motivation by providing opportunities for pupils to interact with English outside of the classroom.

If students lack motivation to learn the language, they may not achieve their goals. According to the findings of Houn and Em (2022), students' fear of making mistakes in the process of learning English prevents them from using it to communicate both inside and outside of the classroom. However, consistent support will help students overcome their fear of making mistakes. Therefore, it is crucial to inspire students to overcome their fear of making mistakes during their English language practice.

The recent research discovered that pupils have a high level of motivation to learn English. On the other hand, the scale of this particular study was somewhat modest, with only 200 pupils from a secondary school participating. In light of this, it is possible to undertake future research with a large sample size by employing additional statistical analyses at other

educational institutions. There is also a recommendation for qualitative and mixed-method research designs.

6.3. Chapter Summary

In this chapter, the conclusions drawn from the study on students' motivation for learning English at Chea Sim Takeo High School in Takeo province are presented. The research, involving 200 participants, reveals a strong enthusiasm among students for learning English as a foreign language. The findings indicate that while students demonstrate high overall motivation, their extrinsic motivation is notably higher than their intrinsic motivation, with female students showing a greater inclination toward extrinsic factors. This chapter discusses the implications of these results for English language education in Cambodia, emphasizing the need for tailored approaches to enhance both intrinsic and extrinsic motivation. The chapter concludes with recommendations for educators and policymakers to create a more engaging learning environment that supports all students in their English language learning journey.

REFERENCES

- Abrutyn, S., & Lizardo, O. (2023). A motivational theory of roles, rewards, and institutions. *Journal for the Theory of Social Behaviour*, 53(2), 200-220.
<https://doi.org/10.1111/jtsb.12360>
- Alamri, Y., Monasterio, E., Beckert, L., & Wilkinson, T. J. (2021). Intrinsic vs extrinsic motivation as drivers for early engagement in research by medical students. *Advances in Medical Education and Practice*, 12, 189-194.
<https://www.tandfonline.com/doi/full/10.2147/AMEP.S295909>
- Ali, B. J., & Anwar, G. (2021). An empirical study of employees' motivation and its influence job satisfaction. *International Journal of Engineering, Business and Management*, 5(2), 21-30. <https://dx.doi.org/10.22161/ijebm.5.2.3>
- Andersen, J. (2021). A relational natural-resource-based view on product innovation: The influence of green product innovation and green suppliers on differentiation advantage in small manufacturing firms. *Technovation*, 104, 102254.
<https://doi.org/10.1016/j.technovation.2021.102254>
- Andreassen, R., & Braten, I. (2010). Examining the prediction of reading comprehension on different multiple-choice tests. *Journal of Research in Reading* 33(3), 263-283.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9817.2009.01413.x>

Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.

<https://platform.almanhal.com/Files/Articles/107965>

Aulia, R. M., & Zainil, Y. (2020). An Analysis of Students' Reading Motivation in English Subject at Junior High School. *Journal of English Language Teaching*, 9(1), 358-367.

<http://ejournal.unp.ac.id/index.php/jelt/article/view/108288>

Ayub, N. (2010). Effect of intrinsic and extrinsic motivation on academic performance. *Pakistan Business Review*, 8 (2010), 363-372.

Bakker, A. B., & Leiter, M. (2017). Strategic and proactive approaches to work engagement. *Organizational Dynamics*, 46(2), 67-75.

<https://lirias.kuleuven.be/retrieve/307310>

Bassfar, Z. A. (2014). *The Effects of 2D and 3D representations in second life on students' perception and performance in learning Java programming in Saudi Arabia* [Doctoral dissertation, Universiti Sains Malaysia].

Beames, J. (2023). *A Comparative Grammar of the Modern Aryan Languages of India: Vol. I*. BoD–Books on Demand.

Best, K., Jones-Katz, L., Smolarek, B., Stolzenburg, M., & Williamson, D. (2015).

Listening to our students: An exploratory practice study of ESL writing students' views of feedback. *Tesol Journal*, 6(2), 332-357. <https://doi.org/10.1002/tesj.152>

- Bohórquez, E., Caiche, W., Benavides, V., & Benavides, A. (2021, June). Motivation and job performance: human capital as a key factor for organizational success. In *Congress in Sustainability, Energy and City* (pp. 123-133). Springer International Publishing. https://link.springer.com/chapter/10.1007/978-3-030-94262-5_12
- Browne, K. (2005). Snowball sampling: using social networks to research non-heterosexual women. *International Journal of Social Research Methodology*, 8(1), 47-60. <https://doi.org/10.1080/1364557032000081663>
- Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal*, 28(1), 29-39. <https://doi.org/10.1080/09571730385200181>
- Calder, B. J., & Staw, B. M. (1975). Self-perception of intrinsic and extrinsic motivation. *Journal of Personality and Social Psychology*, 31(4), 599-605. <https://psycnet.apa.org/buy/1975-31777-001>
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, 10(2), 37-56. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.842.780&rep=rep1&type=pdf>
- Chapman, J. W., Tunmer, W. E., & Prochnow, J. E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A

longitudinal study. *Journal of Educational Psychology*, 92 (4), 703-708.

<https://eric.ed.gov/?id=EJ621010>

Childress, S., & Benson, S. (2014). Personalized learning for every student every day. *Phi Delta Kappan*, 95(8), 33-38. <https://doi.org/10.1177%2F003172171409500808>

Clayton, T. (2006). *Language choice in a nation under transition: English language spread in Cambodia*. Springer. https://link.springer.com/chapter/10.1007/0-387-31194-7_7?noAccess=true

Clayton, T. (2007). *Transition, culture, and language in Cambodia*. In A.B.M. Tsui, & J.W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 95-120). Lawrence Erlbaum Associates.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315092034-6/transition-culture-language-cambodia-thomas-clayton>

Covington, M. V., & Müeller, K. J. (2001). Intrinsic versus extrinsic motivation: An approach/avoidance reformulation. *Educational Psychology Review*, 13(2), 157-176.
<https://link.springer.com/article/10.1023/A:1009009219144>

Cromwell, H. C., Abe, N., Barrett, K. C., Caldwell-Harris, C., Gendolla, G. H., Koncz, R., & Sachdev, P. S. (2020). Mapping the interconnected neural systems underlying motivation and emotion: A key step toward understanding the human affectome. *Neuroscience & Biobehavioral Reviews*, 113, 204-226.
<https://doi.org/10.1016/j.neubiorev.2020.02.032>

- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie Canadienne*, 49(1), 14-23. <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0708-5591.49.1.14>
- Deci, E. L., Nezlek, J., & Sheinman, L. (1981). Characteristics of the rewarder and intrinsic motivation of the rewardee. *Journal of Personality and Social Psychology*, 40(1), 1-10. <https://psycnet.apa.org/doi/10.1037/0022-3514.40.1.1>
- Deerajviset, P. (2014). The ASEAN Community 2015 and English language teaching in Thailand. *Journal of Humanities and Social Sciences*, 10(2), 39-75. <https://so03.tci-thaijo.org/index.php/eJHUSO/article/view/85666>
- Dev, P. C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher? *Remedial and Special Education*, 18(1), 12-19. <https://doi.org/10.1177%2F074193259701800104>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135. <https://www.cambridge.org/core/journals/language-teaching/article/abs/motivation-in-second-and-foreign-language-learning/CF6301F6C401F2CB511529925B298004>
- Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge University Press. https://www.italy.it/sites/default/files/pdf-bollettino/Recensione_Dornyei_Bollettino_ITALS_0.pdf

Dörnyei, Z. (2001b). *Teaching and researching motivation*. Pearson Education.

<https://doi.org/10.4324/9781315833750>

Eli, T., & Hamou, L. A. S. (2022). Investigating the factors that influence students's choice of English studies as a major: The case of the University of Nouakchott Al Aasriya, Mauritania. *International Journal of Technology, Innovation and Management (IJTIM)*, 2(1), 87-103. <https://doi.org/10.54489/ijtim.v2i1.62>

Em, S. (2022). Challenges of English language learning and teaching in Cambodia: A case study of Kith Meng Brasat High School. *Cambodian Journal of Educational Research*, 2(1), 62-80. <https://doi.org/10.62037/cjer.2022.02.01.04>

Em, S. (2023). Two years for an English teacher to become a novice educational researcher: Author's experiences from writing opinion articles to research articles. *Journal of Mathematics Instruction, Social Research and Opinion*, 2(1), 35-54. <https://doi.org/10.58421/misro.v2i1.59>

Em, S., & Khampirat, B. (2024). Exploring the motivation for English reading among Cambodian undergraduates: A cross-sectional study. *Authorea Preprints*. <https://doi.org/10.31124/advance.172020902.29145500/v1>

Em, S., & Mao, Y. (2024). *The third edition of English for Cambodian high school exams*. English Academic Essay.

- Em, S., & Nun, N. (2022). Cambodian grade-12 students' perceptions of public English textbooks and exam papers. *PROJECT (Professional Journal of English Education)*, 5(4), 909-917. <https://doi.org/10.22460/project.v5i4.p909-917>
- Em, S., Brak, D., Sao, V., Sin, P., & Yun, M. (2017). *Motivations to learn English at Northline upper-secondary school* [unpublished research for the fulfillment of the teacher training courses of bachelor+1, National Institute of Education, Phnom Penh, Cambodia].
- https://www.academia.edu/49846902/Motivations_to_Learn_English_at_Northline_Upper_Secondary_School
- Em, S., Nun, N., & Phann, S. (2021). Qualities, personal characteristics, and responsibilities of qualified teachers in the 21st century. *Cambodian Journal of Educational Research*, 1(2), 49-63. <https://cefcambodia.com/2021/11/18/1191/>
- Em, S., Yun, M., Dorn, B., Sao, V., & Sin, P. (2022). Cambodian students' motivation in learning the English language: A small-scale survey at a private high school in Phnom Penh. *Journal of Research on English and Language Learning (J-REaLL)*, 3(2), 104-114. <https://doi.org/10.33474/j-reall.v3i2.16764>
- Emo, W. (2015). Teachers' motivations for initiating innovations. *Journal of Educational Change*, 16(2), 171-195. <https://link.springer.com/article/10.1007/s10833-015-9243-7>

- Firat, M., Kılınç, H., & Yüzer, T. V. (2018). Level of intrinsic motivation of distance education students in e-learning environments. *Journal of Computer Assisted Learning*, 34(1), 63-70. <https://doi.org/10.1111/jcal.12214>
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 339-363. <https://www.annualreviews.org/doi/abs/10.1146/annurev-orgpsych-012420-091122>
- Gardner, R. C. (1982). Language attitudes and language learning. In E. B. Ryan, & H. Giles (Eds.), *Attitudes towards language variation*, (pp. 132-147). Edward Arnold.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley. <https://eric.ed.gov/?id=ED081270>
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language Learning*, 35(2), 207-227. <https://doi.org/10.1111/j.1467-1770.1985.tb01025.x>
- Gbolli, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*, 2017(n/a), 1-11. <https://doi.org/10.1155/2017/1789084>
- Ghanea, M., Pisheh, H. R. Z., & Ghanea, M. H. (2011). The Relationship between Learners-Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners. *International Journal of Educational and Pedagogical Sciences*, 5(11),

1368-1374.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.840.2781&rep=rep1&type=pdf>

Ghazvini, S. D., & Khajepour, M. (2011). Attitudes and motivation in learning English as second language in high school students. *Procedia-Social and Behavioral Sciences*, 15(2011), 1209-1213. <https://doi.org/10.1016/j.sbspro.2011.03.264>

Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, 21(2), 3-17.

<https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/97f54168-65b5-4237-9876-876aef3a3563/content>

Goldblatt, H., Karnieli-Miller, O., & Neumann, M. (2011). Sharing qualitative research findings with participants: Study experiences of methodological and ethical dilemmas. *Patient Education and Counseling*, 82(3), 389-395.

<https://doi.org/10.1016/j.pec.2010.12.016>

Guthrie, J. T., McRae, A., & Klauda, S. L. (2007). Contributions of concept-oriented reading instruction to knowledge about interventions for motivations in reading. *Educational Psychologist*, 42(4), 237-250.

<https://www.tandfonline.com/doi/abs/10.1080/00461520701621087>

Hamid, M. O. (2020). Globalization, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. In *Globalisation and*

Education (pp. 207-228). Routledge.

[https://www.taylorfrancis.com/chapters/edit/10.4324/9780429464454-](https://www.taylorfrancis.com/chapters/edit/10.4324/9780429464454-11/globalisation-english-everyone-english-teacher-capacity-language-policy-discourses-realities-bangladesh-obaidul-hamid)

[11/globalisation-english-everyone-english-teacher-capacity-language-policy-discourses-realities-bangladesh-obaidul-hamid](https://www.taylorfrancis.com/chapters/edit/10.4324/9780429464454-11/globalisation-english-everyone-english-teacher-capacity-language-policy-discourses-realities-bangladesh-obaidul-hamid)

Hanus, M. D., & Fox, J. (2015). Assessing the effects of gamification in the classroom: A longitudinal study on intrinsic motivation, social comparison, satisfaction, effort, and academic performance. *Computers & Education*, 80(2015), 152-161.

<https://doi.org/10.1016/j.compedu.2014.08.019>

Harris, M. J. (2014). *The challenges of implementing project-based learning in middle schools* [Doctoral dissertation, University of Pittsburgh].

[https://www.proquest.com/openview/097025eafda8f9dabbbf383844e705862/1?pq-](https://www.proquest.com/openview/097025eafda8f9dabbbf383844e705862/1?pq-origsite=gscholar&cbl=18750)
[origsite=gscholar&cbl=18750](https://www.proquest.com/openview/097025eafda8f9dabbbf383844e705862/1?pq-origsite=gscholar&cbl=18750)

Hashwani, M. S. (2008). Students' attitudes, motivation and anxiety towards English language learning. *Journal of Research and Reflections in Education*, 2(2), 121-144.

https://ecommons.aku.edu/pakistan_ied_pdck/7/

Herberg, M., & Torgersen, G. E. (2021). Resilience competence face framework for the unforeseen: Relations, emotions and cognition. A qualitative study. *Frontiers in*

Psychology, 12, 1-24. <https://doi.org/10.3389/fpsyg.2021.669904>

- Hornberger, N. H., & Skilton-Sylvester, E. (2000). Revisiting the continua of biliteracy: International and critical perspectives. *Language and Education*, 14(2), 96-122.
<https://doi.org/10.1080/09500780008666781>
- Houn, T., & Em, S. (2022). Common factors affecting grade-12-students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6(1), 11-24.
<https://www.jurnal-assalam.org/index.php/JAS/article/view/360>
- Huang, G., Shi, Q., Zheng, S., Zhao, K., & Fu, X. (2024). Sense of Self-Agency and Other-Agency Under Social Interaction Contexts. *International Journal of Human-Computer Interaction*, 1-11. <https://doi.org/10.1080/10447318.2024.2359749>
- Igawa, K. (2008). English language and its education in Cambodia, a country in transition. *Shitennoji University Bulletin*, 46(1), 343-369.
<https://www.shitennoji.ac.jp/ibu/images/toshokan/kiyo46-20.pdf>
- Javid, C. Z., Al-Asmari, A. R., & Farooq, U. (2012). Saudi undergraduates' motivational orientations towards English language learning along gender and university major lines: A comparative study. *European Journal of Social Sciences*, 27(2), 283-300.
- Johnson, G. B. (2013). *Student perceptions of the flipped classroom* [Doctoral dissertation, University of British Columbia].
<https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0073641>

- Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback: A review article and how-to guide. *Archives of Pathology & Laboratory Medicine*, 143(2), 244-250. <https://doi.org/10.5858/arpa.2018-0058-RA>
- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179-187. <https://doi.org/10.1016/j.iheduc.2010.07.003>
- Kassian, A. S., Zhivlov, M., Starostin, G., Trofimov, A. A., Kocharov, P. A., Kuritsyna, A., & Saenko, M. N. (2021). Rapid radiation of the inner Indo-European languages: an advanced approach to Indo-European lexicostatistics. *Linguistics*, 59(4), 949-979. <https://doi.org/10.1515/ling-2020-0060>
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. Hong Kong University Press.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage. <https://www.amazon.com/Research-Methodology-Step-Step-Beginners/dp/1446269973>
- Kuśnierek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 1, 73-111. <https://www.infona.pl/resource/bwmeta1.element.psjd-924447ae-850c-414d-8064-d17a31e05401>
- Larson, M. G. (2006). Descriptive statistics and graphical displays. *Circulation*, 114(1), 76-81.

- Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Advances in Child Development and Behavior*, 41, 89-130. <https://doi.org/10.1016/B978-0-12-386492-5.00005-1>
- Lee, M. K., Cheung, C. M., & Chen, Z. (2005). Acceptance of Internet-based learning medium: the role of extrinsic and intrinsic motivation. *Information & Management*, 42(8), 1095-1104. <https://doi.org/10.1016/j.im.2003.10.007>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press.
<https://psycnet.apa.org/doi/10.4135/9781483329659>
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage.
<https://us.sagepub.com/en-us/nam/qualitative-research-design/book234502>
- McLaren, S. (2000, September 7). Cambodia feeds a hunger to learn. *The Japan Times*.
<https://www.japantimes.co.jp/life/2000/09/07/travel/cambodia-feeds-a-hunger-to-learn/>
- Mittelman, W. (1991). Maslow's study of self-actualization: A reinterpretation. *Journal of Humanistic Psychology*, 31(1), 114-135.
<https://doi.org/10.1177%2F0022167891311010>
- Miyamoto, A., Pfof, M., & Artelt, C. (2018). Reciprocal relations between intrinsic reading motivation and reading competence: A comparison between native and immigrant

- students in Germany. *Journal of Research in Reading*, 41(1), 176-196.
- <https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12113>
- Morgan, G. A., Gliner, J. A., & Harmon, R. J. (1999). Measurement and descriptive statistics. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38(10), 1313-1315. <https://doi.org/10.1097/00004583-199910000-00022>
- Mowrer, O. H. (1950). *Learning theory and personality dynamics*. Ronald Press.
- <https://psycnet.apa.org/record/1951-04133-000>
- Ne'matullayevich, O. M. (2021). Technologies to Increasing the Motivation of ESP Students. *Middle European Scientific Bulletin*, 19, 266-268.
- <https://doi.org/10.47494/mesb.2021.19.979>
- Ning, Y. (2015). *Motivation towards English language learning of students in a secondary school in Thailand* [Doctoral dissertation, Burapha University].
- http://digital_collect.lib.buu.ac.th/dcms/files/56920783.pdf
- Nisbet, D., & Austin, D. (2013). Enhancing ESL vocabulary development through the use of mobile technology. *Journal of Adult Education*, 42(1), 1-7.
- <https://eric.ed.gov/?id=EJ1047363>
- Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. Cambridge University Press.

- Ölmez, F. (2015). An investigation into the relationship between L2 reading motivation and reading achievement. *Procedia-Social and Behavioral Sciences*, 199 (2015), 597-603.
<https://www.sciencedirect.com/science/article/pii/S1877042815045723>
- Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(3), 44-65.
<https://doi.org/10.18662/rrem/12.3/308>
- Oxford, R., & Nyikos, M. (1989). Variables affecting the choice of language learning strategies by university students. *The Modern Language Journal*, 73(3), 291-300.
<https://doi.org/10.2307/327003>
- Pan, G., Zang, Y., & Wu, D. (2010). A survey on English learning motivation of students at Qingdao Agricultural University. *Journal of Language Teaching and Research*, 1(2), 151-156. <https://www.academypublication.com/issues/past/jltr/vol01/02/10.pdf>
- Paris, S. G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40 (2), 184-202.
<https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RRQ.40.2.3>
- Phann, S., Em, S., & Tep, S. (2023). Cambodian Buddhist monks' motivation in learning English: Grade level analysis. *PROJECT (Professional Journal of English Education)*, 6(1), 164-175. <https://doi.org/10.22460/project.v6i1.p164-175>

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.

Rheinberg, F., & Engeser, S. (2018). Intrinsic motivation and flow. In Heckhausen, J., & Heckhausen, H. (Eds), *Motivation and Action* (pp. 579-622). Springer.
https://link.springer.com/chapter/10.1007/978-3-319-65094-4_14

Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What drives success in English medium-taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(11), 2149-2161.
<https://doi.org/10.1080/03075079.2019.1590690>

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(2020), 1-11.
<https://doi.org/10.1016/j.cedpsych.2020.101860>

Ryan, R. M., & Vansteenkiste, M. (2023). Self-determination theory. In *The Oxford Handbook of Self-Determination Theory* (pp. 3-30). Oxford University Press.
<https://biblio.ugent.be/publication/01HRCMM640511RK99H40PKVEPN>

Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a science of motivated persons: Self-determination theory's empirical approach to human experience and the regulation of behavior. *Motivation Science*, 7(2), 97- 110.
<https://psycnet.apa.org/doi/10.1037/mot0000194>

Seidlhofer, B. (2020). English as a lingua franca in the European context. In *The Routledge Handbook of World Englishes* (pp. 389-407). Routledge.

<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003128755-26/english-lingua-franca-european-context-barbara-seidlhofer>

Seiler, S., Lent, B., Pinkowska, M., & Pinazza, M. (2012). An integrated model of factors influencing project managers' motivation—Findings from a Swiss Survey. *International Journal of Project Management*, 30(1), 60-72.

<https://doi.org/10.1016/j.ijproman.2011.03.002>

Şentürk, B. (2015). EFL Turkish university students' attitudes and motivation towards reading in English. *Procedia-Social and Behavioral Sciences*, 199 (2015), 704-712.

<https://www.sciencedirect.com/science/article/pii/S1877042815046200>

Siswaningsih, W., Firman, H., Zackiyah, & Khoirunnisa, A. (2017). Development of a two-tier diagnostic test pictorial-based for identifying high school students' misconceptions of the mole concept. *Journal of Physics: Conference Series*, 1–17.

<https://doi.org/10.1088/1742-6596/812/1/012117>

Skilton-Sylvester, E. (2002). Should I stay or should I go? Investigating Cambodian women's participation and investment in adult ESL programs. *Adult Education Quarterly*, 53(1), 9-26.

<https://doi.org/10.1177/074171302237201>

- Sor, S., Chorn, S., Dean, S., & Em, S. (2022). Cambodian high school students' motivation toward learning English. *PROJECT (Professional Journal of English Education)*, 5(6), 1258-1269. <https://doi.org/10.22460/project.v5i6.p1258-1269>
- Syafrizal, S. (2019). The impacts of integrative and instrumental motivation for Indonesian learners. *Lingua Pedagogia, Journal of English Teaching Studies*, 1(2), 64-76. <https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18541>
- Taboada, A., Tonks, S. M., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading and Writing*, 22 (1), 85-106. <https://link.springer.com/article/10.1007/s11145-008-9133-y>
- Thompson, C. B. (2009). Descriptive data analysis. *Air Medical Journal*, 28(2), 56-59. <https://doi.org/10.1016/j.amj.2008.12.001>
- Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147-158. <https://ethnobotanyjournal.org/era/index.php/era/article/download/126/111>
- Tully, J. (2006). *A short history of Cambodia*. Silkworm. <https://silkwormbooks.com/products/short-history-of-cambodia>
- Ussher, J., Kirsten, L., Butow, P., & Sandoval, M. (2006). What do cancer support groups provide that other supportive relationships do not? The experience of peer support groups for people with cancer. *Social Science & Medicine*, 62(10), 2565-2576. <https://doi.org/10.1016/j.socscimed.2005.10.034>

van Knippenberg, D., & Hirst, G. (2020). A motivational lens model of person× situation interactions in employee creativity. *Journal of Applied Psychology*, 105(10), 1129.

<https://psycnet.apa.org/doi/10.1037/apl0000486>

Wen, X. (1997). Motivation and language learning with students of Chinese¹. *Foreign Language Annals*, 30(2), 235-251. [https://doi.org/10.1111/j.1944-](https://doi.org/10.1111/j.1944-9720.1997.tb02345.x)

[9720.1997.tb02345.x](https://doi.org/10.1111/j.1944-9720.1997.tb02345.x)

Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative Health Research*, 11(4), 522-537.

<https://doi.org/10.1177%2F104973201129119299>

Williams, M., Burden, R., & Lanvers, U. (2002). ‘French is the language of love and stuff’: Student perceptions of issues related to motivation in learning a foreign language. *British Educational Research Journal*, 28(4), 503-528.

<https://doi.org/10.1080/0141192022000005805>

Yu, B., & Downing, K. (2012). Determinants of international students’ adaptation:

Examining effects of integrative motivation, instrumental motivation, and second language proficiency. *Educational Studies*, 38(4), 457-471.

<https://doi.org/10.1080/03055698.2011.643111>

Zagzebski, L. T. (2004). *Divine motivation theory*. Cambridge University Press.

[https://www.cambridge.org/kh/academic/subjects/philosophy/logic/divine-motivation-](https://www.cambridge.org/kh/academic/subjects/philosophy/logic/divine-motivation-theory?format=PB&isbn=9780521535762)
[theory?format=PB&isbn=9780521535762](https://www.cambridge.org/kh/academic/subjects/philosophy/logic/divine-motivation-theory?format=PB&isbn=9780521535762)

Zainuddin, Z., Chu, S. K. W., Shujahat, M., & Perera, C. J. (2020). The impact of gamification on learning and instruction: A systematic review of empirical evidence. *Educational Research Review*, 30, 1-60.

<https://doi.org/10.1016/j.edurev.2020.100326>

Zohrabi, M. (2013). Mixed method research: Instruments, validity, reliability, and reporting findings. *Theory and Practice in Language Studies*, 3(2), 254-262.

<https://www.academypublication.com/issues/past/tpls/vol03/02/tpls0302.pdf>

APPENDIX

Doctoral Degree Questionnaire for Data Collection

Dear student participants,

This is a study on Students' Motivation to Improve English Learning Achievement: A Survey Study at Chea Sim Takeo High School. This study is the requirement for a Doctor of Philosophy (PhD) in Teaching English to Speakers of Other Languages (TESOL) at the Victorious Christian Bible University, and the study aims to examine Cambodian students' motivation to learn English language among the students learning English. The researcher values your input to the study. The questionnaire contains three parts as shown below, and it will take you only around 20 minutes to pick up your choices. Please be assured that your responses are the strictest confidence, and will be used in this study only. Concerning your privacy, you are not required to fill in your name. Besides, your information will be destroyed five years after the study.

Please be aware that your honesty is the only way you can contribute to educational development in our country and solve the existing problems. Thus, please think critically before choosing each choice.

Part I. Demographic Information

1. Please choose your gender

1. ☐ Male

2. ☐ Female

2. Please choose your age range

1. ☐ 10-14

2. ☐ 15-19

3. ☐ 20-Over

3. Please choose your grade

1. ☐ Grade 7

2. ☐ Grade 8

3. ☐ Grade 9

Please note that from part II, you are required to choose the most appropriate numbers by ticking under only one choice: 1 2 3 4, or 5. The rating scales are 1. Strongly disagree, 2. Disagree, 3. Not decided, 4. Agree, and 5. Strongly agree.

Part II. Intrinsic Motivation Items	1	2	3	4	5
1. I am learning English because I like it.					
2. I learn English because I really enjoy it.					
3. I learn English because I feel happy when I learn it.					
4. I learn English because I like learning about people's cultures.					
5. I am learning English because I like making more friends.					
6. I learn English because I like listening to English songs.					
7. I am learning English because I feel interested in it.					
8. I am learning English because I feel that the language is fun.					
9. I learn English because I like reading texts in English.					
10. I learn English because I like keeping in touch with foreign friends.					
Part III. Extrinsic Motivation Items	1	2	3	4	5
11. I am learning English because I need it for my studies.					
12. I am learning English because I need the admiration of others.					
13. I am learning English because I need to search for documents.					
14. I am learning English because I need to use it in my future career.					
15. I am learning English because I need to become a knowledgeable person.					
16. I am learning English because my school needs me to learn.					

17. I am learning English because I need to win speaking competitions.					
18. I am learning English because I want to appear more educated.					
19. I am learning English because I want to get a good job.					
20. I am learning English because I want to pass the exam.					

Thank you for your cooperation!

កម្រងសំណួរស្រាវជ្រាវថ្នាក់បណ្ឌិតផ្នែកបង្រៀនភាសាអង់គ្លេស

សួស្តីសិស្សនុសិស្សជាទីស្រឡាញ់!

នេះជាការសិក្សាស្រាវជ្រាវស្តីពី ការលើកទឹកចិត្តសិស្សចំពោះការរៀនភាសាអង់គ្លេស និងលទ្ធផលនៃការសិក្សា ៖ ការស្ទង់មតិសិស្សវិទ្យាល័យ ជា ស៊ីម តាកែវ។ ការសិក្សាស្រាវជ្រាវនេះជាការស្រាវជ្រាវបញ្ចប់ថ្នាក់ បណ្ឌិត ផ្នែកបង្រៀនភាសាអង់គ្លេស ពីសាកលវិទ្យាល័យ Victorious Christian Bible University (VCBU) និង មានគោលបំណងពិនិត្យមើលការលើកទឹកចិត្តរបស់សិស្សកម្ពុជាក្នុងការរៀនភាសាអង់គ្លេសក្នុងចំណោមសិស្សដែលកំពុងរៀនភាសាអង់គ្លេស ។ អ្នកស្រាវជ្រាវសូមវាយតម្លៃខ្ពស់ចំពោះការចូលរួមរបស់អ្នកទាំងអស់គ្នាក្នុងការសិក្សាស្រាវជ្រាវនេះ។ កម្រងសំណួរនេះមានបីផ្នែកដែលត្រូវបានបង្ហាញជាបន្តបន្ទាប់ដូចខាងក្រោម។ ក្នុងការបំពេញកម្រងសំណួរនេះ អ្នកទាំងអស់គ្នាចំណាយពេលវេលាប្រហែល ២០ នាទីតែប៉ុណ្ណោះ។ សូមអ្នកទាំងអស់គ្នាជ្រាបថា ព័ត៌មានដែលអ្នកទាំងអស់គ្នាបានបំពេញត្រូវបានរក្សាដោយសំងាត់បំផុត ហើយនឹងត្រូវបានប្រើប្រាស់តែនៅក្នុងការសិក្សាស្រាវជ្រាវនេះតែប៉ុណ្ណោះ។ ដោយការគោរពចំពោះឯកជនភាពរបស់អ្នកទាំងអស់គ្នា អ្នកទាំងអស់គ្នាមិនតម្រូវឱ្យបំពេញឈ្មោះនោះទេ។ លើសពីនេះ ព័ត៌មានរបស់អ្នកទាំងអស់គ្នានឹងត្រូវបានបំផ្លាញចោលក្នុងរយៈពេលប្រាំឆ្នាំបន្ទាប់ពីការសិក្សា។

សូមអ្នកទាំងអស់គ្នាជ្រាបថា ភាពស្មោះត្រង់របស់អ្នកទាំងអស់គ្នា គឺជាមធ្យោបាយមួយដ៏ល្អប្រសើរបំផុតតែមួយគត់ដែលអ្នកទាំងអស់គ្នាអាចរួមចំណែកដល់ការអភិវឌ្ឍវិស័យអប់រំនៅក្នុងប្រទេសកម្ពុជា និងជាការចូលរួមដោះស្រាយបញ្ហាដែលកំពុងកើតឡើងផ្សេងៗ ។ ដូច្នេះ សូមអ្នកទាំងអស់គ្នាគិតពិចារណាឱ្យបានច្បាស់ មុននឹងជ្រើសរើសជម្រើសនីមួយៗ។

ផ្នែកទី I. ព័ត៌មានប្រជាសាស្ត្រ

1. សូមជ្រើសរើសភេទរបស់អ្នក

1. ☐ ប្រុស

2. ☐ ស្រី

2. សូមជ្រើសរើសអាយុរបស់អ្នក

1. ☐ 10-14

2. ☐ 15-19

3. ☐ 20 ឬ លើស

3. សូមជ្រើសរើសថ្នាក់របស់អ្នក

1. ☐ ថ្នាក់ទី 7

2. ☐ ថ្នាក់ទី 8

3. ☐ ថ្នាក់ទី 9

សូមបញ្ជាក់ថា ចាប់ពីផ្នែកទី II អ្នកអាចជ្រើសរើសបានតែមួយជម្រើសគត់ដែលអ្នកគិតថាសមស្របបំផុតដោយ

គ្រាន់តែគូសសញ្ញា (✓) នៅខាងស្តាំក្រោមលេខ 1 2 3 4 ឬ 5 ។ សម្រាប់ការវាយតម្លៃគឺ 1. មិនយល់ស្របខ្លាំង 2.

មិនយល់ស្រប 3. មិនសម្រេចចិត្ត 4. យល់ស្រប និង 5. យល់ស្របយ៉ាងខ្លាំង។

ផ្នែកទី II ការលើកទឹកចិត្តពីខាងក្នុង	1	2	3	4	5
1. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តវា។					
2. ខ្ញុំរៀនភាសាអង់គ្លេស ព្រោះខ្ញុំពិតជាចូលចិត្តវា។					
3. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំសប្បាយចិត្តពេលរៀនវា។					
4. ខ្ញុំរៀនភាសាអង់គ្លេស ព្រោះខ្ញុំចូលចិត្តរៀនពីវប្បធម៌របស់ជាតិសាសន៍ដទៃ។					
5. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តបង្កើតមិត្តភក្តិឱ្យច្រើន។					
6. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តស្តាប់ចម្រៀងជាភាសាអង់គ្លេស។					
7. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចាប់អារម្មណ៍នឹងវា។					
8. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំមានអារម្មណ៍ថារៀនវាគឺសប្បាយ។					

9. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តអានអត្ថបទជាភាសាអង់គ្លេស។					
10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តរក្សាទំនាក់ទំនងជាមួយមិត្តភក្តិបរទេស។					
ផ្នែកទី III ការលើកទឹកចិត្តពីខាងក្រៅ	1	2	3	4	5
11. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការវាសម្រាប់ការសិក្សារបស់ខ្ញុំ។					
12. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការការកោតសរសើរពីអ្នកដទៃ។					
13. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវស្វែងរកឯកសារជាច្រើនជាភាសាអង់គ្លេស។					
14. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវប្រើវាក្នុងអាជីពរបស់ខ្ញុំនាពេលអនាគត ។					
15. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវតែក្លាយជាមនុស្សដែលមានចំណេះដឹង។					
16. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះសាលារបស់ខ្ញុំតម្រូវឱ្យខ្ញុំរៀន។					
17. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការឈ្នះគេក្នុងការប្រកួតនិយាយផ្សេងៗ។					
18. ខ្ញុំរៀនភាសាអង់គ្លេសដោយសារតែខ្ញុំចង់បង្ហាញគេថាខ្ញុំជាមនុស្សមានការអប់រំ។					
19. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់បានការងារល្អ។					
10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់ប្រលងអោយជាប់។					

សូមអរគុណសម្រាប់ការចូលរួមរបស់អ្នកទាំងអស់គ្នា !



Victorious Christian Bible University,

Dear Mr. Sok Kuon

Admission offer

Thank you for choosing to study with us. We are pleased to inform you that you have been offered a spot in the class of 2022 for the Victorious Christian Bible University.

After reviewing your application and all the supporting information, we have determined that you are truly the kind of student that we are looking for to carry on the Victorious Christian Bible University tradition.

Please let us know if you accept or decline our offer, as there are many other candidates who are waiting for any unaccepted spots!

Once again, Congratulations. We hope to hear from you soon!

In addition, the Doctor of Philosophy (PhD) in TESOL candidate is required to pay the administrative fee of \$950 for the complete program. No additional fee. All the course materials for your studies are completely free of cost.

Our utmost goal is to help you fulfill your calling and realize your potentials.

PhD in TESOL Curriculum

The Doctor of Philosophy (PhD) in Teaching English to Speakers of Other Languages (PhD in TESOL) is a graduate program, that will take approximately one year to complete. Depending on your learning consistency. The PhD in TESOL prepares the candidate to teach ESL. The courses usually deal with English linguistics as well as language

Why should I study for the PhD in TESOL?

- Work anywhere in the world.
- Becoming a TESOL educator can literally take you anywhere around the world! ...
- Salary higher than an average teacher. ...
- Better grasp of other cultures. ...
- Expand your mission. ...
- Professional development.

- This program will prepare teachers for a wide variety of positions both in the your home country and abroad.
- The Cost is affordable \$950 for the complete program. No additional fee.
- You could study from anywhere in the world
- Participate in innovative online teaching and learning experiences.
- Gain expertise to design and deliver engaging, relevant English instruction.●
- Learn strategies to incorporate digital tools in the design of instruction and assessments.●

The Doctor of Philosophy (PhD) in TESOL Program Curriculum

1. TSL 502 English Vocabulary Instruction 5 credit units
2. TSL 507 English Pronunciation Instruction 5 credit units
3. TSL 512 English Writing Instruction 5 credit units
4. TSL 515 Second Language Acquisition 5 credit units
5. TSL 520 English Grammar Instruction 5 credit units
6. TSL 527 Methods of Teaching ESL/EFL 5 credit units
7. TSL 532 Listening and Speaking Instruction 5 credit units
8. TSL 542 The English Language in Society 5 credit units
9. TSL 545 Reading Instruction 5 credit units
10. TSL 590 Curriculum Design 5 credit units
11. EDU 612 Educational Technology 5 credit units

12. EDU 613 Second Language Teaching and Learning 5 credit units
13. EDU 614 English Grammar for Language Teachers 5 credits
14. EDU 615 Classroom Management and Observation 5 credits
15. EDU 900 Culture and Language 5 credit units
16. EDU 925 Foundation of American Education 5 credit units
17. EDU 932 Introduction to Teaching 5 credit units
18. EDU 950 Philosophy of Education 5 credit units
19. EDU 955 Cross Cultural Psychology 5 credit units
20. EDU 970 Cross Cultural Relations 5 credit units
21. EDU 999 Doctor of Philosophy in TESOL Research Thesis 60 credits

The Doctor of Philosophy in TESOL Thesis is a 60 Credit Units Research Thesis. It's consisting of several topics; students could choose from anyone of the topics below and write on it:

- Effective Classroom Management
- Educational Technology in Learning
- Second Language Teaching and
- Second Language Curriculum Designs

Study mode: A supervised assignment based and research based learning. At the completion of all the assignments, a comprehensive final examination is required.

What is Research Base Learning? In a research-based learning approach, students actively search for and then use multiple resources, materials, and texts to explore important, relevant, and interesting questions and challenges. They find, process, organize and evaluate information and ideas as they build reading skills and vocabulary. Hence, we are here to supervise your research work and allocate marks accordingly.

Duration : At the completion of the courses allotted to you, the Doctor of Philosophy (PhD) in TESOL degree will be awarded to you accordingly.

Study Materials: Upon acceptance of this admission offer and the required deposit is paid, you'll receive the Course Materials for your studies and you'll be assigned to a supervisor that will review and grade your assignments.

Mode of Assessment: Students are required to study all the course materials that we sent to them and request for their assignment questions at the completion of their studies.

Note that each assignment is 40% overall marks, while the examination takes 60% overall marks for the comprehensive examination.

When should I pay the administrative fee? : Immediately after acceptance of this admission offer. However, students have up to 4weeks to pay their full administrative fee of \$950 USD or a part fee of \$200 USD and the balance will be paid on or before the completion of their degree program. . Please see our bank details below:

Victorious Christian Bible University, Bank details:

If you're inside the United States, use this account

Account holder: Victorious Christian Bible University
ACH and Wire routing number: 026073150
Account number: 8311955244
Account type: Checking
Bank name and address: Community Federal Savings Bank
89-16 Jamaica Ave
Woodhaven NY 11421
United States

If you're outside the United States, please use this account details:

Account holder: Victorious Christian Bible University
Routing number: 026073150
Swift/BIC: CMFGUS33
Account number: 8311955244
Bank name: Community Federal Savings Bank
Bank address: 89-16 Jamaica Ave Woodhaven NY 11421 United States

PayPal: We accept payments through PayPal

You could make payments directly through PayPal. Please kindly use the following details below for the PayPal payment.

Email: director@vcbu.org

Name: Victorious Christian Bible University



Thank you once again for choosing to study with us.

Stay blessed always.

Kind regards,

A handwritten signature in black ink, appearing to be 'Dr. Steve Joseph'.



The registrar,

Dr. Steve Joseph,

Victorious Christian Bible University (VCBU)

7901 4TH ST N STE 300 St. Petersburg, Florida, 33702,
USA. Email: director@vcbu.org Website: www.vcbu.org

