A Comparative Study of English Learning Motivation Types between Thai and Cambodian First-Year Undergraduate English Majors

Narumon Chumcharoensuk, Thammasat University, Thailand

Abstract: This mixed-method research study concerns the comparison of learning motivation types between Thai and Cambodian undergraduate First-Year English majors which is aimed at investigating to find the similarities and differences of English learning motivation types between the two mentioned university students. The participants of the study are thirty Thai undergraduate First-Year English majors studying at a suburban university in Thailand and another twenty-seven Cambodian undergraduate First-Year English majors studying at a suburban university in Cambodia. The sampling technique used in this study was ‘convenient sampling’ due to the fixed number of the participants belonging to each university. The research instruments were questionnaires and interview. The questionnaire had been checked for the construct validity by some experts and the reliability of the questionnaire had been assured after a pilot study in Cambodia. All of the data were collected at a Thai university located in a suburban province in Thailand and a Cambodian university located in a suburban province in Cambodia. The data obtained from the questionnaires were calculated and analyzed by SPSS (Statistical Package for the Social Science) version 16.0 in order to find the motivation Mean score of both intrinsic and extrinsic motivation, including the sum of all-in-all motivation belonging to each group of the participants. The data gained from interview and open-ended part of the questionnaires were also translated, coded, and analyzed and the results gained from the interview and the open-ended part of the questionnaire had supported the data gained from the questionnaires. All of the results gained from the study gained from each group of the participants were compared to find the similarities and differences. The research results revealed that there was a similarity in that the majority of both Thai and Cambodian First-Year undergraduate English majors participants were extrinsic-instrumentally motivated to learn English, but there were also some differences in that the majority of Cambodian First-Year undergraduate English majors participants were both intrinsic-integrative and extrinsic-instrumentally motivated to learn English.

Keywords: English learning motivation, English learning motivation types, intrinsic-integrative motivation, extrinsic-instrumental motivation
Introduction

To be a successful and efficient learner of English, the learners of English actually need something to force or drive them both in the initial process and during their continuous process which always keep them keen and helps them pay attention until they are successful. One factor which has also played a great role while the learners are studying English is ‘motivation’. There are two main kinds of motivation, namely 1) intrinsic motivation and 2) extrinsic motivation. Takase (2007) stated that ‘intrinsic motivation’ involves the desire to learn, enjoyment, interest and the desire to join one’s environment. The latter one is, ‘extrinsic motivation’ which is related to what the individual wants to serve the person’s needs, for example, money, gold, houses, food, etc. to comfort oneself. Hence, ‘Motivation’ is beneficial when learning language, especially foreign language, the language that learners do not always have to use with its native speakers society (Maherzi, 2011).

Related Background Information

This research will be conducted at a suburban university in Cambodia and a suburban University in Thailand. Both of the two universities share similar features because both of them are situated in suburban areas and are also located in the provinces which have similar sizes of the land areas. The province where the Cambodian university is located has 6,199.753 Km² (“Land Development Office”). The province where the Cambodian university is located has 6,679 Km² (“Prime investment information,” 2005). The land area of both provinces where the two universities are located is in the range 6,000 km². Both of the two universities provide the English-major in Humanities Faculty. The first university in which the research will be conducted is a university located in Cambodia which provides undergraduate and graduate levels for Cambodian students. The university is situated at a National Road of Cambodia which is located in a suburban area. The second university is a university located in Thailand which also provides undergraduate and graduate levels for Thai students. The university is situated at a National road of Thailand which is located in suburban area, the same as the first university.

Research question

What are the similarities and differences between the English motivational types between Thai and Cambodian First-Year students who study English as their majors at the two suburban universities in Thailand and in Cambodia?
**Research Objective**

To find the similarities and differences between the English motivation types of Cambodian first-year students who study English as their major at the Faculty of Humanities, Arts and Languages in a suburban province in Cambodia and the English motivational types of Thai first-year students who study English as their major at the Faculty of Humanities and Social Science in a suburban province in Thailand.

**Scope of the study**

This research is conducted mainly to investigate the English motivation types of Thai and Cambodian First-Year undergraduate English majors studying at universities located in suburban provinces both in Thailand and Cambodia. The similarities and differences of the motivation types of both suburban university students were also investigated to be a comparative study of English learning motivation types. The participants of the study were thirty Thai First-Year undergraduate English majors studying at the Faculty of Humanities and Social Science in a suburban province in Thailand and twenty-seven Cambodian First-Year undergraduate English majors studying at the Faculty of Humanities, Arts and Languages in a suburban province in Cambodia.

**The Limitations of the Study**

This mixed-method study was conducted mainly to investigate the English learning motivation types of First-Year undergraduate English majors who studied in suburban universities both in Thailand and in Cambodia. The current study is also limited by some factors as following.

1) This study is limited to investigating only the over-all English learning motivation, particular English learning motivation skills such as listening, speaking, writing, and reading skills were not investigated in the study. This is due to the fact that it is clear enough to investigate the English learning motivation types from the over-all English learning motivation.

2) Another limitation involves the data obtained which is mainly about the two English learning motivation types, the first one is intrinsic-integrative motivation and the second one
is extrinsic-instrumental motivation, no proficiency correlation between the two universities’ participants was to investigated.

3) During the data collection procedures, there were three Cambodian participants who resigned from the university which caused the impossibility of any correlation findings.

4) One limitation of the present study lies in the absence of finding the participants’ proficiency levels due to an ethical issue in which the scores of the participants from both universities in Thailand and in Cambodia are not to be revealed and compared.

5) This study is also limited in investigating only the English learning motivation types of First-Year undergraduate English majors, other major students in other year levels are not included in the study.

**Significance of the Study**

This current study is being conducted to support the need of language learners’ motivation which was conducted mainly to investigate the English learning motivation types of Thai and Cambodian First-Year undergraduate English majors including the comparison between the English learning motivation types of Thai and Cambodian First-Year undergraduate English majors. The result of this research study shows a significance of the English learning motivation types in order for the language learners and the teachers to take the advantages of the data obtained from this study to activate the English learning motivation of the language learners and teachers.

**Literature Review**

**Definition of related terms**

*MOTIVATION*

According to Dornyei(2001), ‘motivation’ is a force that cannot be seen or it is an abstract and a hypothesis which used to explain humans’ behavior. ‘Motivation’ is also related directly to the human’s minds which is correlated to wants or desires not humans’ feelings(Dornyei,2001). Motivation includes many things, for example, the effort expanding, the desire to learn and positive thinking about language learning(Gardner, 1985a,1985b as cited in Wesely, 2009, p.271). There are two main kinds of motivation; intrinsic and extrinsic motivation. According to Deci and Ryan (1985) and Vallerand (1997), ‘intrinsic
motivation’ refers to the joyfulness or satisfaction of a person when performing tasks to serve their own interest, cheerfulness, curiosity (as cited in Dornyei 2001 p.11), while ‘extrinsic motivation’ is activated by humans with their wishes and purposes for prizes or external rewards and to avoid being punished (Deci and Ryan 1985) and Vallerand (1997) as cited in Dornyei, 2001 p.11)

**ENGLISH AS A FOREIGN LANGUAGE OR EFL**

Foreign language is referred to ‘the language that the learners of the language do not always have to use that language with the native speakers of that language in their society (Maherzi, 2011). Gunderson also mentioned that ‘EFL’ or English as a Foreign Language is a term used to explain the learning of English outside of the countries where English was spoken as their mother tongues (as cited in Nordquist).

**L2**

The term ‘L2’ has been frequently used by some foreign language linguists and researchers. This term has been found in some books related to language motivation written by Dornyei (2000) and Dornyei (2001) which he referred the term ‘L2’ to ‘a second or foreign language’, for example, ‘L2 Motivation’, ‘L2 Acquisition’, etc.

**FOREIGN LANGUAGE MOTIVATION**

‘Foreign Language Motivation’ concerns the desire of language learners to master the foreign language (Dornyei, 2000). According to Gardner (1985), there are three elements of foreign language motivation, that are, 1) motivational intension 2) learning language desire and 3) the attitudes toward learning the language (as cited in Dornyei, 2000 p. 49)

**THAI EFL LEARNERS**

‘Thai EFL learners’ refers to the people who are of Thai nationality who learn English as their foreign language due to Thai being their first language.

**CAMBODIAN EFL LEARNERS**

‘Cambodian EFL learners’ refers to the people who are of Cambodian nationality who learn English as their foreign language which their mother tongue is Khmer or Cambodian language.
**General concepts of motivation**

‘Motivation’ is a drive or forces humans’ actions or is a powerful source for them to do something. According to Dornyei(2001), ‘motivation’ is a force that cannot be seen or it is an abstract and a hypothesis which used to explain humans’ behavior. ‘Motivation’ is also related directly to the human’s minds which is correlated to wants or desires not humans’ feelings (Dornyei,2001).

**Motivation Historical Theory**

‘Behavioral theory’ or ‘reinforcement theory’ is a theory which concerns ‘motivation’ in the area that ‘motivation’ is formed by the frequency of the rate of the response which also depends on the effect of the environment and stimuli (Pintrich & Schunk, 2002). There are 3 processes mentioned in Behaviorism theory. They are 1) stimulus 2) response and 3) reinforcement (Harmer, 1991, pp. 31-32). Staddon (2001) defined the meaning of ‘stimulus’ ‘it is any events that can potentially influence behavior, while ‘a response’ is a particular of a behavior (Staddon, 2000) which was a result from stimulation(Merriam-Webster’s Collegiate Dictionary (2001). ‘Reinforcement’ is needed in one’s life in order to survive and to have a good quality, safety, relax life (Pintrich & Schunk, 2002). People learn from the past mistakes or accidents by not letting it happen again(Pintrich & Schunk, 2002).

**Kinds of motivation**

There are two main kinds of ‘motivation’ that are, ‘intrinsic motivation’ and ‘extrinsic motivation’, while Dornyei(2000) also identified another type of motivation, namely ‘amotivation’ which concerns the absence of any kinds of motivation. Lei Zhao (2012) also classified the types of motivations into 3 groups, namely, 1) Orientation and Motivation 2) Integrative and Instrumental Motivation 3) Intrinsic and Extrinsic Motivation.

1) **Orientation and motivation**

This kind of motivation is related to the goal of each learner. ‘Motivation’ and ‘orientation’ are related to the motivation theory which belonged to Gardner(1985) whose research concerned foreign and second language motivation in the relationship to goal theory( as cited
in Dornyei, 2000, p.48). Ryan and Deci (2000a : 54) also mentioned that goals and attitudes are concerned with ‘the orientation of motivation’ (as cited in Lei Zhao, 2012, p.100).

2) **Integrative and instrumental motivation**

Integrative motivation is similar to ‘intrinsic motivation’ because when a learner is aroused or motivated by this kind of information, the learner feels positive to learn English as he or she desires to learn English by himself or herself not because of being forced. According to Gardner (1985), the integrative motive consists of 3 components, which are 1) **Integrativeness** refers to the integrative orientation, desire, interest, and pleasure of the learners to the native language speakers’ community which effect the integrativeness to the foreign language community of the learner (Gardner and MacIntyre, 1993). 2) **Attitudes towards the learning situation** which refers to the feelings of the language learners to their language teachers and subjects. 3) **Motivation** which refers to the force or power which come from the language learners themselves to learn a language (as cited in Dornyei, 2000, p. 50). Another kind of motivation in this group of motivation type is ‘instrumental motivation’ which is when a learner is activated to do something because he or she has a desire to receive something that he or she prefers, for example, the learner might desire to learn English because he or she prefers to get a job with a good salary. Instrumentally motivated learners expect to gain ‘the instrumental benefits’.

3) **Intrinsic and extrinsic motivation**

‘Intrinsic’ and ‘extrinsic’ motivation are the main kinds of ‘motivation’ which play a significant role. Takase (2007) stated that ‘intrinsic motivation’ involves desire to learn, enjoyment, interest and the desire to join one’s environment, while ‘extrinsic motivation’ is related to the external stuffs or rewards that the individual wants to serve the person’s needs, for example, money, gold, houses, food, etc. to comfort oneself (Takase, 2007).

**Levels of motivation**

Brown (1994) stated that there were 3 levels of motivation; 1) Global motivations about which effort and desire were mentioned (Gardner, 1985, p.10 as cited in Van Aacken, 1999, p.115). 2) Task motivations refers to the external reward which the individual who performs the task will receive (Meunier, 1996, p.181 as cited in Van Aacken, 1999, p.115). 3) Situational motivation concerned the inner feelings of individuals such as their ability and
worry when they need to interact with the others (Horwitz et al., 1986; Ely, 1986, 1988; Samimy and Tabuse, 1992 as cited in Van Aachen, 1999, pp.115).

Goals

‘Goals’ are targets or destinations that someone desires to reach in order to achieve something. ‘Goals’ are related to ‘motivation’(Schunk, 2000) which is a predictor of an achievement.

Foreign language motivation

English for Thai and Cambodian learners is regarded to be their foreign language because Thai learners speak Thai as their mother tongues and so do Cambodian learners who speak Cambodian as their mother tongues, hence some literature concerning ‘foreign language motivation’ are to be reviewed. According to Gardner (1985, p.10), ‘Motivation in context of foreign language or L2 learning’ was referred to the integration of effort and desire to reach the goal that individuals had set when learning the language, together with attitudes while learning the language(as cited in Yuanfang, 2009, p.88).

Research Methodology

1) Research Design: This current study is a mixed-methodology design which is purposed to investigate the English learning motivation types of Thai and Cambodian First-Year undergraduate English majors studying in suburban countries.

2) Participants: In this comparative study, there are two groups of participants, the first group consists of thirty Thai First-Year undergraduate students who study English as their majors in the Faculty of Humanities and Social Science at a Thai suburban university.

3) Research instruments: There are two main research instruments in this survey study, namely, 1) ‘Likert scale questionnaires’ and ‘Focus group interview’.

4) Research procedures:
1) The researcher started the first general pilot study done in the Faculty of Humanities, Arts and Languages at a Cambodian suburban university in order to survey about the location of the university, the participants, and the possibility of the research study.

2) The first three chapters of the thesis proposal were done to explain about general information of the research study, the general information of the participants and universities, review of relevant literatures, some related research, and the research methodology.

3) The questionnaire items and the interview questions were formed and organized by the researcher in order to present to the thesis committees during the thesis defense.

4) After the thesis topic and proposal had been approved by the thesis advisor and the committee, the first three chapters were revised to be more elaborate and reliable. The questionnaire items were also presented to the advisor and the committee.

5) The research instruments; questionnaire items and interview questions were examined to assure the construct validity by some experts in motivation field. The research instruments were then revised according to the comments and recommendations of the advisor and the thesis committee.

6) The second pilot study was done in the Faculty of Humanities, Arts and Languages at a Cambodian suburban university and the data obtained from the questionnaires were then examined for the reliability by SPSS program Version 16.0.

7) The actual data collection process was done initially in Cambodia and then later in Thailand. After all the Cambodian participants had done the questionnaires, the motivation Mean scores of each participant was calculated and nine representative participants were chosen to participate in the focus group interview. The same process was also done with Thai participants. Ten Thai participants were also chosen to be interviewed.

8) All of the data were descriptively analyzed, explained, discussed, and summarized which includes some more further suggestions.

**Findings**

The research results obtained from both Thai and Cambodian participants will be shown in the tables below. There are three sets of data, namely, the set of the data showing the
extrinsic-instrumental motivation scores, the set of data showing the intrinsic-integrative motivation scores and the set of the data showing the sum of motivation Mean scores of each group of participants.

<table>
<thead>
<tr>
<th>Motivation type</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intrinsic-integrative</td>
<td>30</td>
<td>36.00</td>
<td>51.00</td>
<td>42.4333</td>
<td>3.73874</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td>36.00</td>
<td>51.00</td>
<td>42.4333</td>
<td>3.73874</td>
</tr>
</tbody>
</table>

Table 1: The set of data showing the intrinsic-integrative English learning Motivation scores obtained from Thai participants

The data from table 1 revealed that all thirty Thai First-Year undergraduate English majors gained 42.4333 as their intrinsic-integrative English learning Motivation Mean Score and the Standard Deviation value is 3.73874.

<table>
<thead>
<tr>
<th>Motivation type</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrinsic-instrumental</td>
<td>30</td>
<td>37.00</td>
<td>53.00</td>
<td>45.1133</td>
<td>4.34818</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td>37.00</td>
<td>53.00</td>
<td>45.1133</td>
<td>4.34818</td>
</tr>
</tbody>
</table>

Table 2: The set of data showing the extrinsic-instrumental English learning Motivation scores obtained from Thai participants

The data from table 2 revealed that all thirty Thai First-Year undergraduate English majors gained 45.1133 as their extrinsic-instrumental English learning Motivation Mean Score and the Standard Deviation value is 4.34818.
The data from table 3 revealed that all thirty Thai First-Year undergraduate English majors gained 87.5467 as their English learning Motivation Mean Score and the Standard Deviation value is 6.81255.

The result from table 1 and 2 showed that Thai First-Year Undergraduate English majors are slightly extrinsic-instrumentally motivated to learn English whose result is against a study conducted by Degang(2010) which was aimed at investigating the English learning motivation level and type of Thai students who were studying business English at an English-Medium university whether they were instrumentally or integrative motivated. The age range of most of the participants in the study were 19 – 23. The participants consisted of fifty Second-Year undergraduate Thai students who had begun to enroll in a few English business subjects. The study result revealed that the students were almost equally instrumentally and integrative motivated to learn English, but they were more integrative to learn English (Degang,2010).

<table>
<thead>
<tr>
<th>Motivation type</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>both</td>
<td>30</td>
<td>76.00</td>
<td>101.00</td>
<td>87.5467</td>
<td>6.81255</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3: The set of data showing the sum of the two types of Motivation scores obtained from Thai students

<table>
<thead>
<tr>
<th>Motivation type</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>intrinsic</td>
<td>27</td>
<td>35.00</td>
<td>57.00</td>
<td>45.8889</td>
<td>4.88588</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4: The set of data showing the intrinsic-integrative Motivation scores obtained from Cambodian participants
The data from table 4 revealed that all twenty-seven Cambodian First-Year undergraduate English majors gained 45.8889 as their English learning Motivation Mean Score and the Standard Deviation value is 4.88588.

<table>
<thead>
<tr>
<th>Motivation type</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extrinsic-instrumental</td>
<td>27</td>
<td>42.00</td>
<td>55.00</td>
<td>48.0370</td>
<td>3.49154</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 5: The set of data showing the extrinsic-instrumental English learning Motivation scores obtained from Cambodian participants

The data from table 5 revealed that all twenty-seven Cambodian First-Year undergraduate English majors gained 48.0370 as their extrinsic-instrumental English learning Motivation Mean Score and the Standard Deviation value is 3.49154.

<table>
<thead>
<tr>
<th>sum</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid N (listwise)</td>
<td>27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 6: The set of data showing the sum of the two types of Motivation scores obtained from Cambodian students

The data from table 6 revealed that all Cambodian First-Year undergraduate English majors gained 93.9259 as their overall English learning Motivation Mean Score and the Standard Deviation value is 7.53926.

The research result (from table 4 and 5) pointed out that Cambodian First-Year undergraduate English majors students are extrinsic-instrumentally motivated to learn English whose result is the same as Lim(2012)’s research which revealed that Cambodian undergraduate students were instrumentally motivated. The research was conducted with all levels of Cambodian undergraduate students both English majors and non-English majors.
To compare the results obtained from both groups of students (Thai and Cambodian), the research results revealed that both groups of students were extrinsic-instrumentally motivated to learn English, but Cambodian students were more extrinsic-instrumentally motivated to learn English than Thai students.

**Discussion**

This comparative research is mainly conducted to investigate and find the similarities and differences of English learning motivation types between Thai and Cambodian First-Year undergraduate English majors which is the only one research question. The aim of the research is to examine if their English learning motivation is 1) intrinsic-integrative English learning motivation or 2) extrinsic-instrumental English learning motivation. The research instruments, which are questionnaires and focus-group interviews, were used as the main research instruments in order to find the results or the answer to the research question. Thirty Thai and twenty-seven Cambodian First-Year undergraduate English majors did the motivation questionnaires and were focus-group interviewed and the motivation Mean scores were calculated. The Thai participants have gained 42.4333 as their intrinsic-integrative English learning Motivation Mean Score and the Standard Deviation value is 3.73874 and have gained 45.1133 as their extrinsic-instrumental English learning Motivation Mean Score and the Standard Deviation value is 4.34818. The result above has shown that Thai First-Year undergraduate English majors participants are more intrinsic-integrative motivated to learn English, while the Cambodian participants have gained 45.8889 as their English learning Motivation Mean Score and the Standard Deviation value is 4.88588 and have gained gained 48.0370 as their extrinsic-instrumental English learning Motivation Mean Score and the Standard Deviation value is 3.49154. The result explained above has shown that Cambodian First-Year undergraduate English majors participants are also more intrinsic-integrative motivated to learn English which can be a similarity between the two groups of the participants who shared the same conditions while studying English, that means they all have studied English as their majors in suburban provinces and have also studied in the same year. One difference has emerged in the current study as shown in the overall numbers value of both intrinsic-integrative and extrinsic-instrumental English learning motivation Mean scores, the Thai participants have gained 87.5467 as their English learning Motivation Mean Score and the Standard Deviation value is 6.81255 and the Cambodian participants have gained 93.9259 as their overall English learning Motivation Mean Score and the
Standard Deviation value is 7.53926. The result clearly stated that Cambodian participants were more highly intrinsic-integrative motivated to learn English. Both of the two groups of the participants, Thai and Cambodian students also shared the similar reasons behind their decisions to study English as their majors, it is ‘motivation’. Gardner (1985a, 1985b) also mentioned that motivation includes most of these things, for example, the effort expanding, the desire to learn and positive thinking about language learning (as cited in Wesely, 2009, p.271). There are two main kinds of motivation. The first one is ‘intrinsic’ and the second one is ‘extrinsic’ which are the basic things in the learning process (Ruiz, 2011). Takase (2007) stated that ‘intrinsic motivation’ involves desire to learn, enjoyment, interest and the desire to join one’s environment. The latter one, ‘extrinsic motivation’ is related to what the individual wants to serve the person’s needs, for example, money, gold, houses, food, etc. to comfort oneself. Hence, ‘Motivation’ is beneficial when learning language, especially foreign language, the language that learners do not always have to use with its native speakers society (Maherzi, 2011).

Besides the theory mentioned above, the qualitative data gained from the open-ended part of the motivation questionnaires and interview also showed a lot of similarity between the reasons the participants decided to study English as their majors, for example, they have realized the significance, necessity and value of English which could improve their lives and could upgrade their lives and they also believe that English could be a great instrument for them to reach their goals, such as career goals, achievement goals, etc. Kitsantas (2005) stated that learners’ motivation concerned the expectation for the success of the learners themselves with their consistent effort to reach the goals they have set (as cited in Lopez, 2010, p.8).

Even though both groups of participants have shared many aspects both because of their features of the location (suburban provinces), their year level, their majors and their age ranges, they were born in and lived in different countries which have different backgrounds, histories and cultures. Thailand has many significant histories for a very long period. Nowadays, Thailand has its own cultures and traditions. To talk about Thailand’s economic status, Thailand’s economy has been growing self-sufficiency and has become the land of food exporter in Asia (“Thai Economy”, 2013). Every part of Thailand is growing, namely, agriculture, education, English education, etc. English education development in Thailand has affected the types of English learning motivation of Thai First-Year
undergraduate English majors. Another country which concerns this study is Cambodia. Cambodia also has its own cultures and traditions. Another research was conducted about English education in Cambodia which was conducted by Igawa (2008). The aim of the study is to investigate the present condition of the English Language and its education in Cambodia (Igawa, 2008). Igawa (2008) also mentioned that the data gathered from the survey questionnaires showed that communicative skills are important for Cambodian students in which they try to make English more global and can give them a bigger salary in the future career lives (Igawa, 2008).

There is much research concerning the English learning motivation types, such as the study conducted by Degang(2010) which was aimed at investigating the English learning motivation level and type of Thai students who were studying business English at an English-Medium university whether they were instrumentally or integrative motivated. The age range of most of the participants in the study were 19 – 23. The participants consisted of fifty Second-Year undergraduate Thai students who had begun to enroll in a few English business subjects. The study result revealed that the students were almost equally instrumentally and integrative motivated to learn English, but they were more integrative to learn English(Degang,2010) whose result contrasts to that of this current study which showed that Thai First-Year Undergraduate English majors are slightly extrinsic-instrumentally motivated to learn English.

There is research which is related to motivational factors of Cambodian undergraduate students. It was a survey of Cambodian University Students in Phnom Penh which was conducted by Lim(2012). This research is aimed at finding correlations between motivational orientation and English proficiency of undergraduate Cambodian students at Royal University of Phnom Penh, Cambodia. The questionnaires were distributed to 68 Cambodian students and 21 students were interviewed. The main motivational factor is instrumental motivation which can be divided into 3 main categories, that are, 1) future career 2) further education 3) technology accessibility (Lim, 2012). IELTS tests were used to test the participants’ English proficiency. The result of the study shows that there is no correlation between motivation and their English proficiency (Lim, 2012). The result from this current research also revealed that Cambodian First-Year undergraduate students are more extrinsic-instrumentally motivated to learn English.
Conclusion and suggestion

This mix-method research study is conducted mainly to investigate and find the English learning motivation types of Thai and Cambodian First-Year undergraduate English majors who study in suburban provinces in each country. The research participants are thirty Thai and twenty-seven Cambodian First-Year undergraduate English majors. All of them have shared similar qualification during the study, namely, the type of location of the universities, their majors, their year levels and their age ranges. (Thai participants age range is 18 – 23 and Cambodian participants are range is 18 – 24.) The convenient sampling technique was used to find the samples of the study. There were two main research instruments, namely 1) motivation questionnaires and 2) focus-group interview. After all the participants had completed the motivation questionnaires, the motivation Mean scores for each participant was calculated and the participants from each range of motivation scores were interviewed in their own mother tongues to find out the in-depth reasons to learn English in the focus group interview section. The research instruments were mainly used to find out the two main English motivation types which affect the English learning motivation of the participants, that are, 1) intrinsic-integrative motivation 2) extrinsic-instrumental motivation. The research result revealed that both Thai and Cambodian students were extrinsic-instrumentally motivated to learn English, but the contrast is Cambodian students were more extrinsic-instrumentally motivated to learn English due to some differences between each historical background, tradition, culture, socio-economic status and growth, communication, and the ideals of each country.

Some suggestions concerning the current research could be made as follows.

1) This study is aimed at investigating only the over-all English learning motivation types. Particularly English learning motivation skills for example, listening, writing, and reading skills are recommended to investigate in future study.

2) This current study is also aimed at investigating only the English learning motivation types of First-Year undergraduate English majors; other major students in other year levels are recommended to be included in next study.

3) Due to the absence of the three Cambodian participants during the study, any correlation between English learning motivation and proficiency could not be found. This is
also true for age and gender. Hence, investigating proficiency, age, and gender in further research are suggested to be done.

References


