

**NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR
KAMPONG CHAM CAMPUS**

Faculty of Arts, Humanities, and Languages



**CAMBODIAN STUDENTS' MOTIVATION TO LEARN
ENGLISH: A SURVEY STUDY AT SAMDECH TECCHO HUN
SEN STEUNG TRANG HIGH SCHOOL**

**DOEURN LAI
KHIM RACHHA**

**A Research Report Submitted in Partial Fulfillment of the Requirements for the
Degree of Bachelor of Arts in English for Education**

Academic Year: 2020-2024

Kingdom of Cambodia
Nation Religion King

Ministry of Education, Youth and Sport
National University of Cheasim Kamchaymear
Faculty of Arts, Human, and Languages

**“CAMBODIAN STUDENTS’ MOTIVATION TO LEARN
ENGLISH: A SURVEY STUDY AT SAMDECH TECCHO HUN
SEN STEUNG TRANG HIGH SCHOOL”**

Students’ names : Venerable **DOEURN LAI**
: **KHIM RACHHA**

Supervisor : Mr. **SEANG SOVUTHY**

Cohort 20
(2020-2024)

Major: English for Education
Kampong Cham, July 2024

TABLE CONTENT

TABLE CONTENT	iii
TARGET SCHOOL ACCEPTANCE LETTER.....	vi
CONFIRMATION LETTER.....	vii
LETTER OF ACCEPTANCE	viii
DECLARATION	ix
TO WHOM IT MAY CONCERN.....	x
ACKNOWLEDGEMENTS.....	xi
PREFACE	xii
ABSTRACT.....	xiv

CHAPTER I: INTRODUCTION

1.1. Introduction to the English Language	1
1.2. Historical Development and Evolution of English	1
1.3. Global Spread and Importance of English	2
1.4. Modern Varieties and Dialects of English	3
1.5. English as a Global Lingua Franca	4
1.6. A Variety of English Usage	4
1.7. Problems of the study	6
1.8. Rationale.....	8
1.9. Objectives of the Study	8
1.10. Research Questions	9
1.11. Significances of this Motivational Study	9
1.12. Scope and Limitation of the Study	14

CHAPTER II: LITERATURE REVIEW

2.1. English in Cambodia	15
--------------------------------	----

2.2. Motivation Theory.....	17
2.2.1. Historical Development of Motivation Theories.....	18
2.2.2. Key Concepts and Theoretical Frameworks.....	19
2.2.3. Applications of Motivation Theory in Different Fields.....	20
2.2.4. Current Trends and Future Directions in Motivation Research	20
2.3. Types of Motivation	21
2.4. Students' Motivation for Learning the English Language	22

CHAPTER III: METHODOLOGY

3.1. Research Design.....	25
3.2. Research Population and Sampling.....	25
3.3. Permission with Offer Letter for Data Collection.....	26
3.4. Participants	26
3.5. Research Instrument.....	26
3.6. Validity and Reliability	27
3.7. Research Procedure	27
3.8. Data Collection.....	28
3.9. Data Analysis	28
3.1.0. Ethical Considerations.....	28

CHAPTER IV: RESULTS

4.1. Findings.....	30
4.3. Students' Intrinsic Motivation for English Language Learning.....	31
4.4. Students' Extrinsic Motivation for English Language Learning	32
4.5. Comparison of Intrinsic and Extrinsic Motivation for Learning English	33

CHAPTER V: DISCUSSION

5.1. Intrinsic Motivation for Learning English	30
--	----

5.2. Extrinsic Motivation for Learning English	33
5.3. Comparison of Motivation for Learning English.....	36
CHAPTER VI: CONCLUSION AND RECOMMENDATION	
6.1. Conclusion.....	40
6.2. Recommendation.....	41
REFERENCES	44
APPENDIX.....	59
LETTER OF PERMISSION FOR THIS STUDY.....	64

National University of Kamchaymear
Kampong Cham Town, Kampong Cham Province

National University of Cheasim Kamchaymear
Kampong Cham Campus
English Department

TARGET SCHOOL ACCEPTANCE LETTER

Dear Sir/Madam,

I have decided to receive your request and would allow doing the internship on the topic of **“Cambodian Students’ Motivation to Learn English: A Survey Study at Samdech Techo Hun Sen Steung Trang High School”**. You can be sure that my students will provide you with their experiences and useful information to you. I do believe that my general facility will enable them to make a smooth procedure for the 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

National University of Cheasim Kamchaymear

Kampong Cham Campus

CONFIRMATION LETTER

National University of Cheasim Kamchaymear, Kampong Cham Campus, would like to certify that Venerable **DOEURN LAI** and Mr. **KHIM RACHHA**, the students of Bachelor of Arts in English majoring in Teaching English as a Foreign Language (TEFL), have completed a study at **Samdech Techo Hun Sen Steung Trang High School**, focusing on **Cambodian Students' Motivation about Learning English Language** for 1 month from June 27 to July 27, 2024.

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

Sincerely Yours,

Date:,, 2024

Executive Director

Kingdom of Cambodia

Nation Religion King

LETTER OF ACCEPTANCE

I am pleased to accept the appointment to be the supervisor of Venerable **DOEURN LAI** and Mr. **KHIM RACHHA**, the year-four students of Bachelor of Arts in English, majoring in Teaching English as a Foreign Language (TEFL) at the National University of Cheasim Kamchaymear. I will try my best to guide them to write an accurate report on the topic of **"Cambodian Students' Motivation to Learn English: A Survey Study at Samdech Techo Hun Sen Steung Trang High School"** 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 future cohorts to use as the sources.

Kampong Cham

.....

Signature

Mr. SEANG SOVUTHY

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 that we have just submitted to Mr. **SEANG SOVUTHY**, 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 failing grade.

Kampong Cham, July 2024

Group Members

Kingdom of Cambodia

Nation Religion King

TO WHOM IT MAY CONCERN

I am pleased to certify that Venerable **DOEURN LAI** and Mr. **KHIM RACHHA** who have conducted a study entitled “**Cambodian Students’ Motivation to Learn English: A Survey Study at Samdech Techo Hun Sen Steung Trang High School**” 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. **SEANG SOVUTHY**

Seen and approved

Date:

Executive Director

ACKNOWLEDGEMENTS

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 the National University of Cheasim Kamchaymear. We want to sacrifice physical strength and spiritual strength to study and conduct research to get knowledge regarding **“Cambodian Students’ Motivation to Learn English: A Survey Study at Samdech Techo Hun Sen Steung Trang High School”** to round up knowledge and use it for our interest and develop ourselves as human resources. First of all, we would like to express our most 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, and 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 the school principal for his permission for the study and the students at Hun Sen Peam Ro High School, Kampong Cham Province, who attended our study. Without their volunteering to join the study, our project would not have been worked on and appeared.

We acknowledge our thanks to our supervisor, Mr. **Seang Sovuthy**, 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 always helped and taught us with great care, especially for encouraging 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

People use English widely around the world, especially in the twenty-first century, to communicate with one another intelligibly through speaking, writing, listening, and reading. Furthermore, the majority of information in today's technological age is written in English, making it difficult for those who do not speak the language to grasp it. Furthermore, Cambodia's government works to expand all sectors of the economy, particularly education, which is critical to the nation's development and ability to catch up to other ASEAN nations. To improve Cambodia's educational system, they create colleges and schools everywhere, from the capital to the countryside. The Ministry of Education, Youth, and Sport now mandates the teaching of English in schools, starting from Grade 4 in elementary school. Students have many different techniques to learn on their own, such as reading, writing, speaking, and listening. They also feel that they live in an English-speaking nation and community. Students are also delighted to study English and get information from English teachers. To acquire any skill, including grammar and vocabulary, motivation is crucial. Therefore, to graduate with a bachelor's degree from the National University of Cheasim Kamchaymear (NUCK) Kampong Campus, we are required to submit a report. Next, we selected the top candidates for "Cambodian Students' Motivation to Learn English" based on our survey study conducted at Samdech Techo Hun Sen Steung Trang High School. In this study, we invested significant effort in identifying the students' motivations to seek out levels and differences. We are interested in the methods and approaches that students employ to study well and learn on their own. We all made every effort to discover the outcome, and we frequently met with the supervisor to receive helpful guidance on writing this report. Finally, we believe that this report will be a beneficial addition to future research publications for scholars. Despite our best efforts to double-check our work, we apologize in advance for

any unintended errors. We feel that we still have flaws. Furthermore, we appreciate any and all helpful feedback from writers, researchers, and readers.

ABSTRACT

This study investigates the intrinsic and extrinsic motivations of Cambodian students to learn English at Samdech Techo Hun Sen Steung Trang High School. Using a survey-based approach, data were collected from 391 students, focusing on ten statements each related to intrinsic and extrinsic motivation. Descriptive statistics reveal high levels of both intrinsic and extrinsic motivation, with notable influences on students' learning behaviors and outcomes.

Intrinsic motivation, characterized by enjoyment, personal satisfaction, and autonomy, exhibited strong positive responses, with mean values ranging from 3.184 to 3.918. The analysis indicates that students find substantial pleasure and internal fulfillment in learning English, driven by an inherent interest in the language and a sense of self-determination.

Extrinsic motivation, influenced by career aspirations, academic performance, and practical benefits, also showed high mean values, ranging from 2.678 to 4.386. The highest motivation stems from the perceived importance of English for future career prospects and academic success, reflecting the significant role of external rewards and future-oriented goals.

Comparative analysis reveals that while both motivational types are high, extrinsic motivation tends to be slightly stronger, highlighting the practical and future-oriented factors that drive students' engagement. The findings underscore the importance of balancing intrinsic enjoyment and personal satisfaction with extrinsic rewards and career-oriented goals to sustain motivation and enhance learning outcomes.

The study concludes with recommendations for educational strategies that enhance both intrinsic and extrinsic motivations. These include incorporating engaging learning activities, providing choice and autonomy, emphasizing career benefits, recognizing achievements, and leveraging positive social influences. By addressing both intrinsic and extrinsic factors, educators can create a more motivating and effective English learning environment, ultimately improving students' language proficiency and overall academic performance.

CHAPTER I: INTRODUCTION

1.1. Introduction to the English Language

As the internet increases the development of World English, teaching or learning English as a second or foreign language has grown into an extremely competitive industry. What should today's educators' practitioners and students do to maintain a good image? This chapter provides four objectives that will help us develop a responsible and critical approach to meet the present and future demands of teaching and learning the English language (Hamid, 2020). As an undergraduate student studying English, you may wonder why English is the medium of instruction, why you need to write so many papers, or even what English studies can offer you. This unit has been written for students at Charles Sturt University as part of the Study Skills Program. The main audience for the series would be undergraduate students who are studying English as a major. From high school to university, from humanities to business, courses offered by English studies enjoy high popularity. Critics are concerned with today's decisions regarding the teaching of English - the competition with other disciplines, subordination to dominant ideologies, or the legitimacy of a separate field or discipline (Eli & Hamou, 2022).

1.2. Historical Development and Evolution of English

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

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

1.3. Global Spread and Importance of English

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

The expanding circle refers to the spread of English to countries geographically farther away as a result of previously established networks. Acclaimed economist Amartya Sen mentions this very phenomenon when he refers to the driving force behind globalization—the spread of English due to the influence of historical connections through the British Empire. As of 2019, English is the most studied foreign language in and out of Europe in the context of adult education, with nearly 60% of the learners needing English for work reasons. The number of primary and secondary schools offering instruction in English is growing, and the number of students enrolled is expected to double by 2020. Consequently, the global need for highly

competent speakers of English, especially in the workforce, indicates why governments and educational institutions around the world have various incentives that facilitate English language growth (Onishchuk et al., 2020).

1.4. Modern Varieties and Dialects of English

What is there to show for this rich evolutionary experience in today's English-speaking world? The most remarkable conclusion we can draw about today's English-speaking world is the same as with Chinese: Today and in the foreseeable future, we can expect modern varieties of English to coexist as fully-flowered and viable systems (Godwin-Jones, 2017). As with Chinese, the existence of speakers of other languages is not a matter of concern to us. This does not mean that the study of the other systems that exist within English is of little value. Although ultimately, we share a common linguistic ancestry, the modern Englishes can teach us a lot about how language works, about the integral place of language in making us who we are, and about the complexities of the world in which we live. English provides a ready forum for study because it is spoken and studied in so many different places, but the complex patterns we find in English are not unique to the language itself. They are lessons about language that we can only start to learn from a study of the remarkable diversity that exists in the human group and in the languages that have allowed that diversity to function (Eli & Hamou, 2022). The evolutionary analysis of the English language in the last chapter demonstrates that English has been spoken around the world at various times in relatively small but influential groups of speakers. Unquestionably, English is now a global cultural force that is studied and spoken worldwide. Moreover, we have seen that different regions of the world have received English at different stages of development. Inevitably, the language as it is spoken in England and other early centers of reception would have changed in ways that echoed socioeconomic and political change over time. Social and political evolution would have similarly changed the language at other centers (Godwin-Jones, 2017).

1.5. English as a Global Lingua Franca

Here ends my brief sketch of the evolution and importance of the English language. It charts many pivotal events in English's development, paying particular notice to its global ascendancy as a world language. English has grown and continues to grow rich and expressive under the skilled hands of its many speakers. Analysis of how people use English not only helps us to recognize its universal characteristics and qualities but also refines and improves our understanding of the native speakers themselves and the whole of humanity. I hope that Gray's words at the beginning of this chapter and the short excursion you have taken with me through the history of English have convinced you that there is more to the language, far more than mere words or simple grammar; there is an eloquence to it that will have to be discovered and developed (Eli & Hamou, 2022).

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

1.6. A Variety of English Usage

English is used in many different businesses around the world, and its importance as a language is growing. Significant developments in business, education, science, and technology have been brought about by new technologies and the widespread use of the Internet, all of which call for a high degree of English proficiency (Godwin-Jones, 2017).

As a result, people who have a high level of English proficiency will have more opportunities. Many people today are starting to study English as they recognize how important it is. Currently, English is taught as a foreign language in the majority of public and private schools

in Cambodia, and Cambodians pay more attention to it. English plays a crucial role in Cambodia, just as it does in many other emerging nations. It was mentioned that overseas businesses are currently elevating non-English-speaking workers so they can become more proficient in the language and land higher jobs (Ning, 2015). Additionally, more foreigners were able to invest in Cambodia as a result of the ASEAN (Association of Southeast Asian Nations) community's formal debut in 2015. It is difficult for Cambodian employees to learn English and other job skills due to the rise of the ASEAN community (Deerajiset, 2014). The teaching of English is receiving increased emphasis from the Cambodian government. The majority of Cambodian schools begin teaching English in the first grade, and many of them also employ foreign instructors whose first or second language is English (Hornberger & Skilton-Sylvester, 2000).

Teachers should focus on motivation to enhance students' English learning. Dörnyei (1998) asserts that motivation not only serves as the fundamental impulse for beginning the study of a second or foreign language, but also as the driving force for persevering through the protracted and frequently tiresome learning process.

Even those with the greatest extraordinary talents struggle to achieve long-term objectives without enough drive. Motivation is therefore crucial for learning the English language (Dailey, 2009).

Another crucial psychological term is motivation. Humanistic psychologists like Carl Rogers and Abraham Maslow claimed that the self-actualizing tendency—which refers to the desire to accomplish personal growth and to completely utilize the capacities and talents that one has inherited—was the primary driving factor in people's lives. Researchers have developed a complicated map of the many cognitive, psychological, and social aspects that somehow interact and affect motivation in language learners as a result of the confluence of social

psychological theories on motivation and the issues surrounding language learner behaviors (Mittelman, 1991).

The motivation theories make an effort to clarify why people act and think in certain ways. In the study of languages, motivation is equally crucial. Motivation can be viewed as a tool for the effectiveness of English language acquisition in light of several definitions. A pioneer who concentrated on first language acquisition was Mowrer (1950). According to him, a child learns their first language to connect with their family and the rest of society. Mowrer's concept influenced Gardner (1982). Mowrer's hypothesis served as the foundation for Gardner's investigation. Gardner's model often reflects four fundamental aspects of L2 acquisition: the social and cultural context, the individual variations of the learner, the learning environment, and the language outcomes. The learner can be divided into two degrees of motivation based on these factors: integrative motivation and instrumental motivation.

Another key idea in psychology is motivation. The self-actualizing tendency, which refers to the desire to accomplish personal progress and to completely utilize the capacities and qualities that one has inherited, was suggested by humanistic psychologists like Carl Rogers and Abraham Maslow to be the primary driving force in people's lives. Researchers have developed a sophisticated map of the multiple cognitive, psychological, and social elements that interact and affect motivation in language learners as a result of the confluence of social psychology theories on motivation with questions about the behaviors of language learners (Mittelman, 1991).

1.7. Problems of the study

Asia boasts some of the strongest educational systems in the world, with Japan, Singapore, South Korea, and Taiwan holding the top spots in reading, math, and science, according to the findings of the 2013 OECD-PISA (Program for International Student Assessment).

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

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

The relationship between integrative motivation and success in a foreign language (French) course has also been shown in some research studies on the relationship between learners' integrative motivation, instrumental motivation, and English proficiency or academic achievement (Gardner et al., 1985).

Even though there has been research on student motivation, there aren't many studies that have been done, according to a review of the literature on motivation in an educational context analyzing the dynamics of L2 motivational change in educational institutions (Williams et al.,

2002). Even though 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.

1.8. Rationale

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

Both in the city and the rural of Cambodia, English has started to take on some significance. Both male and female students agree that English is a foreign language. The motivation for learning English in various locations in general education schools, including public and private institutions, has already been demonstrated by some studies. However, no research has been done at Buddhist schools, thus it is still unknown why monks would want to learn the language. Thus, this investigation must be carried out for this reason.

1.9. Objectives of the Study

This survey study examines the motivation of Cambodian students to learn the English language in the context of **Samdech Techo Hun Sen Steung Trang High School** in Kampong Cham Province. The purpose of this study, which is a requirement for the bachelor of arts in English education degree at the National University of Cheasim Kamchaymear (NUCK), Kampong Cham Campus, is to assess the motivation of Cambodian students to learn the English language among those taking English classes at **Samdech Techo Hun Sen Steung Trang High School**. The objectives of the study are outlined in the list below:

1. To examine to what extent the students are motivated regarding learning the English language.
2. To investigate if the students are more intrinsically or extrinsically motivated.

1.10. Research Questions

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

1. To what extent are the students motivated regard to learning the English language?
2. Are the students more intrinsically or extrinsically motivated toward learning the English language?

1.11. Significances of this Motivational Study

These days, English is very important. Nowadays, there are numerous ways people try to increase their English proficiency. Thus, it is thought that studying abroad is the most efficient way to improve English proficiency. But there are always difficulties involved with learning a language that is not your mother tongue. Therefore, to achieve the best outcome in discovering any new language, particularly 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 to explore motivation. This research is to help increase the students' awareness of the importance of motivation, an indicator of success. A person's internal drive is known as intrinsic motivation. When an activity is enjoyable, people are naturally motivated. Drive that originates from outside of a person is known as extrinsic motivation. When someone wants to obtain a reward (such as a prize or a good grade) or stay out of trouble, they are extrinsically driven. 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).

Giving rewards, however, might encourage participation in an activity when a person lacks intrinsic motivation to learn about a subject because they are uninterested in it. This may then lead to the development of intrinsic motivation (Larson & Rusk, 2011). The transition from extrinsic to intrinsic motivation is possible. Most ESL students already have an innate desire to study English, though this is not always the case. Whether it be for business, academics, or something else, they have a goal in mind, and they need English to get there. Consequently, they wish to start studying the language (Calder & Staw, 1975).

Your students will perform at their best when you put more of an emphasis on inspiring them intrinsically than extrinsically. In other words, supports their motivation to study rather than entice them with benefits from outside sources (Covington & Müeller, 2001).

Making the classroom communicative: One strategy to increase your students' intrinsic motivation is to make the classroom conversational. One of the pleasures of language is the use of language for communication. Language learners get a buzz from putting their thoughts into words and communicating them effectively. This is what the majority of students want to get out of learning English, aside from just enjoying communicating. Or to put it another way, that is what drives them internally. They already want to speak English, each for different reasons (Hanus & Fox, 2015).

Some students want to learn business communication. Others aim to converse while pursuing advanced degrees at an English-speaking institution or college. Others still want to travel and interact with people from around the world, so they will utilize English to do so. 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 success and achievement will make them readier to learn (Kabilan et al., 2010).

Group projects are excellent for fostering communication in the classroom. Encourage students to collaborate and complete a task by having them use the language they already

know. Avoid the conventional rows and columns and make the most of your seating. To promote conversation among the students, arrange their desks to form larger tables. Give the discovery grammar approach a chance if you haven't already. Before you explain the grammatical notion, provide students with a worksheet with the answers already filled in. After that, set up study groups of two or three students to go over the solutions and try to deduce the rule on their own. In this manner, they may converse while figuring things out for themselves (Rao, 2019).

Another excellent method for making communication the focal point of your class is the flipped classroom. By giving students homework assignments to do at home and using class time for extension, practice, and deeper learning activities—that is, activities that put language to use through communication—a flipped classroom defies convention. If all else fails, keep communication in your class open by limiting instructor talk time (TTT). Your students will talk more if you speak less, which means they'll be applying their language skills (Johnson, 2013).

Make your English usage concrete by stating that individuals dislike wasting their time. Even if the task at hand is as straightforward as digging a hole, people still want to know why they are doing it. When you keep your activities practical, you may emphasize their purpose. Use of realia whenever possible is one method to keep things in class practical. Materials that are written with native speakers in mind are referred to as realia. Your students will be better equipped for what they will encounter outside of your school by having realia in the classroom. It's excellent while you're just learning English because ESL-targeted materials typically have simpler grammar and vocabulary, but it's not great when everything you encounter outside of the ESL classroom isn't modified for people who are still learning (Ne'matullayevich, 2021).

Since project-based learning begins with a real-world problem and encourages students to address it, it's a great method to keep things grounded in reality. Students in project-based learning go through several processes to solve the challenge. This process could involve several processes, such as outlining the information needed to solve the problem, breaking it down into manageable chunks, acquiring the information required, drawing a conclusion, and presenting their answer. Since students are using their language skills during the process, it is more crucial to focus on the method than the outcome. Because you are not focusing on the extrinsic motivation of a mark at the end of the assignment, focusing on the process also helps to drive students appropriately. Instead, you emphasize the need for effective communication throughout the process (Harris, 2014).

Playing roles is another way to keep your focus on the practical. Allowing students to practice for the future in a secure setting will allow them to learn real-life scenarios they are likely to experience in the outside world (Kunierrek, 2015).

Make learning enjoyable: Increasing intrinsic motivation is a certain approach to making learning enjoyable. When students are having fun, they will be more interested in their lessons. They'll be the ones driving them, not you. All you have to do is figure out how to make learning fun for your students (Hanus & Fox, 2015).

Use social media in class. You can have fantastic chats with friends and total strangers on social media when you put yourself out there. You are integrating something students appreciate into their study while also making language use practical by putting it into your classes. Think about asking them to provide succinct updates on Instagram, Twitter, or Facebook. Another option is to create a class blog and invite students to post updates and respond to remarks made by both their peers and members of the general public. Bring pop culture into the classroom. People adore modern music, periodicals, and motion pictures. Be sure to register for a Fluent U teacher account to have access to thousands of entertaining

videos that you can utilize in your classes. Fluent U transforms real videos, such as music videos, movie trailers, breaking news, and motivational speeches, into individualized language lessons (Browne, 2005).

Use these tools in the classroom for reading, listening, and vocabulary-building exercises. Step away from the textbook and pick up a copy of People. Use a movie as the foundation for an activity such as a cloze listening exercise, summary writing, or event sequencing. Pay close attention to the TV shows, movies, and music that appeal to your students. Afterward, incorporate these materials wherever you can to ensure that they're inspired and interested in the action. Game-if your lessons! I'll be truthful. With my students, I adore playing games. They are incredibly effective methods for introducing vocabulary and grammatical concepts. Scrabble, Categories, and Charades are a few of my favorites. You also don't have to feel constrained by the established norms. There are plenty of ways to change up traditional games to make them even more fun for your ESL students in a class (Nisbet, & Austin, 2013). Create connections since, in general, people are more interested in your concern than your knowledge. Because of this, building relationships with your students is crucial. Particularly if you're instructing overseas students, you might be the only native English speaker your students ever interact with. Supporting your students is necessary before you can motivate them. You can convey to your students that you are interested in them and their culture by encouraging cultural expression in the classroom. Look for opportunities to have students discuss their customs, principles, and beliefs (Ussher et al., 2006).

Spend some time each day connecting personally with your students as well. Ask them how their weekends went. If they appear depressed, encourage them. Let them know you're available to help them in any manner you can. The bonds you build with your pupils during those minutes, even though it may appear like you're wasting vital class time, are the cornerstones of successful relationships with them (Childress & Benson, 2014).

Give input, and make sure to take it into consideration. Forging the best relationships with your students requires providing the proper amount and kind of feedback. You risk alienating your students if you correct every mistake they make for too long. Despite the fact that people may admire your expertise, they won't experience a sense of intimacy with you. It's crucial to provide both constructive criticism and good feedback, such as congratulations and encouragement. It's best to express criticism along with some encouraging words when you have something to say. When something wonderful comes before it and comes after it, it is much easier to hear the unpleasant thing. No student will feel as though you are picking on them in that manner (Jug et al., 2019).

Additionally, you don't have to be your students' only source of criticism. Encourage students to evaluate themselves and their peers, and provide time for this in each day's lesson plans. Your students can teach their classmates useful things. Make sure you enable it. Additionally, it is wonderful to regularly recognize accomplishments. This does not suggest that you should applaud every move your students make. Extrinsic motivation of such kind will simply serve to demotivate them or make it appear hollow. No, I mean providing your students the opportunity to briefly brag about what they have accomplished and spending some time to discuss their accomplishments. Everyone should mention anything they thought they did well that day, that week, or that semester as they go around the room in a circle. Have their classmates applaud, congratulate, or snap them to celebrate (Best et al., 2015).

1.12. Scope and Limitation of the Study

This study is highly important for teachers of English to understand the students' motivation for learning English, especially in the examined situation. The design of study motivation in high school English learning owing to time and money was the main topic of this study. There were about 391 participants, and the trial only lasted one month. The results may not be generalizable to all schools, particularly high schools in Cambodia.

CHAPTER II: LITERATURE REVIEW

2.1. English in Cambodia

In a piece for the Japan Times, McLaren (2000) explores the enthusiasm with which Cambodians pursue learning English. When asked how well people could communicate in Cambodia, from cyclo (bicycle rickshaw) drivers to government officials, she said English quickly became a second language for many Cambodians. McLaren did not leave out any explanation for this surge, including a British English teacher in Phnom Penh who claimed that studying English in Cambodia is the "key to prosperity." If they receive an education in English, Cambodians see a better life for themselves. In 2000, observers noted the country's continued growth.

Cambodia is located on the Indochina Peninsula in Southeast Asia. Its 181,000-square-kilometer land area borders Vietnam, Laos, Thailand, and the Gulf of Thailand. As of July 2007, Cambodia's projected population was 14 million, with 90% being Khmer, the remaining 5% being Vietnamese, 1% being Chinese, and 4% being other ethnicities. (Igawa, 2008). In the two millennia of its existence, Cambodia has experienced both victories and setbacks. The land and people have suffered from the recent political turmoil. The Khmer Rouge, led by Pol Pot, experienced the most severe turmoil (1975–1979). At least 1.5 million people died as a result of the turmoil, and the 10-year Vietnamese occupation that followed (1979–1989) also caused lasting damage to the population (Igawa, 2008).

The conclusion of the Cold War (1945–1990) had a significant impact on Cambodia, a country devastated by conflict, as well as the rest of the globe. The United Nations Transitional Authority in Cambodia (UNTAC) backed the 1993 elections, which aimed to restore some semblance of normalcy under a coalition government, marking the final step towards a new beginning for Cambodia (CIA FACTBOOK: Cambodia). The announcement of Cambodia's

formal return to the international arena in 1999 upon its accession to the Association of Southeast Asian Nations (ASEAN) further signaled the country's rebirth (Igawa, 2008).

The significance of these two events, not only from a political point of view but also from a linguistic point of view, which is essentially the focus of this study, is noted by Clayton (2007), a sociolinguist undertaking longitudinal research on language choice in Cambodia: 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 into ASEAN symbolizes the country's integration into wider political networks. Both organizations have introduced similar language demands for participating Cambodians.

The study of and usage of English has both been actively encouraged and promoted. English is specifically the language that the political situation of Cambodia necessitated.

This political climate has opened doors for a range of international aid organizations to enter Cambodia, accelerating the country's globalization process (Igawa, 2008).

A market economy has been established in Cambodia as it has returned to international society and transitioned to democracy. The country has transitioned away from the communist structures and practices of the 1980s and now embraces the market economy and liberal democracy, as stated by Clayton (2007). (p. 95). In actuality, recent years have clearly emphasized Cambodia's economic prosperity. English study and usage have increased in Cambodia as a result of the country's transition to a market economy (Igawa, 2008). However, a number of indices confirm that Cambodia is still a developing nation. For instance, Tully (2006), the author of *A Short History of Cambodia*, 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 in 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). Even though Cambodia's Gini coefficient recently improved marginally, to 0.42 in 2004 (CIA est.), it still shows a very unequal distribution of income. It is not unreasonable to believe that the English language is acting as a barrier to entry for well-paying positions, at least in part explaining this wage difference among Cambodians.

Since Grade 4 in primary levels, the Ministry of Education, Youth, and Sport has incorporated English into the Cambodian curriculum. The Education Ministry also announced in 2015 that English would be taught in Cambodian classrooms beginning in kindergarten so that students could become familiar with the language throughout their crucial developmental years (Igawa, 2008).

2.2. Motivation Theory

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

The concept of motivation has been applied in various disciplines, such as psychology, human anatomy, management (organizational), human resource management, marketing, education, ethics, integrity, personality, philosophy, health, sporting, social, motivation in engineering,

and learning music. Inspirational motivation has been derived from the nature of the postulates of these disciplines (Ryan et al., 2021).

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

Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behavior, which involves our needs, desires, and ambitions in life. The concept of motivation is mainly divided into two major types: intrinsic motivation and extrinsic motivation (Alamri et al., 2021).

2.2.1. Historical Development of Motivation Theories

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

Although formal theory began with the concept of instinct, current approaches at an early level of conceptualization concern needs, coupled with the idea that needs emerge from conditions of deprivation. Motivational models at a higher level of abstraction are those that emphasize personality variables that operate as needs, such as n Ach in McClelland's work, or characteristics such as self-esteem and self-fulfillment in the newer contemporary models. This section concerning the historical development of motivation theory adheres to several major points about theory and its progression through the years (van Knippenberg & Hirst, 2020).

2.2.2. Key Concepts and Theoretical Frameworks

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

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

2.2.3. Applications of Motivation Theory in Different Fields

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

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

2.2.4. Current Trends and Future Directions in Motivation Research

These tendencies, in turn, suggest shifting the focus of research from how teacher, task, goals, and achievement criteria affect degree of student participation in the curriculum to how congratulations, corrections, criticism, celebrations, and condemnations are provided and interpreted by whom for what performance for whom. Mastery and the rise of competence-

based negative emotions such as disappointment, shame, and regret for predicted achievement levels of shortfall consequences play increasing roles in postformal cognition. Roles and findings from research procedures not appropriate by current theory are reviewed in areas such as equity theory and cross-level variations of procedural justice. Implications for instructional practices and educational policy are then discussed (Herberg & Torgersen, 2021).

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

2.3. Types of Motivation

The use of enjoyment in some activities, such as learning, reading, writing, speaking, listening, and many more similar ones, is known as intrinsic motivation. The individuals enjoy engaging in those activities alone, free from outside pressure or influence (Rheinberg & Engeser, 2018).

Ryan and Deci (2020) noted that extrinsic motivation, as opposed to intrinsic motivation, is influenced by external stimuli. The actions are carried out by the participants because they desire to accomplish the objectives that other people have set for them. For instance, many students strive to learn at their highest level because they want to stand out among their peers in their classrooms.

Syafrizal (2019) noted in his study that intrinsic motivation employs external considerations like obtaining a good career, becoming the greatest in any field, or earning the most money

with groups as the reasons for engaging in activities, which is similar to extrinsic motivation. Syafrizal (2019) also concentrated on intrinsic motivation, which is related to internal elements for engaging in activities or other things, and the causes of doing so originate from within people's thoughts.

2.4. Students' Motivation for Learning the English Language

In this section, we'll concentrate on both intrinsic and extrinsic motives. According to certain research, it is highly advised that students use extrinsic learning motivation to achieve their learning goals, including success in language acquisition and learning generally (Ayub, 2010; Gbollie & Keamu, 2017; Hashwani, 2008; Javid et al., 2012; Zainuddin et al., 2020). The contrary, however, was discovered by certain other studies, including Deci et al. (1981); Dev (1997); Frat et al. (2018); and Pan et al. (2010). They suggested that intrinsic drive has a significant impact on how well students learn. Additionally, a different team of researchers discovered similarities between intrinsic and extrinsic motives (Deci & Ryan, 2008; Lee et al., 2005; Oxford & Nyikos, 1989; Rose, 2020). According to this collection of scholars, both motives must work together or be connected for kids to learn, including languages.

Recent studies on the nature and context of motives have shown that they are essential to comprehending individual differences in motivational capacity (see Andreassen & Braten, 2010; Guthrie et al., 2007; Paris, 2005; Taboada et al., 2009). More research revealed a link between a child's reading self-concept and reading comprehension skills. Concept-focused reading, or reading with a purpose, aimed to increase students' understanding and reading motivation (Chapman et al., 2000). There have been numerous researchers that have studied why people read. The studies that have recently been completed by researchers in relevant fields are listed below.

In a survey conducted with 114 first-year students enrolled in a department of a significant public university in Turkey, Lmez (2015) discovered that the 114 respondents were attending

their classes to satisfy their degree requirements. Extrinsic factors were the requirements set by the universities or schools. Therefore, such students have external motivation to study English.

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

In a similar vein, Em et al. (2017) found that most adult learners learn English primarily 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 admiration from friends, wanting to compete with the other classmates, being the best English learner, and more importantly becoming fluent in the language. The data presented above clearly demonstrates that those respondents were more externally driven to study English.

Recently, 78 junior high school students (Grades 7 and 8) from SMP N 11 and SMP N 46 Sijunjung in Indonesia participated in a study conducted by Aulia and Zainil (2020). The study examined the students' internal and external driving forces at SMP N 11 and SMP N 46 Sijunjung (names of junior high schools). Because they primarily learn English for social sharing, for grades, and for class contests, the results indicated that most students were extrinsically motivated to learn English rather than organically motivated.

However, a study by Miyamoto et al. (2018) with 4,619 students in Grades 5 through 7 in Germany revealed that these students were committed to reading in English due of their innate motives. This study demonstrated that those learners had a tendency to learn English, particularly through reading texts, passages, and other materials written in English, as a result of their internal stimulations.

This study looked at 180 Lebanese college-bound students' reasons for wanting to acquire English as a foreign language (EFL). By applying a modified version of Wen's motivation scale, information was acquired (1997). The results showed that internal relationships existed among the drivers of motivation for learning EFL, including intrinsic motivation, effort, valence, expectation, and self-estimation of competence. Only intrinsic motivation and valence were shown to be related to extrinsic motivation. The results also showed that female students had higher levels of motivation than male students. Students with level 11 proficiency also demonstrated greater motivation than level III students. However, neither the students' first foreign language nor their university major appeared to have a substantial impact on motivation in the research.

The motives and attitudes of Iranian students toward studying English are examined in this study. 123 male and female students in their second academic years from two high schools of Iranian students make up the study's sample. The tool in use is a questionnaire with 18 items that were created to accomplish the study's objectives. Results indicated that female students are more intrinsically driven to study English, whereas male students are more extrinsically motivated. Additionally, compared to males, female is more enthusiastic about learning English and are more likely to be multilingual. Though they have a good attitude about studying English as a second language, high school students' motivational orientations do not significantly differ from one another (Ghazvini & Khajehpo, 2011).

CHAPTER III: METHODOLOGY

3.1. Research Design

In the present investigation, a quantitative design was used. Survey design, correlational design, casual comparison design, and experimental design are some of the different types of quantitative research. Every category has its own distinct traits. This study is quantitative with a probability sampling design (Apuke, 2017). This study used a survey with a casual comparative design as its quantitative method.

3.2. Research Population and Sampling

The **Samdech Techo Hun Sen Steung Trang High School** in Steung Trong district, Kampong Cham province, Cambodia, organized this study. Simple random sampling was used in this study to concentrate on the characteristics of the population to meet the objectives of the investigation. Tongco (2007) asserts that the best approach for examining a particular cultural sector is through the use of scientific sample technology. For phenomenology, purposeful criterion-based samples were used because they facilitate the collection of rich, detailed data necessary to achieve the study's objectives (Maxwell, 1996; Lunenburg & Irby, 2008).

The population comprises around 800 students. A 391-sample size was employed according to the sample size (see Table 3.1.), and simple random techniques were used. Therefore, the sample size is more than accurate.

Table 3.1. Determination of sample size

N		Relationship of Sample		Sample Size	
	20		100%		20
30	$\div 20 = 1.5$		80%	$\sqrt{1.5}$	$\times 20 = 24$

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

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

3.3. Permission with Offer Letter for Data Collection

Following the author's formal request (see Appendix 2), the Department of English at the National University of Cheasim Kamchaymear granted official permission to perform this research with a formal letter, and the school principal approved with the study. Thus, 391 students from a high school in the province of Kampong Cham made up the sample.

3.4. Participants

There were 391 students that were selected to take part in the research. These students are in the tenth, eleventh, and twelfth grades respectively. They willingly decided to take part in the study after the first author provided them with comprehensive information regarding the objectives of the study as well as the ethics of conducting research.

3.5. Research Instrument

For this study, a questionnaire served as the instrument. There were English and Khmer versions of the questionnaire. To gather data for this study, a specific administration of the questionnaire was explored. In the end, data collecting was done under rigorous

confidentiality and anonymity rules. Each participant received a copy of the questionnaire. The authors created the questionnaire for this study based on intrinsic and extrinsic theory, and the supervisor and head of the English department approved it. The questionnaire was adapted from (Keo et al., 2022).

3.6. Validity and Reliability

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

3.7. Research Procedure

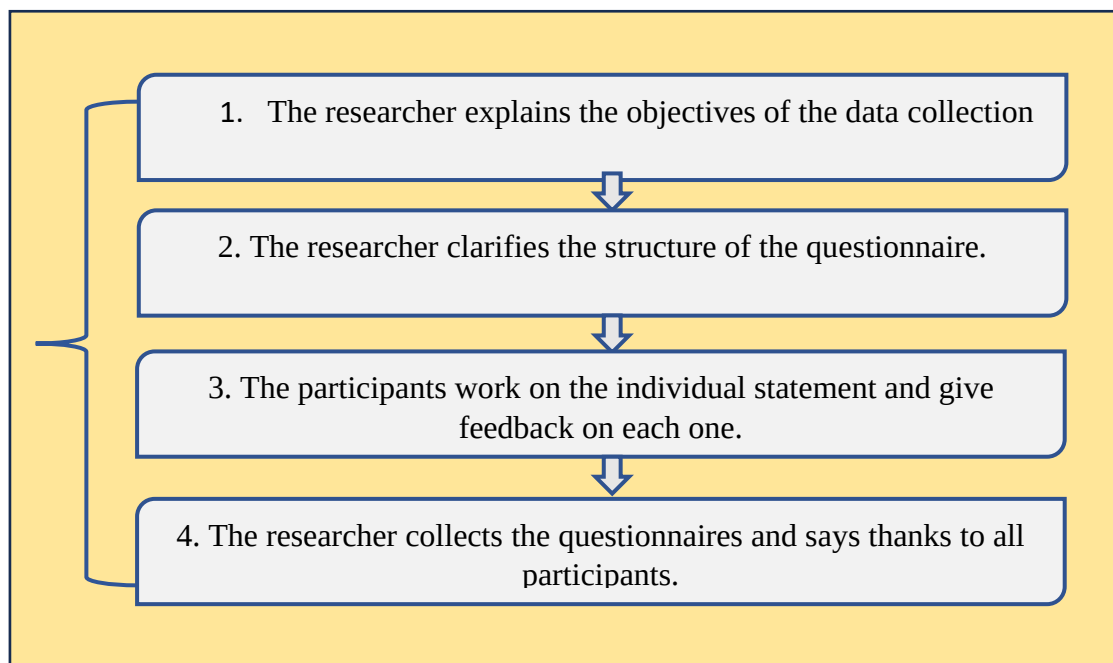


Figure 3.1. Research procedure

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

3.8. Data Collection

The questionnaire was designed to collect data on how motivated students were to study English. Students in grades 10, 11, and 12 at a high school in Cambodia's Kampong Cham province completed the questionnaire. Additionally, descriptive statistics are used to analyze and evaluate student demographic data to determine the frequency and proportion (percent) of their ages, genders, and grades (Morgan et al., 1999; Larson, 2006; Thompson, 2009).

3.9. Data Analysis

SPSS version 21 was used to analyze the data processing. The data was used in the data analysis process after Skewness and Kurtosis tests for normal distributions revealed no data outlier. Both the extrinsic variables and each intrinsic variable's component were computed. Additionally, an overall motivation was calculated using all the components of both motivations. Each element's frequencies and percentages were counted and statistically examined. The significant distribution of responses for questions on the five-point Likert scale was examined using descriptive statistics. To find significant variations in the motivation of the pupils, mean (M) and standard deviation (SD) were calculated.

3.1.0. Ethical Considerations

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

CHAPTER IV: RESULTS

4.1. Findings

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

4.2. Participants' demographic information

Table 4.1. Participants' demographic information

Demographic	Value	N	Percentage
Gender			
	Male	140	35.8%
	Female	251	64.2%
Age			
	11-15	78	19.9%
	16-20	287	73.4%
	21-Over	26	6.6%
Grades			
	Grade 10	196	50.1%
	Grade 11	33	8.4%
	Grade 12	162	41.4%
Total respondents	391 students		

As shown in Table 4.1, all the respondents (100%) were males and females. The ages from 11 to 15 included 78 (19.9%) respondents, ages from 16 to 20 included 287 (73.4%) respondents, and ages 21 and over included 26 (6.6%) respondents. In terms of grades, 196 (50.1%) of the respondents were in Grade 10, 33 (8.4%) were in Grade 11, and 162 (41.4%) were in Grade 12. The total number of students who participated in the study was 391 (a 100% response rate).

4.3. Students' Intrinsic Motivation for English Language Learning

Table 4.2. Descriptive Statistics of Intrinsic Motivation

Statistics	QI1	QI2	QI3	QI4	QI5	QI6	QI7	QI8	QI9	QI10
Valid	391	391	391	391	391	391	391	391	391	391
Missing	0	0	0	0	0	0	0	0	0	0
Mode	4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000	^a 4.000
Median	4.000	4.000	4.000	4.000	4.000	4.000	4.000	3.000	4.000	3.000
Mean	3.918	3.719	3.407	3.645	3.422	3.916	3.765	3.184	3.583	3.299
Std. Error of Mean	0.038	0.044	0.048	0.055	0.057	0.059	0.044	0.052	0.052	0.056
Std. Deviation	0.747	0.873	0.950	1.078	1.118	1.168	0.863	1.029	1.024	1.109
Skewness	-1.576	-1.142	-0.532	-0.624	-0.600	-1.086	-1.091	-0.475	-0.751	-0.431
Std. Error of Skewness	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123
Kurtosis	4.084	1.595	-0.162	-0.257	-0.467	0.346	1.460	-0.519	0.121	-0.508
Std. Error of Kurtosis	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000

^aThe mode is computed assuming that variables are discreet.

Note: QI1-QI10 are intrinsic motivation statements.

The table provides detailed descriptive statistics for ten intrinsic motivation statements (QI1-QI10). Based on these statistics, the intrinsic motivation levels can be summarized as follows:

- **Mode and Median:** The mode for all items is consistently 4.000, suggesting that the most frequent response for all statements is "4" on the Likert scale. The median values are primarily 4.000, with QI8 and QI10 having a median of 3.000.
- **Mean:** The means of the intrinsic motivation statements range from 3.184 (QI8) to 3.918 (QI1), indicating that, on average, respondents generally agree with the intrinsic motivation statements, with slight variations.
- **Standard Deviation:** The standard deviations range from 0.747 (QI1) to 1.168 (QI6), showing a moderate level of variability in the responses.

- **Skewness and Kurtosis:** The skewness values are negative, indicating a left-skewed distribution, meaning most responses are towards the higher end of the scale. The kurtosis values vary, with some items showing positive kurtosis, indicating a more peaked distribution, and others negative, indicating a flatter distribution.

Overall, the data suggests that respondents generally have a high level of intrinsic motivation, as indicated by the high mode, median, and mean values. The variability and distribution characteristics further support a strong inclination towards intrinsic motivation among the participants.

4.4. Students' Extrinsic Motivation for English Language Learning

Table 4.3. Descriptive Statistics of Extrinsic Motivation

Statistics	QE1	QE2	QE3	QE4	QE5	QE6	QE7	QE8	QE9	QE10
Valid	391	391	391	391	391	391	391	391	391	391
Missing	0	0	0	0	0	0	0	0	0	0
Mode	4.000 ^a	2.000 ^a	4.000 ^a	5.000 ^a	4.000 ^a	4.000 ^a	3.000 ^a	4.000 ^a	4.000 ^a	4.000 ^a
Median	4.000	3.000	4.000	4.000	4.000	4.000	3.000	3.000	4.000	4.000
Mean	4.343	2.678	3.870	4.258	3.992	3.373	3.136	3.248	4.386	4.192
Std. Error of Mean	0.036	0.054	0.045	0.042	0.043	0.054	0.051	0.051	0.035	0.043
Std. Deviation	0.709	1.069	0.895	0.840	0.849	1.064	1.015	1.011	0.688	0.854
Skewness	-1.557	0.215	-1.078	-1.353	-1.199	-0.687	-0.304	-0.438	-1.530	-1.371
Std. Error of Skewness	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123	0.123
Kurtosis	4.740	-0.725	1.404	2.292	2.195	-0.344	-0.434	-0.503	4.872	2.423
Std. Error of Kurtosis	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246	0.246
Minimum	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000	1.000
Maximum	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000	5.000

^aThe mode is computed assuming that variables are discreet.

Note: QE1-QE10 are intrinsic motivation statements.

The table provides detailed descriptive statistics for ten extrinsic motivation statements (QE1-QE10). Based on these statistics, the extrinsic motivation levels can be summarized as follows:

- **Mode and Median:** The mode for most items is 4.000, except for QE2 (mode is 2.000), QE4 (mode is 5.000), and QE7 (mode is 3.000). The median values are mostly 4.000, with QE2, QE7, and QE8 having a median of 3.000.
- **Mean:** The means of the extrinsic motivation statements range from 2.678 (QE2) to 4.386 (QE9), indicating that respondents' agreement with the extrinsic motivation statements varies more than with intrinsic motivation.
- **Standard Deviation:** The standard deviations range from 0.688 (QE9) to 1.069 (QE2), indicating a moderate to high level of variability in responses.
- **Skewness and Kurtosis:** The skewness values are predominantly negative, indicating left-skewed distributions (most responses are towards the higher end of the scale). QE2 has a positive skewness, indicating a right-skewed distribution. Kurtosis values vary, with some items showing high positive kurtosis, indicating a more peaked distribution, and others near zero, indicating a more normal distribution.

Overall, the data suggests that respondents generally have a moderate to high level of extrinsic motivation, with some variability across different statements. The higher means and median values for most items indicate a tendency towards agreement with the extrinsic motivation statements, while the variability and distribution characteristics highlight differences in how extrinsic motivation is perceived among respondents.

4.5. Comparison of Intrinsic and Extrinsic Motivation for Learning English

To compare the intrinsic and extrinsic motivation for learning English, we analyze the mean values, standard deviations, and overall patterns in responses from both tables.

Intrinsic Motivation (Table 4.2 Summary)

Statistics	QI1	QI2	QI3	QI4	QI5	QI6	QI7	QI8	QI9	QI10
Mean	3.918	3.719	3.407	3.645	3.422	3.916	3.765	3.184	3.583	3.299
Std. Dev	0.747	0.873	0.950	1.078	1.118	1.168	0.863	1.029	1.024	1.109

Extrinsic Motivation (Table 4.3 Summary)

Statistics	QE1	QE2	QE3	QE4	QE5	QE6	QE7	QE8	QE9	QE10
Mean	4.343	2.678	3.870	4.258	3.992	3.373	3.136	3.248	4.386	4.192
Std. Dev	0.709	1.069	0.895	0.840	0.849	1.064	1.015	1.011	0.688	0.854

Analysis

- **Mean Comparison:**
- **Intrinsic Motivation:** The mean values for intrinsic motivation statements range from 3.184 (QI8) to 3.918 (QI1).
- **Extrinsic Motivation:** The mean values for extrinsic motivation statements range from 2.678 (QE2) to 4.386 (QE9).
- **Highest Mean Values:**
- The highest mean value for intrinsic motivation is 3.918 (QI1).
- The highest mean value for extrinsic motivation is 4.386 (QE9).
- **Overall Averages:**
- The average of all intrinsic motivation means is approximately 3.585.
- The average of all extrinsic motivation means is approximately 3.777.
- **Standard Deviation Comparison:**
- Intrinsic Motivation: Standard deviations range from 0.747 (QI1) to 1.168 (QI6), indicating moderate variability.

- Extrinsic Motivation: Standard deviations range from 0.688 (QE9) to 1.069 (QE2), indicating similar moderate variability.

Conclusion

Based on the mean values, it can be observed that **extrinsic motivation for learning English is generally higher** than intrinsic motivation among the respondents. The overall average mean for extrinsic motivation (3.777) is higher compared to the overall average mean for intrinsic motivation (3.585), indicating a greater agreement with extrinsic motivation statements.

CHAPTER V: DISCUSSION

5.1. Intrinsic Motivation for Learning English

The descriptive statistics for intrinsic motivation (Table 4.2) provide a comprehensive view of the participants' intrinsic motivation levels for learning English. This discussion will delve into various aspects of the data, including central tendencies, dispersion, skewness, kurtosis, and the overall interpretation of the intrinsic motivation factors.

Central Tendencies

The central tendencies of intrinsic motivation indicators, represented by the mean, median, and mode, indicate that the respondents generally exhibit high intrinsic motivation for learning English. The mode, or the most frequently occurring value, for all intrinsic motivation items (QI1-QI10) is consistently 4.000, suggesting that the majority of respondents often selected a high rating on the Likert scale, reflecting a strong intrinsic motivation.

The median values for these items predominantly stand at 4.000, except for QI8 and QI10, where the median is 3.000. This indicates that for most items, at least half of the participants rated their intrinsic motivation as high, reinforcing the mode's indication of a strong intrinsic motivation across most items.

Mean Values

The mean values for the intrinsic motivation items range from 3.184 (QI8) to 3.918 (QI1). This range signifies that, on average, participants tend to agree with the intrinsic motivation statements. QI1 ("I enjoy learning English") has the highest mean of 3.918, highlighting that enjoyment in learning is a significant factor of intrinsic motivation. QI8 ("I feel satisfied with my progress in English") has the lowest mean of 3.184, suggesting that while students generally enjoy learning English, they might feel less satisfied with their progress.

Dispersion and Variability

The standard deviations for the intrinsic motivation items range from 0.747 (QI1) to 1.168 (QI6). These values indicate a moderate level of variability in responses. Lower standard deviations, like that of QI1, suggest that respondents' answers are more tightly clustered around the mean, indicating a general consensus in high intrinsic motivation for enjoyment in learning English. Higher standard deviations, such as QI6, suggest more variability in responses, indicating that students' opinions are more diverse regarding certain aspects of their intrinsic motivation.

Skewness and Kurtosis

The skewness values for intrinsic motivation items are all negative, ranging from -1.576 (QI1) to -0.431 (QI10), indicating a left-skewed distribution. This means that the majority of responses are clustered towards the higher end of the scale, reinforcing the high levels of intrinsic motivation among participants.

Kurtosis values vary more significantly, from -0.519 (QI8) to 4.084 (QI1). Positive kurtosis values, such as that of QI1, indicate a more peaked distribution with fewer extreme values, signifying that responses are concentrated around the mean. Negative kurtosis values, such as that of QI8, suggest a flatter distribution with more extreme values, indicating more diverse responses.

Interpretation of Intrinsic Motivation Factors

1. **Enjoyment and Interest:** QI1 ("I enjoy learning English") and QI6 ("I find learning English enjoyable") have high mean values (3.918 and 3.916, respectively), indicating that enjoyment is a key factor in intrinsic motivation. This suggests that students are intrinsically motivated by the pleasure they derive from learning English.
2. **Perceived Competence and Satisfaction:** QI5 ("I feel competent when I use English") and QI8 ("I feel satisfied with my progress in English") have lower mean values (3.422 and 3.184, respectively). This indicates that while enjoyment is high,

there is a relative decline in perceived competence and satisfaction with progress.

Addressing these areas might further enhance students' intrinsic motivation.

3. **Challenge and Curiosity:** QI2 ("I like the challenge of learning English") and QI4 ("I am curious about learning English") show moderate mean values (3.719 and 3.645, respectively). This reflects that curiosity and challenge are significant but secondary factors compared to enjoyment.
4. **Self-Determination and Autonomy:** QI7 ("I learn English because I want to, not because I have to") has a mean of 3.765, suggesting a strong sense of autonomy among students. This indicates that students are driven by their own desire to learn English, rather than external pressures.
5. **Intrinsic Goals:** QI3 ("I learn English because it is important to me") and QI9 ("I want to improve my English skills for personal satisfaction") have means of 3.407 and 3.583, respectively. This suggests that intrinsic goals and personal satisfaction are significant motivational factors.

Overall Conclusion

The data indicates that intrinsic motivation for learning English among the respondents is generally high, with a majority expressing enjoyment and interest in the language. The consistent high mode and median values, alongside the high mean values, demonstrate a strong intrinsic motivation. However, there are areas, such as perceived competence and satisfaction with progress, where motivation could be further enhanced.

The negative skewness values suggest that most students rate their intrinsic motivation highly, and the variation in kurtosis values indicates different degrees of response concentration. In conclusion, fostering enjoyment, enhancing perceived competence, and addressing areas of dissatisfaction can further strengthen the intrinsic motivation of students learning English.

This high intrinsic motivation is crucial as it can lead to more sustained and effective learning outcomes.

5.2. Extrinsic Motivation for Learning English

The descriptive statistics for extrinsic motivation (Table 4.3) provide an in-depth analysis of how external factors influence the participants' motivation for learning English. This discussion will examine the central tendencies, dispersion, skewness, kurtosis, and overall interpretation of the extrinsic motivation factors.

Central Tendencies

The central tendencies, represented by the mean, median, and mode, offer insight into the participants' extrinsic motivation for learning English. The mode for most items is 4.000, except for QE2 (mode is 2.000), QE4 (mode is 5.000), and QE7 (mode is 3.000). This variation in mode values indicates that different aspects of extrinsic motivation resonate differently among the respondents.

The median values are mostly 4.000, with QE2, QE7, and QE8 having a median of 3.000. This shows that for most items, at least half of the participants rated their extrinsic motivation as high, indicating a general agreement with extrinsic motivation factors, although not as uniformly as with intrinsic motivation.

Mean Values

The mean values for extrinsic motivation items range from 2.678 (QE2) to 4.386 (QE9). The highest mean value, 4.386 (QE9), indicates a strong agreement with the statement "I learn English because it is important for my future career." This suggests that career prospects are a significant extrinsic motivator for learning English. Conversely, the lowest mean value, 2.678 (QE2), indicates less agreement with the statement "I learn English because my friends are learning it," suggesting that peer influence is a less significant motivator.

Dispersion and Variability

The standard deviations for extrinsic motivation items range from 0.688 (QE9) to 1.069 (QE2), indicating moderate variability in responses. Lower standard deviations, like that of QE9, suggest that responses are more concentrated around the mean, indicating a consensus on the importance of English for future careers. Higher standard deviations, such as that of QE2, suggest more diverse opinions on the influence of friends on learning English.

Skewness and Kurtosis

The skewness values for extrinsic motivation items are predominantly negative, ranging from -1.557 (QE1) to -0.304 (QE7), indicating left-skewed distributions. This means that responses are clustered towards the higher end of the scale, reflecting a general trend of high extrinsic motivation. QE2 has a positive skewness (0.215), indicating a right-skewed distribution, where more respondents rated it lower.

Kurtosis values vary from -0.725 (QE2) to 4.872 (QE9). Positive kurtosis values, such as those of QE1 (4.740) and QE9 (4.872), indicate more peaked distributions with fewer extreme values, suggesting a strong consensus. Negative kurtosis values, like those of QE2 (-0.725), indicate flatter distributions with more extreme responses, reflecting more variability in opinions.

Interpretation of Extrinsic Motivation Factors

1. **Career and Future Prospects:** The highest mean value (4.386 for QE9) highlights the significant role of career aspirations in motivating students to learn English. Statements like QE9 ("I learn English because it is important for my future career") and QE4 ("I learn English because it will help me get a good job") with a mean of 4.258, underline the importance of English for professional development.
2. **External Rewards and Recognition:** QE1 ("I learn English to get good grades") has a high mean value of 4.343, indicating that academic performance is a strong motivator. Similarly, QE10 ("I learn English to receive praise from my

teachers/parents") has a mean of 4.192, showing that recognition and approval from authority figures are significant motivators.

3. **Peer and Social Influence:** QE2 ("I learn English because my friends are learning it") has the lowest mean value (2.678), suggesting that peer influence is less of a motivator compared to other extrinsic factors. This could imply that learning English is more of an individual goal driven by personal and professional aspirations rather than social conformity.
4. **Instrumental Benefits:** QE3 ("I learn English because it will be useful in the future") and QE5 ("I learn English because it is a global language") have high mean values of 3.870 and 3.992, respectively. These statements emphasize the perceived practical benefits of English proficiency, highlighting its utility and global importance as key extrinsic motivators.
5. **Parental and Teacher Influence:** QE6 ("I learn English because my parents/teachers expect me to") and QE8 ("I learn English because it is required by my school") have means of 3.373 and 3.248, respectively. These indicate that while external expectations and requirements are motivators, they are not as strong as career and future benefits.

Overall Conclusion

The data indicates that extrinsic motivation for learning English among the respondents is generally high, with career and future prospects being the most significant motivators. The consistent high mode and median values, along with the high mean values, demonstrate a strong extrinsic motivation. However, there is more variability in extrinsic motivation compared to intrinsic motivation, as reflected in the standard deviations and skewness values. The high means for statements related to career, academic performance, and instrumental benefits underscore the importance of these factors in driving students' motivation to learn

English. On the other hand, peer influence appears to be the least significant motivator, suggesting that students are more motivated by individual goals and external rewards rather than social pressures.

In conclusion, extrinsic motivation for learning English is largely driven by practical and future-oriented goals, such as career advancement and academic success. Recognizing and leveraging these motivators can help educators and policymakers design more effective language learning programs that align with students' extrinsic motivational factors, thereby enhancing their engagement and learning outcomes.

5.3. Comparison of Motivation for Learning English

Understanding both intrinsic and extrinsic motivations for learning English is crucial for developing effective educational strategies. This discussion explores the descriptive statistics of intrinsic and extrinsic motivations from Tables 4.2 and 4.3, comparing the levels and impact of these motivations among the respondents.

Central Tendencies

- **Intrinsic Motivation:** The mean values for intrinsic motivation items range from 3.184 (QI8) to 3.918 (QI1), indicating a generally high level of intrinsic motivation. The median values are predominantly 4.000, with modes consistently at 4.000 for all items, suggesting that a large proportion of students highly value the enjoyment and satisfaction derived from learning English.
- **Extrinsic Motivation:** The mean values for extrinsic motivation items range from 2.678 (QE2) to 4.386 (QE9), indicating a high level of extrinsic motivation, particularly driven by career prospects and academic performance. The median values are mostly 4.000, with modes varying from 2.000 to 5.000, reflecting more diverse extrinsic motivational factors.

Dispersion and Variability

- **Intrinsic Motivation:** Standard deviations for intrinsic motivation range from 0.747 (QI1) to 1.168 (QI6), indicating moderate variability. This suggests that while enjoyment and personal satisfaction are strong motivators, there are differences in how students perceive their competence and satisfaction with progress.
- **Extrinsic Motivation:** Standard deviations for extrinsic motivation range from 0.688 (QE9) to 1.069 (QE2), also indicating moderate variability. However, the slightly higher variability in extrinsic motivation reflects diverse external factors influencing students, such as career aspirations, academic performance, and social influences.

Skewness and Kurtosis

- **Intrinsic Motivation:** Negative skewness values (from -1.576 to -0.431) indicate that responses are clustered towards the higher end of the scale, showing strong intrinsic motivation. The kurtosis values vary, with QI1 having a high positive kurtosis (4.084), indicating a peaked distribution, while others have lower or negative kurtosis, suggesting more variability in certain intrinsic factors.
- **Extrinsic Motivation:** The skewness values are predominantly negative (from -1.557 to -0.304), except for QE2 (0.215), indicating that responses are generally skewed towards higher ratings. The kurtosis values range widely, with QE9 having a high positive kurtosis (4.872), suggesting a strong consensus on the importance of career-related extrinsic motivation.

Comparative Analysis

1. **Overall Motivation Levels:** Both intrinsic and extrinsic motivations exhibit high levels, but extrinsic motivation has slightly higher mean values overall. This indicates that while students enjoy learning English and find it personally satisfying, external factors such as career prospects and academic performance play a crucial role in their motivation.

2. **Key Motivational Factors:**

- **Intrinsic Motivation:** Enjoyment (QI1, QI6) and autonomy (QI7) are the primary drivers, with students finding pleasure and personal satisfaction in learning English.
- **Extrinsic Motivation:** Career prospects (QE9), academic performance (QE1), and instrumental benefits (QE3, QE5) are the most significant factors, highlighting the practical and future-oriented goals that drive students to learn English.

3. **Variability in Responses:** Both intrinsic and extrinsic motivations show moderate variability, indicating that while there is a general trend towards high motivation, individual differences exist. Extrinsic motivation shows slightly more variability, reflecting the diverse external influences on students' motivation.

4. **Skewness and Kurtosis:** The negative skewness in both motivations suggests that most students rate their motivation highly. The variation in kurtosis values indicates that while there is strong agreement on certain aspects, other areas have more diverse responses.

Conclusion

Both intrinsic and extrinsic motivations play significant roles in students' learning of English. Intrinsic motivation is driven by the enjoyment and personal satisfaction students derive from learning, while extrinsic motivation is strongly influenced by career aspirations, academic performance, and the perceived utility of English.

While intrinsic motivation is high, extrinsic motivation tends to be slightly higher, particularly due to the emphasis on career and academic benefits. This suggests that while students appreciate the inherent value of learning English, external rewards and future prospects are crucial motivators.

To enhance English learning outcomes, educational strategies should balance both intrinsic and extrinsic motivators. Encouraging enjoyment and personal satisfaction, while also

highlighting the practical benefits and career opportunities associated with English proficiency, can create a more holistic and motivating learning environment. By addressing both intrinsic and extrinsic factors, educators can better support students' sustained motivation and engagement in learning English.

CHAPTER VI: CONCLUSION AND RECOMMENDATION

6.1. Conclusion

The present study aimed to explore university students' intrinsic and extrinsic motivations for learning English, analyzing various motivational factors and their influence on students' engagement and learning outcomes. The comprehensive analysis of descriptive statistics for intrinsic and extrinsic motivation reveals several key insights:

1. **High Overall Motivation:** Both intrinsic and extrinsic motivations for learning English among university students are high. The intrinsic motivation factors, such as enjoyment, personal satisfaction, and autonomy, demonstrate that students derive significant pleasure and internal fulfillment from learning English. Extrinsic motivation factors, such as career prospects, academic performance, and practical benefits, highlight the importance of external rewards and future-oriented goals in motivating students.
2. **Primary Motivational Drivers:**
 - **Intrinsic Motivation:** The highest mean values were associated with statements reflecting enjoyment (QI1, QI6) and autonomy (QI7). This indicates that the students' internal drive to learn English is primarily fueled by their interest and enjoyment in the subject, as well as their sense of personal choice and agency.
 - **Extrinsic Motivation:** The highest mean values were associated with career prospects (QE9) and academic performance (QE1), suggesting that students are highly motivated by the potential career benefits and the desire to achieve good grades. These findings underscore the significant role of practical and future-oriented considerations in students' motivation to learn English.
 - **Variability and Consensus:** The analysis reveals moderate variability in both intrinsic and extrinsic motivation responses. The standard deviations indicate that

while there is a general consensus on the importance of these motivational factors, individual differences exist. Extrinsic motivation shows slightly higher variability, reflecting the diverse range of external influences on students' motivation.

- **Distribution Patterns:** The negative skewness values for both intrinsic and extrinsic motivations suggest that the majority of students rate their motivation highly. The variation in kurtosis values indicates that there is strong agreement on certain motivational factors, while other areas exhibit more diverse responses.
- **Balancing Intrinsic and Extrinsic Motivation:** The study highlights the importance of balancing both intrinsic and extrinsic motivational factors to enhance students' engagement and learning outcomes. While intrinsic motivation is crucial for fostering long-term interest and enjoyment in learning, extrinsic motivation provides the necessary external incentives and goals that drive students' efforts and achievements.

6.2. Recommendation

Based on the findings of this study, the following recommendations are proposed to enhance the motivation and learning outcomes of university students learning English:

1. **Enhance Enjoyment and Interest:**
 - **Engaging Learning Activities:** Incorporate a variety of engaging and interactive learning activities that cater to different learning styles and interests. Activities such as group discussions, debates, role-plays, and multimedia resources can make learning English more enjoyable and stimulating.
 - **Creative Assignments:** Design creative and meaningful assignments that allow students to explore their interests and express themselves in English. This can include projects, presentations, and writing assignments on topics of personal relevance and interest.
2. **Support Autonomy and Self-Determination:**

- **Choice and Flexibility:** Provide students with opportunities to make choices in their learning process, such as selecting topics for projects, choosing reading materials, and setting personal learning goals. This fosters a sense of ownership and autonomy.
- **Encourage Self-Directed Learning:** Encourage self-directed learning by promoting the use of language learning apps, online resources, and independent study techniques. Provide guidance and support to help students develop effective self-study habits.

3. **Emphasize Career and Practical Benefits:**

- **Career-Oriented Curriculum:** Integrate career-oriented content and activities into the curriculum, such as resume writing, job interview simulations, and professional communication skills. Highlight the practical benefits of English proficiency in various career paths.
- **Guest Speakers and Industry Insights:** Invite guest speakers from different industries to discuss the role of English in their professions and share insights on how language skills can enhance career opportunities.

4. **Recognize and Reward Achievements:**

- **Academic Recognition:** Implement a system of academic recognition and rewards for outstanding performance in English language learning. This can include awards, certificates, and public acknowledgment of achievements.
- **Positive Feedback and Encouragement:** Provide regular positive feedback and encouragement to students, acknowledging their efforts and progress. Constructive feedback should be aimed at helping students improve and build confidence in their language skills.

5. **Address Perceived Competence and Satisfaction:**

- **Targeted Support and Resources:** Offer targeted support and resources to help students improve their language proficiency and overcome challenges. This can include tutoring, language labs, and additional practice materials.
- **Monitor Progress and Set Realistic Goals:** Regularly monitor students' progress and help them set realistic and achievable language learning goals. Provide guidance on how to measure and celebrate incremental progress.

6. **Leverage Social Influence Positively:**

- **Peer Learning and Collaboration:** Encourage peer learning and collaboration through group activities, study groups, and language exchange programs. Positive peer influence can enhance motivation and create a supportive learning environment.
- **Mentorship Programs:** Establish mentorship programs where advanced learners or alumni can mentor and support current students in their language learning journey.

By implementing these recommendations, educators and policymakers can create a more motivating and effective learning environment for university students learning English. Balancing both intrinsic and extrinsic motivational factors can help sustain students' interest, engagement, and efforts, leading to improved language proficiency and better overall learning outcomes.

REFERENCES

- Abrutyn, S., & Lizardo, O. (2023). A motivational theory of roles, rewards, and institutions. *Journal for the Theory of Social Behaviour*, 53(2), 200-220.
<https://doi.org/10.1111/jtsb.12360>
- Alamri, Y., Monasterio, E., Beckert, L., & Wilkinson, T. J. (2021). Intrinsic vs extrinsic motivation as drivers for early engagement in research by medical students. *Advances in Medical Education and Practice*, 12, 189-194.
<https://www.tandfonline.com/doi/full/10.2147/AMEP.S295909>
- Ali, B. J., & Anwar, G. (2021). An empirical study of employees' motivation and its influence job satisfaction. *International Journal of Engineering, Business and Management*, 5(2), 21-30. <https://dx.doi.org/10.22161/ijebm.5.2.3>
- Andersen, J. (2021). A relational natural-resource-based view on product innovation: The influence of green product innovation and green suppliers on differentiation advantage in small manufacturing firms. *Technovation*, 104, 102254.
<https://doi.org/10.1016/j.technovation.2021.102254>
- Andreassen, R., & Braten, I. (2010). Examining the prediction of reading comprehension on different multiple-choice tests. *Journal of Research in Reading* 33(3), 263-283.
<https://onlinelibrary.wiley.com/doi/epdf/10.1111/j.1467-9817.2009.01413.x>
- Apuke, O. D. (2017). Quantitative research methods: A synopsis approach. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 33(5471), 1-8.
<https://platform.almanhal.com/Files/Articles/107965>
- Aulia, R. M., & Zainil, Y. (2020). An Analysis of Students' Reading Motivation in English Subject at Junior High School. *Journal of English Language Teaching*, 9(1), 358-367.
<http://ejournal.unp.ac.id/index.php/jelt/article/view/108288>

- Ayub, N. (2010). Effect of intrinsic and extrinsic motivation on academic performance. *Pakistan Business Review*, 8 (2010), 363-372.
- Bakker, A. B., & Leiter, M. (2017). Strategic and proactive approaches to work engagement. *Organizational Dynamics*, 46(2), 67-75.
<https://lirias.kuleuven.be/retrieve/307310>
- Bassfar, Z. A. (2014). *The Effects of 2D and 3D representations in second life on students' perception and performance in learning Java programming in Saudi Arabia* [Doctoral dissertation, Universiti Sains Malaysia].
- Beames, J. (2023). *A Comparative Grammar of the Modern Aryan Languages of India: Vol. I*. BoD–Books on Demand.
- Best, K., Jones-Katz, L., Smolarek, B., Stolzenburg, M., & Williamson, D. (2015). Listening to our students: An exploratory practice study of ESL writing students' views of feedback. *Tesol Journal*, 6(2), 332-357. <https://doi.org/10.1002/tesj.152>
- Bohórquez, E., Caiche, W., Benavides, V., & Benavides, A. (2021, June). Motivation and job performance: human capital as a key factor for organizational success. In *Congress in Sustainability, Energy and City* (pp. 123-133). Springer International Publishing. https://link.springer.com/chapter/10.1007/978-3-030-94262-5_12
- Browne, K. (2005). Snowball sampling: using social networks to research non-heterosexual women. *International Journal of Social Research Methodology*, 8(1), 47-60.
<https://doi.org/10.1080/1364557032000081663>
- Butzkamm, W. (2003). We only learn language once. The role of the mother tongue in FL classrooms: death of a dogma. *Language Learning Journal*, 28(1), 29-39.
<https://doi.org/10.1080/09571730385200181>

- Calder, B. J., & Staw, B. M. (1975). Self-perception of intrinsic and extrinsic motivation. *Journal of Personality and Social Psychology*, 31(4), 599-605.
<https://psycnet.apa.org/buy/1975-31777-001>
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *GEMA Online Journal of Language Studies*, 10(2), 37-56.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.842.780&rep=rep1&type=pdf>
- Chapman, J. W., Tunmer, W. E., & Prochnow, J. E. (2000). Early reading-related skills and performance, reading self-concept, and the development of academic self-concept: A longitudinal study. *Journal of Educational Psychology*, 92 (4), 703-708.
<https://eric.ed.gov/?id=EJ621010>
- Childress, S., & Benson, S. (2014). Personalized learning for every student every day. *Phi Delta Kappan*, 95(8), 33-38. <https://doi.org/10.1177%2F003172171409500808>
- Clayton, T. (2006). *Language choice in a nation under transition: English language spread in Cambodia*. Springer. https://link.springer.com/chapter/10.1007/0-387-31194-7_7?noAccess=true
- Clayton, T. (2007). *Transition, culture, and language in Cambodia*. In A.B.M. Tsui, & J.W. Tollefson (Eds.), *Language policy, culture, and identity in Asian contexts* (pp. 95-120). Lawrence Erlbaum Associates.
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781315092034-6/transition-culture-language-cambodia-thomas-clayton>
- Covington, M. V., & Müeller, K. J. (2001). Intrinsic versus extrinsic motivation: An approach/avoidance reformulation. *Educational Psychology Review*, 13(2), 157-176.
<https://link.springer.com/article/10.1023/A:1009009219144>

- Cromwell, H. C., Abe, N., Barrett, K. C., Caldwell-Harris, C., Gendolla, G. H., Koncz, R., & Sachdev, P. S. (2020). Mapping the interconnected neural systems underlying motivation and emotion: A key step toward understanding the human affectome. *Neuroscience & Biobehavioral Reviews*, 113, 204-226.
<https://doi.org/10.1016/j.neubiorev.2020.02.032>
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology/Psychologie Canadienne*, 49(1), 14-23. <https://psycnet.apa.org/doiLanding?doi=10.1037%2F0708-5591.49.1.14>
- Deci, E. L., Nezlek, J., & Sheinman, L. (1981). Characteristics of the rewarder and intrinsic motivation of the rewardee. *Journal of Personality and Social Psychology*, 40(1), 1-10. <https://psycnet.apa.org/doi/10.1037/0022-3514.40.1.1>
- Deerajiset, P. (2014). The ASEAN Community 2015 and English language teaching in Thailand. *Journal of Humanities and Social Sciences*, 10(2), 39-75. <https://so03.tci-thaijo.org/index.php/eJHUSO/article/view/85666>
- Dev, P. C. (1997). Intrinsic motivation and academic achievement: What does their relationship imply for the classroom teacher?. *Remedial and Special Education*, 18(1), 12-19. <https://doi.org/10.1177%2F074193259701800104>
- Dörnyei, Z. (1998). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117-135. <https://www.cambridge.org/core/journals/language-teaching/article/abs/motivation-in-second-and-foreign-language-learning/CF6301F6C401F2CB511529925B298004>
- Dörnyei, Z. (2001a). *Motivational strategies in the language classroom*. Cambridge University Press. https://www.italy.it/sites/default/files/pdf-bollettino/Recensione_Dornyei_Bollettino_ITALS_0.pdf

- Dörnyei, Z. (2001b). *Teaching and researching motivation*. Pearson Education.
- <https://doi.org/10.4324/9781315833750>
- Eli, T., & Hamou, L. A. S. (2022). Investigating the factors that influence students's choice of English studies as a major: The case of the University of Nouakchott Al Aasriya, Mauritania. *International Journal of Technology, Innovation and Management (IJTIM)*, 2(1), 87-103. <https://doi.org/10.54489/ijtim.v2i1.62>
- Em, S., Brak, D., Sao, V., Sin, P., & Yun, M. (2017). *Motivations to learn English at Northline upper-secondary school* [unpublished research for the fulfillment of the teacher training courses of bachelor+1, National Institute of Education, Phnom Penh, Cambodia].
- https://www.academia.edu/49846902/Motivations_to_Learn_English_at_Northline_Upper_Secondary_School
- Em, S., Nun, N., & Phann, S. (2021). Qualities, personal characteristics, and responsibilities of qualified teachers in the 21st century. *Cambodian Journal of Educational Research*, 1(2), 49-63. <https://cefcambodia.com/2021/11/18/1191/>
- Emo, W. (2015). Teachers' motivations for initiating innovations. *Journal of Educational Change*, 16(2), 171-195. <https://link.springer.com/article/10.1007/s10833-015-9243-7>
- Firat, M., Kılınç, H., & Yüzer, T. V. (2018). Level of intrinsic motivation of distance education students in e-learning environments. *Journal of Computer Assisted Learning*, 34(1), 63-70. <https://doi.org/10.1111/jcal.12214>
- Fishbach, A., & Woolley, K. (2022). The structure of intrinsic motivation. *Annual Review of Organizational Psychology and Organizational Behavior*, 9(1), 339-363.
- <https://www.annualreviews.org/doi/abs/10.1146/annurev-orgpsych-012420-091122>
- Gardner, R. C. (1982). Language attitudes and language learning. In E. B. Ryan, & H. Giles (Eds.), *Attitudes towards language variation*, (pp. 132-147). Edward Arnold.

- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley. <https://eric.ed.gov/?id=ED081270>
- Gardner, R. C., Lalonde, R. N., & Moorcroft, R. (1985). The role of attitudes and motivation in second language learning: Correlational and experimental considerations. *Language Learning*, 35(2), 207-227. <https://doi.org/10.1111/j.1467-1770.1985.tb01025.x>
- Gbolli, C., & Keamu, H. P. (2017). Student academic performance: The role of motivation, strategies, and perceived factors hindering Liberian junior and senior high school students learning. *Education Research International*, 2017(n/a), 1-11. <https://doi.org/10.1155/2017/1789084>
- Ghanea, M., Pisheh, H. R. Z., & Ghanea, M. H. (2011). The Relationship between Learners-Motivation (Integrative and Instrumental) and English Proficiency among Iranian EFL Learners. *International Journal of Educational and Pedagogical Sciences*, 5(11), 1368-1374. <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.840.2781&rep=rep1&type=pdf>
- Ghazvini, S. D., & Khajepour, M. (2011). Attitudes and motivation in learning English as second language in high school students. *Procedia-Social and Behavioral Sciences*, 15(2011), 1209-1213. <https://doi.org/10.1016/j.sbspro.2011.03.264>
- Godwin-Jones, R. (2017). Smartphones and language learning. *Language Learning & Technology*, 21(2), 3-17. <https://scholarspace.manoa.hawaii.edu/server/api/core/bitstreams/97f54168-65b5-4237-9876-876aef3a3563/content>
- Goldblatt, H., Karnieli-Miller, O., & Neumann, M. (2011). Sharing qualitative research findings with participants: Study experiences of methodological and ethical

dilemmas. *Patient Education and Counseling*, 82(3), 389-395.

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

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

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

Hamid, M. O. (2020). Globalization, English for everyone and English teacher capacity: Language policy discourses and realities in Bangladesh. In *Globalisation and Education* (pp. 207-228). Routledge.

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

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

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

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

<https://www.proquest.com/openview/097025eafda8f9dabfb383844e705862/1?pq-origsite=gscholar&cbl=18750>

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

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

- Herberg, M., & Torgersen, G. E. (2021). Resilience competence face framework for the unforeseen: Relations, emotions and cognition. A qualitative study. *Frontiers in Psychology*, 12, 1-24. <https://doi.org/10.3389/fpsyg.2021.669904>
- Hornberger, N. H., & Skilton-Sylvester, E. (2000). Revisiting the continua of biliteracy: International and critical perspectives. *Language and Education*, 14(2), 96-122. <https://doi.org/10.1080/09500780008666781>
- Houn, T., & Em, S. (2022). Common factors affecting grade-12-students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6(1), 11-24. <https://www.jurnal-assalam.org/index.php/JAS/article/view/360>
- Huang, G., Shi, Q., Zheng, S., Zhao, K., & Fu, X. (2024). Sense of Self-Agency and Other-Agency Under Social Interaction Contexts. *International Journal of Human-Computer Interaction*, 1-11. <https://doi.org/10.1080/10447318.2024.2359749>
- Igawa, K. (2008). English language and its education in Cambodia, a country in transition. *Shitennoji University Bulletin*, 46(1), 343-369. <https://www.shitennoji.ac.jp/ibu/images/toshokan/kiyo46-20.pdf>
- Javid, C. Z., Al-Asmari, A. R., & Farooq, U. (2012). Saudi undergraduates' motivational orientations towards English language learning along gender and university major lines: A comparative study. *European Journal of Social Sciences*, 27(2), 283-300.
- Johnson, G. B. (2013). *Student perceptions of the flipped classroom* [Doctoral dissertation, University of British Columbia]. <https://open.library.ubc.ca/soa/cIRcle/collections/ubctheses/24/items/1.0073641>
- Jug, R., Jiang, X. S., & Bean, S. M. (2019). Giving and receiving effective feedback: A review article and how-to guide. *Archives of Pathology & Laboratory Medicine*, 143(2), 244-250. <https://doi.org/10.5858/arpa.2018-0058-RA>

- Kabilan, M. K., Ahmad, N., & Abidin, M. J. Z. (2010). Facebook: An online environment for learning English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179-187. <https://doi.org/10.1016/j.iheduc.2010.07.003>
- Kassian, A. S., Zhivlov, M., Starostin, G., Trofimov, A. A., Kocharov, P. A., Kuritsyna, A., & Saenko, M. N. (2021). Rapid radiation of the inner Indo-European languages: an advanced approach to Indo-European lexicostatistics. *Linguistics*, 59(4), 949-979. <https://doi.org/10.1515/ling-2020-0060>
- Keo, P., Yoeurn, S., Prom, M., Chin, P., & Em, S. (2022). Cambodian Buddhist monk students' motivation in learning English: The case of Hun Neng Buddhist primary school, Kampong Cham Town. *Jurnal As-Salam*, 6(2), 105-121. <https://doi.org/10.37249/assalam.v6i2.405>
- Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model*. Hong Kong University Press.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage. <https://www.amazon.com/Research-Methodology-Step-Step-Beginners/dp/1446269973>
- Kuśnerek, A. (2015). Developing students' speaking skills through role-play. *World Scientific News*, 1, 73-111. <https://www.infona.pl/resource/bwmeta1.element.psjd-924447ae-850c-414d-8064-d17a31e05401>
- Larson, M. G. (2006). Descriptive statistics and graphical displays. *Circulation*, 114(1), 76-81.
- Larson, R. W., & Rusk, N. (2011). Intrinsic motivation and positive development. *Advances in Child Development and Behavior*, 41, 89-130. <https://doi.org/10.1016/B978-0-12-386492-5.00005-1>

- Lee, M. K., Cheung, C. M., & Chen, Z. (2005). Acceptance of Internet-based learning medium: the role of extrinsic and intrinsic motivation. *Information & Management*, 42(8), 1095-1104. <https://doi.org/10.1016/j.im.2003.10.007>
- Lunenburg, F. C., & Irby, B. J. (2008). *Writing a successful thesis or dissertation: Tips and strategies for students in the social and behavioral sciences*. Corwin Press.
<https://psycnet.apa.org/doi/10.4135/9781483329659>
- Maxwell, J. A. (2012). *Qualitative research design: An interactive approach*. Sage.
<https://us.sagepub.com/en-us/nam/qualitative-research-design/book234502>
- McLaren, S. (2000, September 7). Cambodia feeds a hunger to learn. *The Japan Times*.
<https://www.japantimes.co.jp/life/2000/09/07/travel/cambodia-feeds-a-hunger-to-learn/>
- Mittelman, W. (1991). Maslow's study of self-actualization: A reinterpretation. *Journal of Humanistic Psychology*, 31(1), 114-135.
<https://doi.org/10.1177%2F0022167891311010>
- Miyamoto, A., Pfof, M., & Artelt, C. (2018). Reciprocal relations between intrinsic reading motivation and reading competence: A comparison between native and immigrant students in Germany. *Journal of Research in Reading*, 41(1), 176-196.
<https://onlinelibrary.wiley.com/doi/abs/10.1111/1467-9817.12113>
- Morgan, G. A., Gliner, J. A., & Harmon, R. J. (1999). Measurement and descriptive statistics. *Journal of the American Academy of Child & Adolescent Psychiatry*, 38(10), 1313-1315. <https://doi.org/10.1097/00004583-199910000-00022>
- Mowrer, O. H. (1950). *Learning theory and personality dynamics*. Ronald Press.
<https://psycnet.apa.org/record/1951-04133-000>

- Ne'matullayevich, O. M. (2021). Technologies to Increasing the Motivation of ESP Students. *Middle European Scientific Bulletin*, 19, 266-268.
<https://doi.org/10.47494/mesb.2021.19.979>
- Ning, Y. (2015). *Motivation towards English language learning of students in a secondary school in Thailand* [Doctoral dissertation, Burapha University].
http://digital_collect.lib.buu.ac.th/dcms/files/56920783.pdf
- Nisbet, D., & Austin, D. (2013). Enhancing ESL vocabulary development through the use of mobile technology. *Journal of Adult Education*, 42(1), 1-7.
<https://eric.ed.gov/?id=EJ1047363>
- Nunan, D., David, N., & Swan, M. (1992). *Research methods in language learning*. Cambridge University Press.
- Ölmez, F. (2015). An investigation into the relationship between L2 reading motivation and reading achievement. *Procedia-Social and Behavioral Sciences*, 199 (2015), 597-603.
<https://www.sciencedirect.com/science/article/pii/S1877042815045723>
- Onishchuk, I., Ikonnikova, M., Antonenko, T., Kharchenko, I., Shestakova, S., Kuzmenko, N., & Maksymchuk, B. (2020). Characteristics of foreign language education in foreign countries and ways of applying foreign experience in pedagogical universities of Ukraine. *Revista Romaneasca Pentru Educatie Multidimensionala*, 12(3), 44-65.
<https://doi.org/10.18662/rrem/12.3/308>
- Oxford, R., & Nyikos, M. (1989). Variables affecting the choice of language learning strategies by university students. *The Modern Language Journal*, 73(3), 291-300.
<https://doi.org/10.2307/327003>
- Pan, G., Zang, Y., & Wu, D. (2010). A survey on English learning motivation of students at Qingdao Agricultural University. *Journal of Language Teaching and Research*, 1(2), 151-156. <https://www.academypublication.com/issues/past/jltr/vol01/02/10.pdf>

- Paris, S. G. (2005). Reinterpreting the development of reading skills. *Reading Research Quarterly*, 40 (2), 184-202.
<https://ila.onlinelibrary.wiley.com/doi/abs/10.1598/RRQ.40.2.3>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Rheinberg, F., & Engeser, S. (2018). Intrinsic motivation and flow. In Heckhausen, J., & Heckhausen, H. (Eds), *Motivation and Action* (pp. 579-622). Springer.
https://link.springer.com/chapter/10.1007/978-3-319-65094-4_14
- Rose, H., Curle, S., Aizawa, I., & Thompson, G. (2020). What drives success in English medium-taught courses? The interplay between language proficiency, academic skills, and motivation. *Studies in Higher Education*, 45(11), 2149-2161.
<https://doi.org/10.1080/03075079.2019.1590690>
- Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61(2020), 1-11.
<https://doi.org/10.1016/j.cedpsych.2020.101860>
- Ryan, R. M., & Vansteenkiste, M. (2023). Self-determination theory. In *The Oxford Handbook of Self-Determination Theory* (pp. 3-30). Oxford University Press.
<https://biblio.ugent.be/publication/01HRCMM640511RK99H40PKVEPN>
- Ryan, R. M., Deci, E. L., Vansteenkiste, M., & Soenens, B. (2021). Building a science of motivated persons: Self-determination theory's empirical approach to human experience and the regulation of behavior. *Motivation Science*, 7(2), 97- 110.
<https://psycnet.apa.org/doi/10.1037/mot0000194>
- Seidlhofer, B. (2020). English as a lingua franca in the European context. In *The Routledge Handbook of World Englishes* (pp. 389-407). Routledge.

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

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

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

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

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

Skilton-Sylvester, E. (2002). Should I stay or should I go? Investigating Cambodian women's participation and investment in adult ESL programs. *Adult Education Quarterly*, 53(1), 9-26. <https://doi.org/10.1177%2F074171302237201>

Syafrizal, S. (2019). The impacts of integrative and instrumental motivation for Indonesian learners. *Lingua Pedagogia, Journal of English Teaching Studies*, 1(2), 64-76.

<https://journal.uny.ac.id/index.php/lingua-pedagogia/article/view/18541>

Taboada, A., Tonks, S. M., Wigfield, A., & Guthrie, J. T. (2009). Effects of motivational and cognitive variables on reading comprehension. *Reading and Writing*, 22 (1), 85-106. <https://link.springer.com/article/10.1007/s11145-008-9133-y>

Thompson, C. B. (2009). Descriptive data analysis. *Air Medical Journal*, 28(2), 56-59.

<https://doi.org/10.1016/j.amj.2008.12.001>

Tongco, M. D. C. (2007). Purposive sampling as a tool for informant selection. *Ethnobotany Research and Applications*, 5, 147-158.

<https://ethnobotanyjournal.org/era/index.php/era/article/download/126/111>

Tully, J. (2006). *A short history of Cambodia*. Silkworm.

<https://silkwormbooks.com/products/short-history-of-cambodia>

Ussher, J., Kirsten, L., Butow, P., & Sandoval, M. (2006). What do cancer support groups provide that other supportive relationships do not? The experience of peer support groups for people with cancer. *Social Science & Medicine*, 62(10), 2565-2576.

<https://doi.org/10.1016/j.socscimed.2005.10.034>

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

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

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

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

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

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

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

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

Yu, B., & Downing, K. (2012). Determinants of international students’ adaptation: Examining effects of integrative motivation, instrumental motivation, and second language proficiency. *Educational Studies*, 38(4), 457-471.

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

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

<https://www.cambridge.org/kh/academic/subjects/philosophy/logic/divine-motivation-theory?format=PB&isbn=9780521535762>

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

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

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

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

APPENDIX

A Bachelor's Degree Questionnaire for Data Collection

Dear student participants,

This is a study on **Cambodian Students' Motivation to Learn English: A Survey Study at Steung Trang High School**. This study is the requirement for a bachelor's degree of arts in English education at the **National University of Cheasim Kamchaymear (NUCK)**, and the study aims to examine Cambodian students' motivation to learn English language among the students learning English. The researcher values your input to the study. The questionnaire contains three parts as shown below, and it will take you only around 20 minutes to pick up your choices. Please be assured that your responses are the strictest confidence, and will be used in this study only. Concerning your privacy, you are not required to fill in your name. Besides, your information will be destroyed five years after the study.

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

Part I. Demographic Information

1. Please choose your gender

1. ☐ Male

2. ☐ Female

2. Please choose your age range

1. ☐ 11-15

2. ☐ 16-20

3. ☐ 21-Over

3. Please choose your grade

1. ☐ Grade 10

2. ☐ Grade 11

3. ☐ Grade 12

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

Part II. Intrinsic Motivation Items	1	2	3	4	5
1. I 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 studies.					
2. I learn English because I need the admiration of 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 career.					
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

សួស្តីសិស្សនុសិស្សជាទីស្រឡាញ់!

នេះជាការសិក្សាស្រាវជ្រាវស្តីពី ការលើកទឹកចិត្តសិស្សកម្ពុជាចំពោះការរៀនភាសាអង់គ្លេស ៖ ការស្ទង់មតិសិស្សវិទ្យាល័យស្ទឹងត្រង់ ។ ការសិក្សាស្រាវជ្រាវនេះជាការស្រាវជ្រាវបញ្ចប់ថ្នាក់ **បរិញ្ញាបត្រភាសាអង់គ្លេសអប់រំ** ពីសាកលវិទ្យាល័យ **ជា ស៊ីម កំបាយមារ** និង មានគោលបំណងពិនិត្យមើលការលើកទឹកចិត្តរបស់សិស្សកម្ពុជាក្នុងការរៀនភាសាអង់គ្លេសក្នុងចំណោមសិស្សដែលកំពុងរៀនភាសាអង់គ្លេស ។ អ្នកស្រាវជ្រាវសូមវាយតម្លៃខ្ពស់ចំពោះការចូលរួមរបស់អ្នកទាំងអស់គ្នាក្នុងការសិក្សាស្រាវជ្រាវនេះ។ កម្រងសំណួរនេះមានបីផ្នែកដែលត្រូវបានបង្ហាញជាបន្តបន្ទាប់ដូចខាងក្រោម។ ក្នុងការបំពេញកម្រងសំណួរនេះ អ្នកទាំងអស់គ្នាចំណាយពេលវេលាប្រហែល ២០ នាទីតែប៉ុណ្ណោះ។ សូមអ្នកទាំងអស់គ្នាជ្រាបថា ព័ត៌មានដែលអ្នកទាំងអស់គ្នាបានបំពេញត្រូវបានរក្សាដោយសំងាត់បំផុត ហើយនឹងត្រូវបានប្រើប្រាស់តែនៅក្នុងការសិក្សាស្រាវជ្រាវនេះតែប៉ុណ្ណោះ។ ដោយការគោរពចំពោះឯកជនភាពរបស់អ្នកទាំងអស់គ្នា អ្នកទាំងអស់គ្នាមិនតម្រូវឱ្យបំពេញឈ្មោះនោះទេ។ លើសពីនេះ ព័ត៌មានរបស់អ្នកទាំងអស់គ្នានឹងត្រូវបានបំផ្លាញចោលក្នុងរយៈពេលប្រាំបួនបន្ទាប់ពីការសិក្សា។

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 ១០

2. ☐ ថ្នាក់ទី ១១

☐ 3. ថ្នាក់ទី ១២

សូមបញ្ជាក់ថា ចាប់ពីផ្នែកទី II អ្នកអាចជ្រើសរើសបានតែមួយជម្រើសគត់ដែលអ្នកគិតថាសមស្របបំផុតដោយ

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

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

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

10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចូលចិត្តរក្សាទំនាក់ទំនងជាមួយមិត្តភក្តិបរទេស។					
ផ្នែកទី III ការលើកទឹកចិត្តពីខាងក្រៅ	1	2	3	4	5
1. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការវាសម្រាប់ការសិក្សារបស់ខ្ញុំ។					
2. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការការកោតសរសើរពីអ្នកដទៃ។					
3. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវស្វែងរកឯកសារជាច្រើនជាភាសាអង់គ្លេស។					
4. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវប្រើវាក្នុងអាជីពរបស់ខ្ញុំនាពេលអនាគត ។					
5. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវតែក្លាយជាមនុស្សដែលមានចំណេះដឹង។					
6. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះសាលារបស់ខ្ញុំតម្រូវឱ្យខ្ញុំរៀន។					
7. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំត្រូវការឈ្នះគេក្នុងការប្រកួតនិយាយផ្សេងៗ។					
8. ខ្ញុំរៀនភាសាអង់គ្លេសដោយសារតែខ្ញុំចង់បង្ហាញគេថាខ្ញុំជាមនុស្សមានការអប់រំ។					
9. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់បានការងារល្អ។					
10. ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះខ្ញុំចង់ប្រលងអោយជាប់។					

សូមអរគុណសម្រាប់ការចូលរួមរបស់អ្នកទាំងអស់គ្នា !

LETTER OF PERMISSION FOR THIS STUDY



សាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ
NATIONAL UNIVERSITY OF CHEASIM KAMCHAYMEAR

លេខ...១៥១.....សជជក

ព្រះរាជាណាចក្រកម្ពុជា
KINGDOM OF CAMBODIA
ជាតិ សាសនា ព្រះមហាក្សត្រ
NATION RELIGION KING

ថ្ងៃសុក្រ ៧ រោច ខែជេស្ឋ ឆ្នាំរោង ឆស័ក ព.ស. ២៥៦៤
កំចាយមារ ថ្ងៃទី២៨ ខែមិថុនា ឆ្នាំ២០២៤

សាកលវិទ្យាធិការសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ

សូមគោរពជូន

លោកនាយកអនុវិទ្យាល័យសម្តេចតេជោហ៊ុនសែនស្តីទីត្រង់

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យនិស្សិតឈ្មោះ **ឡឿន ឡែង និង ឃឹម វ៉ានា** ជានិស្សិតឆ្នាំទី៤ ជំនាញ**ភាសាអង់គ្លេស** បានចុះសរសេរបាយការណ៍បញ្ចប់ការសិក្សានៅ វិទ្យាល័យសម្តេចតេជោហ៊ុនសែនស្តីទីត្រង់ ចាប់ពីថ្ងៃទី១៥ ខែកក្កដា ឆ្នាំ២០២៤ ដល់ថ្ងៃទី២៦ ខែកក្កដា ឆ្នាំ២០២៤។

សេចក្តីដូចបានចែងក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូនលោកនាយកមេត្តាជ្រាបថា៖ និស្សិតដូចមានឈ្មោះខាងលើ បានសិក្សាចប់ផ្នែកទ្រឹស្តីលើកម្មវិធីសិក្សា របស់មហាវិទ្យាល័យសិល្បៈ មនុស្សសាស្ត្រ និងភាសា នៃសាកលវិទ្យាល័យជាតិជាស៊ីមកំចាយមារ ប្រកបដោយជោគជ័យ។ ប៉ុន្តែកម្មវិធីសិក្សាតម្រូវឱ្យនិស្សិតទាំងពីររូបនេះធ្វើកម្មសិក្សាប្រតិបត្តិដើម្បីសិក្សាស្រាវជ្រាវ និងសរសេរបាយការណ៍លើប្រធានបទស្តីអំពី **" CAMBODIAN STUDENTS' MOTIVATION TO LEARN ENGLISH. "**

សម្រាប់បញ្ចប់ការសិក្សាប្រតិបត្តិបញ្ចប់ជំនាញ **ភាសាអង់គ្លេស**។

ខ្ញុំសូមបញ្ជាក់ថានិស្សិតដូចមានឈ្មោះខាងលើមាន :

- អត្តចារឹក : ល្អ
- ការគោរពវិន័យរៀនសូត្រ : ល្អ
- កិរិយាមរយាទ : ល្អ
- ការសិក្សា : ល្អ

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលឱ្យនិស្សិតទាំងពីររូបនេះបានចុះធ្វើកម្មសិក្សាប្រតិបត្តិ និងសរសេរបាយការណ៍ តាមសំណើសុំខាងលើដោយក្តីអនុគ្រោះ ។

សូមលោកនាយកមេត្តាទទួលនូវការគោរពរាប់អានអំពីខ្ញុំ ។


ហ៊ុន ហង់


ហង់ ហង់

