

ក្រសួងអប់រំ យុវជន និងកីឡា
វិទ្យាស្ថានជាតិអប់រំ



ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ

**ការលើកទឹកចិត្តសិស្សឱ្យរៀនភាសាអង់គ្លេស
ថ្នាក់វិទ្យាល័យនៅឯសាលា**ណត្សឡាញ****
**Motivations to Learn English at Northline Upper
Secondary School**

កិច្ចការស្រាវជ្រាវរបស់គណៈស្រាវជ្រាវ + ១
មុខវិជ្ជា៖ ភាសាអង់គ្លេស
គណៈស្រាវជ្រាវលេខ២៣

១- អ៊ឹម សិរីន្ទ
៣- ឧន ប្រាក់
៥- យុន មិនា

២- សេវ ចន្ទ្រៈ
៤- ស៊ីន ភារ៉ា

ស្រាវជ្រាវ ២០១៧-២០១៨

ក្រសួងអប់រំ យុវជន និងកីឡា
វិទ្យាស្ថានជាតិអប់រំ



**ការលើកទឹកចិត្តសិស្សឱ្យរៀនភាសាអង់គ្លេស
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គ្រូណែនាំ៖ សេង សង្ហា

គណៈស្រីបរិញ្ញា

១- អ៊ឹម សិរីរដ្ឋ

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២- សៅ ចន្ទ្រៈ

៤- ស៊ីន ភារ៉ា

PREFACE

This research paper is about “Motivations to Learn English at Nortline Upper Secondary School. The reasons we wrote this article is because we, NIE’s trainees, have to conduct a research in order to meet school’s requirement. To achieve this article, many steps had to be taken. Firstly, we got some advice as well as research format from school. Each step of research was examined by a supervisor at NIE. Secondly, we have to share parts for each member of a group to be responsible. It is just each member’s responsibility, yet we still double-check each other’s work. Thirdly, we had to work together in order make questionnaires to collect data. Finally, we had to work closely together to enter the data into SPSS software, analyze the data and also how to write a report after collecting and analyzing the data.

This research is very important to us. As stated above, it is a school’s requirement, so it compulsory for all of us. We learnt many new things from this research; for example, how to choose a topic, how to find reliable sources, how to write literature reviews, and what kinds of methodology should be used, how to analyze the data and also how to write a report after collecting and analyzing the data.

We hope that you will find this article very helpful for your academic study. One thing is, if you conduct a research on the same or similar topic, this article can be served of your literature review, but if your topic is different, this article can be served of your research sample.

ACKNOWLEDGEMENT

We are really grateful because we manage to complete our action research “Motivations to Learn English at Northline Upper Secondary School” within the time given by our lecturer Ms. Seng Sacha. This research cannot be completed without the effort and co-operations from our group members, Mr. Dorn Brak, Mr. Sao Vannak, and Mr. Em Sereyrath, Miss. Sin Pheara, and Miss. Yon Minea. We also sincerely thank to all our lecturers of English group III for guidance and encouragement in finishing this research and also for teaching us this course. Last but not least, we would like to express our gratitude to our friends and respondents for the support and willingness to spend some times with us to fill in the questionnaires.

Abstract

This study investigates the levels and types of motivations among Northline Upper-Secondary School's students in Phnom Penh, PP. 60 adult learners of English completed a questionnaire in May 2018, all of which were used in the results. The results showed that the instrumental and integrative motivations of adult learners of English are concomitant. They also demonstrate there is no significant correlation between adult students' level of English and their degree of socially oriented motivations. Differences among adult learners of English appear when extrinsic and intrinsic motivations are examined. The results demonstrate that attitudinal motivation varies according to age range. The results of the present study have been investigated in the light of the particular status that English has in Cambodia today. They conform to previous research studies that underline the importance of further investigations in attitudinal motivations in Second Language Acquisition.

Keywords: motivation, adult learner, attitude, English, Cambodia, Second Language Acquisition.

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Introduction

Introduction

Motivation is defined as the extent ones strive to acquire the language because of the desire to do so and the satisfaction derived from it, Gardner (1985). Motivation is considered significant in its role in language learning success. Along this line of thoughts, students' motivations toward English learning can, to a certain degree, influence their learning results. It is worth investigating how students become successful or failed in learning English because it might affect their motivations and the way they learn the language. Zoltan Dornyei (2002) stated that the learner's enthusiasm, commitment and persistence are the key determinant of success or failure.

Background

The Northline School was established in 2008. It is located along the Street Monieth, Sangkat Steung Mean Chey, Khan Mean Chey, Phnom Penh, PP, Cambodia. It is offering General Education Programs both in English and Khmer- ranged from kindergarten to grade 12. Being an International School, The Northline School obliges students to study English as a foreign language to ease their studies. For those who take courses in English, they have to use English as a means of their studies. Therefore, they have to study English for 15 hours a week, but their progress in English skills, especially English classes are still unsatisfactory. There are many negatives behaviors indicating that the students are lack of motivations to learn English.

The study of Upper-Secondary Students at the Northline School is expected to provide important information in limitation in the extent and type of their motivations i.e. integrative or instrumental. The significance of this study should be that responses lead to a better knowledge of their motivation. The findings could help the school work toward an improvement of their motivations and, alongside, enhancing their language learning achievement at the appropriate level.

Ellis (1997) points out that, as a teacher, we need to explore more fully the factors that are involved in motivating students to perform tasks well because this is something that a teacher has some control over. Therefore, it is important to find out the underlying possible factors which affect students' motivations in English learning, especially in the practical sense to teachers who want to stimulate students' motivations.

Statement of the problems

As one of the five researchers is employed as an educational staff working at Northline Upper-Secondary School, and he has observed that many teachers of English have problems with motivating students to learn English. Therefore, we have decided to conduct this research as a case study.

Objectives of the study

This study will be carried out to determine the motivational level of the Upper-Secondary School students at Northline, kinds of motivations that effect students' learning, and to help ease the educators to educate the learners better based on students' motivations.

Research Questions

The study was conducted to survey the Upper-Secondary School students in semester II, academic year 2018 in particular. Its objective was to find out the answers to the following questions:

1. What are the types of motivation that adult learners of English have at the upper secondary levels? Which one dominates, Extrinsic or Intrinsic? Or both?

Significance of the study

This study is very important for the teachers teaching English at Northline Upper-Secondary School as well as the students learning there. For the educators educating the learners there, they will know clearer on how to educate students better by knowing the motivations of them whether Extrinsic, Intrinsic, Integrative or Instrumental ones. Besides, this study can be very useful for those educating students studying at high schools, for the motivations of those could be similar.

Scope and Limitation of the study

The study was conducted with the samples selected from the Upper Secondary School Students in semester II, academic year 2018 in particular to explore the dominant motivations in their English language learning. The data for this study is obtained through questionnaire administered to the total number of 60 students, 20 from Grade 10, 20 from Grade 11 and 20 from Grade 12. Identifying whether they are interactively or instrumentally motivate, we may be able to formulate measures for the improvement of their learning motivations in English language. This is for the purpose of their better language learning success. Their types of motivations could be identified at this first point to assist them through their successful paths of learning English.

Review of Literature

Definitions of motivations

There are many different definitions of motivations, especially in language learning. Harmer (1991, p.3) explains the meaning of motivation as the “internal drive” that pushes somebody to do something. If we think that our goal is worth doing and attractive for us, then we try to reach that goal; this is called “the action driven by motivations”.

Lightbown and Spada (1999, p.56) note that motivations in second language learning is quite complicate to study which can be explained in terms of two factors: learner’s communicative needs and their attitudes toward the second language community.

In addition, Parsons, Hinson and Brown (2001, p.28) define motivation as an important component or factor in the learning process. Learning and motivation have the same importance in order to achieve something. Learning makes us gain new knowledge and skills and motivation pushes us, encourages us to go through the learning process.

Gardner (1982), in his socio-educational model, notes that motivation is perceived to be composed of three elements. These are effort, desire and affect. Effort refers to the time spent studying the language and drive of the learner. Desire indicates how much the learner wants to become proficient in the language, and affect means the learner’s emotional reactions related to language study.

Aree Punmanee (1991) views motivation as the process aroused by stimulus to achieve desired purpose, behaviors or conditions. Motivation is the continuous process based on a person’s desire.

Types of motivations

(Harmer, 1991, p.3) uses the word ‘goal’ to categorize the motivations in second language learning into two types:

1. Short-term goal means when students or learners wish to succeed in doing something in the near future; for example, students who want to pass their examination or to get good grade or high scores.
2. Long-term goal refers to a wish of students or learners who want to get a better job in the future or to be able to communicate with people who use the language that they study or the target language.

Krashen (1988, p.22) mentioned the following factors which are rather related to

1. Integrative motivation that will attempt to relate the second language ability to these two functions.

Integrative motivation, defined as the desire to be a part of recognized or important members of the community or that society that speak the second language. It is based on interest in learning the second language because of their needs to learn about, associate or socialize with the people who use it or because of purpose or intention to participate or integrate in the second language using the same language in that community, but sometimes it involves emotion or affective factors a great deal. (Savill-Troike, 2006,p.86)

2. Instrumental motivation involves the concepts of purely practical value in learning the second language in order to increase learners’ careers or business opportunities giving them more prestige and power, accessing scientific and technical information, or just passing a course of their study in school. (Saville-Troike, p.86)

Furthermore, the motivation is further classified into two main categories as the

1. Extrinsic motivation refers to a desire to get a reward and avoid punishment. It emphasizes external need to persuade the learner to take part in learning activity. (Arnold, 2000, p.14) such as homework, grade, or doing something to please teachers. Both integrative and instrumental motivations are also grouped under the branch of the extrinsic motivation (Harmer, 1991, p.4)

As extrinsic motivation is based on external outcomes such as rewards and punishment. This motivation could bring a negative impact to the students, because with extrinsic motivation, students do not learn with their strong intention or will but they study it because they are pushed by the interest in the rewards or punishment. When a student is learning because he is promised rewards or because he wants the rewards, he will be highly motivated to come to classes and learn and achieve the goal that is set for him. But when these rewards are taken away, or sometimes even if they do not see any punishment, the students will not be interested in coming to class and learn the language any longer.

2. Intrinsic motivation refers to learning itself having its own reward (Arnold, 2000, p.14). It means the learners are willingly and voluntarily (not compulsorily) try to learn what they think it is worth or important for them. When students have intrinsic motivation, they have no negative impacts in having intrinsic motivation. In addition, intrinsic motivation pushes the students to learn without rewards, because the need is innate or come from inside or depends on their own will. Lightbown and Spada (1999, p.56-57) mentioned that teachers do not have many effects on students' intrinsic motivation since the students are from different backgrounds and the only way to motivate students is by making the classroom a supportive environment.

Late history of L2 motivation

According to Dörnyei, language learning (L2) motivation's foundation lays in social psychology (2003, p. 7). From the 1960s onwards, L2 experts have discarded social psychology cognitive theories which determine intention or attitude as being the key influential factor to behavior. Instead, L2 researchers have developed social psychology's expectancy-value theories which consider motivation as being the product of two-key factors: "the individual's expectancy of success in a given task and the value the individual attaches to success in that task" (Dörnyei, p.119). In L2 research, within the expectancy-value theories framework, the attribution theory which directly connects past experiences with future achievements was of particular interest to L2 researchers in the 1990's. It is, however, the goal theories which became dominant in L2 research because the assumption that for human action to take place, "goals have to be set and pursued by choice" fits language learning as it is a lengthy and complex activity (Dörnyei, p. 117). Thus, language learning motivation covers a wide range of concepts not only because researchers have brought forward different accounts on how motivation emerges and materializes, but also because of "the multifaceted nature and roles of language itself" (Dörnyei, p.117). Gardner proposed that Second Language Learning (SLA) is "a social psychological phenomenon" (1985, p.2) and that a "motivation organism" combines the desire and the effort to achieve a goal with favorable attitudes towards it. For Dörnyei, motivation is rather a "process whereby a certain amount of instigation arises, initiates action, and persists as long as no other force comes into play to weaken it and thereby terminate action, or until the planned outcome has been reached" (1998, p.118).

The Importance of motivation in second language learning

Motivation has an important role in success and failure in learning a second language. Spolsky (1999,p.157) stated that motivated students are likely to learn more and learn more quickly than students who are less motivated. In a particular learning situation, students who are less motivated are likely to lose their attention, misbehave and cause discipline problems. On the contrary, students who are highly motivated will participate actively and pay more attention to a certain learning task or activity.

Factors that affect motivation in second language learning

Four factors that can be dangerous to learners' motivation, according to Harmer (1991,p.4) are following:

1. Physical condition which means the atmosphere in class. For example, if students have to study in the bad lighting classroom, overcrowded with too many students, have to look at the small board, or in the unpleasant smell classroom, they can lose their motivation or their motivation in learning will be lowered.

2. Method of teaching which refers to the way that students are taught must affect their motivation. Whenever the learners feel bored at the teacher's method, their motivation would likely be lost or gradually decreased. As he said, "If the students lose confidence in the method, they will become demotivated" (Harmer, 1991, p.5)

3. The teachers as the most powerful variable of motivation and demotivation can become a major part in demotivating the learners.

4. Success refers to the appropriate level of challenge designed by the teachers. If the difficulty of work and activity are too high or too low, it can lead students to a demotivated situation in learning. As Harmer pointed out, to give high challenge activities may have a negative effect on motivation. Students can also equally be demotivated by too low level of challenge.

From Krashen's affective filter hypothesis (as cited in Lightbown and Spada, 1999, p.39), emotional states such as tiredness, depression, boredom, etc. obstruct the learning process of the students. Anxiety becomes a factor that influences the affective filter. Low anxiety is more helpful for second language acquisition (Krashen, cited in J.Oller and J. Richards, 2003,p.183). This means that learners' anxiety can affect their motivation. According to Krashen, there are three affective variables that interact with the affective filter.

1. Motivation which is beneficial for language acquisition
2. Self-confidence which is also useful for acquisition
3. Anxiety which is good in the case where it is in a low level

Relevant research

Hedge (2000) conducted a study that investigated the motivation of 20 Japanese students who were studying English. The findings indicated that the most common reasons for studying English as a second language were for communication with people overseas, finding employment in a high profile career, processing international information, and understanding other cultures. These findings were related with the work of Gardner and Lambert (1972) which suggested that a person's need for studying a second language is for the ability to socialize with the learning language community or integrative motivation and the ability to gain knowledge applied from that learning language or instrumental motivation.

Siriluck Wechsumangkalo and Sirithip Praserttrattanadecho (2004) conducted a study which indicated clearly that high English proficiency subjects are more integratively motivated than low English proficiency subjects. However, there was no significant difference in the level of instrumental motivation between two groups of subjects. Moreover, the study showed that high English proficiency subjects are motivated than low English proficiency subjects with low English achievement.

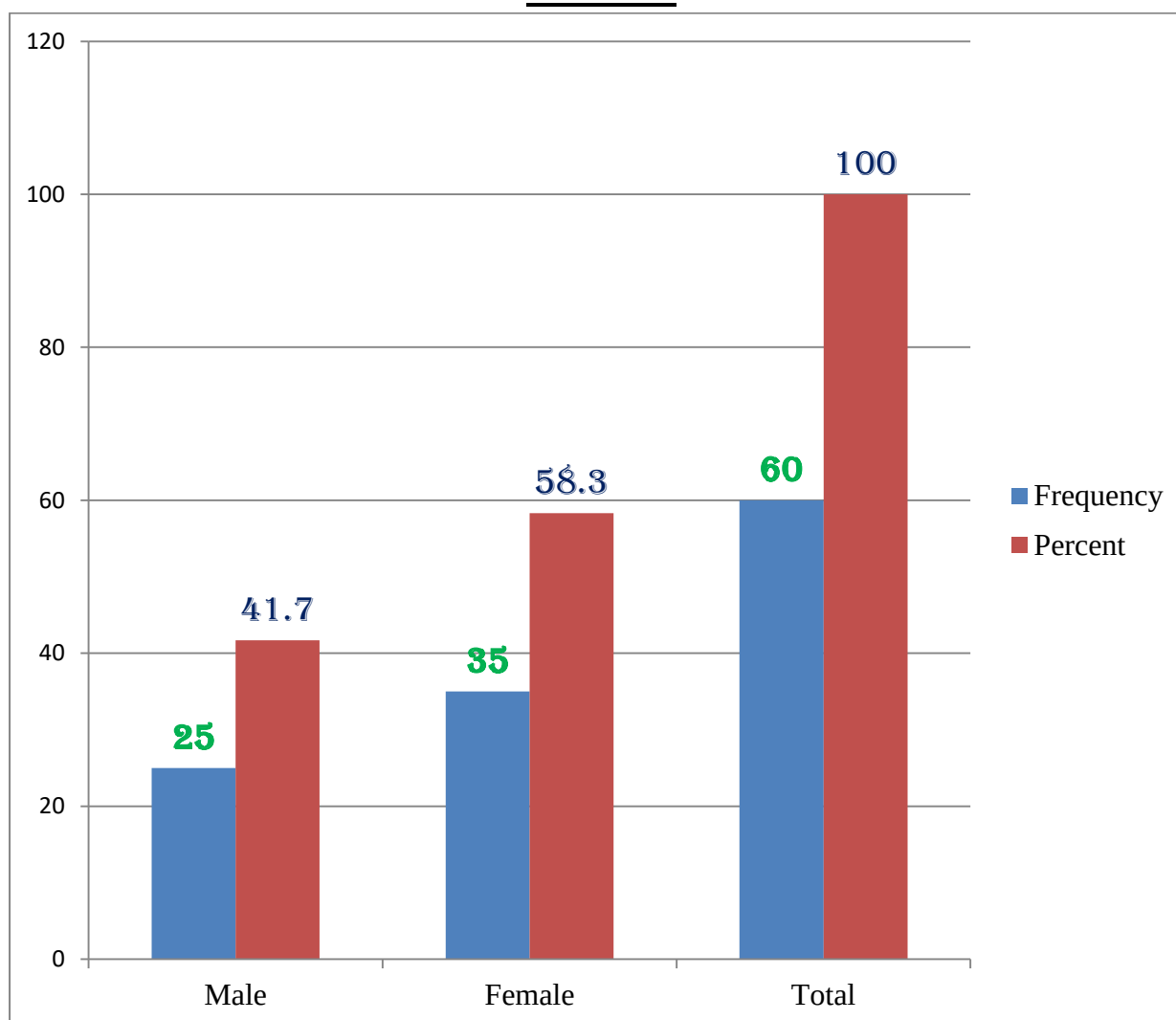
Research Methodology

Procedures

Before the researchers used the questionnaires to present students at the target school, three copies of the questionnaire had been used to do the pilot testing with three students studying in Grade 11 at Hun Sen Mouy Methona High School locating at Chumrov Village, Peaream Commune, Bati District, Takeo Province. Then questionnaire (Annex 1) was randomly presented to 60 students at Northline School. 20 students were randomly chosen from Grade 10, 20 from Grade 11 and the rest was randomly chosen from Grade 12. At the start, the researchers greeted the School Principal and told him the reasons of the presence and showed him the mission letter from NIE, National Institute of Education. Then, the researchers asked the School Principal for the name lists of the students in Grade 10, 11 and 12. We, finally, wrote all the names of the students from the three Grades on the small pieces of papers and put into three groups to choose randomly in order to make our work in the process.

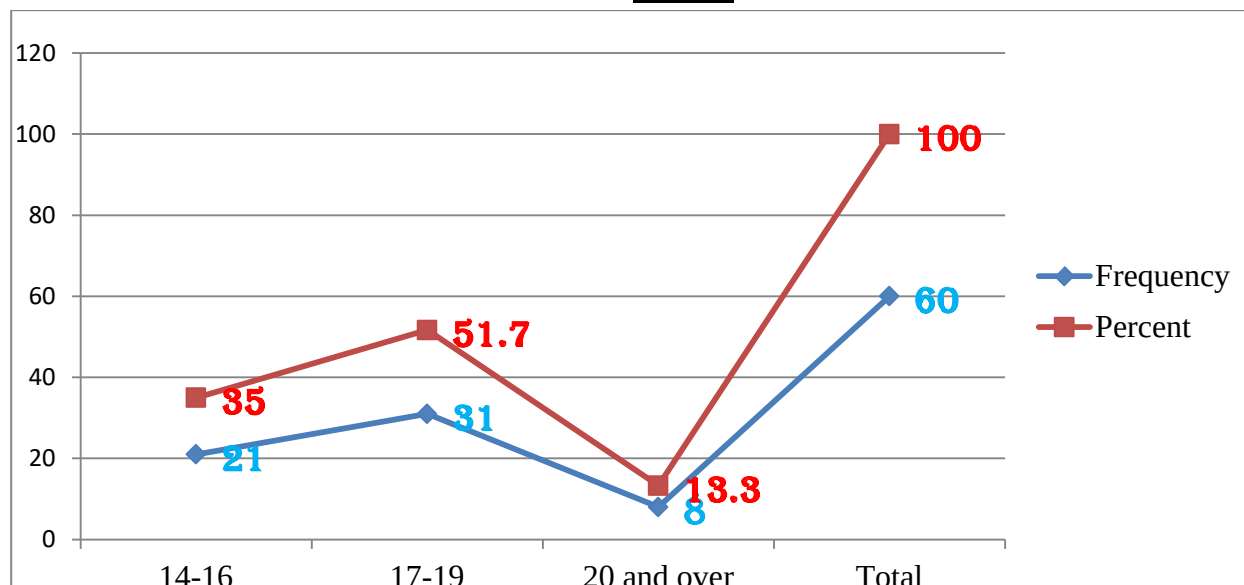
Out of the 60 samples, 35 were girls, and it equals 58.3% (Percent), and 25 were boys that equals 41.7% (Percent).

Column 1



Out of those respondents, 21 were ranged from 14-16 years old, 35% (Percent), 31 were ranged from 17-19 years old 51.7% (Percent), and 8 were ranged from 20 years old and over, 13.3% (percent).

Line 1



Administering the questionnaire

After showing the mission letter and having some discussions with the School Director, the researchers met with the students in Grade 10, told them the reasons of the presence there. Next, the researchers called the names of the students selected. Then the researchers explained how to work out with questionnaires. After about 20 minutes all the questionnaires were collected back. Then the researchers did the same for Grade 11 and 12.

The questionnaire

In the first part of the questionnaire (category group 1), participants provided personal information anonymously (sex and age range). The second part of the questionnaire was based on Gardner's Attitudes/Motivation Test Battery (AMTB) (2004 web) which has been adapted by numerous researchers in L2 motivation. The AMTB, as a base for this study, aimed at ensuring validity when measuring the causal relationship between variables (Bryman, p.151). The 27 statements were divided into 9 groups of three statements. Each statement was presented with a five points Likert scale and participants were asked to circle or check one of the five given points (1= strongly disagree, 2= disagree, 3=neither agree nor disagree, 4= agree, 5= strongly disagree). Hence, by using the five points Likert scale, reliability was ensured (Bryman 155). The 27 statements were divided into 9 coded factor or category groups in order to facilitate the analysis and investigation of the relationships amongst those factors, namely social and attitudinal motivation. Group 2 Instrumental motivation (social factor) Group 3 Integrative motivation (social factor) Group 4 Extrinsic Motivation - instrumental orientation (attitudinal factor) Group 5 Intrinsic Motivation : self- confidence- (attitudinal factor) Group 6 External encouragement (impact of social factor on attitudinal factor) Group 7 Intrinsic motivation –integrative orientation (attitudinal factor) Group 8 Extrinsic Motivation (Teacher and peer students) Group 9 Recapitulation of Instrumental/integrative motivation Group 10 Self- assessment of the use of English outside the class, motivation and the English class.

Group 2	Instrumental motivation (social factor)
Group 3	Integrative motivation (social factor)
Group 4	Extrinsic Motivation - instrumental orientation (attitudinal factor)
Group 5	Intrinsic Motivation : self- confidence- (attitudinal factor)
Group 6	External encouragement (impact of social factor on attitudinal factor)
Group 7	Intrinsic motivation –integrative orientation (attitudinal factor)
Group 8	Extrinsic Motivation (Teacher and peer students)
Group 9	Recapitulation of Instrumental/integrative motivation
Group 10	Self- assessment of the use of English outside the class, motivation and the English class.

Data management

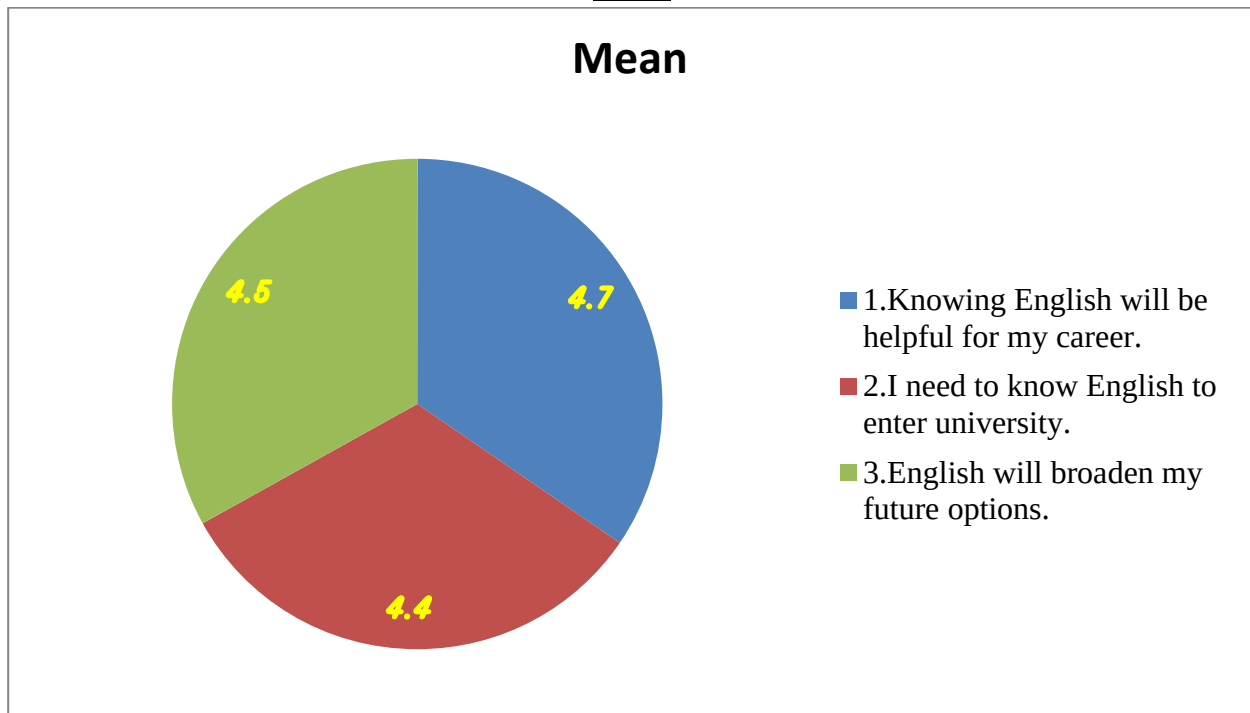
The data was recorded in an SPSS spreadsheet corresponding to one item in the questionnaire. Data recording was facilitated by the grouping and coding of items. In the administering of the questionnaire, the researchers observed that a number of participants tended to avoid choosing extreme negative answers such as 1=strongly disagree. Such students, who wanted the researchers to assist them when they completed the questionnaire, tended to select the option 3 (= neither agree nor disagree) as they uttered “no” when doing so. The present study follows Dörnyei’s data manipulation suggestions (2007, p.206). The number of variables is reduced from five to two values that contain the initial variables’ information: Agree and Disagree. Hence, the value Disagree (1) sums up the variables 1, 2 and 3 and the value Agree (2) includes both 4 and 5.

Results

Socially oriented motivation

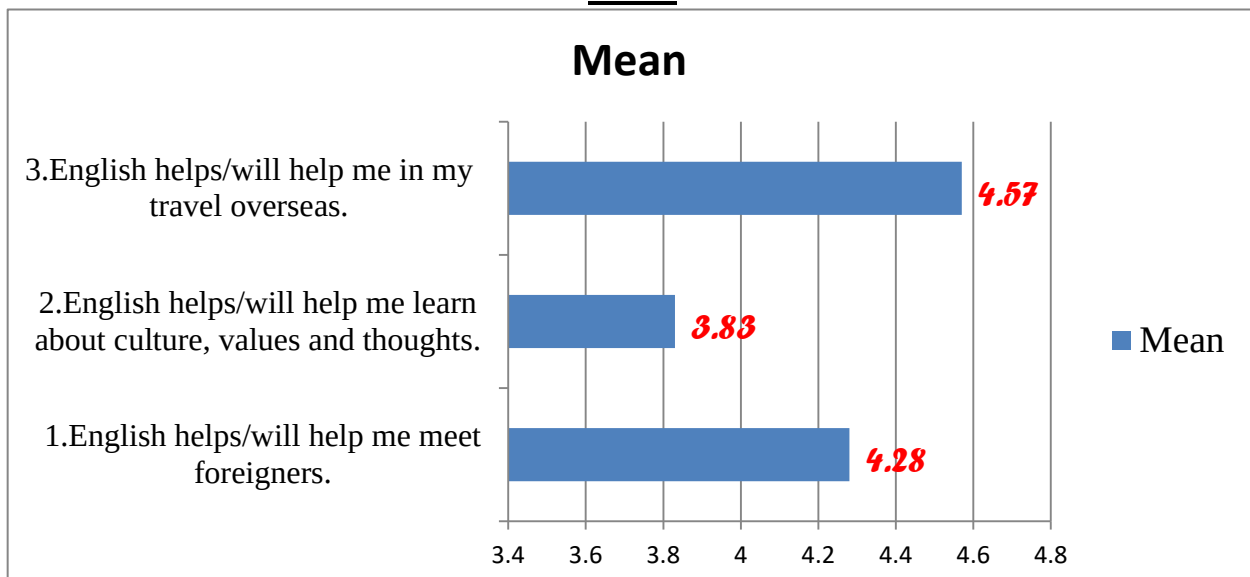
Pie 1 below shows that amongst 60 students chosen, many students think that “Knowing English will be helpful for my careers”. The “Mean” in this point equals 4.70. Besides, the students who chose option number 2 in this table equals 4.40 by the mean. And the last choice, number 3, the mean is 4.50. The highest mean is number 1.

Pie 1



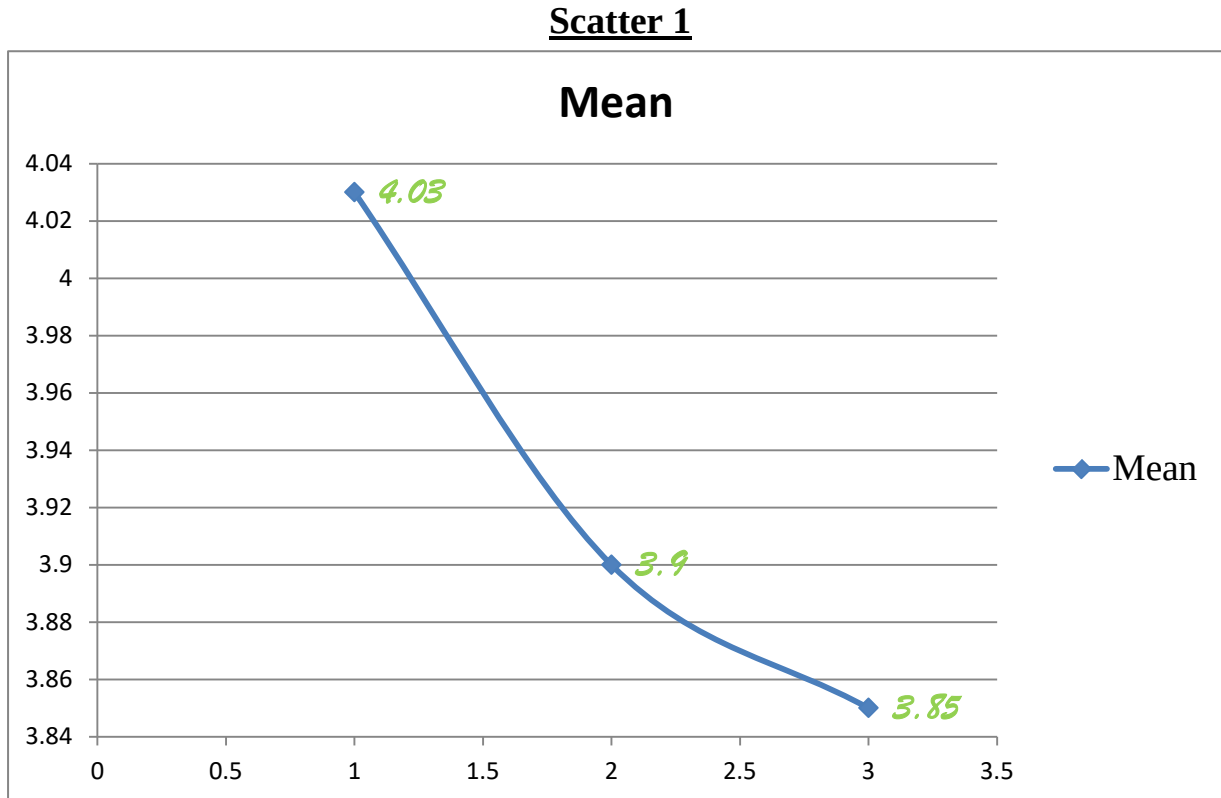
The **bar chart** below for social factor, too, is **bar 1**. This bar shows that the mean of students who thought that “English helps/will help me meet foreigner” is 4.28 for mean. The choice number 2 in this section is “English helps/ will help learn about other cultures, values, and thoughts” is 3.83 by mean. And the last choice “English helps/ will help me in my travel overseas” is 4.57 by mean. Thus, this last choice is the highest one.

Bar 1

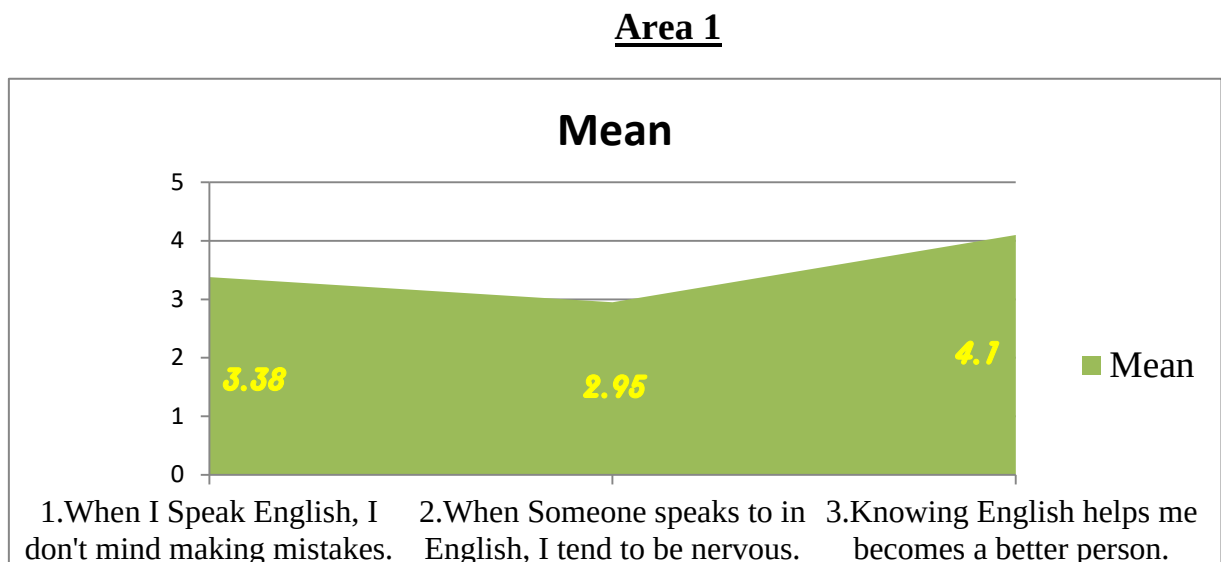


Attitudinal motivation

The **scatter 1** below shows that students who said “English is essential for personal development” is 4.03 by mean. Second choice “Others will have a better opinion of me if I speak English” equals 3.90 by mean. The last is “Knowing English gives me a feeling of success” is 3.85 by mean. The highest mean in this scatter is the first choice.



The **area 1** below also shows about the “**Attitudinal motivation**”. The first choice for the respondents in this table is “When I speak English, I don’t mind making mistakes” ,and the mean of it is 3.38. The second one, the mean is 2.95, and it is read that “When someone speaks to me in English, I tend to be nervous”. The last one, “Knowing English helps me become a better person” is 4.10 by mean. Out of these three choices, the highest mean is 4.10, and it is the last mentioned choice.



External encouragement

The table 1 below shows that amongst the three choices, the first one is “My family/ friends encourage me to learn English”. This one is 4.38 by mean. The second one is “I get help to do my homework or get things explained to me outside the class” is 3.52 by mean. The last one is “Outside the class, I watch films, listen to songs or read in English”, and is mean is 3.82. And the highest mean is 4.38, and it is number 1.

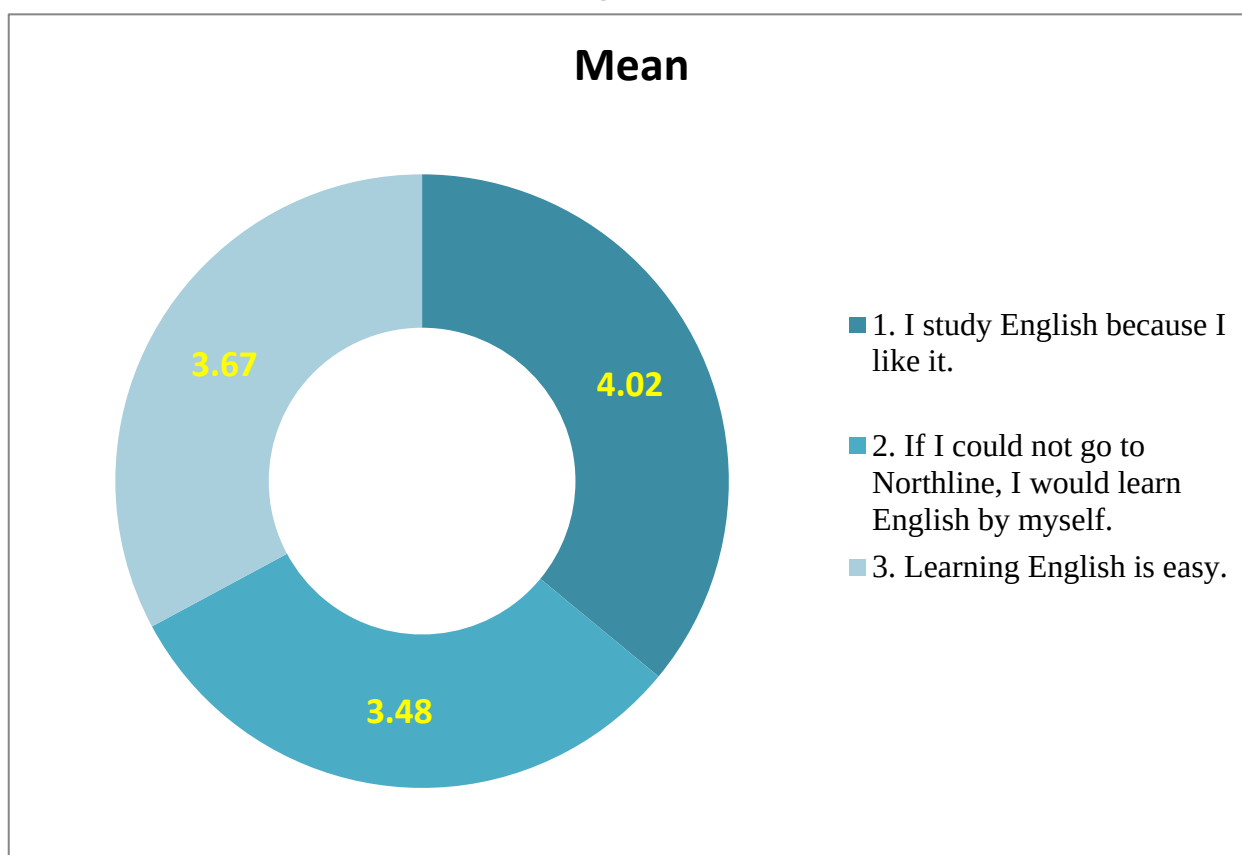
Table 1
Descriptive Statistics

Attitudinal factor	Number	Mean
1. My family/ friends encourage me to learn English.	60	4.38
2. I get help to do my homework or get things explained to me outside the class.	60	3.52
3. Outside the class, I watch films, listen to songs or read in English.	60	3.82
Valid Number	60	

Intrinsic motivation –integrative orientation

The **Doughnut 1** below shows that the choice “I study English because I like it” is chosen by the largest number of students in this group of questions, and its mean is 4.02. In addition, the choice “If I could not go to Northline, I would learn English by myself” is 3.48 as the mean of it. The last one “Learning English is easy” 3,67 as the mean.

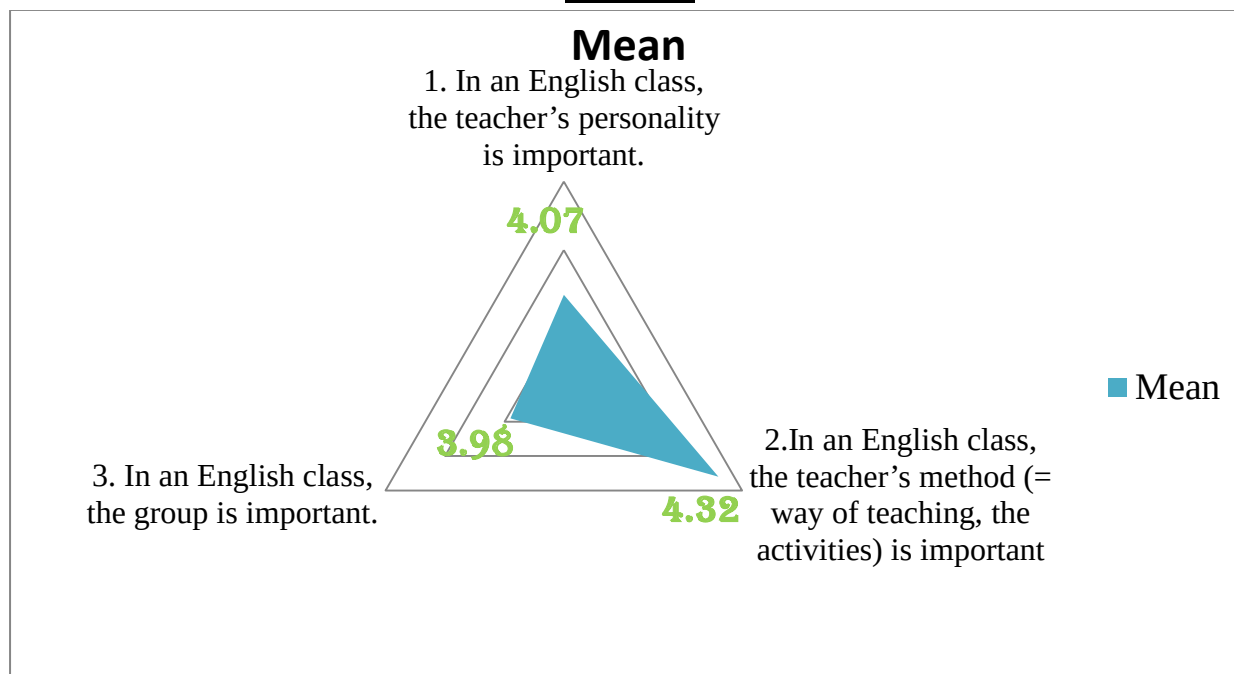
Doughnut 1



Extrinsic Motivation (Teacher and peer students)

The following chart, **radar 1**, shows that the choice “In an English class, the teacher’s personality is important” is chose 4.07 as the mean. The second one is 4.32, and it is the highest mean in this chart. The last one, “In an English class, the group is important”, is 3.98.

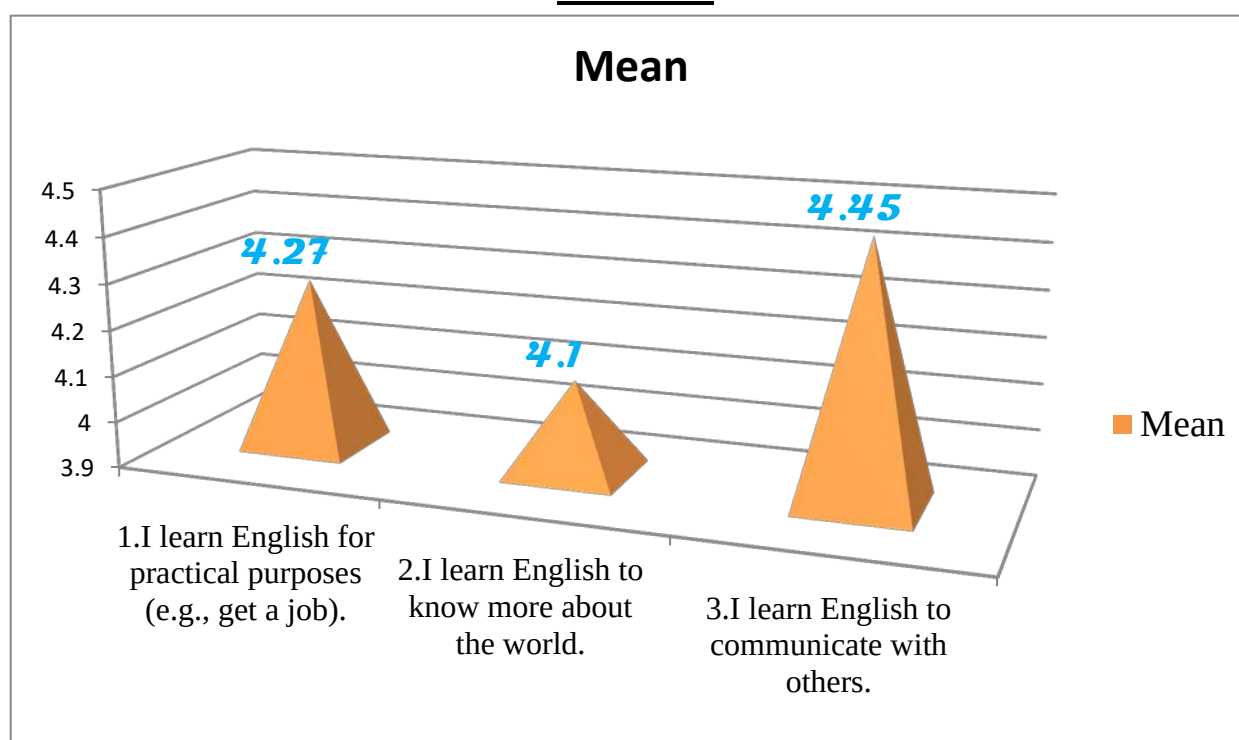
Radar 1



Recapitulation of Instrumental/integrative motivation

The coming chart, **column 2**, shows that the choice “I learn English for practical purposes (e.g., get a job)” is 4.27 for the mean. The next one, number 2, is 4.10 for the mean, the last and the highest one is number 3. It is 4.45 for the mean.

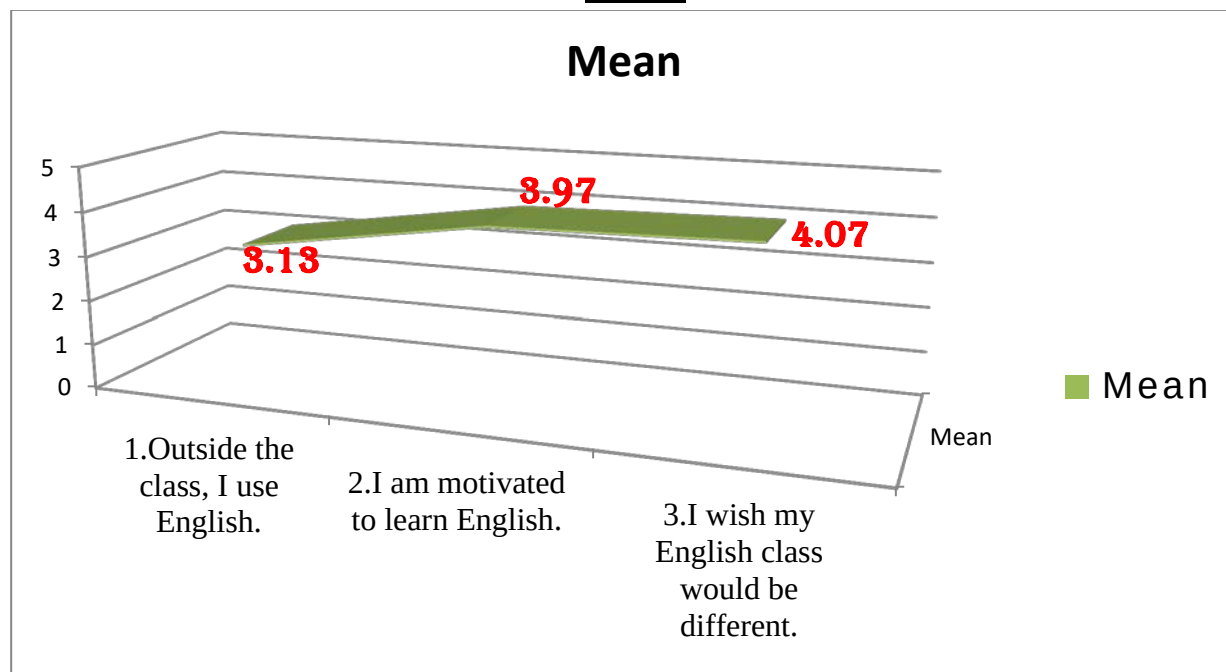
Column 2



Self- assessment of the use of English outside the class

The last chart in this chapter, line 2, shows that the respondents chose the choice “Outside the class, I use English” as 3.13 calculated as mean. Then the choice “I am motivated to learn English” is 3.97 for the mean. The last one and the highest one is 4.07 for the mean.

Line 2



Analysis

Common features and differences with previous studies

The numerous research studies on motivation in L2 have not been able to identify a single factor, or several factors, as the common source of motivation to learn a second language or ESL in particular. Rather, they have shown that there are different social and attitudinal variables that depend upon the individual environment, the context, and the perception of the language learned along with its culture (Fewell, p.27). The results of the present study show that instrumental and integrative as social motivational factors do not “constitute the complete picture” (Dörnyei, p.4). Instrumental and integrative are rather components of individual dispositions and as such, appear to be attitudinal orientations rather than motivation (Dörnyei, p.5). This study partly refutes Dörnyei’s assertion that L2 learners’ integrative component is closely linked to the willingness to identify with the culture language target group (2003, p.6). The results show differences among learners according to their age range and their level of English. However, it does not exclude the significant social impact of language learning on learners and the fact that many participants are apprehensive when addressing another person in English can be related to Gardner’s theory on negative aspects of motivation causing positive outcomes (1985, p.76). The present study demonstrates that there are different attitudes toward the English language community which can affect language learning. Gardner suggests that this particular attitudinal aspect of motivation in language learning needs to be investigated further because “there is a strong association between ethnicity and language” and that “reactions to out-groups might be implicated” (1985, p.7).

In this study, if the values regarding instrumental and integrative motivation both show a general positive attitude towards English, intrinsic and extrinsic attitudinal variables indicate a better understanding of the distribution of motivation among adult learners of English in Northline Upper-Secondary School today.

Discussion

In this present study, the result shows that the highest mean is 4.70 in **column 1**. The item in that table is “Knowing English will be helpful for my career”. It is the kind of social factors, the respondents chose this choice to fulfill their desires to better their living conditions. Let’s see the details about this option to know how many chose strongly agree, agree, disagree, etc. By looking at the table below, we will know clearer:

Table 2
Knowing English will be helpful for my career.

Items				Frequency	Percent
Valid	Neither	agree	nor	2	3.3
	disagree				
	. Agree			14	23.3
	Strongly agree			44	73.3
	Total			60	100.0

Through looking at this table, we can know that only 2 students chose “Neither agree nor disagree”, and it is only 3.3%. 14 respondents chose “Agree”, and it is 23.3% of 100%. The last and the highest figure is “Strongly agree” which is chosen by 44 students, and it 73.3% out of 100%. No one chose “Disagree”.

Through these, the Educators working at Northline Upper-Secondary School should know how to encourage students to learn English as a foreign language.

The second highest mean is “English helps/ will help me in my travel overseas” in table4, and the mean is 4.57. To know more details related to this mean, we can see the table below:

Table 3
English helps/ will help me in my travel overseas.

Items	Frequency	Percent
Valid Neither agree nor disagree	5	8.3
. Agree	16	26.7
Strongly agree	39	65.0
Total	60	100.0

Based on this table, table 3, we know that 5 respondents chose “Neither agree nor disagree”, and it is 8.3%. Then, 16 respondents chose “Agree”, and it is 16.7%. The last item “Strongly agree” is chosen by 39 students, and it is 65.0% out of 100%. No respondent chose “Disagree”

By these figures, the educators at Northline Upper-Secondary School must have been made clearer how to educate the learner better by their motivations.

The third highest mean is 4.50 located in column 1. Let’s see the details in this mean by looking at the table 4 below:

Table 4
English will broaden my future options.

Items	Frequency	Percent
Valid Neither agree nor disagree	5	8.3
. Agree	20	33.3
Strongly agree	35	58.3
Total	60	100.0

According to this table, we can know that 5 respondents chose “Neither agree nor disagree”, and it is 8.3 percent. 20 out of 60 of those chose “Agree”, and it is 33.3%. The last figure in this table is 35 respondents who chose “Strongly agree”, and it is 58.3%.

Through these figures, the educators at Northline must have been made clearer and clearer on how to educate the learners better and better.

We have looked at three tables, 12, 13 and 14, which are used to the kinds of motivations that cause the learners at Northline Upper-Secondary School to learn English. Those figures related to social factors, or extrinsic motivation. Now we can look the highest mean about the intrinsic motivation, and then we will compare and suggest teachers to use better motivations to motivate the learners to learn English better.

Table 5 below shows the highest mean about intrinsic motivation. It is 4.02. The students said that “I study English because I like it”. It is a statement taken from **doughnut 1**. Let’s see the details:

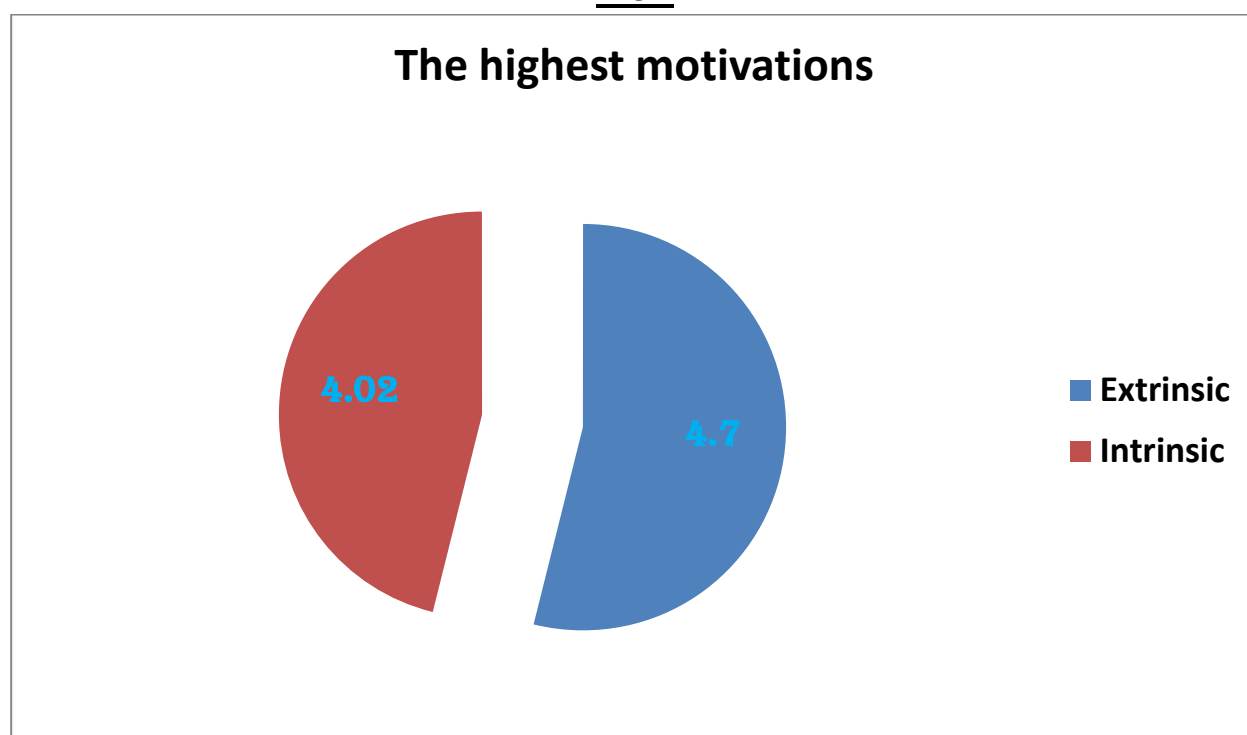
Table 5
I study English because I like it

Item	Frequency	Percent
Valid Strongly disagree	1	1.7
Neither agree nor disagree	14	23.3
Agree	27	45.0
Strongly agree	18	30.0
Total	60	100.0

Based on this table, we know that only 1 student chose “Strongly disagree”, and it equals 1.7%. 14 respondents chose “Neither agree nor disagree”, and it is 23.3%. 27 respondents chose “Agree”, and it is 45.0%. The last one is “Strongly agree” chosen by 18 students, and it is 30.0%. Through these figures, we can know that the respondents studying at Northline not just learn by extrinsic, but intrinsic motivations.

Comparisons: *the highest mean of extrinsic motivation is 4.70, while the highest one for intrinsic is 4.02.*

Pie 2



Through these figures, we suggest educators working at Northline Upper-Secondary School to use both *Extrinsic and Intrinsic* motivations to successfully educate the learners of English as a foreign language. However, based on the figures shown in the comparing pie, **pie 2**, the educators should use *Extrinsic* motivation a bit more than the *Intrinsic* one.

Conclusion

The majority of previous studies on motivation have been set in schools, high schools or universities where participants' motivation was directly related to the context of the study, and parents and teachers were usually essential influential factors to motivational variables and to learners' achievements. Adult motivation is rather a self-determining process and studying the motivational factors of adult learners implies taking into consideration a large number of differences. There are various factors that can interfere with adults' motivation to learn English such as students' personal and professional lives, for example, as well as their individual perception and experience with English as a language and as a culture. Teachers of English in Cambodia today have an important role to play in adult education because English itself is a prerequisite for individual progress in Higher Education. However, if the Education Ministry (Cambodia) provides teachers of English with specific pedagogical aims and surveys that measure the satisfaction of the students, it does not offer theoretically-based guidance that would enable teachers to understand and comprehend their students' motivational profile. This study highlights the need for further inquiry in adult education in Northline Upper-Secondary School and the necessity to broaden the place of motivation in the teachers' education programs. Adult students' perceptions and use of English are certainly relevant to Cambodia's teachers' practices and should be active features of the classroom. The present study demonstrates that more research is needed in order to investigate cultural differences, aptitude, learning styles and strategies in adults' motivation to learn English. And to find out the motivations of the students because this study is just a case study and can be applied best to Northline Upper-Secondary School.

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Annex 1

Motivations toward English language learning

ការលើកទឹកចិត្តសិស្សចំពោះការរៀនភាសាអង់គ្លេស

Please put a tick ☒ in the box next to the answer of your choice or write in the space provided.

ចូលគូសសញ្ញា ☒ ក្នុងប្រអប់នៅជិតចម្លើយដែលជាជម្រើសរបស់អ្នក ឬសរសេរចម្លើយនៅក្នុងចន្លោះដែលផ្តល់អោយ ។

1.1 I am ខ្ញុំភេទ ☐ Female ស្រី ☐ Male ប្រុស

1.2 Age អាយុ ☐ 14-16 ☐ 17-19 ☐ 20 and over

Below are series of 3 sentences. For each sentence, circle the number that refers to

your answer: ខាងក្រោមជាល្អៗ ៩ ក្រុម ដែលមួយក្រុមមានបីៗល្អៗ គូសរង្វង់ជុំវិញលេខនៅជិតល្អៗនីមួយៗដែលជាចម្លើយរបស់អ្នក។

1. Strongly disagree មិនយល់ស្របខ្លាំង 2. Disagree មិនយល់ស្រប
3. Neither agree nor disagree មិនច្បាស់ 4. Agree យល់ស្រប
5. Strongly agree យល់ស្របខ្លាំង

Example: Eating fruits is good for health. ការញ៉ាំផ្លែឈើគឺល្អសម្រាប់សុខភាព

1__2__3__4__**5**

2.1 Knowing English will be helpful for my career.

ចេះភាសាអង់គ្លេសនឹងមានប្រយោជន៍សម្រាប់ការងាររបស់ខ្ញុំ។

1__2__3__4__5

2.2 I need to know English to enter university.

ខ្ញុំត្រូវចេះភាសាអង់គ្លេសដើម្បីចូលរៀនសាកលវិទ្យាល័យ។

1__2__3__4__5

2.3 English will broaden my future options.

ភាសាអង់គ្លេសនឹងធ្វើអោយខ្ញុំមានជម្រើសការងារច្រើននាពេលអនាគត។

1__2__3__4__5

3.1 English helps/ will help me meet foreigners.

ភាសាអង់គ្លេសជួយ/ នឹងជួយខ្ញុំពេលជួបជនបរទេស។

1___2___3___4___5

3.2 English helps/ will help me learn about other cultures, values and thoughts.

ភាសាអង់គ្លេសជួយ/ នឹងជួយខ្ញុំអោយរៀនពី វប្បធម៌ តម្លៃ និង ទស្សនៈផ្សេងៗ។

1___2___3___4___5

3.3 English helps/ will help me in my travel overseas.

ភាសាអង់គ្លេសជួយ/ នឹងជួយខ្ញុំពេលដែលខ្ញុំធ្វើដំណើរទៅបរទេស។

1___2___3___4___5

4.1 English is essential for personal development.

ភាសាអង់គ្លេសគឺមិនអាចខ្វះបានសម្រាប់ការអភិវឌ្ឍផ្ទាល់ខ្លួន។

1___2___3___4___5

4.2 Others will have a better opinion of me if I speak English.

អ្នកដទៃនឹងមានការយល់ឃើញកាន់តែល្អអំពីខ្ញុំ ប្រសិនបើខ្ញុំនិយាយអង់គ្លេស។

1___2___3___4___5

4.3 Knowing English gives me a feeling of success.

ចេះភាសាអង់គ្លេសធ្វើអោយខ្ញុំមានអារម្មណ៍ជោគជ័យ។

1___2___3___4___5

5.1 When I speak English, I don't mind making mistakes.

ពេលខ្ញុំនិយាយភាសាអង់គ្លេស ខ្ញុំមិនខ្វល់រឿងនិយាយខុសទេ។

1___2___3___4___5

5.2 When someone speaks to me in English, I tend to be nervous.

ពេលនរណាម្នាក់និយាយភាសាអង់គ្លេសជាមួយខ្ញុំ ខ្ញុំមានអារម្មណ៍ភ័យ។

1___2___3___4___5

5.3. Knowing English helps me become a better person.

ចេះភាសាអង់គ្លេសជួយអោយខ្ញុំក្លាយជាមនុស្សម្នាក់ដែលល្អប្រសើរជាងមុន។

1___2___3___4___5

6.1 My family/ friends encourage me to learn English.

គ្រួសារ/ មិត្តភក្តិខ្ញុំលើកទឹកចិត្តអោយខ្ញុំរៀនភាសាអង់គ្លេស។

1__2__3__4__5

- 6.2 I get help to do my homework or get things explained to me outside the class.

ខ្ញុំអោយគេជួយពន្យល់ដើម្បីធ្វើកិច្ចការផ្ទះពេលនៅក្រៅថ្នាក់។

1__2__3__4__5

- 6.3 Outside the class, I watch films, listen to songs or read in English.

នៅក្រៅថ្នាក់ ខ្ញុំមើលខ្សែភាពយន្ត ស្តាប់ចម្រៀង ឬអានភាសាអង់គ្លេស។

1__2__3__4__5

- 7.1 I study English because I like it.

ខ្ញុំរៀនភាសាអង់គ្លេសពីព្រោះខ្ញុំចូលចិត្តវា។

1__2__3__4__5

- 7.2 If I could not go to Northline, I would learn English by myself.

ប្រសិនបើខ្ញុំមិនអាចទៅសាលា Northline ទេ ខ្ញុំនឹងរៀនភាសាអង់គ្លេសខ្លួនឯង។

1__2__3__4__5

- 7.3 Learning English is easy.

ការរៀនភាសាអង់គ្លេស គឺមិនពិបាកទេ។

1__2__3__4__5

- 8.1 In an English class, the teacher's personality is important.

ក្នុងថ្នាក់ភាសាអង់គ្លេស លក្ខណៈរបស់គ្រូបង្រៀន គឺសំខាន់ណាស់ ។

1__2__3__4__5

- 8.2 In an English class, the teacher's method (= way of teaching, the activities) is important.

ក្នុងថ្នាក់ភាសាអង់គ្លេស វិធីសាស្ត្របង្រៀនគឺសំខាន់ណាស់ ។

1__2__3__4__5

- 8.3 In an English class, the group is important.

ក្នុងថ្នាក់ភាសាអង់គ្លេស កាងារក្រុមគឺសំខាន់ ។

1__2__3__4__5

- 9.1 I learn English for practical purposes (e.g., get a job).

ខ្ញុំរៀនភាសាអង់គ្លេស គឺមានគោលបំណងច្បាស់លាស់ ។

1__2__3__4__5

- 9.2 I learn English to know more about the world.

ខ្ញុំរៀនភាសាអង់គ្លេសដើម្បីដឹងឱ្យកាន់តែច្បាស់ពីពិភពលោក ។

1__2__3__4__5

9.3 I learn English to communicate with others.

ខ្ញុំរៀនភាសាអង់គ្លេសដើម្បីទំនាក់ទំនងជាមួយអ្នកដទៃ ។

1__2__3__4__5

10.1 Outside the class, I use English.

នៅក្រៅថ្នាក់ ខ្ញុំប្រើប្រាស់ភាសាអង់គ្លេស ។

1__2__3__4__5

10.2 I am motivated to learn English.

ខ្ញុំត្រូវបានលើកទឹកចិត្តឱ្យរៀនភាសាអង់គ្លេស ។

1__2__3__4__5

10.3 I wish my English class would be different.

ខ្ញុំចង់ឱ្យថ្នាក់រៀនភាសាអង់គ្លេសរបស់ខ្ញុំខុសពីនេះ ។

1__2__3__4__5

Thank you for your participation and time!

សូមអរគុណសម្រាប់ការចូលរួមរបស់លោកអ្នក!



If you have any question, please contact me at this mail-address:

ប្រសិនបើលោកអ្នកមានចម្ងល់ សូមទំនាក់ទំនងតាមអ៊ីមែលនេះ

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Annex 2



