

CHEA SIM UNIVERSITY OF KAMCHAYMEAR
Faculty of Arts, Humanity, and Languages



A Report Writing/ Project Paper
In Partial Fulfillment of the Requirement for the Degree of
Bachelor of Arts in English for Education
(BA in TEFL)
TOPIC: “MOTIVATION TOWARD ENGLISH LANGUAGE
LEARNING: THE CASE OF HUN NENG BUDDHIST
PRIMARY SCHOOL, KAMPONG CHAM TOWN”

BA. TEFL REPORT

Students' names: **KEO PHEAKTRA**
YOEURN SEYLANIN
SOM MONYROTH

Supervisor: **Mr. SEREYRATH EM**

Cohort 18
(2018-2022)

Major: English for Education
Kampong Cham, July 2022

Kingdom of Cambodia

Nation Religion King



Ministry of Education, Youth and Sport
Chea Sim University of Kamchaymear
Faculty of Arts, Human, and Languages

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Chea Sim University of Kamchaymear (CSUK)
Kampong Cham Branch
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Dear Sir/Madam,

I have decided to receive your request and would allow doing the internship on the topic of **“Cambodian Students’ Motivation Toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town.”** You can be sure that my students will provide you their experiences and useful information to you. I do believe that my general facility will enable them to make a smooth procedure for internship. You could get Research to be started on the due date and thank you for trusting our school.

Yours faithfully,

Kingdom of Cambodia
Nation Religion King

Chea Sim University of Kamchaynear
Kampong Cham Branch

Confirmation Letter

Chea Sim University of Kamchaynear, Kampong Cham Branch, would like to certify that **Venerable Keo Pheaktra, Mr. Yoeun Seylanin, and Mr. Som Monyrath**, the students of Bachelor of Arts in English majoring in "Teaching English as a Foreign Language", have successfully completed a study at **Hun Neng Buddhist Primary School, Kampong Cham Town**, focusing on **Cambodian Students' Motivation Toward English Language Learning** for 2 months from June 01 to July 30, 2022.

During the study, each of them proved punctual, hard-working, and highly committed to their study.

Sincerely yours,

Date:,, 2022

Executive Director

Kingdom of Cambodia
Nation Religion King



LETTER OF ACCEPTANCE

I am pleased to accept the appointment to be the supervisor of **Venerable Keo Pheaktra, Mr. Yoeun Seylanin, and Mr. Som Monyroth**, the year-four students of Bachelor of Arts in English, majoring in "Teaching English as a Foreign Language (TEFL) at Chea Sim University of Kamchaymear." I will try all my best to guide them to write an accurate report on the topic of "**Cambodian Students' Motivation Toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town.**" I do hope that the data in the report will be useful for them, the university, the Ministry of Education, Youth and Sport, and other institutions. It will especially be useful for the future cohorts to use as the sources.

Kampong Cham:

.....

Signature

Mr. SEREYRATH EM

DECLARATION

We would like to firmly declare that the product of the report was really conducted by us. It is considered our own masterpiece. Therefore, it is a newly-written project which we have just submitted to Mr. SEREYRATH EM, our BA research supervisor. We realize and accept that if our project is found cheating or copying from someone's work, it will be given a fail grade.

Kampong Cham, July 2022

Group Members

1. **KEO PHEAKTRA**
2. **YOEURN SEYLANIN**
3. **SOM MONYROTH**

Kingdom of Cambodia
Nation Religion King



To Whom It May Concern

I would like to certify that **Venerable Keo Pheaktra, Mr Yoeun Seylanin, and Mr Som Monyroth** who have conducted a study entitled “**Cambodian Students’ Motivation Toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town,**” are hardworking and well-behaved. During their internship, I found them careful and responsible for compiling their report.

On behalf of their supervisor, I daresay they are careful and punctual.

Date:

SUPERVISOR

Mr. SEREYRATH EM

Seen and approved

Date:

Executive Director

ACKNOWLEDGEMENT

We are the year-four students, Batch 18 of the Faculty of Arts, Humanities, and Languages, specializing in Teaching English as a Foreign Language (TEFL) at Chea Sim University of Kamchaymear. We would like to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding "**Cambodian Students' Motivation Toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town**" in order to round up knowledge and use it for our own interest and develop ourselves as human resources.

First of all, we would like to express our most grateful thanks to our parents, who have done us a lot of favors and have brought us up to be full men. They have always offered everything as physical strength, spiritual strength, things to us; they have tried to do everything without thinking about tiredness or difficulty for us.

Second, we would like to express our gratitude to school principal for his permission of the study and students at Hun Neng Buddhist Primary School, Kampong Cham Town, who attended our study. Without their volunteering to join the study, our project would not have been worked on and appeared.

Our deepest indebtedness is due to **Mr. Ban Thach**, the head of the English Department, who has taught us many important features of the English language and provided good teaching theories and methodologies; that is, they console us to write the report easily.

We acknowledged our thanks to our supervisor, **Mr. Sereyrath Em**, who has guided and taught us to know what the research is and how to write the report.

We also wish to extend our thanks to all the lecturers of every course who have helped and taught us with great care all the time, especially for having encouraged us to work hard.

Third, our special gratitude is due to all our classmates who have given us suggestions during the writing of this report.

Finally, we also pay our thanks to the future researchers and the readers who will be kind enough to read and comment on the entry thesis and who have made an enormous contribution to the clarity, accuracy, and completeness of this report.

Preface

The English language is very popular all over the world, especially in the twenty-first century, where people want to be able to understandably speak, write, listen, and read with one another. Moreover, in this modern technological era, most of the information is written in English, and if people do not know English, how can they understand the information? Together with this, the Cambodian government tries to develop everything, especially the educational field, which is very necessary to develop our country and catch up with the other countries in the ASIAN region. They construct school buildings and universities from the city to the countryside in order to strengthen the educational system in Cambodia. The Ministry of Education, Youth and Sport has incorporated English into the school curriculum, which begins in Grade 4 at primary school level. Students feel that they are in the English-speaking community and country; they are happy to learn English and get knowledge from teachers of English; and the students also have a lot of distinct strategies to learn by themselves, like reading, writing, listening, and speaking. Motivation is very important in learning all skills, grammar, and vocabulary. Thus, we students in year 4 of Chea Sim University of Kamchaymear, Kampong Cham Branch, are obliged to write the report to graduate with a Bachelor's Degree. Then we decided to choose the top on **"Cambodian Students' Motivation Toward English Language Learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town."** In this report, we focused strongly on finding out the motivation incurred by the students in order to seek the levels and differences in the report. And we want to know what learning techniques and strategies the students used to learn for themselves and were successful in their studies. We all tried our best to find the result and have met the supervisor many times in order to get good advice to write this report.

In conclusion, we hope that this report is valuable and useful for future researchers as supplementary documents. Even though we all tried to check for mistakes again and again, we believe that we still have errors, so we are sorry in advance if we have made any mistakes that we did not intend to make. In addition, we are pleased to receive constructive criticism from all readers, researchers, and authors.

ABSTRACT

This research report presents an overview of current research on **Cambodian students' motivation towards English language learning: The Case of Hun Neng Buddhist Primary School, Kampong Cham Town**. The data was collected by employing a quantitative method. The aims of the study were to examine the motivation levels of the participants and the differences between intrinsic and extrinsic motivation levels. 93 Buddhist monk students participated in the study. The findings show that the Buddhist monk students were highly motivated toward learning English, and it was also reported that those Buddhist monk students were more extrinsically motivated than intrinsically. The study also recommends that motivation inside and outside the classroom should be incurred. It is also recommended that future research be conducted with a large sample size using other statistical analysis at other educational institutions. Qualitative and mixed-methods design are also recommended.

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Chapter I: Introduction

1.1. Background of the study

The Kampong Cham branch of Chea Sim University of Kamchaymear is situated in Kampong Cham town, Kampong Cham province, Cambodia. This government-run institution gives students access to educational services for undergraduate and graduate degrees. Students have lately received educational services from the institution ranging from associate's degrees to master's degrees. The university's primary majors at the moment are English, Khmer, Mathematics, Physics, Chemistry, Biology, History, and Geography. For English majors, there are four classes offered in 2021-2022. There are around 200 pupils in total across the four sessions. This year, there isn't an English major master's course. The authors are among the fourth-year students there.

The current study was conducted by the authors at Hun Neng Buddhist primary school to find out Buddhist monk students' motivation to learn English. Hun Neng Buddhist primary school is located in Khemavorn Boeng Snay pagoda called Wat Thmey (New pagoda). This school was originally built in 2016 by the Ministry of Cult and Religion. This school offers Buddhist monks educational access at no charge. Buddhist monks can enroll from Grade 1 to Grade 6 in this school. English is one of the subjects that Buddhist monk students are required to study as a foreign language, among other subjects.

The English language is becoming increasingly significant as a worldwide language that is utilized in a variety of industries. New technologies and the widespread use of the Internet have ushered in substantial changes in commerce, education, science, and technology, all of which necessitate a high level of English proficiency (Godwin-Jones, 2017).

Therefore, individuals will have more opportunities if their English proficiency is high. Nowadays, a large number of people realize the importance of English and have begun to study English. Currently, English is taught as a foreign language in most Cambodian government and private schools and gets more attention from Cambodians. The role of English in Cambodia is as important as it is in many other developing countries. It was noted that foreign companies are currently promoting non-English-speaking employees to improve their English proficiency to get higher positions (Ning, 2015). Furthermore, the official launching of the ASEAN (Association of Southeast Asian Nations) community in 2015 allowed more foreign people to

invest in Cambodia. The development of the ASEAN community is a challenge for Cambodian employees to acquire English language proficiency and other work skills (Deerajviset, 2014).

The government of Cambodia is paying more attention to English language teaching. Most schools in Cambodia start to teach English from primary one; many schools also hire foreign teachers whose first or second language is English (Hornberger & Skilton-Sylvester, 2000).

In order to improve students' English learning, educators should pay attention to motivation. According to Dörnyei (1998), motivation not only provides the primary impetus to initiate second or foreign language learning, but also supplies the driving force to sustain the long and often tedious learning process.

People with the most remarkable abilities cannot accomplish long-term goals without sufficient motivation. Therefore, motivation is very important for English language learning (Dailey, 2009).

Motivation is also an important concept in psychology. Humanistic psychologists such as Carl Rogers and Abraham Maslow proposed that the central motivation force in people's lives was the self-actualizing tendency, which refers to the desire to achieve personal growth, and to fully develop the capacities and talents that they have inherited. The intersection of social psychological theories on motivation and the questions concerning language learner behaviors have led researchers to a complex mapping of the numerous cognitive, psychological, and social factors that somehow interact and affect motivation in language learners (Mittelman, 1991).

The theories about motivation attempt to explain why humans behave and think as they do. Motivation is also of great importance in language education. In the light of many definitions, motivation can be considered a tool for the success of English language learning. Mowrer (1950) was a pioneer who focused on first language acquisition. He was of the view that a child learns his first language in order to fulfill his desire to interact with his family and society at large. Gardner (1982) was influenced by Mowrer's idea. Gardner presented Mowrer's idea as the basis for his research. Gardner's model tends to reflect four basic features of L2 learning: social and cultural environment; learner's individual differences; the setting in which learning takes place; and linguistics outcomes. On the basis of these elements, the learner can be categorized into two levels of motivations: integrative motivation and instrumental motivation.

Several authors and educators in the area of teaching foreign languages note that one of the factors that affect the achievement in learning a foreign language is motivation (Yu & Downing, 2012; Gardner & Lambert, 1972; Gardner et al., 1985). Motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it (Dörnyei, 2001a). It is believed that without sufficient motivation no other factor on its own can ensure student achievement (Dörnyei, 2001b).

1.2. Problems of the study

According to the Organization for Economic Cooperation and Development Program for International Student Assessment (OECD-PISA) results in 2013, Asia has some of the world's strongest educational systems, with, Japan, Singapore, South Korea, and Taiwan occupying the top positions in reading, math, and science. However, out of these countries, only Singapore has the highest English level proficiency. Cambodia's level of English proficiency is low in comparison with many countries in Asia such as Malaysia and Singapore. Indonesia, Thailand, and Vietnam have all gained more than seven points in the past seven years, some of the fastest improvement in the world. Cambodia has developed English use faster than before, but it is still far behind many Asian countries (Kirkpatrick, 2010). It is known that a number of Cambodian students have problems with studying English. Some students cannot maintain their interests in English lessons. Some students cannot see the point in learning English. Moreover, many students cannot pass the English examination at the end of the semester or high school examination. It is important to focus more attention about their English learning motivation, and try to identify supports to help them to increase their motivation in learning English (Skilton-Sylvester, 2002).

Many authors have studied and investigated motivation toward learning English. However, the pioneers in foreign language motivation were largely from western countries. During the last ten years, several studies in this area were carried out in Asia but most of them were conducted in Eastern Asia, i.e., China and Hong Kong. Others were conducted in South West Asia such as Iran (Chalak & Kassain, 2010; Ghanea, et al., 2011). However, there has been a relatively limited number of research studies on motivation towards learning English conducted in schools in Cambodia.

There are also some research studies on the relationship between learners' integrative motivation, instrumental motivation and English proficiency or English academic achievement

(Gardner et al., 1985) showing the relationship between integrative motivation and achievement in a foreign language (French) course.

A review of the literature on motivation in an educational context reveals that even though research has been carried out on student motivation, only a few studies have been conducted analyzing the dynamics of L2 motivational change in educational institutions (Williams et al., 2002). Despite the fact that the learners' interest needs to be sustained over the many years it takes to learn a language, in Cambodia, there have been only a few research regarding English language learning, especially motivation in learning English.

1.3. Rationale

Since English is spoken in so many different countries. There are lots of schools and universities around the world that offer programs in English. If you have a good level of academic English, there are lots of opportunities for you to find an appropriate school and course to suit your needs. In addition, many of the world's prestigious universities are situated in English-speaking countries such as the United Kingdom, United States and Australia. To earn a position at one of these prestigious universities, it is paramount to be able to read, write, speak, and listen in English.

In Cambodia, English has become somehow important both in the city and in the countryside. All the students both male and female have accepted English as a foreign language. Some studies have already proved the motivation of learning English in different places in general education schools including government and private ones. However, there has been no any study conducted in Buddhist schools, and monks' motivation in learning the language is still a guess. Thus, this is the reason that this study is essential to be conducted.

1.4. Objectives of the study

This is a survey study on Cambodian Buddhist monk students' motivation toward English language learning: a case of Hun Neng Buddhist primary school located in Kampong Cham town. This study is the requirement of a bachelor's degree of arts in English education at Chea Sim University of Kamchaymear, Kompong Cham Branch, and the study aims to examine Cambodian Buddhist monk students' motivation toward English language learning among the monk students learning English at Hun Neng Buddhist primary school. The objectives of the study are as follow:

1. To examine what extent the Buddhist monk students are motivated toward learning English.
2. To investigate if the Buddhist monk students are more intrinsically or extrinsically motivated.

1.5. Research questions

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

1. To what extent are the Buddhist monk students motivated toward learning English?
2. Are the Buddhist monk students more intrinsically or extrinsically motivated toward learning English?

1.6. Significances of motivation

English is very significant these days. People nowadays try to improve their English competency in many ways. Accordingly, enhancing English proficiency by studying abroad is considered the most effective strategy. However, learning a second language which is not your mother tongue always gives you a lot of challenges. Therefore, to achieve the best outcome in exploring any new language, particular English, this requires language learners to have high motivation, a clear goal, and to be aware of its importance. This is because there is no success without effort or determination; trying is hard, but giving up is too easy (Butzkamm, 2003). This research aims at exploring into motivation. This research is to help increase the monk students' awareness of the importance of motivation, an indicator of success.

Intrinsic motivation is a drive that comes from within a person. People are intrinsically motivated when they enjoy doing an activity. Extrinsic motivation is a drive that comes from outside of a person. People are extrinsically motivated when they want to gain a reward (like a prize or a good grade) or avoid a punishment. Generally, when someone already has intrinsic motivation, rewarding them can actually decrease their intrinsic motivation, making them less interested in the activity and therefore decreasing their performance (Fishbach & Woolley, 2022).

However, when someone is not interested in a subject, meaning they have no intrinsic motivation to learn about it, giving rewards can get them to participate in the activity, which might then spark some intrinsic motivation within them (Larson & Rusk, 2011). Extrinsic motivation can lead to intrinsic motivation. Though this is not always the case, most ESL students already have intrinsic motivation to learn English. They have a goal in mind, whether

it is related to business, academics or something else, and English is necessary for them to reach their goal. So, they want to engage in learning the language (Calder & Staw, 1975).

With that in mind, too much praise or extrinsic motivation can actually hinder their learning. That's why your students will perform best when you focus on motivating them intrinsically rather than extrinsically. In other words, encourage their already present desire to learn rather than tempting them to learn with external rewards (Covington & Müeller, 2001).

Making class communicative: one way to encourage your students' intrinsic motivation is to make class communicative. Part of the joy of language is using it to communicate. Language learners get a rush when they can successfully translate their thoughts into words and get their points across. Aside from the fun of communicating, it's also what most students want to get out of learning English. In other words, that's where their intrinsic motivation lies. They are already eager to be able to communicate in English for their own reasons (Hanus & Fox, 2015).

For some students, their goal is communication in business. For others, their goal is to communicate during their advanced studies at an English-language university or college. Still others want to explore the world and will use English to travel and connect with people all over the globe. The more students are encouraged to communicate in class, the more motivated they will be. They will see that they're accomplishing their goals even as they're learning, and the success and achievement will make them readier to learn (Kabilan et al., 2010).

Group activities are a great way to make class communicative. Get students using the language that they already know to work together to accomplish something. Use seating to your advantage and ditch the traditional rows and columns. Arrange student desks to make larger tables to encourage communication among them. If you haven't tried it yet, give the discovery grammar method a shot. Give students a grammar worksheet with the answers already in the blanks before you teach the grammatical concept. Then challenge groups of two or three students to examine the answers and see if they can figure out the rule on their own. That way they will be communicating as they figure things out on their own (Rao, 2019).

A flipped classroom is another great way to give communication center stage in your classroom. A flipped classroom turns tradition on its head by assigning instructional material to be completed at home and then uses class time for extension, practice and deepening activities, in other words putting language to use through communication. When all else fails, keep your class communicative by minimizing teacher talk time (TTT). The less you talk, the

more your students will be talking, and that means they'll be putting their language knowledge to work (Johnson, 2013).

Make English practical: people do not like doing things that are pointless. They want to know that there's a purpose behind what they do even if the activity is as simple as digging a hole. You can stress purpose in your activities when you keep them practical. One way to keep things practical in class is to use realia whenever possible. Realia is just another way to say materials that are created with native speakers in mind. Bringing realia into your classroom will make your students more prepared for what they will find outside your classroom walls. ESL-targeted materials tend to have simpler grammar and vocabulary, which is great when you're just learning English, but not great when everything encountered outside the ESL classroom isn't adjusted for people who are still learning (Ne'matullayevich, 2021).

Project-based learning is a great way to keep things focused on reality, since it starts with a true-to-life problem and asks students to solve it. In project-based learning, students work through a series of steps to come to a solution to that problem. This series of steps may include: listing the information necessary for coming to a solution, breaking down the different steps they will have to take to solve the problem, gathering the necessary information, coming to a conclusion and presenting their solution. The process is more important than the final product, since that's where students are really putting their language knowledge to use. Focusing on the process also helps to motivate students the right way because you're not focusing on the extrinsic motivation of a grade at the end of the project. Rather, you're stressing successful communication throughout the process (Harris, 2014).

Role playing is another way to stay focused on the practical. Giving students real-life situations they're likely to encounter in the outside world will give them a chance to practice for the future in a safe environment (Kuśnierek, 2015).

Make class fun: making class fun is a surefire way to up intrinsic motivation levels. When students are having a good time, they'll be more engaged in learning. Their motivation will come from them rather than from you. You just have to find the best ways to help your students have a good time while they learn (Hanus & Fox, 2015).

Use social media in class. You can have great conversations with friends and strangers alike when you put yourself out there on social media. By including it in your class, you're not only making language use practical, you're also bringing something students do for fun into their learning. Try having them write short posts for Facebook, Twitter or Instagram, or start a class

blog and have students write the posts and respond to comments from their classmates as well as the world at large. Invite pop culture into class. People love movies, magazines and contemporary music. For access to thousands of fun videos to use in your class be sure to sign up for a Fluent U teacher account. Fluent U takes authentic videos, like music videos, movie trailers, news and inspiring talks, and turns them into personalized language lessons (Browne, 2005).

Use these resources in class for listening activities, reading activities or to learn new vocabulary. Get yourselves out of the textbook and start reading People magazine. Use a movie as the basis for event sequencing, writing a summary or a cloze listening activity. Pay attention to the music your students like, the types of movies they watch and what they enjoy on TV. Then include these resources whenever possible to guarantee that they're motivated and engaged with the activity. Gamify your lessons! I'll be honest. I love using games with my students. They're highly effective ways to teach vocabulary and use grammatical structures. Some of my favorites are Scrabble, Scattergories and Charades. And you don't have to feel tied to the traditional rules, either. There are plenty of ways to change up traditional games to make them even more fun for your ESL students in class (Nisbet, & Austin, 2013).

Forge relationships: generally speaking, people do not care what you know until they know that you care. That's why forging relationships with your students is so important. Particularly if you're teaching international students, you may be the only English speaker they see or speak with on a regular basis. Supporting your students is something you need to do before you can motivate them. You can let your students know that you care about them and where they come from by encouraging expressions of culture in class. Be on the lookout for any opportunities to have students share their values, beliefs and traditions (Ussher et al., 2006).

Also, take some time every day to relate to your students on a personal level. Ask them how their weekends went. Encourage them if they seem down. Let them know that you're there for them in any way. Though it may seem like you're "wasting" valuable class time with chit-chat, the bonds you form during those minutes are the foundations of successful relationships with your students (Childress & Benson, 2014).

Give feedback: always consider feedback carefully. The right quantity and quality of feedback is important for forging the right relationships with your students. If you spend too much time correcting every error they make, you'll end up estranging your students. They may respect your knowledge, but they won't feel connected to you personally. It's important to

give positive feedback, like compliments and encouragement, as well as criticism. When you have criticism to give, it's better to deliver it along with some positive feedback. Something difficult is a lot easier to hear when it's preceded and followed by something positive. That way no student will feel like you're picking on them (Jug et al., 2019).

You do not have to be the only source of feedback for your students, either. Encourage peer feedback and self-evaluation, and make time for all this in your lesson plans each day. Your students have valuable things to share with their classmates. Be sure to make it possible. It is also great to celebrate achievements on a regular basis. This doesn't mean rewarding every action your students perform. That type of extrinsic motivation will only serve to demotivate them, or it will feel disingenuous. No, I mean taking time out to talk about the things your students have accomplished and giving them the space to brag on themselves a little. Go around in a circle and have everyone share something they believe they did well that day, that week or that semester. Have their peers give them a round of applause, compliments or "snaps" to celebrate (Best et al., 2015).

1.7. Scope and limitation of the study

This study is very important for teachers of English, especially in the studied context to know about the students' motivation in learning English. The main focus of this study was the design of study motivation in learning English at a Buddhist school due time and money. The participants of were around 100, and the duration was only three months for the study. Therefore, it might not be able to generalize the findings to all schools, especially Buddhist schools in Cambodia.

1.8. Significances of the study

Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge. Motivation involves the biological, emotional, social, and cognitive forces that activate behavior. Motivation is the main and key factor for learning a second language. Keeping positive attitude and motivation in themselves for learning will surely succeed to attain their goal. Gardner defined motivation as; the combination of effort and desire to learn a language and favorable attitudes toward the language. Motivation is one of the important factors that play vital role in learning English at all levels. Therefore, the findings from this study will help all the teachers and students to learn English better with clear destinations.

Chapter II: Literature Review

2.1. English in Cambodia

In an article in the Japan Times, McLaren (2000) reports on the enthusiasm Cambodian people have toward the study of the English language. Referring to the communicative competence of the people she met in Cambodia, “from cyclo (bicycle rickshaw) drivers to government officials,” she states: “English is fast becoming a second language for a considerable number of Cambodians.” McLaren does not forget to point out a reason for this “boom” in the country, quoting a British teacher of English in Phnom Penh saying, “English-language learning in Cambodia is the ‘key to prosperity.’ ...Cambodians can see themselves having a better lifestyle if they have English education.” This was reported in the year 2000 and it might be the case that this boom is intensifying within the country.

Cambodia is a Southeast Asian country located on the Indochina Peninsula. It has an area of 181 thousand sq km, bordering Vietnam, Laos, Thailand and the Gulf of Thailand. Cambodia has an estimated population of 14 million (July 2007 est.), including such ethnic groups as Khmer (90%), Vietnamese (5%), Chinese (1%), and others (4%) (Igawa, 2008).

Throughout the nation’s 2,000-year history, Cambodia has experienced a number of glories and tragedies. It has recently undergone political upheavals that have destroyed both people and land. The most notable upheaval came under the Khmer Rouge regime (1975-1979) under Pol Pot. At least 1.5 million people were killed and the upheaval also resulted in the subsequent 10-year Vietnamese occupation (1979-1989), both of which caused irrevocable traumas to the society (Igawa, 2008).

The end of the Cold War (1945-1990) pervasively impacted both the world and the war-torn country of Cambodia. The ensuing changes culminated in the year of 1993 that marked a new start for Cambodia; it was a time when the democratic elections, supported by the United Nations Transitional Authority in Cambodia (UNTAC), were conducted “to restore some semblance of normalcy under a coalition government” (CIA FACTBOOK: Cambodia). Cambodia’s entry into the Association of Southeast Asian Nations (ASEAN) in 1999, announcing its official return to the international arena, also signified the country’s renewal (Igawa, 2008).

Clayton (2007), a sociolinguist conducting longitudinal research on language choice in Cambodia, points out the significance of these two events, not only from a political point of view, but also from a linguistic point of view, which in essence is a focus of this study:

Political change in Cambodia began in the United Nations Transitional Authority in Cambodia (UNTAC) era, and it has continued with the country's admission to the Association of Southeast Asian Nations (ASEAN). More specifically, UNTAC facilitated Cambodia's transition to democracy, and entry in ASEAN symbolizes the country's integration into wider political networks. Both organizations have introduced similar language demands for participating Cambodians (p. 100).

Namely, English is the language that this political context of Cambodia demanded and the study and use of English has been strongly encouraged and promoted. This political situation has paved paths for a variety of international aid agencies to come to Cambodia and accelerate the process of “globalization” in the country (Igawa, 2008).

Cambodia's transition to democracy and its return to international society have also been a transition towards a market economy. Clayton (2007) summarizes the nation's shift as follows: “The country has transitioned away from the communist systems and practices of the 1980s and today embraces the market economy and liberal democracy” (p. 95). In fact, the economic development of Cambodia has been clearly highlighted in recent years. This shift toward a market economy has encouraged the study and use of English in Cambodia (Igawa, 2008). However, Cambodia is still a poor country and a variety of indexes attest to this reality. The author of *A Short History of Cambodia*, Tully (2006), for example, mentions:

Today, Cambodia remains one of the poorest nations on earth. Between one third and one half of its 13 million people live in abject poverty on less than US\$1 per day, and the numbers rise every year. Fifty percent of the country's children under five are underweight (p. 229).

The discrepancy of income among Cambodians is becoming an issue. Clayton (2006) cites changes in the country's Gini index; “a score of 0.0 represents perfect equity and a rating of 1.0 represents perfect inequity.” Referring to an increase in the rating from 0.40 in 1995 to 0.45 in 1999, Clayton (2006) points out the expanding discrepancy among the incomes of Cambodians and mentions that even the Gini rating in the United States stood at 0.41 in 1997 (p. 256). Although the recent Gini coefficient of Cambodia got slightly better, 0.42 in 2004 (CIA est.), it still reveals a polarized income situation. It is not so inappropriate to assume that English language is serving as a gatekeeper to high-paying jobs, accounting at least partially for this income gap among Cambodians.

Nowadays, Ministry of Education, Youth and Sport has included in English into Cambodian curriculum ranging from Grade 4 in primary levels. In 2015, Education Ministry also stated

that English would be included into Cambodian curriculum from kindergarten so that the students could familiarize themselves with English through their critical periods of age (Igawa, 2008).

2.2. Motivation theory

Motivation is a state of mind, filled with energy and enthusiasm, which drives a person to work in a certain way to achieve desired goals. Motivation is a force that pushes people to work with a high level of commitment and focus, even if things are going against them. Motivation translates into a certain kind of human behaviour. In short, motivation is the driving force behind human actions (Bakker & Leiter, 2017).

There are many different forces that guide and direct our motivations. It is important to ensure that every team member in an organization is motivated and meets project management bottom line. Various psychologists have studied human behaviour and have formalized their findings in the form of various motivational theories. These motivational theories provide insights into the way people behave and what motivates them (Seiler et al., 2012).

Motivation theory is a way of looking at the motivation of a person and how this influences their behavior, whether for personal or professional reasons. It's important to every aspect of society but is especially relevant to business and management. Motivation is the key to more profitable employees, as a motivated employee is more productive (Emo, 2015).

From the very beginning, when the human organizations were established, various thinkers have tried to find out the answer to what motivates people to work. Different approaches applied by them have resulted in a number of theories concerning motivation (Zagzebski, 2004). Those theories are explained as follow:

Maslow's Need Hierarchy Theory: It is probably safe to say that the most well-known theory of motivation is Maslow's need hierarchy theory. Maslow's theory is based on the human needs. Drawing chiefly on his clinical experience, he classified all human needs into a hierarchical manner from the lower to the higher order (Zagzebski, 2004).

In essence, he believed that once a given level of need is satisfied, it no longer serves to motivate man. Then, the next higher level of need has to be activated in order to motivate the man. Maslow identified five levels in his need hierarchy as physical needs, safety needs, social needs, esteem need, and self-actualization (Zagzebski, 2004).

Herzberg's Motivation Hygiene Theory: The psychologist Frederick Herzberg extended the work of Maslow and proposed a new motivation theory popularly known as Herzberg's Motivation Hygiene (Two-Factor) Theory. Herzberg conducted a widely reported motivational study on 200 accountants and engineers employed by firms in and around Western Pennsylvania (Zagzebski, 2004).

McClelland's Need Theory: Another well-known need-based theory of motivation, as opposed to hierarchy of needs of satisfaction-dissatisfaction, is the theory developed by McClelland and his associates'. McClelland developed his theory based on Henry Murray's developed long list of motives and manifest needs used in his early studies of personality. McClelland's need-theory is closely associated with learning theory, because he believed that needs are learned or acquired by the kinds of events people experienced in their environment and culture (Zagzebski, 2004).

He found that people who acquire a particular need behave differently from those who do not have. His theory focuses on Murray's three needs; achievement, power and affiliation. In the literature, these three needs are abbreviated "n Ach", "n Pow", and "n Aff" respectively (Zagzebski, 2004).

McGregor's Participation Theory: Douglas McGregor formulated two distinct views of human being based on participation of workers. The first basically negative, labeled Theory X, and the other basically positive, labeled Theory Y (Zagzebski, 2004).

Urwick's Theory Z: Much after the propositions of theories X and Y by McGregor, the three theorists Urwick, Rangnekar, and Ouchi-propounded the third theory labeled as Z theory (Zagzebski, 2004).

Argyris's Theory: Argyris has developed his motivation theory based on proposition how management practices affect the individual behavior and growth. In his view, the seven changes taking place in an individual personality make him/her a mature one. In other words, personality of individual develops (Zagzebski, 2004).

Argyris views that immaturity exists in individuals mainly because of organizational setting and management practices such as task specialization, chain of command, unity of direction, and span of management. In order to make individuals grow mature, he proposes gradual shift from the existing pyramidal organization structure to humanistic system; from existing management system to the more flexible and participative management (Zagzebski, 2004).

He states that such situation will satisfy not only their physiological and safety needs, but also will motivate them to make ready to make more use of their physiological and safety needs. But also, will motivate them to make ready to make more use of their potential in accomplishing organizational goals (Zagzebski, 2004).

Vroom's Expectancy Theory: One of the most widely accepted explanations of motivation is offered by Victor Vroom in his Expectancy Theory'' It is a cognitive process theory of motivation. The theory is founded on the basic notions that people will be motivated to exert a high level of effort when they believe there are relationships between the effort they put forth, the performance they achieve, and the outcomes/ rewards they receive (Zagzebski, 2004).

Porter and Lawler's Expectancy Theory: In fact, Porter and Lawler's theory is an improvement over Vroom's expectancy theory. They posit that motivation does not equal satisfaction or performance. The model suggested by them encounters some of the simplistic traditional assumptions made about the positive relationship between satisfaction and performance. They proposed a multi-variate model to explain the complex relationship that exists between satisfaction and performance (Zagzebski, 2004).

2.3. Types of motivation

Intrinsic motivation is the engagement of enjoyment for doing some activities such studying, reading, writing, speaking, listening and many other such things. The people enjoy doing those activities by themselves without being pushed by the others or outside factors (Rheinberg & Engeser, 2018).

In their study, Ryan and Deci (2020) stated that extrinsic motivation is, in contrast with intrinsic motivation, involved in outside factors. The performers of the action do the activities because they want to achieve their goals set by the other individuals. For example, many students want to learn best because they want to become outstanding students in comparison with other students in their classes.

In the similarity with extrinsic motivation, Syafrizal (2019) pointed out in his study that instrumental motivation involves in outside factors such as getting a good job, becoming the best person in any field or having the most salary with groups as the causes of doing activities.

Syafrizal (2019) also focused on integrative motivation which is in relation with internal factors for doing the activities or such things, and the causes of doing so come from inside individuals' minds.

2.4. Students' motivation toward English language learning

Intrinsic and extrinsic motivations are to be focused in this section. Some studies found that students' extrinsic learning motivation towards the success of learning outcome, including language learning and learning in general, is highly recommended (Ayub, 2010; Gbollie & Keamu, 2017; Hashwani, 2008; Javid et al., 2012; Zainuddin et al., 2020). However, some other researchers, too, such as Deci et al. (1981); Dev (1997); Firat et al. (2018); and Pan et al., (2010) found the opposite. They indicated that that the success of students' learning is highly affected by intrinsic motivation. At the same time, another group of researchers found the similarity of intrinsic and extrinsic motivations (Deci & Ryan, 2008; Lee et al., 2005; Oxford & Nyikos, 1989; Rose, 2020). This group of authors said that the success of students' learning including language learning needs both motivations to be cooperated or interrelated.

Recent research on the content and context of motivations had revealed that it was a key component in understanding individual differences in motivating ability (see Andreassen & Braten, 2010; Guthrie et al., 2007; Paris, 2005; Taboada et al., 2009). According to more studies, a child's reading self-concept was connected to their reading comprehension abilities. Reading with a goal, a concept-oriented reading, attempted to boost students' comprehension and reading motivation (Chapman et al., 2000). There had been many researchers who did the research regarding reading motivations. The followings are some of the recent studies done by the researchers in the related-research areas.

Ölmez (2015) conducted a study with 114 freshman students studying in a department of a major state university in Turkey, and found that the 114-respondent students were doing their courses to fulfill the requirements of their studies. The requirements assigned by the universities or schools were extrinsic factors. Thus, those students were extrinsically motivated towards learning English.

Another study conducted by Şentürk (2015) at Zonguldak Bülent Ecevit University, the School of Foreign Languages with the participants of 61 students in Turkey, found that overall extrinsic motivation ($M = 4.70$) comparing to the overall intrinsic motivation ($M = 2.82$). Thus, the respondent students were much more extrinsically motivated towards learning English.

Similarly, Em et al., (2017) conducted a survey with 60 students at Northline upper secondary school in Phnom Penh, Cambodia, and found out that most adult learners learning English mainly because of their external factors such as getting high scores, having a good job in the

future, speaking English well with the native speakers, getting admirations from friends, wanting to compete with the other classmates, being the best English learner, and more importantly becoming the best reader in the classroom. Based on the information given above, it was clearly shown that those respondents were more extrinsically motivated towards learning English.

Recently, Aulia and Zainil (2020) conducted a study with 78 junior high school students (Grades 7 and 8) of SMP N 11 and SMP N 46 Sijunjung in Indonesia. The study focused on intrinsic and extrinsic motivations of the students at SMP N 11 and SMP N 46 Sijunjung (names of junior high schools). The results showed that most of students were extrinsically motivated toward learning English as rather than intrinsically motivated because they mainly learn English only for social sharing, learn for Grades, and learn for class competitions.

However, Miyamoto et al. (2018) conducted a study with 4,619 students from grade 5 to 7 in Germany and found out that those students were stuck to reading in English because of their intrinsic motivations. This study showed that the learners of those levels tended to learn English, especially reading texts, passages and the stuff in English due to their inside stimulations.

Chapter III: Methodology

3.1. Research design

The current study employed a quantitative design. Quantitative research has different types, and they are classed as survey design, correlational design, casual comparison design, and experimental design. There are unique characteristics of each category. The design of this research is a quantitative one with probability sampling (Apuke, 2017). The type of quantitative employed in this study is a survey based on casual comparative design.

3.2. Research population and sampling

This study was organized at a Buddhist primary school located Kampong Cham Town, Kampong Cham province, Cambodia. This study took place to focus on purposive sampling on the features of the population to respond to the research goals. According to Tongco (2007), a scientific sample technology is the most effective method in studying a specific cultural field. Purposive criterion-based samples were adopted for phenomenology, as they help collect rich, in-depth data to fulfill the research aims of the study (Maxwell, 1996; Lunenburg & Irby, 2008).

The population comprises around 200 monk students. A 93-sample size was employed according to the sample size (see Table 3.1.), and snow ball techniques were used. Therefore, the sample size is more than accurate.

Table 3.1.

Determination of sample size adopted from Stoker (1984), as stated in Bassfar (2014)

N	Relationship of 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	$\div 20 = 1\,484$		$\sqrt{1\,484}$	$\times 20 = 770$

3.3. Permission with offer letter for data collection

The Department of English at Chea Sim University of Kamchaymear issued an official permission to conduct this research with a formal letter based on the author's request (see Appendix 2.), and school principal agreed with the study. Thus, the sample of 93 monk students were selected from a Buddhist primary school in Kampong Cham province.

3.4. Participants

There were 93 students selected to participated in the study. The participants attended in this study were all monk students. They are the students in Grade 4, Grade 5, and Grade 6. They participated in the study based on their volunteer basis after they were well-informed the objectives and research ethics by the first author.

3.5. Research instrument

A questionnaire was used as an instrument for this research. The questionnaire was available in Khmer and English. The particular administration of the questionnaire was examined most suitably for the collection of data in this study. Ultimately, data collection was conducted in strict anonymity and confidentiality. Each questionnaire was given to the participants individually. The questionnaire used in this study was made up by the authors based on intrinsic and extrinsic theory, and was agreed by the supervisor and the head of English department (see Appendix 1.).

3.6. Validity and reliability

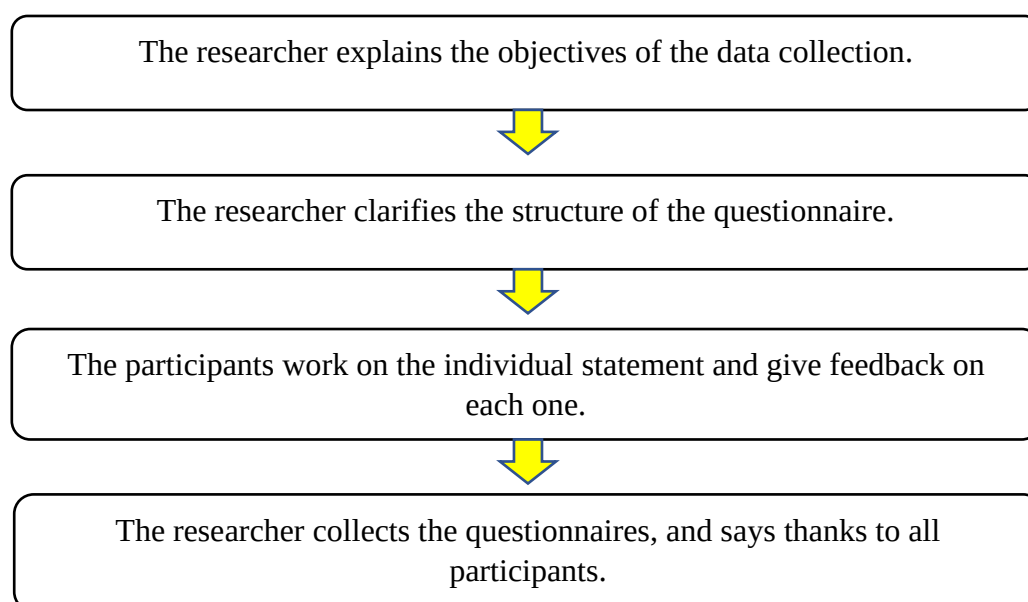
There is no denying that to quantitative and qualitative analysis, validity is a must. Validity is an essential part of the valuable analysis since it is useless if a test or a tool is invalid. Kumar

(2018) has found that the quality of an instrument is the capacity to calculate what it is. In any research process, data and result of reliability is important (Zohrabi, 2013). The reliability of the analysis is dependent on accuracy, stability, trustworthiness, and replicability, according to Nunan and David (1992) and Whittemore et al. (2001). This reliability implies that if the analysis could observe the same thing two or more times, it will achieve the same results (Kumar, 2018).

3.7. Research procedure

Figure 3.1.

Research procedure



3.8. Data collection

The questionnaire was used for information recording on students' motivation toward learning English. The questionnaire was administered to Grade 4, Grade 5, and Grade 6 students in a Buddhist primary school in Kampong Cham province, Cambodia. Moreover, the descriptive statistics (Morgan et al., 1999; Larson, 2006; Thompson, 2009) is utilized to interpret and examine students' demographic information to find out the frequency, percentage (%) regarding their ages, genders, and grades.

3.9. Data analysis

Data processing was analyzed using SPSS version 21. After testing Skewness and Kurtosis for normal distributions, and no data outlier was found, the data was employed in the data analysis process. Each item of the intrinsic variable was computed and so did the extrinsic variables.

All the items of both motivations were also computed as an overall motivation. The frequencies and percentages of each element were measured and statistically analyzed. Descriptive statistics were used to check the significant distribution of answers for items of 5 point-Likert-scale. Mean (*M*) and Standard Deviation (*SD*) were generated to identify significant differences in students' motivation.

3.10. Ethical considerations

Notably with study, some important ethics were taken into consideration. With respects to participants' privacy, their names were excluded from the questionnaire. The participants were reminded that they could exclude themselves from the study at any time if they wanted or did not want to provide information. To keep the participants' high confidentiality, they were also informed that their data would only be used in the study and guaranteed to keep top-secret by the researchers. In short, the ethical issues in this study followed the four standards of ethics that consist of (1) avoiding harm to participants, (2) ensuring that participants' consent is provided, (3) respecting participant privacy, and (4) avoiding disappointment (Goldblatt et al., 2011).

Chapter IV. Results

4.1. Findings

This chapter presents the finding from the survey. Descriptive statistics and inferential statistics findings as well as demographic information of the participants are presented in this chapter.

4.2. Participants' demographic information

Table 4.1.

Participants' demographic information

<i>Demographic</i>	<i>Value</i>	<i>N</i>	<i>Frequency (%)</i>
Gender			
	Male	93	100
Age			
	11-15	8	8.60
	16-20	85	91.40
Grades			
	Grade 4	31	33.30
	Grade 5	32	43.40
	Grade 6	30	32.30

As shown in Table 5.1., all the respondents (100%) were males. The ages from 11 to 15 were 8 (8.60%) respondents, and the ages from 16 to 20 were 85 (91.40%) respondents. 31 (33.30%) of the overall respondents were in Grade 4. 32 (43.40%) of the overall respondents were in Grade 5, and 30 (32.30%) of the overall respondents were in Grade 6. The total students who joined the study were 93 (a 100% response rate).

4.2. Students' overall motivation toward English language learning

Table 4.2.

Descriptive statistics of Students' overall motivation toward English language learning

	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
Overall motivation	93	3.9403	.47824	2.65	5.00
Valid N (listwise)	93				

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 5.2., the student participants were highly ($M = 3.90$, $SD = .47824$) motivated toward learning English. This finding shows that the monk students wanted to learn English very much even they cannot attend general education school like the other students in Cambodia.

4.3. Students' intrinsic motivation toward English language learning

Table 4.3.

Students' intrinsic motivation toward English language learning

No.	Intrinsic Motivation Items	<i>M</i>	<i>SD</i>	Minimum	Maximum
1.	I learn English because I like it.	4.0645	.65618	2.00	5.00
2.	I learn English because I really enjoy it.	3.9677	.80016	1.00	5.00
3.	I learn English because I feel happy when I learn it.	3.8817	.88280	2.00	5.00
4.	I learn English because I like learning about people's cultures.	3.7527	.89267	1.00	5.00
5.	I learn English because I like making more friends.	3.9140	.94012	1.00	5.00
6.	I learn English because I like listening to English songs.	3.8280	.85496	2.00	5.00
7.	I learn English because I feel interested in it.	3.9677	.87789	1.00	5.00
8.	I learn English because I feel that the language is fun.	3.7634	.93713	1.00	5.00
9.	I learn English because I like reading texts in English.	3.7419	.91963	2.00	5.00
10.	I learn English because I like keeping in touch with foreign friends.	3.8710	.81061	2.00	5.00
11.	Sum of all items	3.8419	.52468	2.50	5.00

As shown in Table 5.3., the monk students reported high motivation in all items from item 1-10 i.e., I learn English because I like it ($M = 4.0645$, $SD = .65618$), I learn English because I

really enjoy it ($M = 3.9677$, $SD = .80016$), I learn English because I feel happy when I learn it ($M = 3.8817$, $SD = .88280$), I learn English because I like learning about people's cultures ($M = 3.7527$, $SD = .89267$), I learn English because I like making more friends ($M = 3.9140$, $SD = .94012$), I learn English because I like listening to English songs ($M = 3.8280$, $SD = .85496$), I learn English because I feel interested in it ($M = 3.9677$, $SD = .87789$), I learn English because I feel that the language is fun ($M = 3.7634$, $SD = .93713$), I learn English because I like reading texts in English ($M = 3.7419$, $SD = .91963$), and I learn English because I like keeping in touch with foreign friends ($M = 3.8710$, $SD = .81061$).

Finally, the sum of all items shows that the monk students' high intrinsic motivation toward learning English as a foreign language ($M = 3.8419$, $SD = .52468$).

4.4. Students' extrinsic motivation toward English language learning

Table 4.4.

Students' Extrinsic motivation toward English language learning

No.	Extrinsic Motivation Items	<i>M</i>	<i>SD</i>	<i>Minimum</i>	<i>Maximum</i>
1.	I learn English because I need it for my study.	4.2796	.75708	2.00	5.00
2.	I learn English because I need the admirations from others.	3.5914	.94681	2.00	5.00
3.	I learn English because I need to search for documents.	3.8495	.85905	2.00	5.00
4.	I learn English because I need to use it in my future careers.	4.1613	.81147	2.00	5.00
5.	I learn English because I need to become a knowledgeable person.	4.3548	.63666	2.00	5.00
6.	I learn English because my school needs me to learn.	3.8280	.81592	2.00	5.00
7.	I learn English because I need to win speaking competitions.	3.7634	.92546	2.00	5.00
8.	I learn English because I want to appear more educated.	3.9355	.88227	2.00	5.00

9.	I learn English because I want to get a good job.	4.4624	.61784	3.00	5.00
10.	I learn English because I want to pass the exam.	4.4194	.66468	3.00	5.00
11.	Sum of all items	4.0387	.50627	2.50	5.00

As shown in Table 5.4., the monk students reported highest motivation in items 1, 5, 9, and 10, i.e., I learn English because I need it for my study ($M = 4.2796$, $SD = .75708$), I learn English because I need to become a knowledgeable person ($M = 4.3548$, $SD = .63666$), I learn English because I want to get a good job ($M = 4.4624$, $SD = .61784$), and I learn English because I want to pass the exam ($M = 4.4194$, $SD = .66468$). The monk students also reported high motivation in items 2, 3, 4, 6, 7, and 8, i.e., I learn English because I need the admirations from others ($M = 3.5914$, $SD = .94681$), I learn English because I need to search for documents ($M = 3.8495$, $SD = .85905$), I learn English because I need to use it in my future careers ($M = 4.1613$, $SD = .81147$), I learn English because my school needs me to learn ($M = 3.8280$, $SD = .81592$), I learn English because I need to win speaking competitions ($M = 3.8280$, $SD = .92546$), and I learn English because I want to appear more educated ($M = 3.9355$, $SD = .88227$).

Finally, the sum of all items shows that the monk students' high extrinsic motivation toward learning English as a foreign language ($M = 4.0387$, $SD = .50627$). Comparing with intrinsic motivation ($M = 3.8419$, $SD = .52468$), it can be seen that the monk students are more extrinsically toward learning English as a foreign language.

Chapter V: Discussion

5.1. Motivation is needed

Motivation is very important for all people. Motivation is very important for an organization because of the following benefits: Every concern requires physical, financial, and human resources to accomplish its goals. It is through motivation that human resources can be utilized to their full potential. This can be done by building the willingness of employees to work. This will help the enterprise to secure the best possible utilization of resources. The level of a subordinate or an employee does not only depend upon their qualifications and abilities. For getting the best of his work performance, the gap between ability and willingness has to be filled, which helps in improving the level of performance of subordinates.

Some people are intrinsically motivated, while some people are extrinsically motivated. Those who have high motivation seem to work tirelessly toward their goals. They want to achieve their goals for their own reasons. Some people do something because they want to do it without being pushed by others, while some people work because they want to achieve their goals, want to get rewards, or want to get good reputations.

Motivation is the same for students as well. If the students have a high motivation for learning, they will either achieve their goals or succeed with their studies. In contrast, if the students have low motivation for learning, they will not succeed with their studies. Motivation is essential for the students to succeed in learning the languages. Learning the language is often stressful. Thus, if the students have low motivation, they may give up their studies and then fail.

5.2. Summary of the findings

The current study was conducted at a Buddhist primary school in Kampong Cham town, and found that the Buddhist monk students have high motivation toward learning English as a foreign language. The report also revealed that the Buddhist monk students were more extrinsically motivated toward learning English as a foreign language.

5.3. The discussion with the previous studies

The current study is in line with many other studies. For example, Imez (2015) conducted a study with 114 freshman students studying in a department of a major state university in

Turkey, and found that the 114-respondent students were doing their courses to fulfill the requirements of their studies. The requirements assigned by the universities or schools were extrinsic factors. Thus, those students were extrinsically motivated towards learning English. The current study is also in line with entürk (2015), who conducted a study at Zonguldak Bülent Ecevit University, the School of Foreign Languages, with the participation of 61 students in Turkey, and found the responding students were much more extrinsically motivated towards learning English.

Similarly, Em et al. (2017) conducted a survey with 60 students at Northline upper secondary school in Phnom Penh, Cambodia, and found out that most adult learners were learning English mainly because they were extrinsically motivated. Recently, Aulia and Zainil (2020) conducted a study with 78 junior high school students (Grades 7 and 8) of SMP N 11 and SMP N 46 Sijunjung in Indonesia. The report shows that the students were extrinsically motivated toward learning English.

However, the current study dismisses Miyamoto et al. (2018), who conducted a study with 4,619 students from grade 5 to 7 in Germany and found out that those students were stuck to learning English because of their intrinsic motivations. This study showed that the learners of those levels tended to learn English, especially through reading texts, passages and other materials in English, due to their internal stimulation.

Chapter VI: Conclusion and Recommendation

6.1. Conclusion

The present study was carried out in a Buddhist primary school in Kampong Cham town, and it discovered that Buddhist monk pupils are quite enthusiastic about learning English as a foreign language. The monk students were also shown to be more extrinsically driven to study English as a foreign language, according to the survey. The findings imply that most of the Cambodian students, even Buddhist monk students are motivated toward learning English as for foreign language. Those students are often more extrinsically motivated toward learning English rather than intrinsically.

6.2. Recommendation

Learning the English language needs motivation. There are different ways that students can be motivated to learn this language successfully. Students can be motivated both inside and outside the classroom. In the classroom, teachers can use different activities or games to get the students to learn the target language. Using different techniques helps teachers draw students' interest in learning the language.

Outside the classroom, using technology can help students find pleasure and even develop a certain identity in learning English. It is believed that increased digital environment contact and engagement will heighten general global affiliation and potentially even give rise to a distinct digital affiliation, which explains specific environments like online gaming communities.

Motivation will be promoted if the students are encouraged to use the target language outside of the classroom. By engaging students with English outside of the classroom, teachers can impact students' motivation.

One way to encourage outside-of-the-classroom language experiences is with technology. Engaging digital environments like social media platforms can help students express themselves, and browsing the web can enable them to pursue their interests. Gaming is particularly noteworthy. Besides, try motivating ESL students by appealing to their interests, incorporating fun activities and technology, and promoting out-of-the-classroom language learning activities. Therefore, being a teacher in the classroom teaching students English you need to have a broad knowledge of technology (see Em et al., 2021).

In contrast, if the students are lacked of motivation to learn the language, they may not be able reach their goals. Houn and Em (2022) found that the fear of making mistakes in learning English prevent students from using English to communicate both in the classroom and out of the classroom, but if the students are encouraged regularly, they will forget their fears of making mistakes. Therefore, the students are needed to be motivated not to be afraid of making mistakes when they practice using English.

The current study found monk students' high motivation in learning English. However, the current study has been conducted with only a small scale (93 students) from a Buddhist primary school. Therefore, future research can be conducted with a large sample size using other statistical analysis at other educational institutions. Qualitative and mixed-methods design are also recommended.

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Appendix 1.

A Bachelor's Degree Questionnaire for Data Collection

Dear student participants,

This is a study on **Cambodian Students' Motivation Toward English Language Learning: A Case of Hun Neng Buddhist Primary School, Kampong Cham Town**. This study is the requirement of a bachelor's degree of arts in English education at **Chea Sim University of Kamchaymear**, and the study aims to examine Cambodian students' motivation toward English language learning among the monk students learning English at Hun Neng Buddhist Primary School. 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 pick up your choices. Please be assured that your responses are the strictest confidence, and will be used in this study only. With respects to your privacy, you are not required to fill in your name. Besides, your information will be destroyed in five years after the study.

Please be aware that your honesty is the only best way you can contribute to educational development in your country and to 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. ☐ 11-15

2. ☐ 16-20

3. ☐ 21-Over

3. Please choose your grade

1. ☐ Grade 4

2. ☐ Grade 5

3. ☐ Grade 6

Please note that from part II, you are required 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 learn 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 learn English because I like making more friends.					
6. I learn English because I like listening to English songs.					
7. I learn English because I feel interested in it.					
8. I learn 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. Intrinsic Motivation Items	1	2	3	4	5
1. I learn English because I need it for my study.					
2. I learn English because I need the admirations from others.					
3. I learn English because I need to search for documents.					
4. I learn English because I need to use it in my future careers.					
5. I learn English because I need to become a knowledgeable person.					
6. I learn English because my school needs me to learn.					
7. I learn English because I need to win speaking competitions.					
8. I learn English because I want to appear more educated.					
9. I learn English because I want to get a good job.					
10. I learn English because I want to pass the exam.					

Thank you for your cooperation!

កម្រងសំណួរស្រាវជ្រាវថ្នាក់បរិញ្ញាបត្រអង់គ្លេសអប់រំ

សិស្សនុសិស្សជាទីស្រឡាញ់!

នេះជាការសិក្សាស្រាវជ្រាវស្តីពី ការលើកទឹកចិត្តសិស្សកម្ពុជាចំពោះការរៀនភាសាអង់គ្លេស៖ ករណីសាលាពុទ្ធិកបបឋមសិក្សា ហ៊ុន ណេង ក្រុងកំពង់ចាម។ ការសិក្សាស្រាវជ្រាវនេះជាការស្រាវជ្រាវបញ្ចប់ថ្នាក់បរិញ្ញាបត្រភាសាអង់គ្លេសអប់រំ ពីសាកលវិទ្យាល័យ ជា ស៊ីម កំពាយមារ និង មានគោលបំណងពិនិត្យមើលការលើកទឹកចិត្តរបស់សិស្សកម្ពុជាក្នុងការរៀនភាសាអង់គ្លេសក្នុងចំណោមសិស្សដែលជាសង្ឃភេទ កំពុងរៀនភាសាអង់គ្លេសនៅសាលាពុទ្ធិកបបឋមសិក្សា ហ៊ុន ណេង ក្រុងកំពង់ចាម។ អ្នកស្រាវជ្រាវសូមវាយតម្លៃខ្លួនចំពោះការចូលរួមរបស់អ្នកទាំងអស់គ្នាក្នុងការសិក្សាស្រាវជ្រាវនេះ។ កម្រងសំណួរនេះមានបីផ្នែកដែលត្រូវបានបង្ហាញជានប្រភេទដូចខាងក្រោម។ ក្នុងការបំពេញកម្រងសំណួរនេះ អ្នកទាំងអស់គ្នាចំណាយពេលវេលាត្រឹមប្រហែលត្រឹមតែ ២០ នាទីប៉ុណ្ណោះ។ សូមអ្នកទាំងអស់គ្នាជ្រាបថាព័ត៌មានដែលអ្នកទាំងអស់គ្នាបានបំពេញត្រូវបានរក្សាដោយសំងាត់បំផុត ហើយនឹងត្រូវបានប្រើប្រាស់តែនៅក្នុងការសិក្សាស្រាវជ្រាវនេះតែប៉ុណ្ណោះ។ ដោយការគោរពចំពោះឯកជនភាពរបស់អ្នកទាំងអស់គ្នា អ្នកទាំងអស់គ្នាមិនត្រូវឱ្យបំពេញឈ្មោះនោះទេ។ លើសពីនេះ ព័ត៌មានរបស់អ្នកទាំងអស់គ្នានឹងត្រូវបានបំប្លែងទៅជាលក្ខណៈទូទៅបំផុតបំផុតពីការសិក្សា។

សូមអ្នកទាំងអស់គ្នាជ្រាបថា ភាពស្មោះត្រង់របស់អ្នកទាំងអស់គ្នា គឺជាមធ្យោបាយមួយដ៏ល្អប្រសើរបំផុតតែមួយគត់ដែលអ្នកទាំងអស់គ្នាអាចរួមចំណែកដល់ការអភិវឌ្ឍវិស័យអប់រំនៅក្នុងប្រទេសកម្ពុជា និងជាការចូលរួមដោះស្រាយបញ្ហាដែលកំពុងកើតឡើងផ្សេងៗ ។ ដូច្នេះ សូមអ្នកទាំងអស់គ្នាគិតពិចារណាឲ្យបានច្បាស់ មុននឹងជ្រើសរើសជម្រើសនីមួយៗ។

ផ្នែកទី I. ព័ត៌មានប្រជាសាស្ត្រ

1. សូមជ្រើសរើសភេទរបស់អ្នក

1. ☐ ប្រុស

2. ☐ ស្រី

2. សូមជ្រើសរើសអាយុរបស់អ្នក

1. ☐ 11-15

2. ☐ 16-20

3. ☐ 21 ឬ លើស

3. សូមជ្រើសរើសថ្នាក់របស់អ្នក

1. ☐ ថ្នាក់ទី 42. ☐ ថ្នាក់ទី 53. ☐ ថ្នាក់ទី 6

សូមបញ្ជាក់ថា ចាប់ពីផ្នែកទី II អ្នកអាចជ្រើសរើសបានតែមួយជម្រើសតែម្នាក់ដែលអ្នកគិតថាសមស្របបំផុតដោយគ្រាន់តែគូសសញ្ញា (✓) 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. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តស្តាប់ចម្រៀងអង់គ្លេស។					
7. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចាប់អារម្មណ៍នឹងវា។					
8. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំមានអារម្មណ៍ថារៀនវាគឺសប្បាយ។					
9. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តអានអត្ថបទជាភាសាអង់គ្លេស។					
10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តរក្សាទំនាក់ទំនងជាមួយមិត្តភក្តិបរទេស។					
ផ្នែកទី III ការលើកទឹកចិត្តពីខាងក្រៅ	1	2	3	4	5
1. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការវាសម្រាប់ការសិក្សារបស់ខ្ញុំ។					
2. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការការកោតសរសើរពីអ្នកដទៃ។					
3. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវស្វែងរកឯកសារជាច្រើនជាភាសាអង់គ្លេស។					
4. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវប្រើវាក្នុងអាជីពរបស់ខ្ញុំនាពេលអនាគត ។					
5. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវតែក្លាយជាមនុស្សដែលមានចំណេះដឹង។					

6. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះសាលារបស់ខ្ញុំតម្រូវឱ្យខ្ញុំរៀន។					
7. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការឈ្នះគេក្នុងការប្រកួតនិយាយផ្សេងៗ។					
8. ខ្ញុំរៀនភាសាអង់គ្លេសដោយសារតែខ្ញុំចង់បង្ហាញគេថាខ្ញុំជាមនុស្សមានការអប់រំ។					
9. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់បានការងារល្អ។					
10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់ប្រលងអោយជាប់។					

សូមអរគុណសម្រាប់ការចូលរួមរបស់អ្នកទាំងអស់គ្នា!

Appendix 2.

Letter of Permission for This Study

The letter of permission (the following page) for this study was issued by **Chea Sim University of Kamchaymear, Kompong Cham Branch** after the request was submitted by the students (authors). The study entitled **Cambodian Students' Motivation Toward English Language Learning: A Case of Hun Neng Buddhist Primary School, Kampong Cham Town**. The letter was then taken to **Hun Neng Buddhist Primary School, Kampong Cham Town** before the study was started for the agreement from school principal.

Upon seeing the letter taken to be shown by the authors, the school principal asked about what the letter was, and then the authors told him about it as well as informed him about the aims of the study and what the study was. After having understood the request and the aims of the study, the school principal agreed with the study and allowed the authors to collect the data from the target students who were studying in Grades 4, 5, and 6.

The first author started collecting the data from the participants based on a random sampling technique. Simple random sampling was employed in this study. Of around 200 participants, 100 were randomly selected to participate in the study. All the participants were asked for their consent before filling in the questionnaires given by the first author. Finally, the data collection process finished three hours after the start. One day, the first author collected the data from one grade level.

All the 100 questionnaires delivered were collected back. After checking all the questionnaires, the authors found out that 7 out of 10 had some problems with data completion or the respondents did not fully intend to fill them in, so the three authors decided not to consider those questionnaires for data analysis. Finally, only 93 questionnaires from the student respondents were used in the data analysis process.



សាកលវិទ្យាល័យជាតិស៊ីម
CHEA SIM UNIVERSITY OF KAMCHAYMEAR
លេខ ២២១១ ផ្លូវជាតិលេខ ៦ ភូមិស្រែចម្ការ សង្កាត់ស្រែចម្ការ ខណ្ឌដូនពេញ រាជធានីភ្នំពេញ

ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATIONAL UNION KING
កម្រង ឯកសារ គ្រប់គ្រងឯកសារ
មកពី... CSUK
មកពីថ្ងៃទី 21 ខែ 06 ឆ្នាំ 2022
លេខចូល... 00.៣

ថ្ងៃសុក្រ ១១ កើត ខែជេស្ឋ ឆ្នាំខាល ចត្វាស័ក ព.ស ២៥៦៦
កំបាយការ ថ្ងៃទី ១០ ខែមិថុនា ឆ្នាំ ២០២២

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិស៊ីម កំបាយការ
សូមគោរពជូន

លោកនាយកសាលាពុទ្ធិកម្មបឋមសិក្សាព្រះហ៊ុនសែន ក្រុងកំពង់ចាម

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ កេត កក្កា, ស៊ីម មុន្នីកែ និង ឃ្លើន សីលានីន ជានិស្សិតឆ្នាំទី៤ ជំនាញ **ភាសាអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅសាលាពុទ្ធិកម្មបឋមសិក្សាព្រះហ៊ុនសែន ក្រុងកំពង់ចាម ចាប់ពីថ្ងៃទី២០ ខែមិថុនា ឆ្នាំ ២០២២ ដល់ថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២២។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យ ជា ស៊ីម កំបាយការ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យនិស្សិតទាំងបីរូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តីអំពី " CAMBODIAN STUDENTS MOTIVATION TOWARD ENGLISH LANGUAGE LEARNING : A CASE OF HUN NENG BUDDIST PRIMARY SCHOOL ,KAMPONG CHAM TOWN. " សម្រាប់បញ្ចប់ការសិក្សាមិត្តបញ្ជីប្រធានបទ **ភាសាអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចារិក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមាយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតរូបនេះបានចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកមេត្តាទទួលនូវការគោរពរាប់អានដ៏ខ្ពង់ខ្ពស់អំពីខ្ញុំ ។

ហ៊ុន សែន

ថ្ងៃទី ២១ ខែ ០៦ ឆ្នាំ ២០២២

លោកស្រី ឆ្លើន វណ្ណា

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិស៊ីម



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