



CAMBODIAN BUDDHIST MONK STUDENTS' MOTIVATION IN LEARNING ENGLISH: THE CASE OF HUN NENG BUDDHIST PRIMARY SCHOOL, KAMPONG CHAM TOWN

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Abstract: This study presents an overview of a survey on Cambodian Buddhist monk students' motivation in learning English at Hun Neng Buddhist Primary School, Kampong Cham Town. The study employed a quantitative method. The study aimed to examine the motivation levels of the participants and the difference between intrinsic and extrinsic motivation levels. 93 Buddhist monk students participated in the study. The findings show that the Buddhist monk students were highly motivated to learn English, and it was also reported that they were more extrinsically motivated than intrinsically motivated. The study also recommends that motivation inside and outside the classroom be carefully considered. It is also recommended that future research be conducted with a larger sample size using other statistical analyses at other educational institutions. Qualitative and mixed-methods designs are also recommended.

Keywords: Buddhist Monks, Cambodia, Motivation, Intrinsic Motivation, Extrinsic Motivation

Abstrak: Penelitian ini menyajikan tinjauan survei tentang motivasi siswa biksu Buddha Kamboja dalam belajar bahasa Inggris di Sekolah Dasar Buddhis Hun Neng, Kota Kampong Cham. Penelitian ini menggunakan metode kuantitatif. Tujuan dari penelitian ini adalah untuk menguji tingkat motivasi peserta dan perbedaan antara tingkat motivasi intrinsik dan ekstrinsik. 93 siswa biksu Buddha berpartisipasi dalam penelitian ini. Temuan menunjukkan bahwa siswa biksu Buddha sangat termotivasi untuk belajar bahasa Inggris, dan juga dilaporkan bahwa siswa biksu Buddha tersebut lebih termotivasi secara ekstrinsik daripada intrinsik. Studi ini juga merekomendasikan bahwa motivasi di dalam dan di luar kelas harus dipertimbangkan dengan hati-hati. Disarankan juga agar penelitian selanjutnya dilakukan dengan ukuran sampel yang lebih besar dengan menggunakan analisis statistik lain di lembaga pendidikan lain. Desain kualitatif dan metode campuran juga direkomendasikan.

Kata Kunci: Biksu Buddha, Kamboja, Motivasi, Motivasi Intrinsik, Motivasi Ekstrinsik

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INTRODUCTION

The Kampong Cham Campus of the Chea Sim University of Kamchaymear is situated in Kampong Cham town, Kampong Cham province, Cambodia. This government-run institution gives students access to educational services for undergraduate and graduates degrees. Students have recently received educational services from the institution, from associates to master's degrees. Currently, the university's primary majors are English, Khmer, Mathematics, Physics, Chemistry,

Biology, History, and Geography. For English majors, there are four classes offered in 2021-2022. There are around 200 students in total across the four class levels. This year, no English major exists for a master's degree (see Em et al., 2022). The three authors of this article are fourth-year students there.

The current study was conducted by the first, second, and third authors at Hun Neng Buddhist primary school to examine Buddhist monk students' motivation to learn English subjects and the study is the summary of their research report, which was the requirement of their bachelor's programs of English in Education. The fourth author is the Executive Director of Chea Sim University of Kamchaymear, Kampong Cham Campus, while the fifth author served as the supervisor of the student's research report. In writing this article, the fourth and fifth authors were the reviewers and editors before submission.

Hun Neng Buddhist primary school is located in Khemavorn Boeng Snai pagoda called Wat Thmey (New pagoda). This school was originally built in 2016 by the Ministry of Cults and Religion. This school offers Buddhist monk students educational access at no charge. Buddhist monks can enrol from Grades 1 to 6 in this school. English is one of the subjects that Buddhist monk students are required to study as a foreign language.

English is used in many different businesses across the world, and its importance as a global language is growing very fast. In addition, 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 require a high degree of English proficiency (Godwin-Jones, 2017).

Consequently, those who have a high level of English proficiency will have more chances. Many individuals 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 presently elevating non-English-speaking workers so they may become more proficient in the language and gain better jobs (Igawa, 2008). Additionally, more foreigners were able to invest in Cambodia as a result of the Association of Southeast Asian Nations (ASEAN) community's formal debut in 2015. Due to the rise of the ASEAN community, it is not always easy for Cambodian employees to learn English and other job skills (Dayley, 2018).

The teaching of English is receiving increased emphasis from the Cambodian government. Some Cambodian schools begin teaching English in the first grade, and many of them also employ foreign teachers whose first or second language is English (Sieon, 2017). Therefore, teachers should focus on motivation to enhance students' English learning. Dörnyei (1998) claimed that motivation serves as the fundamental impulse for beginning the study of a second or foreign language and as the driving force for persevering through the protracted and sometimes tiresome learning process. Even those with extraordinary talents struggle to achieve long-term objectives without enough

drive. Therefore, motivation is regarded as one of the most crucial components to success in learning English (Dailey, 2009).

Another crucial psychological term is also motivation. Humanistic psychologists like Carl Rogers and Abraham Maslow claimed that the self-actualizing tendency, which refers to the desire to accomplish personal progress and completely utilize the skills and talents 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 impact motivation in language learners as a result of the confluence of social psychology theories on motivation and the issues surrounding language learners' behaviours (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 may be viewed as a tool for the effectiveness of English language acquisition in light of several definitions. A pioneer who concentrated on first language learning was Mowrer (1950). According to him, a child learns his first language in order to connect with his family and the rest of society. Mowrer's concept had an impact on Gardner (1982). Mowrer's hypothesis served as the foundation for Gardner's investigation. Gardner's approach 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 results. The learners may be divided into two degrees of motivation based on these factors: integrative motivation and instrumental motivation.

According to several authors and educators specializing in this field (Yu & Downing, 2012; Gardner & Lambert, 1972; Gardner et al., 1985), motivation is one of the characteristics that determines performance in learning a foreign language. According to Dörnyei (2001a), motivation determines why individuals undertake something and how long and hard they will work to achieve it. According to Dörnyei (2001b), no other component alone can guarantee students' accomplishment if there is insufficient motivation.

The current study aims to examine Buddhist monk students' motivation in learning English, and it contains the following objectives (1) to examine to what extent the Buddhist monk students are motivated toward learning English, and (2) to investigate if the Buddhist monk students are more intrinsically or extrinsically motivated. In suggesting the above objectives, the following research questions are to be answered (1) to what extent are the Buddhist monk students motivated toward learning English?, (2) are the Buddhist monk students more intrinsically or extrinsically motivated toward learning English?.

LITERATURE REVIEW

English in Cambodia

In Cambodia, English is a foreign language among other foreign languages, such as French, Chinese, Korean, Thai, Vietnamese, and a few other languages. However, English is the most popular foreign language of all. Visitors who come to visit Cambodia, especially Angkor Wat, expect the other people to speak English with them. To an extent,

this expectation is correct because even small children living around Angkor Wat can speak some English words with foreigners, but this expectation cannot be applied to the whole country. In other places apart from that area, most people cannot speak English to communicate with one another, except some students studying at schools who can speak a little English. However, a small number of them are also fluent speakers of English.

English appeared in Cambodia between 1970 and 1975 during the Lon Nol period and disappeared at the start of the Khmer Rouge (KR) regime. The regime started in 1975 and finished in 1979. Later, from 1989 to the present, English was reintroduced into the Cambodian curriculum (Em & Mao, 2022; Neau, 2003). These days, English is included in the school curriculum from Grade 4 and will be included in the school curriculum from pre-school levels (MoEYS, 2015).

Neau (2003) noted that English was re-included into the Cambodian school curriculum in 1989, but the official textbooks were not made along. As a result, some popular textbooks at that time, like English for Today, Streamline, or Headway, were widely used by government teachers to teach students in schools until 1996. Neau (2003) also noted that in 1997, the Ministry of Education, Youth and Sport (MoEYS), with the aid of funds and specialists from the British Government, published English For Cambodia Book One, serving as an English textbook for Grade 7. English For Cambodia Book Two, serving as an English textbook for Grade 8, was published in 1998. English For Cambodia Book Three, serving as an English textbook for Grade 9, was published in 1999. English For Cambodia Book Four, serving as an English textbook for Grade 10, was published in 2000. English For Cambodia Book Five, serving as an English textbook for Grade 11, was published in 2001, and English For Cambodia Book Six, serving as an English textbook for Grade 12, was published in 2002. There was no official English textbook for the other lower grades.

As time passes by, changes and developments have been made. As a result, some English textbooks have been made for the Cambodian government or public schools. In the last few years, English Grade 4, English Grade 5, and English Grade 6 textbooks have been published by MoEYS with the substantial aid of SEAMEO RELC, TEMASEK Foundation in Singapore, and UNESCO serve as the official English textbooks for primary school. However, there is still no official English textbook for Grades 1, 2, and 3.

For lower-secondary schools, English Grade 7, English is Fun Book 1, and English is Fun Book 2 have been published by MoEYS with KIZUNA to replace English For Cambodia Book One, which has been used in Grade 7 since 1997. English Grade 8, English is Fun Book 3, and English is Fun Book 4 have been published by MoEYS with KIZUNA to replace English For Cambodia Book Two, which has been used in Grade 8 since 1998. MoEYS with KIZUNA has also published English Grade 9, English is Fun Book 5, and English is Fun Book 6 to replace English For Cambodia Book Three, which has been used in Grade 9 since 1999.

English Grade 10 was published in 2021 to replace English For Cambodia Book Four, which has been used in Grade 10 since 2000, but English For Cambodia Book Five and English For Cambodia Book Six are still not replaced and are still used as the official English textbooks for Grades 11 and 12. These English textbooks have been said to be

out of date, and many of the target items in the books have been said to be not usable in real life. Em and Nun (2022) conducted a study with Grade-12 students and found that the students did not like their textbooks because they could not meet their demands, especially for their high school exams.

The mentioned points are all about the situations of government or public schools, but private schools in Cambodia reserve the right to develop or choose English textbooks for their own students. Some of them also use English textbooks published by MoEYS for English subjects. However, the English textbooks published or chosen by private schools are required to meet the criteria set by MoEYS.

Buddhist schools in Cambodia allow teachers of English to choose an English textbook to teach the Buddhist monk students. However, some teachers prefer using textbooks based on their own choices, like New Headway, New Cutting Edge, or English File, while some teachers use the English textbooks published by MoEYS.

Table 1. Information about English textbooks used in Cambodian public schools

Grades	English Textbooks	Real Practices	Publishers
Grade 1	No Official Textbook*	2 hours per week	Not available
Grade 2	No Official Textbook*	2 hours per week	Not available
Grade 3	No Official Textbook*	2 hours per week	Not available
Grade 4	English Grade 4**	2 hours per week	MoEYS
Grade 5	English Grade 5**	2 hours per week	MoEYS
Grade 6	English Grade 6**	2 hours per week	MoEYS
Grade 7	English Grade 7, English is Fun Book 1, English is Fun Book 2	4 hours per week	MoEYS
Grade 8	English Grade 8, English is Fun Book 3, English is Fun Book 4	4 hours per week	MoEYS
Grade 9	English Grade 9, English is Fun Book 5, English is Fun Book 6	4 hours per week	MoEYS
Grade 10	English Grade 10	4 hours per week	MoEYS
Grade 11	English For Cambodia Book Five	2 hours per week	MoEYS
Grade 12	English For Cambodia Book Six	2 hours per week	MoEYS

*Most teachers in government schools do not teach their students English at all because most of them are old and do not know English.

**There is no specialized teacher of English for primary school. Thus, young teachers thought to know English are often selected to teach students at these grade levels.

English and English textbooks have been widely practised and used in Cambodia. However, English is still not a subject that determines students' pass or failure rates for the national exams at present. The highest score for English subjects is 50 for Grades 9 and 12 on the national exams like the Diploma exam (Grade 9) and the high school national exam or baccalaureat (Grade 12). When taking those exams, if the students can earn fewer than 26 points, their scores are equal to zero. However, if they can earn 26 points or more, they can earn their additional scores. Therefore, their scores can be earned up to 25 if the students can earn a total score of 50. In this sense, English serves as the surplus for the national exams, and as mentioned, students can earn the surplus from 1 to

25 in addition to other subjects. Notably, most of the students who got a Grade A on the national exams earned additional high scores in English, so being proficient in English is very important for achieving good outcomes.

Types of Motivation

Intrinsic motivation is the engagement of enjoyment for doing the activities, such as studying, reading, writing, speaking, listening, and others. People enjoy doing those activities by themselves without being pushed by others or outside factors (Rheinberg & Engeser, 2018). In their study, Ryan and Deci (2020) stated that extrinsic motivation is, in contrast with intrinsic motivation, involved by outside factors. The action performers do the activities because they want to achieve the goals set by the other individuals. For example, many students want to learn best because they want to become outstanding students in comparison with other students in their classes.

In the similarity with extrinsic motivation, Syafrizal (2019) noted another term in his study: instrumental motivation involves outside factors, such as getting a good job, becoming the best person in any field, or having the most salary within groups as the causes of doing the activities. On the other hand, Syafrizal (2019) also noted that integrative motivation is related to internal factors for doing the activities or such things, and the causes of doing so come from inside individuals' minds.

Students' Motivation in Learning English

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

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

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

Recently, Aulia and Zainil (2020) conducted a study with 78 junior high school students (Grades 7 and 8) of SMP N 11 and SMP N 46 Sijunjung in Indonesia. The study focused on the intrinsic and extrinsic motivations of the students at SMP N 11 and SMP

N 46 Sijunjung (names of junior high schools). The results showed that most students were more extrinsically motivated toward learning English rather than intrinsically because they mainly learned English only for social sharing, for Grades, and for class competitions.

Similarly, Em et al. (2018) conducted a survey with 60 students at Northline upper-secondary school in Phnom Penh, Cambodia, and found that most adult learners learn English mainly because of their external factors, like getting high scores, having a good job in the future, speaking English well with the native speakers, getting admirations from friends, wanting to compete with the other classmates, being the best English learner, and more importantly becoming the best reader in the classroom. Based on the information given above, it is clearly shown that those respondents were more extrinsically motivated toward learning English (see also Em et al., 2022).

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

Research gaps

As presented in the literature review section, many studies have already investigated the motivation for learning English by many foreign and a few Cambodian authors. However, the studies regarding motivation are still very limited in the Cambodian context, especially in the current context of a Buddhist school. Moreover, there has been no study regarding motivation in learning English at Buddhist schools in Cambodia. Thus, this study is a very new one, and it aims to find out the levels of motivation for learning English from Buddhist monk students in order to fill in some gaps using the survey questionnaire.

RESEARCH METHODOLOGY

Research Design

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

Population and Sampling

This study was organized at a Buddhist primary school located in Kampong Cham Town, Kampong Cham province, Cambodia. This study took place to focus on the purposive sampling of the features of the population to respond to the research goals. According to Tongco (2007), a scientific sample technology is the most effective method in studying a specific cultural field. Therefore, purposive criterion-based samples were adopted for phenomenology, as they help collect rich, in-depth data to fulfil the research aims of the study (Maxwell, 2012; Lunenburg & Irby, 2008).

The population consists of around 200 Buddhist monk students. A 93-sample size was employed according to the sample size (see Table 2), and a random sampling technique was used. Therefore, the sample size is more than accurate.

Table 2. The sample size adopted from Stoker (1984), as cited in Bassfar (2014)

Numbers		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	$\div 20 = 1\ 484$		$\sqrt{1\ 484}$	$\times 20 = 770$

Permission with Offer Letter for Data Collection

The Department of English at the Chea Sim University of Kamchaymear, Kampong Cham Campus, issued official permission to conduct this study with a formal letter based on the authors' request, and the target school principal, Hun Neng Buddhist primary school principal, agreed with the study. Thus, the samples of 93 Buddhist monk students were randomly selected.

Research Instrument

A questionnaire was used as an instrument for this study. The questionnaire was available in Khmer and English. The particular administration of the questionnaire was examined most suitably for the collection of data in this study. Ultimately, data collection was conducted with strict anonymity and confidentiality. Each questionnaire was given to the participants individually. The authors used in this study made up the questionnaire based on intrinsic and extrinsic theories and was agreed upon by the supervisor and the head of the English department (see Tables 5 and 6). Before it was taken to be filled, the questionnaire was tested with 10 students at the same levels to check its normal distribution. Skewness and Kurtosis were in the normal distribution, so the questionnaire was agreed to be used as a research tool in the study.

Validity and Reliability

There is no denying that validity is a must for quantitative and qualitative analysis. Validity is essential to the valuable analysis since it is useless if a test or tool is invalid. Kumar (2018) found that the quality of an instrument is the capacity to calculate what it is. In any research process, data and result reliability is important (Zohrabi, 2013). According to Nunan and David (1992) and Whittemore et al. (2001), the analysis's reliability depends on accuracy, stability, trustworthiness, and replicability. This

reliability implies that if the analysis could observe the same thing two or more times, it would achieve the same results (Kumar, 2018).

Data Collection and Participants

The questionnaire was administered to Grade 4, Grade 5, and Grade 6 students in a Buddhist primary school in Kampong Cham province, Cambodia. There were 93 Buddhist monk students selected to participate in the study. They were the students in Grade 4, Grade 5, and Grade 6. They participated in the study based on a volunteer basis after they were well-informed about the objectives and research ethics by the first author. In short, the ethical issues in this study followed the four standards of ethics that consist of (1) avoiding harm to participants, (2) ensuring that participants' consent is provided, (3) respecting participant privacy, and (4) avoiding disappointment (Goldblatt et al., 2011).

Data Analysis

Data processing was analyzed using SPSS version 21. After testing Skewness and Kurtosis for normal distribution, and no data outlier was found, the data were employed in the data analysis process. Each item of the intrinsic variable was computed, and so were the extrinsic variables. All the items of both motivations were also computed as an overall motivation. The frequencies and percentages of each element were measured and statistically analyzed. Descriptive statistics were used to check the significant distribution of the answer for items on 5 point-Likert-scale. Mean (M) and Standard Deviation (SD) were generated to identify significant differences in students' motivation.

FINDINGS AND DISCUSSION

This section presents the results based on the objectives of the study after the data has been analyzed attentively. In addition, participants' demographic information is also presented in this section as follows.

Participants' Demographic Information

Table 3. Participants' demographic information

Demographics	Values	N	Percentage
Genders	Male	93	100
	Ages		
	11-15	8	8.60
	16-20	85	91.40
Grades	Grade 4	31	33.30
	Grade 5	32	43.40
	Grade 6	30	32.30

As shown in Table 3, all the respondents (100%) were males. The ages from 11 to 15 were 8 (8.60%) respondents, and the ages from 16 to 20 were 85 (91.40%) respondents. In addition, 31 (33.30%) of the overall respondents were in Grade 4. 32 (43.40%) of the overall respondents were in Grade 5, and 30 (32.30%) of the overall

respondents were in Grade 6. The total number of students who joined the study was 93 (a 100% response rate).

Students' Overall Motivation in Learning English

Table 4. Descriptive statistics of students' overall motivation in learning English

	N	Mean	SD	Minimum	Maximum
Overall motivation	93	3.94	.47	2.65	5.00
Valid N (listwise)	93				

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

As shown in Table 4, the student participants were highly motivated to learn English (M=3.94, SD=.47). This finding shows that the Buddhist monk students wanted to learn English very much even if they could not attend general education schools like the other students do in Cambodia.

Students' Intrinsic Motivation in Learning English

Table 5. Descriptive statistics of students' intrinsic motivation

No.	Intrinsic Motivation Items	M	SD	Min	Max
1.	I learn English because I like it.	4.06	.65	2.00	5.00
2.	I learn English because I really enjoy it.	3.96	.80	1.00	5.00
3.	I learn English because I feel happy when I learn it.	3.88	.88	2.00	5.00
4.	I learn English because I like learning about people's cultures.	3.75	.89	1.00	5.00
5.	I learn English because I like making more friends.	3.91	.94	1.00	5.00
6.	I learn English because I like listening to English songs.	3.82	.85	2.00	5.00
7.	I learn English because I feel interested in it.	3.96	.87	1.00	5.00
8.	I learn English because I feel that the language is fun.	3.76	.93	1.00	5.00
9.	I learn English because I like reading texts in English.	3.74	.91	2.00	5.00
10.	I learn English because I like keeping in touch with foreign friends.	3.87	.81	2.00	5.00
11.	Sum of all items	3.84	.52	2.50	5.00

As shown in Table 5, the Buddhist monk students reported high motivation in all items from items 1-10, i.e., I learn English because I like it (M=4.06, SD=.65), I learn English because I really enjoy it (M=3.96, SD=.80), I learn English because I feel happy when I learn it (M=3.88, SD=.88), I learn English because I like learning about people's cultures (M=3.75, SD=.89), I learn English because I like making more friends (M=3.91, SD=.94), I learn English because I like listening to English songs (M=3.82, SD=.85), I learn English because I feel interested in it (M=3.96, SD=.87), I learn English because I feel that the language is fun (M=3.76, SD=.93), I learn English because I like reading

texts in English ($M=3.74$, $SD=.91$), and I learn English because I like keeping in touch with foreign friends ($M=3.87$, $SD=.81$). Finally, the sum of all items shows that the monk students' high intrinsic motivation toward learning English as a foreign language ($M=3.84$, $SD=.52$).

Students' Extrinsic Motivation in Learning English

Table 6. Descriptive statistics of students' extrinsic motivation

No.	Extrinsic Motivation Items	M	SD	Min	Max
1.	I learn English because I need it for my study.	4.27	.75	2.00	5.00
2.	I learn English because I need the admirations from others.	3.59	.94	2.00	5.00
3.	I learn English because I need to search for documents.	3.84	.85	2.00	5.00
4.	I learn English because I need to use it in my future careers.	4.16	.81	2.00	5.00
5.	I learn English because I need to become a knowledgeable person.	4.35	.63	2.00	5.00
6.	I learn English because my school needs me to learn.	3.82	.81	2.00	5.00
7.	I learn English because I need to win speaking competitions.	3.76	.92	2.00	5.00
8.	I learn English because I want to appear more educated.	3.93	.88	2.00	5.00
9.	I learn English because I want to get a good job.	4.46	.61	3.00	5.00
10.	I learn English because I want to pass the exam.	4.41	.66	3.00	5.00
11.	Sum of all items	4.03	.50	2.50	5.00

As shown in Table 6, the Buddhist monk students reported highest motivation in items 1, 5, 9, and 10, i.e., I learn English because I need it for my study ($M=4.27$, $SD=.75$), I learn English because I need to become a knowledgeable person ($M=4.35$, $SD=.63$), I learn English because I want to get a good job ($M=4.46$, $SD=.61$), and I learn English because I want to pass the exam ($M=4.41$, $SD=.66$). The monk students also reported high motivation in items 2, 3, 4, 6, 7, and 8, i.e., I learn English because I need the admirations from others ($M=3.59$, $SD=.94$), I learn English because I need to search for documents ($M=3.84$, $SD=.85$), I learn English because I need to use it in my future careers ($M=4.16$, $SD=.81$), I learn English because my school needs me to learn ($M=3.82$, $SD=.81$), I learn English because I need to win speaking competitions ($M=3.76$, $SD=.92$), and I learn English because I want to appear more educated ($M=3.93$, $SD=.88$). Finally, the sum of all items shows the monk students' high extrinsic motivation toward learning English as a foreign language ($M=4.03$, $SD=.50$). Comparing with intrinsic motivation ($M=3.84$, $SD=.52$), it can be seen that the monk students are more extrinsically toward learning English as a foreign language.

Discussion

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

The current study is in line with many other studies. For example, Ölmez (2015) conducted a study with 114 freshman students studying in a department of a major state university in Turkey and found that the 114 respondent students were doing their courses to fulfil the requirements of their studies. However, the requirements assigned by the universities or schools were extrinsic factors. Thus, those students were extrinsically motivated to learn English. The current study is also in line with Şentürk (2015), who conducted a study at Zonguldak Bülent Ecevit University, the School of Foreign Languages, with the participation of 61 students in Turkey, and found that the responding students were much more extrinsically motivated toward learning English.

The current study also accepts those of Em et al. (2018), who conducted a survey with 60 students at Northline upper-secondary school in Phnom Penh, Cambodia, and found that most adult learners were learning English mainly because they were extrinsically motivated. In addition, Aulia and Zainil (2020) conducted a study with 78 junior high school students (Grades 7 and 8) of SMP N 11 and SMP N 46 Sijunjung in Indonesia and also found that the students were more extrinsically motivated toward learning English.

However, the current study is different from those of Miyamoto et al. (2018), who conducted a study with 4,619 students from Grades 5 to 7 in Germany and found that those students were stuck to learning English because of their intrinsic motivation. The study showed that the learners at lower levels in the German contexts tended to learn English, especially listening, speaking, writing, or reading, by virtue of their internal stimulations.

CONCLUSION

The present study was carried out in a Buddhist primary school in Kampong Cham town, and it was discovered that the Buddhist monk students were quite enthusiastic about learning English as a foreign language. According to the survey, the Buddhist monk students were also shown to be more extrinsically driven to study English as a foreign language. The findings imply that most Cambodian students, even Buddhist monk students, are motivated to learn English as a foreign language. However, those students are often more extrinsically motivated toward learning English rather than intrinsically. The current study also recommends the following ideas to improve students' learning motivation.

Motivation is necessary for English language learning. Students might be inspired in a variety of ways to study this language effectively. Both inside and outside the classroom, students can be inspired. To encourage students to learn the target language in the classroom, teachers should employ a variety of exercises and games. In addition,

teachers can pique students' interest in studying the language using a variety of methods (see Houn & Em, 2022).

Using technology outside the classroom can also motivate students to enjoy their English-learning experience and possibly create a unique sense of self. Furthermore, increased interaction and participation in the digital world are seen to strengthen broad global affiliation and may even give rise to a separate digital affiliation, which explains why some settings, like online gaming communities, exist. Therefore, being a teacher in the classroom teaching students English means you need to have a broad knowledge of technology (see Em et al., 2021), and therefore, an internet connection must be stable (Em, 2021).

Houn and Em (2022) noted that the fears of making mistakes in learning English prevent students from using English to communicate both in and out of the classroom, but if the students are encouraged or motivated regularly, they will forget their fears of making mistakes. Therefore, the students need to be motivated not to be afraid of making mistakes when they practice using English.

Moreover, an interesting textbook is another cause of students' learning motivation. Choosing a textbook to teach students English is very crucial for teachers of English, schools, and the Education Ministry. It means that English textbooks must be interesting and related to students' real-life activities. Students are motivated to learn more when they learn English and can apply what they have learned in their daily lives (see Em, 2022; Em & Nun, 2022).

The limitation is a norm for all studies. For example, the current study found that the monk students' had high motivation to learn English. However, the current study has been conducted on a small scale (93 students) from a Buddhist primary school. Therefore, future studies should be conducted with a larger sample size using other statistical analyses at other educational institutions. Future researchers can also consider qualitative and mixed-methods designs for their studies.

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