The Relationship between L2 Motivational Self System and Language

Proficiency of Cambodian EFL Students

Helene By

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of

Master of Arts in Teaching English as an International Language

Prince of Songkla University

2019

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Author	Miss Helene By
Major Program	Teaching English as an International Language

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This is to certify that the work here submitted is the result of the candidate's own investigations. Due acknowledgement has been made of any assistance received.

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I hereby certify that this work has not already been accepted in substance for any degree, and is not being concurrently submitted in candidature for any degree.

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(Miss Helene By)

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Author   Miss Helene By
Major Program   Teaching English as an International Language
Academic Year   2018

ABSTRACT

The study aimed to investigate the relationship between the L2 Motivational Self System and learners' L2 language proficiency. Concurrent mixed-method was used to collect data with students from two private English schools in Phnom Penh, Cambodia. Two hundred and twenty-four students, aged ranging from 9 to 21 years, with different levels of English proficiency, were randomly chosen to participate in the quantitative data collection phase while twenty participants (10 low achievers and 10 high achievers) were also chosen to participate in qualitative data collection. Thirty-item questionnaire was used to measure the level of components of the L2 Motivational Self System. The language proficiency test was used to measure the students' level of English while semi-structured interview was employed to discover the reasons behind their English learning motivation. Quantitative data were analyzed for mean, standard deviation, Pearson's correlation and multiple regression and qualitative data were categorized based on themes. The results showed that the students possessed a high level of the Ideal L2 Self. It was, however found that Ideal L2 Self showed a weak correlation with language proficiency while Ought-to L2 Self and L2 Learning Experience were negatively correlated with language proficiency. Moreover, only the Ideal L2 Self was able to positively predict the proficiency level. Different reasons behind their English learning motivation were personal aspiration, the need for communication, and the learning environment.

Key words: The L2 Motivational Self System, Ideal L2 Self, Ought-to L2 Self, L2 Learning Experience, Language proficiency

ACKNOWLEDGMENTS

I would like to show my sincerest gratitude to Her Royal Highness Princess Maha Chakri Sirindhorn for granting me a full scholarship to pursue my Master Degree at the Faculty of Liberal Arts, Prince of Songkla University.

I also would like to thank Faculty of Liberal Arts and Graduate School for providing funds to support this research.

Moreover, I would like to thank general managers of Universal English School, Mr. Chuon Sopharida and SIS International School, Mr. Srun Leng for providing me permission to conduct the research at their schools.

I would like to gratefully acknowledge my thesis advisor, Asst. Prof. Dr. Chonlada Laowiriyanon, who kindly encouraged and supported me through valuable comments, suggestions and guidance that have led to the completion of this thesis.

In addition, I am thankful to my proposal committees, Assoc. Prof. Dr. Adisa Teo and Dr. Anchana Rukthong and thesis committees, Assoc. Prof. Dr. Saowaluck Tepsuriwong and Dr. Somrudee Khongput for their invaluable feedback and constructive comments.

My appreciation is also extended to all lecturers in the M.A program in Teaching English as an International Language, Department of Languages and Linguistics, Faculty of Liberal Arts, Prince of Songkla University, Hat-Yai Campus for their effort and kindness in providing a lot of knowledge as well as new experiences to me.

I also wish to thank the staff of the faculty of Liberal Arts for their help during my study here and their willingness to provide me information that I asked for.

Also, my sincere appreciation goes to my seniors, Mr. Bunthan Teng and Mr. Sopheak Thon, for their kindness, experience sharing and advices about my studies.

Many special thanks to my beloved classmates who have provided me special friendship, love, help, encouragements and other supports during my time here.

I would like to gratefully thank go to my parents for everything they give me, particularly for giving me birth, nurturing me very well with love. Especially, I would like to thank them for their permission for me to come here to fulfil my dream and

always care and provide me support and encouragement. Last but not least, my special thanks go my brother and sister-in-law for their emotional support.

Helene By

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LIST OF TABLES

LIST OF PAPERS

This thesis is based on the following papers:

By, H., & Laohawiriyanon, C. (2019). The L2 Motivational Self System of Low and High Achievers. *PASAA: Journal of Language Teaching and Learning in Thailand*, *57*, 68-100.

By, H., & Laohawiriyanon, C. (2019). Does High Motivation Lead to High English Proficiency?, paper presented at iELT Conference, George Town, Malaysia, 2019.

LETTERS OF ACCEPTANCE 1

PASAA Volume 574
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Kandaporn Jaroenkitboworn <pasaa.editor2018@gmail.com>
To: Sarut Supasiraprapa,Mail Support,hani alasbahi,Paul Joyce,By Helene
25 Mar at 11:06 am
Dear Authors,

The volume 57 of PASAA, the first one of the year 2019), has already been published on our website. Please click the web link below
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Many thanks for your contributions.
A few days after our online publication, probably Friday 29, your articles will be shown in SCOPUS.

Sincerely
--
Assist. Prof. Dr.Kandaporn Jaroenkitboworn
Editor of PASAA
Chulalongkorn University Language Institute

LETTER OF ACCEPTENCE 2

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Date: 13 February 2019

Ms Helene By
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Dear Helene

**Acceptance of Submission for the International English Language Teaching Conference
(iELT-Con) : 17-19 Aprl 2019**

Greetings from the international English Language Teaching Conference (iELT-Con) 2019
Organising Committee and PELLTA.

We are pleased to inform you that your abstract entitled **"Does high motivation lead to high
English proficiency?"** has been accepted for presentation at iELT-Con 2019 at Hotel Bayview
in George Town, Penang, Malaysia.

For your information all rooms are equipped with an LCD projector, flip chart/whiteboard &
markers. The cost of any other equipment will have to be borne by the presenter(s). Workshops
(60 minutes) and paper presentations (30 minutes) inclusive of a 5-minute Q & A session. Please
bring along your own laptop/notebook if you need to use one in your presentation.

Registration at the conference venue to collect conference materials, food vouchers and ID tags
will be held during the following times:

16 April 2019 (Tuesday)   : 6.00 - 8.00pm at the Bayview Hotel lobby
17 April 2019 (Wednesday) : 7.30 - 8.30am at the Sri Mas Ballroom foyer

Information on accommodation can be found at the conference website; reservations and
payment should be made directly to the hotel. Presentation schedules and latest updates of the
conference will be posted on the website https://ielt-con2019. webnode.com/.
Feel free to contact us at *pelltapenang@gmail.com* or *abstract.ieltcon@gmail.com* if you have
enquiries.

Looking forward to meeting you at iELT-Con 2019.

Yours faithfully,

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1. Introduction

1.1 Rationale

Playing a major role as an international language, English is used by people from around 50 countries all over the world, especially by those who do not speak the same first language, including Cambodian people (Jenkins, 2003). With the arrival of UNTAC (United Nations Transitional Authority in Cambodia) in 1993 and ASEAN (Association of Southeast Asian Nations) in 1999, Cambodia, as well as other countries, has experienced tremendous changes both economically and socially. One consequence of membership in those organizations has been the free movement of labor across the ASEAN region, which has resulted in a competitive job market, with English playing an even more important role as the lingua franca in these parts of Asia (Clayton, 2006, 2017). Thus, the role of English is significant in both academic and social contexts as it is taught in both state and private schools (Clayton, 2008). In state schools, it takes 12 years for the completion of general education with six years (grades 1 to 6) of primary education and another six years (grades 7 to 12) of secondary education. The study of English or other foreign languages is provided at the secondary stage (Igawa, 2010). By and large, Cambodian parents who are more aware of the importance of English language education send their children to private English schools before they enter secondary level. Also, since the students focus only on general education in state school, English is more valued in private English schools. Run by the private sector, private English schools provide exclusively English education before or after regular state school hours for children aged 3 and older. English class lasts 3 hours per day and is held five days per week. They can join either the morning or afternoon session. It takes three to six months for students to complete each level i.e. beginner, elementary, pre-intermediate, intermediate and advanced.

Despite the significant role of English in society, Cambodian students have a relatively low proficiency, ranking 85th among 88 countries (EF English Proficiency Index, 2018). As English proficiency is still low in the county, it can be a barrier to the career prospects of Cambodians since more and more jobs demand workers with a good command of English.

Motivation, as a key element of the learning process, is often regarded as a solution for all unfavorable outcomes and behaviors in education (Dörnyei, 2001). As maintained by Dörnyei (1998), without the presence of motivation, even good teaching methods and appropriate curricula do not ensure success in learning. In a context where English language is used as a second or foreign language, a number of studies have confirmed that motivation, as well as the L2 Motivational Self System, can exert a positive impact on ESL/EFL learners' English learning, both quantitatively and qualitatively (Papi, 2010; Lamb, 2012; Islam et al., 2013; Tort Calvo, 2015; Syed, 2016; Huang & Chen, 2017). Considering the importance of motivation in foreign language learning and the importance of English, this study sought to investigate the associations of the L2 Motivational Self System with learners' language proficiency that lead to a greater understanding of the motivation in English learning and the reasons behind it.

1.2 Purposes of the Study

The present study identified the following four objectives

1. To explore the motivation levels of Cambodian students
2. To investigate the relationship between the components of L2 Motivational Self System and language proficiency
3. To investigate the predictive ability of each component of L2 Motivational Self System on the students' English language proficiency
4. To investigate the reasons behind their motivation to learn English

1.3 Research Questions

1. What are the English language learning motivation levels of Cambodian students based on L2 Motivational Self System?
2. Is there a relationship between students' language proficiency and L2 Motivational Self System? Which component is associated most with language proficiency?
3. To what extent can the components of L2 Motivational Self System predict the students' language proficiency**?**

4. What are the reasons behind their motivation to learn English?

1.4 Significance of the Study

The study showed some of the problems deriving from learning and teaching practices, family, and society which hinder EFL students' motivation to master English. More importantly, the outcomes also empowered educators and inspire them to incorporate better techniques in providing motivational strategies so that the students become motivated to assist their own English learning.

1.5 Definition of Key Terms

Based on Dörnyei (2009)'s motivation theory, L2 Motivational Self System is made of three components:

The Ideal L2 Self refers to certain conditions learners would like to obtain. For example, a learner imagines himself speaking English as if she/he were a native speaker of English.

The Ought-to L2 Self refers to the external motivation elements that learners believe they are obligated to do. For example, a learner will learn English for fear of a negative impact on his life if he doesn't learn English.

The L2 Learning Experience refers to the learning environment, including factors such as the curriculum, environment, material, and teachers of English. For example, a learner likes the atmosphere of his English class.

Language proficiency, refers to participants' overall English proficiency, based on the Oxford Quick Placement test.

2. Literature Review
2.1 Motivation in Language Learning

Motivation, a basic factor in the learning process, is generally accepted as leading to learners' success or failure when learning a foreign language (Gardner 1972; Oxford 1996 and Dörnyei, 2001). In addition, it strongly influences the degree to which learners take opportunities to use the language (Gardner, 1985, cited in Scarcella & Oxford, 1992).

Motivation is the combination of effort and desire to reach the goal of learning the language which leads to making a decision to act, and which gives rise to a period of sustained intellectual and/or physical effort in order to attain previous set goals (Gardner & Lambert, 1972). Without sufficient motivation, even individuals with the most outstanding abilities cannot accomplish long-term goals, and neither do appropriate curricula and good enough teaching on their own suffice to ensure student achievement (Dörnyei & Ushioda, 2009).

Due to its crucial role in language learning, language researchers have been attracted to investigate the effects of different types of motivation on language learning and to find new ways to develop greater motivation among learners (Gardner et. al, 1972; Gardner, Lalonde, Moorcroft & Evers, 1987; Spolsky, 1989; Dörnyei, 1998; Gardner, Masgoret, Tennant & Mihic, 2004; Dörnyei & Ushida, 2011).

2.2. Integrativeness and Instrumentality

Gardner and Lambert (1972) introduced the notions of integrativeness and instrumentality. Integrative motivation refers to a learner's wish to learn more about the culture of the target language or to assimilate himself into the target language community. Brown (2000) showed that when a learner wants to integrate himself/herself with the culture of the target language community, integrative motivation occurs. Crookes and Schmidt (1991) described integrative motivation as positive attitudes toward the target language group and the willingness to integrate or at least an awareness in interacting with members of that group. Learners with high integrative motivation study harder than their counterparts (Gardner et al., 1983).

Instrumental motivation refers to a learner's wish to acquire a new language for practical reasons and to gain the benefits of learning a target language. In other words, if learners want to learn a language simply for reasons such as getting a high salary, hoping to work in an international company or getting into college, those learners are driven by instrumental motivation (Gardner & Lambert, 1959). Because of these reasons, instrumentally motivated learners can better understand and get to know the people who speak that language (Brown, 2000). According to Gardner and Lambert (1972), in the North American context, instrumental motivation has proven to be a strong impetus to successful language learning.

It has been shown through a series of studies over decades (Brown, 2000; Crookes & Schmidt, 1991; Gardner, 1985; Gardner et al., 1983; Gardner & Lambert, 1972; Noels et al., 2001; Oxford & Shearin, 1994) that L2 learners with positive attitudes toward the target culture seem to be motivated to learn the target language more effectively than those without such attitudes. However, the concept of integrative motivation has been applied the socio-educational model and does not exist in mainstream motivational psychology. It seems appropriate in a multicultural context such as in Canada which is an English speaking country, but the theory of integrativeness does not apply in non-English speaking countries where there is no language community for the learner to integrate into.

The researchers also focus on the cognitive aspect of motivation, with self-determination and attribution theories highlighting the concept of extrinsic and intrinsic motivation (Deci, 1975).

2.3 Intrinsic Motivation and Extrinsic Motivation

Deci (1975) defined intrinsic motivation as a type of motivation for which there is no apparent reward except the activity itself, meaning that people engage in the activities for their own sake. According to Dörnyei (2001), intrinsic motivation refers to the personal pleasure and satisfaction of learning the language. Deci and Ryan (1985) hypothesize that people will take challenges if they are given choice to choose what activities to perform which in meet of their abilities. Brown (2000) further argued that an intrinsically motivated activity does not provide a clear reward except the activity itself, and the learners' goal is a feeling of competence and self-determination. In short, intrinsic motivation is internal motivation that varies from one to another and increasing the motivation award was encouraged to use in the class.

Extrinsic motivation is related to external regulations such as rewards or imposed rules of learners (Dörnyei, 2001). According to Ryan and Deci (2000), extrinsic motivation is a construct describing an activity done to attain some separated outcome. It, therefore, contrasts with the intrinsic motivation. For example, a student who studies hard only because he is afraid of parental punishment for failing the exam is extrinsically motivated. A wide variety of factors affecting the type of motivation

are, for example, age, attitude, aptitude, amount of exposure, and anxiety in foreign language learning.

A number of studies regarding intrinsic and extrinsic motivation (Ehrman, 1996; Ramage, 1990; Tachibana et al., 1996) have suggested that the distinction between intrinsic and extrinsic motivation can be of service in predicting L2 learning outcomes. However, intrinsic and extrinsic motivation were based on cognitive view, self-determination and attribution theories (Ghapanchi et al., 2011). Due to the growing significance of World Englishes, the learner's identity, social context, and vision of self have also been considered to have links to L2 motivation (Dörnyei, 2009).

2.4 L2 Motivational Self System

Dörnyei conceptualized a theory called the L2 Motivational Self System to best reflect language use in foreign language contexts. With this theory, students' motivation is better understood in terms of self-identification processes, and how students predominantly relate language learning to their own imagined personal future, whether in their home country or overseas.

This theory conceptualized L2 motivational theory based on psychological theories of the self (Dörnyei, 2009) and is made up of three components: The Ideal L2 Self, the Ought-to L2 Self and the L2 Learning Experience.

The first self-guide, the Ideal L2 Self is a clear and real image of what the learner would like to become (Dörnyei, 2009). For example, if they want to become a fluent English speakers, the image of a fluent speaker might motivate them to study English (Papi, 2010). The Ideal L2 Self can be used to describe the motivational set-up in various learning context, although there is little or no contact with L2 speakers (Dörnyei, 2009). The growing importance of World Englishes has created changes in the relationship between Ideal L2 Self and native speakers i.e. an Ideal L2 Self constructed by, for example, Korean learners is now no longer dependent on native English speakers, but rather on fluent non-natives (Kim & Kim, 2014). The Ideal L2 Self type of motivation has also been considered as the most important factor in the studies of Ghapanchi et al. (2011), Islam et al. (2013) and Rajab et al. (2012). Ghapanchi et al. (2011) and Rajab et al. (2012) found that it was the most significant

predictor of L2 language acquisition, while Islam et al. (2013) discovered a significant correlation between Ideal L2 Self and attitudes to learning English and instrumentality.

Second, learners with Ought-to L2 Self believe that they are obliged to meet external expectations and to avoid possible undesirable outcomes. The cause of an Ought-to L2 Self is located outside of individuals, as attributable to family, friends and teachers (Dörnyei, 2009). Learners study English to please their family with their language ability. Among the three components of the L2 Motivational Self System, this component produces the least effect on intended effort (Islam et al., 2013; Papi, 2010). Among Asian students, Ought-to L2 Self is shown to be more significant due to family and school pressure (Taguchi et al., 2009).

Last but not least, L2 Learning Experience refers to the immediate learning environment and experience (Dörnyei, 2009). Curriculum, L2 teachers, peer groups, the enjoyment of the learning environment and the teaching materials might have a strong impact on learners' motivation (Papi, 2010). Dörnyei (2009) stated that this component is conceptualized at a different level from the two self-guides i.e. Ideal L2 Self and Ought-to L2 Self. The two self-guides carry the sense of future orientation, while the L2 Learning Experience concerns aspects of learners' learning situations. Depending on the L2 experiences that learners make their life progresses, certain aspects of their personal selves can be created, strengthened, or removed.

Overall, the L2 Motivational Self System can also define various motivational learner types, and its definitions may contribute to L2 motivation research. Dörnyei's (2009) theory can function as a predictor of second language proficiency: students with different goals to learn English might obtain different language proficiency, as the three dimensions have proved in previous research.

2.5 Related Studies

In recent years, many researchers have studied L2 learning motivation from the perspective of the L2 Motivational Self System in various contexts such as Iran, Japan, China, Indonesia, Pakistan, Spain and Mauritius. Their studies have also maintained the validity and applicability of the theory. Most of the studies have focused on examining the relationship between the components of the system and

other criterion measures such as learner's intended efforts, learning behavior, L2 achievement and language proficiency.

In the case of the Ideal L2 self, it has been found to be an important component of the L2 Motivational Self System. Taguchi, Magid and Papi (2009) conducted a comparative study to find out the L2 Motivational Self System among Japanese, Chinese and Iranian Learners of English. Nearly 5000 participants with different countries, genders and employment status were chosen. The Japanese students age ranged from 18 to 43, Chinese students ranged from 11 to 53 and the Iranian students ranged from 12 to 44. Three versions of a questionnaire were applied. Moreover, 10 factors were use i.e. criterion measure, Ideal L2 Self, Ought-to Self, family influence, instrumentality-promotion, Instrumentality-prevention, attitudes to learning English, attitudes to L2 community, cultural interest, and integrativeness. The result showed that Ideal L2 self is correlated with integrativeness in all three groups. Then, result from 2 groups i.e. Japanese and Iranian showed higher correlation between The Ideal L2 Self and the criterion measures than between integrativeness and the criterion measure. All in all, Ideal L2 Self achieved a better correlation toward learners' intended efforts than integrativeness did.

Moreover, Papi (2010) attempted to test a theoretical model that subsumes the Ideal L2 Self, the Ought-to L2 self, and the L2 Learning Experience from Dörnyei's (2005, 2009) L2 Motivational Self System, as well as English language anxiety and intended effort to learn English. 1,011 Iranian high school students were chosen to be the participants. A questionnaire was used to collect the data and it was analyzed by using AMOS version 16.0, structural equation modeling. It was found that all the components significantly related to intended effort. Moreover, the Ideal L2 Self and the L2 Learning Experience were found to decrease students' English language anxiety while the Ought-to L2 Self made them more anxious.

In 2012, Lamb conducted an investigation to examine the motivation to learn English of Indonesian junior high school students in three distinct contexts i.e. a metropolitan city, a provincial town, and a rural district. 527 students were asked to complete a 50-item questionnaire according to Dörnyei's L2 Motivational Self System. A C-test was applied to measure their current proficiency in English. Motivation was found to be similar in strength in the two urban locations, but

significantly contrasted in the rural setting. A positive vision of the experience of English acquisition was the strongest predictor of both motivated learning behavior and language proficiency, while the only significant factor among the metropolitan group was the Ideal L2 Self.

Another study was conducted by Dörnyei and Chan (2013) to investigate whether learner characteristics were related to sensory and imagery aspects with the strength of the learners' future L2 self-guides i.e. the ideal L2 selves and ought-to L2 selves and how these variables were related to learning achievement in two target languages which were English and Mandarin. 172 Year 8 Chinese students, ages 13–15, were chosen to complete a questionnaire. It was found that there was a relationship between the future self-guides, intended effort and actual grades as well as the ideal self and the criterion measures. Last but not least, the distinct L2-specific visions were formed as a result of the correlation between the ideal-self images and different languages.

The same thing also happened to Pakistani students. Islam, Lamb and Chambers (2013) conducted the study of Pakistan undergraduate students' motivation to learn English, using Dörnyei's (2009) L2 Motivational Self System in order to validate Dörnyei's model for describing current L2 motivation and to find out motivational factors which were significant in this context. 1,000 undergraduates in various institutions in Punjab province, Pakistan, were chosen to complete a 71-item questionnaire including 13 motivational scales, i.e. Cultural Interest, Attitudes towards L2 Community, Integrativeness, Instrumentality (Promotion), Instrumentality (Prevention), English language Anxiety, Milieu, Ideal L2 Self, Ought-to L2 Self, Attitudes to Learning English, International Posture, and National Interest. After correlation and regression analysis, it was shown that there was a significant support for the validity of the L2 Motivational Self System in the Pakistani context. The Ideal L2 Self was found to be the component most correlated to predict the learning effort.

A study about the relationship between the components of the L2 Motivational Self System and language achievement as well as to find out the learner types according to the theory was conducted by Tort Calvo (2015). 29 Spanish high school students were chosen to complete a questionnaire of 24 items. The results showed that there was a strong relationship between the Ideal L2 Self and achievement scores.

The L2 Learning Experience was found to be correlated with the Ideal L2 Self and it also influenced achievement scores. Moreover, the Ought-to L2 self was also found not to be significant.

In addition, Syed (2016) found similar results to Tort Calvo (2015) in his study of English language learning motivation. Adolescent students in a secondary school in Mauritius were chosen to be the participants. A questionnaire was used. The learners' strong Ideal L2 Selves was found to be able to predict the details and complexities of English language learning motivation.

These results were also paralleled to Moskovsky, Assulaimani, Racheva and Harkins's (2016) study. They studied the relationship between Dörnyei's (2005) L2 Motivational Self System and the L2 proficiency level of Saudi university students of English as a foreign language (EFL). The participants' language proficiency was measured by an EFL reading and writing test. Descriptive and inferential analyses were used. The result showed that the L2 Motivational Self System was a good predictor of the learners' intended learning efforts. However, significant difference was discovered that these components were not consistently correlated with L2 achievement. Moskovsky et al. suggested that the intuitively appealing proposition that greater L2 learning efforts will result in increased proficiency should not be accepted.

Moreover, Roshandel, Ghonsooly and Ghanizadeh (2018) discovered the students' motivation and self-efficacy of EFL learners from various institutes and universities in Mashhad, Iran. The L2 Motivational Self System questionnaire including 10 sub-factors (i.e. criterion measures, Ideal L2 Self, Ought-to L2 Self, family influence, instrumentality prevention, instrumentality promotion, attitudes towards learning English, cultural interest, attitudes towards L2 community, and integrativeness), and a learners' self-efficacy survey were applied for data collection. The result showed that there was a significant relationship between L2 motivation and L2 self-efficacy. Moreover, the Ideal L2 Self was found to be the most powerful predictor.

However, while almost all the researches mentioned above found that Ideal L2 Self was the most effective component, Huang and Chen (2017) found different results by carrying out a case study with 1698 junior high school students from 7th to 9th grade in 17 junior high schools across Taiwan to find out how Ideal L2 Self,

Ought-to L2 Self and L2 Learning Experience was conceptualized by Taiwanese adolescent English learners. Participants included 850 males and 848 females, average age of 13.6 years, from four to six years of formal instruction in English before junior high school were chosen to complete 57-item questionnaire. Pearson correlation and multiple regression were analyzed. The finding showed that a positive attitude toward language learning and classroom experiences was an effective source of English learning motivation. Moreover, a promotion-based Ought-to L2 Self played a more prominent role than an Ideal L2 Self in predicting the English learning motivation of Taiwanese adolescent learners.

It can be seen from the studies previously discussed that they have centered upon the L2 Motivational Self System. Most of them used questionnaire instruments to collect data from participants in various educational levels, i.e. secondary school, high school and university. The common findings were that Ideal L2 Self was found to be the most dominant component of L2 learning and that L2 Learning Experience could predict learners' Ideal L2 Self. However, insignificant relationships between the L2 Motivational Self System and L2 proficiency were also found. Last but not least, Ought-to L2 Self increased L2 anxiety.

To sum up, several research gaps have been identified with regard to investigating the relationship between L2 Motivational Self System and language proficiency. Also, the use of semi-structured interview to collect in-depth information about the source of learners' motivation in learning English is still limited. Finally, there have been a number of studies centered around Europe and East Asia but not Southeast Asia (Boo et al., 2015). Therefore, studies carried out in different geographical contexts such as Cambodia are worth investigating. Last but not least, this research also offers an overall validity study of Dörnyei's tripartite model of the L2 Motivational Self System in this context.

3. Research Methodology

3.1 Research Design

The study employed a concurrent mixed method design. Both quantitative and qualitative data were gathered during the same time period, from the same group of participants. A proficiency test and questionnaire were used to collect data regarding

students' language proficiency and motivation towards English language learning, while a semi-structured interview was used to collect data related to the reasons behind the motivation for learning English, according to the level of each component of L2 Motivational Self System and the relationship between the L2 Motivational Self System and language proficiency.

3.1.1 Participants

In the first stage, two hundred and twenty-four students, with different levels of English, from two private English schools, in Phnom Penh, Cambodia took part in the main study. Their ages ranged from 9 to 21 years old. They all had been studying English for at least one year. They were selected using a simple random sampling technique.

In the second stage, the participants' proficiency test scores were divided using a 27% technique (Hughes, 1989), namely the top and bottom 27% scores of English language proficiency. This result was that out of one hundred and twenty participants, the 60 participants who had the highest scores were assigned to the high achiever group (Mean=21.53, Min=19, Max=29) and the 60 participants with the lowest scores were assigned to the low achiever group (Mean=12.61, Min=10, Max=14). Twenty (10 low achievers and 10 high achievers) of the 120 participants were randomly selected to participate in semi-structured interviews.

Table 1 shows the details of the participants chosen for the semi-structured interviews.

Table 1: Details of participants chosen for semi-structured interview

No	Pseudonym	Gender	No	Pseudonym	Gender
	Low Achievers			**High Achievers**	
1	Mary	Female	11	Ferry	Female
2	Andy	Male	12	Suzy	Female
3	Sam	Male	13	Kaly	Female
4	Soly	Female	14	Sony	Male
5	Luke	Male	15	Yale	Female
6	Helen	Female	16	Lily	Female
7	Jonny	Male	17	Tony	Male
8	Jessy	Female	18	Ka	Male
9	Kate	Male	19	Sue	Female
10	Tom	Male	20	Joe	Male

3.1.2 Research Instruments

3.1.2.1 Language Proficiency Test (see Appendix A)

The Quick Placement Test (QPT) version 2 (https://www.international.rmit.edu.au/agent/document/forms/pdf/QPTPaper-and-pen.pdf) was adopted to measure participants' English proficiency level. Designed by Oxford University Press and Cambridge ESOL to be applicable to foreign language learners of all levels and ages, the test is used for placement testing and examination screening. There are two versions offered to measure participants' English proficiency: the computer-based (CB) version and the paper and pen (P&P) version. This study adopted P&P due to some technical limitations. The test contained 60 multiple-choice items. It was divided into 2 parts. Part 1 (items 1-5) tested vocabulary knowledge, items 6-20 tested vocabulary and grammar knowledge through 3 cloze tests, while items 21-40 tested grammar knowledge in the form of gap-filling. In addition, with a higher level of difficulty, items 41-50 in part 2, tested vocabulary and grammar knowledge in a cloze test format, while items 51-60 tested grammar knowledge in the form of gap-filling. One point was awarded for each correct answer.

3.1.2.2 Questionnaire (see Appendix B)

The five-point Likert scales questionnaire (1=strongly disagree to 5= strongly agree) was used. It consisted of three parts with 30 items, which were adopted and adapted from Dörnyei et al. (2006); Taguchi et al. (2009) and some were newly designed by the researchers. The questionnaire aimed at determining the levels of motivation of the three components of L2 Motivational Self System. Items 1, 5, 7, 9, 13, 16, 17, 19, 22, 27, 29 were for Ideal L2 Self, 2, 4, 10, 12, 14, 20, 21, 24, 26, 30 for Ought-to L2 Self and items 3, 6, 8, 11, 15, 18, 23, 25, 28 for L2 Learning Experience. The second part contained demographic questions such as age, time spent learning at English school and attitude towards learning English. The last part contained an open-ended question to explore their overall views on learning English. The questionnaire was translated from English into Khmer to ensure the complete understanding of the items. The Khmer version was approved by two Cambodian teachers of English. It was piloted for reliability with 50 students in one private English school in Phnom Penh. Cronbach's alpha coefficient was .880.

3.1.2.3 Interview Form (see Appendix D)

The semi-structured interview, carried out in Khmer, was conducted to gather in-depth information related to students' source of motivation according to the level of each component of L2 Motivational Self System and the relationship between the L2 Motivational Self System and language proficiency, as well as the reasons why some students achieve higher outcomes than others. Some examples of the questions include, "Why do you choose to study English?" "What do you want to be in the future? Why?" "How do you feel when you are learning English? Why?" These questions can reveal and uncover the students' ideas or reasons for studying English. The semi-structured interview was validated by a panel of three in English language instruction to ensure content validity, clarity, and language appropriateness.

3.2 Data Collection

With the assistance of a classroom teacher, the test and questionnaire were distributed together to the participants in regular class time. Prior to data collection, the researcher asked for their verbal consent and ensured that their answers were used

only for research purposes and that their names would remain anonymous. The whole session was completed within 2 hours. The interview with 5 groups of 4 students took place one day after the quantitative data were collected. With permission from all participants, voice recorders were used to record the 30-minute interview.

3.3 Data Analysis

Data obtained from the questionnaire and the proficiency test were entered into the Statistical Package for Statistical Sciences (SPSS 17.0). Descriptive statistics including the mean score, and standard deviations (S.D) of each self were performed. Pearson correlations were then calculated to identify the possible relations between the different components of L2 Motivational Self System and the language proficiency. Data were also calculated through multiple regression in SPSS to find the prediction of components of L2 Motivational Self System on the language proficiency.

For qualitative data which resulted from the semi-structured interview, salient themes were identified and manually color-coded by the researchers. They had been cross-checked and revised by the researcher. The identified issues were then categorized based on the themes.

4. Findings
Research question 1: What are the English language learning motivation levels of Cambodian students based on L2 Motivational Self System?

Tables 2-5 present descriptive statistics of English language learning motivation levels of Cambodian private school students.

Table 2: The descriptive statistics of Ideal L2 Self

	($\bar{x}$)	SD	Scale
13. I think that English is an important school subject.	4.27	0.794	High
17. I imagine myself as someone who is able to speak English.	4.26	2.156	High
16. Whenever I think of my future career, I imagine myself using English.	4.12	0.758	High
5. I imagine myself living abroad and using English effectively for communicating with the locals.	4.09	0.940	High
27. I imagine myself speaking English fluently.	4.00	0.917	High
22. I imagine myself speaking English as if I were a native speaker of English.	3.98	0.940	High
7. I imagine a situation where I am speaking English with foreigners.	3.85	0.855	High
19. The things I want to do in the future require me to speak English.	3.76	0.906	High
9. I imagine myself speaking English with international friends	3.73	0.918	High
29. I imagine myself studying in a university where all my courses are taught in English.	3.69	0.982	High
1. I imagine myself having a discussion in English.	3.68	1.027	High
Total	**3.95**	**0.499**	**High**

Note: 1-2.3= Low, 2.4- 3.6= Moderate, 3.7- 5= High

As shown in Table 2, the overall results indicated that the respondents had strong Ideal L2 Self ($\bar{x}$=3.95, SD= 0.499). A closer look at each item showed that the two highest mean scores were item 13, "*I think that English is an important school subject",* and item 17, "*I imagine myself as someone who is able to speak English"* ($\bar{x}$ = 4.27, 4.26, respectively). The lowest mean score, although still in the moderate scale, was item 1, "*I imagine myself having a discussion in English"* ($\bar{x}$ = 3.68).

Table 3: The description statistics of Ought-to L2 Self

	$(\bar{x})$	SD	Scale
12. My parents believe that I must study English to be an educated person.	4.42	0.709	High
24. Studying English is important to me because an educated person is supposed to be able to speak English.	3.81	0.885	High
4. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	3.76	1.295	High
10. Learning English is necessary because people surrounding me expect me to do so.	3.73	0.918	High
20. Studying English is important to me in order to gain the approval of my family and teacher.	3.70	1.120	High
30. Studying English is important to me because other people will respect me more if I have a knowledge of English.	3.68	1.060	High
21. It will have a negative impact on my life if I don't learn English.	3.62	1.010	Moderate
14. I consider learning English important because the people I respect think that I should do it.	3.61	0.919	Moderate
26. If I fail to learn English, I'll be letting other people down.	3.28	1.177	Moderate
2. I study English because close friends of mine think it is important.	3.21	1.357	Moderate
Total	**3.68**	**0.619**	**High**

Note: 1-2.3= Low, 2.4- 3.6= Moderate, 3.7- 5= High

As shown in Table 3, the overall mean score of Ought-to L2 Self was at a high level ($\bar{x}$ = 3.68, SD= 0.619). Among 10 items, the three highest mean scores were item 12, "*My parents believe that I must study English to be an educated person*", item 24,

"*Studying English is important to me because an educated person is supposed to be able to speak English,*" and item 4, "*I have to study English because, if I do not study it, I think my parents will be disappointed with me.*" (x̄ = 4.42, 3.81, and 3.76, respectively). This revealed that parents influenced their children very much in their study of English. Beside parents, students were also motivated to study to avoid possible undesirable outcomes. For example, item 21 "*It will have a negative impact on my life if I don't learn English.*" Moreover, they also tried to meet external expectations, as in item 14, "*I consider leaning English important because the people I respect think that I should do it.*" (x̄ = 3.62, 3.61, respectively).

Table 4: The descriptive statistics of L2 Learning Experience

	(X)	**SD**	**Scale**
23. I consider that my teacher motivates me to learn English.	4.13	0.820	High
15. I find learning English really interesting.	4.00	0.758	High
3. I would like to have more alternative activities in my English classes. (e.g. group speaking activities, oral presentations, etc.)	3.99	0.993	High
6 I would like to have more English lessons at school.	3.84	1.011	High
11. I find the topics covered in my English course book interesting.	3.78	0.876	High
28. I like the atmosphere of my English class.	3.61	0.981	Moderate
25.I love how I am taught in class.	3.58	0.853	Moderate
18. I volunteer answers in my English classes.·	3.57	0.945	Moderate
8. I think time passes faster while studying English.	3.48	1.095	Moderate
Total	**3.77**	**0.481**	**High**

Note: 1-2.3= Low, 2.4- 3.6= Moderate, 3.7- 5= High

As shown in Table 4, L2 Learning Experience was also important in motivating students to learn English by resulting in a high mean (x̄ = 3.77, SD=

0.481). A variety of learning experiences which influenced students' motivation were mentioned e.g. item 23, "*I consider that my teacher motivates me to learn English*", item 15, "*I find learning English really interesting*", ($\bar{x}$ = 4.13, 4.00 respectively). It reveals that teachers and how students were taught influenced the students' motivation to study English.

Table 5: The overall Mean score and average mean score for Ideal L2 Self, Ought-to L2 Self and L2 Learning Experience

	($\bar{x}$)	SD	Scale
Average Mean score for Ideal L2 Self	3.95	0.499	High
Average Mean score for L2 Learning Experience	3.77	0.481	High
Average Mean score for Ought-to L2 Self	3.68	0.619	High
Overall Mean score	3.80	0.425	High

Note: 1-2.3= Low, 2.4- 3.6= Moderate, 3.7- 5= High

As shown in Table 5, motivation was very important for Cambodian students to learn English at private English schools as can be seen by the overall mean score of all the components of the L2 Motivational Self System ($\bar{x}$ =3.80, SD=0.425). Moreover, the level of Ideal L2 Self was the highest ($\bar{x}$ =3.95, SD=0.499). It indicated that most of the Cambodian students were willing to view their image of themselves in a future that resulted from learning English. L2 Learning Experience also showed the second highest importance in motivating students to learn English. Moreover, it also functioned in supporting the growth of Ideal L2 Self. Last but not least, Ought-to Self was also very important for students to learn English.

Research question 2: Is there a relationship between students' language proficiency and L2 Motivational Self System? Which component is the most associated with the language proficiency?

Table 6: Pearson correlation between L2 Motivational Self System and language proficiency

	The Ideal L2 Self	The Ought-to L2 Self	The L2 Learning Experience	Score
The Ideal L2 Self	1	.364**	.523**	.088*
The Ought-to L2 Self	.364**	1	.475**	-.197**
The L2 Learning Experience	.523**	.475**	1	-.131*
Score	.088*	-.197**	-.131*	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The above results show a very weak correlation between Ideal L2 Self and students' proficiency (.088). In addition, there was a negative relationship between Ought-to L2 Self and L2 Learning Experience with language proficiency (-131, -197, respectively). This means that the higher Ought-to L2 Self and L2 Learning Experience the students had, the lower the score they obtained in the proficiency test. Correlation analysis also shows the relationship between some of the components of L2 Motivational Self System, especially between Ideal L2 Self and L2 Learning Experience; its correlation was the strongest of all of them but still in moderate relationship (.523). In addition, the correlation between Ought-to Self and L2 Learning Experience was also moderate (.475).

Research question 3: To what extent can the components of L2 Motivational Self System predict the students' language proficiency?

To find the extent to which the components of the L2 Motivational Self System could predict the students' language proficiency, multiple regressions were performed. To fulfill the function, three variables, Ideal L2 Self, Ought-to Self and L2 Learning Experience, were computed onto all the 224 participants' English proficiency. The results obtained are presented in Table 7.

Table 7: Regression analysis for English language proficiency

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error			Tolerance	VIF
(Constant)	18.919	2.188	8.646	.000		
The Ideal L2 Self	1.727	.575	3.003	.003	.685	1.459
The Ought-to L2 Self	-1.337	.438	-3.055	.003	.762	1.312
The L2 Learning Experience	-1.032	.616	-1.675	.095	.641	1.559
R = 0.77	Adj. R Square = 0.65		F = 6.127		Sig. = .000	

Table 7 shows that the model accounted for 65% of the variance (F = 6.127, p = .000, Adj. R Square = 0.65). The analysis showed that the model, as well as levels of significance, was statistically significant. Among the three components, Ideal L2 Self was the most powerful predictor of the students' English language proficiency (ß = 1.727, t = 3.003, p = .003), and Ought-to L2 Self (ß = -1.337, t = -3.055, p = .003), and L2 Learning Experience (ß = -1.032, t = -1.675, p = .095) were negative predictors. In other words, the participants who had high Ought-to L2 Self and L2 Learning Experience tended to be less motivated in acquiring English language proficiency. Those who had Ideal L2 Self tended to be more motivated to learn and had better outcomes.

Research question 4: What are the reasons behind their motivation to learn English?

As for the reasons behind the participants' English learning motivation, the interview results revealed three dominant themes, namely, personal aspiration, need for communication and environment. To be specific, a high number of high achievers possessed the personal aspiration to learn more English than their counterparts. In addition, both groups were also motivated due to the need for communication. However, they had more or less the same level of motivation caused by the environment. Table 8 shows the summary of the results according to the three dominant themes.

Table 8: The summary of the results according to the three dominant themes

High Achievers	Low achievers
Personal Aspiration	
Represent the country	Want to follow her mother's footsteps
Need for communication	
Going abroad	
Trip would be more enjoyable and meaningful	
Ability to communicate with foreigner	
English as lingua franca	
Having a good career	
Used English as a professional or as international staff	Feared that a low English proficiency would obstruct their future careers
Environment	
Family	
Had to be obedient, Had to be grateful and were afraid of acting against their parents or family desires	
Teaching practice	
Traditional teaching method, lack of classroom discipline	
Classroom management	
Classroom temperature, technical support	

For personal aspiration, the participants from both groups were highly motivated as they saw themselves in the future based on their strong desire or goal. However, the reasons behind their motivations differed. For example, Suzy, high achiever was motivated because she wanted to represent the country as a basketball team leader to compete with teams from other countries around the world while Helen, low achiever wanted to follow her mother's footsteps to become an English teacher. The following are their own words:

> *Now I am a basketball player. I imagine myself becoming the captain of*
> *the national team, leading the group to compete with other players from*
> *other countries both inside and outside of Cambodia. To be able to do*

so, besides being strong, I have to be able to use English effectively (Suzy, high achiever, August 5, 2018).

English is important. My dreams are connected to English. My mother used to teach English, and I want to be like her (Helen, low achiever, August 5, 2018).

The need for communication, going abroad, having a good career, and the ability to communicate with foreigners, influenced the participants from both groups. They were attracted by the opportunity to study and travel abroad, have access to a large amount of new information and resources on the internet, and become familiar with the cultural products of western countries. Some of them thought that trips to other countries would be easier and more enjoyable if they could communicate in English. One of them said:

I study English because I want to travel to other countries. English can make my trips more convenient (Lily, high achiever, August 6, 2018).

Next, the need for communication for students was for careers. Although the motivation of the two groups of students fell into the same theme, the reasons were completely different. For instance, more high achievers imagined themselves using English as a professional or as international staff, for example:

What I want to do in the future is work in an international company or in any company where English is used. (Sony, high achiever, August 5, 2018).

By comparison, students from the low achiever group were more practical, fearing that a low level of English proficiency would obstruct their future careers, as in the following example:

The national economy is highly dependent on foreign investment and multi-national enterprises so I have to be aware that career prospects are dependent on L2 competence. That's why I have to try to learn English. (Mary, low achiever, August 5, 2018).

Finally, since Cambodia is a place that attracts a large number of foreign visitors, many participants in both groups shared the sentiments of Kaly. They believed people from different countries used English as a lingua franca, so if they

knew English, it would be useful for their communication. That was why they have always dreamt of speaking English fluently, as shown in the following:

> *There are many foreigners coming here for vacation and business. So in order to be able to communicate with them, I have to know English. It would be better if I could speak English fluently.* (Kaly, high achiever, August 4, 2018)

The last theme was related to students' environment such as family, friends, teachers, school and also the people around them. Family influence played a prominent role in students' motivation. Joe, high achiever, and Jonny, low achiever, shared similar ideas that people around them, especially their family members, could use English very well. They thought they were obliged to learn English to avoid any negative outcome for their future, as mentioned in the following:

> *I saw my siblings speaking English so I want to learn too in order to have a good future like them* (Joe, high achiever, August 6, 2018).
>
> *My brother is very good at English. I think I have to learn it too* (Jonny, low achiever, August 6, 2018).

Besides siblings, parental influence was also important. Traditionally, Cambodian children, of whatever age, are under their parents' control from the beginning of their lives. They have to be obedient, to study to obtain high social status as well as to gain the ability to find a future well-paid job, as in Jessy's case. Parents even choose the school subjects for them to study, as in Yale's case:

> *My parents often say to me that studying English is important because educated people are supposed to be able to speak English. I took their advice* (Jessy, low achiever, August 4, 2018).
>
> *It is my parents who enrolled me in a private school because they wanted to see me get good grades and I have to be obedient* (Yale, high achiever, August 4, 2018).

Some participants also felt that they had to be grateful and were afraid to go against their parents or family's desires. Participants like Tom felt that he would upset his parents if he failed English:

> *If I don't study, my parents may be disappointed with me.* (Tom, low achiever, August 6, 2018)

Other factors affected students' motivation negatively. Consequently, they were demotivated. For example, traditional teaching methods were still being applied in their language classes. Some teachers only asked for translation of English words. Sam, low achiever, complained that he studied with books only and had almost no chance to practice in class. This made students passive and not want to study:

> *I don't like the teacher's way of teaching because I sometimes cannot understand what he says. Also, the same techniques are used every day, so I feel very bored* (Sam, low achiever, 6 August 2018).

A combination of Khmer and English in class was not always supported by the participants who wanted to practice in class, especially by those who wished to become fluent speakers of English.

> *All my classmates and sometimes teachers use Khmer in class. I don't get enough opportunities to practice English* (Luke, low achiever, 6 August 2018).

The lack of discipline in class was another negative factor. Students were allowed to go in and out of class during class time and sometimes they made noise in class.

> *They don't really listen to the teachers. They always go to the toilet. When they are in class, they talk with one another while the teacher is teaching. It is very hard for me to listen to the teacher and do the exercises* (Ka, high achiever, 6 August 2018).

Classroom temperature and technology support played a major role in helping students to study, but in this study we could see that participants did not get as much support as they expected.

> *The classroom is a bit hot. Sometimes I cannot concentrate on my studies. I think all the classrooms should be equipped with some technology, such as LCDs or TVs to make the learning process more convenient.* (Soly, low achiever group, 5 August 2018)

5. Conclusion and Discussion

Four main conclusions of the study can be drawn. Firstly, the level of the three components of L2 Motivational Self System toward English learning at private English schools as a whole, and at each component in the system, was at a high level. The ranking from the highest to the lowest mean score was Ideal L2 Self, L2 Learning Experience and Ought-to L2 Self, respectively. It showed that the students were able to create self images as that of ones who could use English well. This parallels to other studies in other contexts, such as Papi's (2010), Taguchi's et al (2009), Lamb's (2012), Dörnyei and Chan's (2013), Tort Calvo (2015), Syed (2016) and Islam's et al. (2013) who maintained that Ideal L2 Self is more important in learning a second language.

Secondly, Ideal L2 Self showed a weak correlation with the language proficiency while the other two selves, Ought-to L2 Self and L2 Learning Experience, were negatively correlated with the language proficiency score. This confirmed that students with higher Ideal L2 Self were most proficient in English. It seems that learners who have the ability to imagine themselves as future English speakers tend to have better achievement scores in order to achieve the Ideal L2 selves they desire to be (Kim & Kim, 2014). This might be because they perceived that learning English was crucial to enlarge their knowledge and understand something happened both locally and internationally. The same thing happened in Saudi Arabia where the L2 Ideal Self highly affected L2 achievement (Khan, 2015).

Also, students created their vision of what they wanted to do in the future by looking at their surroundings. For example, Khmer was spoken by very few people in Europe and where the national economy was highly dependent on foreign investments and multi-national enterprises, so learners had to be aware of the fact that their career prospects were dependent on L2 competence. Students then created their image as the ones who could speak English and then motivated themselves to learn English.

However, students' Ideal L2 Self might be destroyed or removed if the environment cannot provide any appropriate conditions for them to learn. There might be insufficient practice in school such as unimportant lessons taught, a lack of quality

teaching materials, untrained teachers, bad classroom temperature, lack of opportunity for students to practice. All of these might affect students' learning experience and make the Ideal L2 Self become very weak or even insignificant. This correlation suggests that students who did not enjoy their English classes, because of their class, teacher, group or curriculum, tended to have worse proficiency scores than students who found classes enjoyable. Moreover, as the studies by Young (1991) and Papi, (2010) have suggested, learning experience can be related to L2 anxiety. Thus, a negative L2 learning experience can increase L2 anxiety, and this might be reflected in their correlation with proficiency scores as well.

Moreover, when looking at Cambodian culture, we can understand why there was a negative correlation between Ought-to L2 Self and language proficiency. Many students in Cambodia have probably been pressured by their family to study hard so that they can obtain high status and a high-paid job. In this way, Cambodian students often feel a great obligation to their parents to study, even though they may not be intrinsically motivated to do so. Sometimes their parents also chose a major and a career for them as well as letting them follow in their footsteps. It is believed that if their children are successful, that it will be a sign of their own success and that it will raise the position of their family as well. Similar things have also happened in China where the family especially parents were the people who decided almost everything for their children (Taguchi, Magid and Papi, 2009).

In addition, since English language teaching in Cambodian state schools was introduced late and it might have lacked the capacity to equip students with the ability to use English, parents decided to enroll their children into private schools to achieve their goals. In exchange, they expected that their children would bring them honor and prestige by acquiring high English proficiency. So for the students, like it or not, they had to study. Therefore, because of the pressure, and little resemblance to the students' own desires or wishes, this might have caused the students could not to do well in acquiring the language. This situation has parallel connections to what was found by Papi (2010) that Ought-to L2 Self made them feel more anxious in L2 learning. To be specific, those students who were concerned about what others thought of them were afraid of disappointing others and this accentuated their anxiety, which was a negative factor for their motivated behavior and consequent

language achievement. Ought-to L2 Self was also found to be of no significance in Tort Calvo's (2015) study.

Thirdly, the multiple regression analysis presented that the impact from the Ideal L2 Self on language proficiency scores was stronger than the impact from Ought-to L2 Self and L2 Learning Experience on the same variable, confirming the general theory in L2 motivation literature that the more positive the vision, the more motivated the students were to achieve it (e.g., Lamb al., 2012). This finding is not surprising in the light of studies on the psychology of education, which have shown that Ideal L2 Self which showed the intrinsic interest and a strong self-concept was a powerful predictor of how much effort students were willing to make to learn effectively (Deci & Ryan, 1985). However, Ideal L2 Self was still weakly linked to the proficiency scores, so it showed as not being a very meaningful predictor of language proficiency. This means that although it was statistically correlated with the criterion, it did not have enough explanatory power for predicting the students' language proficiency acquisition. These results were inconsistent with the findings of Islam et al. (2013), who found that Ideal L2 Self was the most correlated component to predict the learning effort and increase the effectiveness of language acquisition.

Finally, the participants in the study raised different reasons behind their motivations on English learning. High achievers were able to show their clear future image as fluent English speakers. Their L2 learning motivation might have been more internalized (such as representing the country or being a professional at work) than that of low achievers whose motivation was more as a result of parental influence. Both groups studied English also because of their need to communicate, for example, if they wished to travel abroad. According to Taguchi et al. (2009), one of the factors motivating Chinese and Japanese students is an interest in travelling and making friends with people from other language communities. This might indicate that the reasons for language learning nowadays are more practical, unlike participants in developing countries in the study conducted by Schmidt et al. (1996) who had a fantasy motive to study English. Moreover, high achievers wanted to work in international companies or in any company where English is used. Their motivation was mostly from their own image, dream or satisfaction. This finding is in agreement with Lamb's (2012) who found that a positive vision of the experience of English

acquisition was the strongest predictor of both motivated learning behavior and language proficiency. On the other hand, low achievers seemed to be more concerned about potential unemployment due to the lack of English proficiency, family pressure and their desire to avoid possible negative outcomes. (Dörnyei, 2005).

6. Pedagogical Implications

The findings on the L2 Motivational Self System could assist teachers focus on the aspects that have shown to be more significant for students in their language learning. Because the Ideal L2 Self proved to be significant while the Ought-to self was not, teachers can provide the crucial tools to improve and make their ideal selves look more factual. They can show them the benefits of using English or what people do around the world, which can stimulate their image and motivate their learning.

At the school or administrative level, the importance of motivation for learning English should be instructive for teachers, who should take these factors into consideration when designing English language instructions or training courses. They can make classrooms positive places to create positive learning environment where there is little or no anxiety. They can also use materials which are appealing to their students and which promote their ideal selves to teach, since this will contribute to a better proficiency for the learners.

Finally, regular teacher training should be offered so that teachers can keep abreast with new teaching methodology, such as how to use L1 and technology effectively in EFL class. Motivational strategies can also be included in the training, for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules as well as giving positive feedback and awards to learners.

7. Recommendation for Further Studies

There were some limitations in the study. First, the respondents were from only two private English schools in Phnom Penh, Cambodia, so it would be more generalizable if participants were drawn from a larger number of private schools or public schools, with different levels of education. Second, future studies should take

other factors such as age and gender into account to examine if they would also influence students' motivation in learning English. Also, a comparative study between private and public schools with the same level of education is suggested.

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Appendix A
Language Proficiency Test

Part 1

Questions 1-5

Where can you see these notices?

For questions 1 to 5, circle one letter A, B or C on your Answer Sheet

1. **YOU CAN LOOK, BUT DON'T TOUCH THE PICTURE**

A. in an office   B. in a cinema   C. in a museum

2. **PLEASE GIVE THE RIGHT MONEY TO THE DRIVER**

A. in a bank   B. on a bus   C. in a cinema

3. **NO PARKING PLEASE**

A. in a street   B. on a book   C. on a table

4. **CROSS BRIDGE FOR TRAINS TO EDINBURGH**

A. in a bank   B. in a garage   C. in a station

5. **KEEP IN A COLD PLACE**

A. on clothes   B. on furniture   C. on food

Questions 6-10

In this section you must choose the word which best fits each space in the text below.

For questions **6** to **10**, circle **one** letter **A**, **B**, or **C** on your Answer Sheet

---

THE STARS

  There are millions of stars in the sky. If you look **(6)** ....the sky on a clear night, it is possible to see about 3000 stars. They look small, but they are really **(7)** ....big hot balls of burning gas. Some of them are huge, but others are much smaller, like our planet Earth. The biggest stars are very bright, but they only live for a short time. Every day new stars **(8)** ....born and old stars die. All the stars are very far away. The light from the nearest star takes more **(9)** ....four years to reach Earth. Hundreds of years ago, people **(10)** ....stars, like the North Star, to know which direction to travel in. Today you can still see that star.

---

 6. A. at   B. up   C. on

 7. A. very   B. too   C. much

 8. A. is   B. be   C. are

 9. A. that   B. of   C. than

 10. A. use   B. used   C. using

Questions 11-15

In this section you must choose the word which best fits each space in the text
For questions 11 to 15, circle one letter A, B, C or D on your Answer Sheet

> ### Good smiles ahead for young teeth
>
> Older Britons are the worst in Europe when it comes to keeping their teeth. But British youngsters **(11)** ....more to smile about because **(12)** ....teeth are among the best. Almost 80% of Britons over 65 have lost all or some **(13)** ....their teeth according to a World Health Organization survey. Eating too **(14)** ....sugar is part of the problem. Among **(15)** ...., 12-year-olds have on average only three missing, decayed or filled teeth.

11. A. at	B. up	C. on
12. A. very	B. too	C. much
13. A. is	B. be	C. are
14. A. that	B. of	C. than
15. A. use	B. used	C. using

Questions 16-20

> ### Christopher Columbus and the New World
>
> On August 3, 1492, Christopher Columbus set sail from Spain to find a new route to India, China and Japan. At this time most people thought you would fall off the edge of the world if you sailed too far. Yet sailors such as Columbus had seen how a ship appeared to get lower and lower on the horizon as it sailed away. For Columbus this **(16)** ....that the world was round. He **(17)** ....to his men about the distance travelled each day. He did not want them to think that he did not **(18)** ....exactly where they were going. **(19)** ...., on October 12, 1492, Columbus and his men landed on a small island he named San Salvador. Columbus believed he was in Asia, **(20)** ....he was actually in the Caribbean.

16. A. made   B. pointed   C. was   D. proved

17. A. lied   B. told   C. cheated   D. asked
18. A. find   B. know   C. think   D. expect
19. A. Next   B. Secondly   C. Finally   D. Once
20. A. as   B. but   C. because   D. if

Questions 21-30

In this section, you must choose the word or phrase which best completes each sentence.

For questions 21 to 40, circle one letter A, B, C or D on your Answer Sheet

21. The children won´t go to sleep.......we leave a light on outside their bedroom

A. except   B. otherwise   C. unless   D. but

22. I´ll give you my spare keys in case you.........home before me.

A. won't get   B. got   C. will get   D. get

23. My holiday in Paris gave me a great..........to improve my French accent.

A. occasion   B. chance   C. hope   D. possibly

24. The singer ended the concert...........her most popular song.

A. by   B. with   C. in   D. as

25. Because it had not rained for several months, there was a............of water.

A. shortage   B. drop   C. scare   D. waste

26. I´ve always.............you as my best friend.

A. regarded   B. thought   C. meant   D. supposed

27. She came to live her............a month ago.

A. quite   B. beyond   C. already   D. almost

28. Don´t make such a..........! The dentist is only going to look at your teeth.

A. fuss   B. trouble   C. worry   D. reaction

29. He spent a long time looking for a tie which..........with his new shirt.

A. fixed   B. made   C. went   D. wore

30. Fortunately, ...from a bump on the head, she suffered no serious injuries from her fall.

A. other   B. except   C. besides   D. apart

Questions 31-40

31. She had changed so much that ....anyone recognized her.

A. almost   B. hardly   C. not   D. nearly

32. ....teaching English, she also writes children´s books.

A. Moreover   B. As well as C. In addition D. Apart

33. It was clear that the young couple were.........of taking charge of the restaurant.

A. responsible   B. reliable   C. capable   D. able

34. The book.........of ten chapters, each one covering a different topic.

A. comprises   B. includes   C. consists   D. contains

35. Mary was disappointed with her new shirt as the color...........very quickly.

A. bleached   B. died   C. vanished   D. faded

36. National leaders from all over the world are expected to attend the......meeting.

A. peak   B. summit   C. top   D. apex

37. Jane remained calm when she won the lottery and.......about her business as if nothing had happened.

A. came   B. brought   C. went   D. moved

38. I suggest we.........outside the stadium tomorrow at 8.30.

A. meeting   B. meet   C. met   D. will meet

39. My remarks were..........as a joke, but she was offended by them.

A. pretended   B. thought   C. meant   D. supposed

40. You ought to take up swimming for the..........of your health.

A. concern   B. relief   C. sake   D. cause

Part 2
Questions 41-45

In this section, you must choose the word which best fits each space in the text.

For questions 41 to 45, circle one letter A, B, C or D on your Answer Sheet

---

CLOCKS

The clock was the first complex mechanical machinery to enter the home, **(41)** ………. it was too expensive for the **(42)**……….person until the 19th century, when **(43)**……….production techniques lowered the price. Watches were also developed, but they **(44)** ………. luxury items until 1868, when the first cheap pocket watch was designed in Switzerland. Watches later became **(45)** ………available, and Switzerland became the world´s leading watch manufacturing centre for the next 100 years.

.

---

41. A. despite   B. although   C. otherwise   D. average

42. A. average   B. medium   C. general   D. common

43. A. vast   B. large   C. wide   D. mass

44. A. lasted   B. endured   C. kept   D. remained

45. A. mostly   B. chiefly   C. greatly   D. widely

Questions 46- 50

In this section, you must choose the word which best fits each space in the texts.

For questions 46 to 50, circle one letter A, B, C or D on your Answer Sheet

---

Dublin City Walks

What better way of getting to know a new city than by walking around it? Whether you choose the Medieval Walk, which will **(46)** ………. you to 1000 years ago, find out about the more **(47)** ………. history of the city on the Eighteenth Century Walk, or meet the ghosts of Dublin´s many writers on The Literary Walk, we know you will enjoy the experience.

Dublin City Walks **(48)** ..………..twice daily. Meet your guide at 10.30 a.m. or 2.30 p.m. at the Tourist Information Office. No advance **(49)** ………...is necessary. Special **(50)** ………are available for families, children and parties of more than ten people.

.

---

46. A. introduce   B. present   C. move   D. show
47. A. near   B. late   C. recent   D. close
48. A. take place   B. occur   C. work   D. function
49. A. playing   B. reserving   C. warning   D. booking
50. A. funds   B. costs   C. fees   D. rates

Questions 51-60

In this section, you must choose the word or phrase which best completes each sentence.

For questions 51 to 60, circle one letter A, B, C or D on your Answer Sheet

51. If you´re not too tired we could have a……of tennis after lunch.

A. match   B. play   C. game   D. party

52. Don´t you get tired………watching TV every night?

A. with   B. by   C. of   D. at

53. Go on, finish the dessert. It needs………up because it won´t stay fresh until tomorrow.

A. eat   B. eating   C. to eat   D. eaten

54. We´re not used to………. invited to very formal occasions.

A. be   B. have   C. being   D. having

55. I´d rather we………. meet this evening, because I´m very tired.

A. wouldn't   B. shouldn't   C. hadn't   D. didn't

56. She obviously didn´t want to discuss the matter so I didn´t……..the point.
A. maintain   B. chase   C. follow   D. pursue
57. Anyone………after the start of the play is not allowed in until the interval.
A. arrives   B. has arrived C. arriving   D. arrive
58. This new magazine is ………...with interesting stories and useful information.
A. full   B. packed   C. thick   D. compiled
59. The restaurant was far too noisy to be………to relaxed conversation.
A. conductive   B. suitable   C. practical   D. fruitful
60. In this branch of medicine, it is vital to ………...open to new ideas.
A. stand   B. continue   C. hold   D. remain

Appendix B
Questionnaire (English Version)

Questionnaire

We would like to ask you to help us by participating in this survey to better understand the motivation of learners of English in Cambodia. This questionnaire is not a test so there are no "right" or "wrong" answers and you do not even have to write your name on it. We are interested in your opinion. The results of this survey will be used only for research purposes so please give your answers sincerely to ensure the success of this project. Thank you very much for your help!

PART 1: MOTIVATION

In this part, we would like you to tell us how much you agree or disagree with the following statements by simply circling a number from 1 to 5. Please do not leave out any items.

1	2	3	4	5

strongly disagree   neutral   agree   strongly disagree   agree

1. I imagine myself living abroad and having a discussion in English.	1	2	3	4	5
2. I study English because close friends of mine think it is important.	1	2	3	4	5
3. I would like to have more alternative activities in my English classes. (e.g. group speaking activities, oral presentations).	1	2	3	4	5
4. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.	1	2	3	4	5
5. I imagine myself living abroad and using English effectively for communicating with the locals.	1	2	3	4	5
6. I would like to have more English lessons at school.	1	2	3	4	5
7. I imagine a situation where I am speaking English with foreigners.	1	2	3	4	5
8. I think time passes faster while studying English.	1	2	3	4	5
9. I imagine myself speaking English with international friends	1	2	3	4	5
10. Learning English is essential because people surrounding me expect me to do so.	1	2	3	4	5
11. I find the topics covered in my English course book interesting.	1	2	3	4	5
12. My parents believe that I must study English to be an educated person.	1	2	3	4	5
13. I think that English is an important school subject.	1	2	3	4	5
14. I consider learning English important because the people I respect think that I should do it.	1	2	3	4	5
15. I find learning English really interesting.	1	2	3	4	5
16. Whenever I think of my future career, I imagine myself	1	2	3	4	5

using English.					
17. I imagine myself as someone who is able to speak English.	1	2	3	4	5
18. I volunteer answers in my English classes.	1	2	3	4	5
19. The things I want to do in the future require me to speak English.	1	2	3	4	5
20. Studying English is important to me in order to gain the approval of my family and teacher.	1	2	3	4	5
21. It will have a negative impact on my life if I don't learn English.	1	2	3	4	5
22. I imagine myself speaking English as if I were a native speaker of English.	1	2	3	4	5
23. I consider that my teacher motivates me to learn English.	1	2	3	4	5
24. Studying English is important to me because an educated person is supposed to be able to speak English.	1	2	3	4	5
25. I love how I am taught in class.	1	2	3	4	5
26. If I fail to learn English, I'll be letting other people down.	1	2	3	4	5
27. I imagine myself speaking English fluently.	1	2	3	4	5
28. I like the atmosphere of my English class.	1	2	3	4	5
29. I imagine myself studying in a university where all my courses are taught in English.	1	2	3	4	5
30. Studying English is important to me because other people will respect me more if I have a knowledge of English.	1	2	3	4	5

PART 2: STUDENT PROFILE

Please put "√" in the circle and write your answer in the space provide.

1.Gender:

O male   **O** female

2. Age: ….……………

3. School name:

O Universal English School (UES)   **O** Singapore International School (SIS)

4. Level in English school: ……………………………………

5. Grade in state school: ………………………………

6. The year I started learning English: ……………………

7. Name in Facebook: ………………………

8. To me, learning English is …………………

O boring   **O** interesting   **O** exciting   **O** useful

O useless   **O** other (please specify) ………….

9. Activities I do outside class:

O watch TV in English   **O** play games in English   **O** talk to tourists
O Chat online with friends in English   **O** Other (please specify) ……….
10. Materials I use to help to learn English:
O dictionary   **O** book   **O** computer software   **O** audio-tape
O internet   **O** other (please specify) ……….

PART 3: OPEN-ENDED QUESTION
Why do you choose to study English?

……………………………………………………………………………………….
……………………………………………………………………………………….
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……………………………………………………………………………………….

Appendix C
Questionnaire (Khmer Version)

កំរងសំណួរស្រាវជ្រាវ

យើងខ្ញុំសូមអោយអ្នកជួយចូលរួមក្នុងការធ្វើកំរងសំណួរស្រាវជ្រាវនេះដើម្បីធ្វើអោយការយល់ដឹងពីការលើកទឹកចិត្តរបស់សិស្សក្នុងការរៀនភាសាអង់គ្លេសក្នុងប្រទេសកម្ពុជាកាន់តែប្រសើរឡើង។កំរងសំណួរនេះមិនមែនជាវិញ្ញាសាប្រលងនោះទេ ដូច្នេះវាគ្មានចំលើយ "ត្រូវ" រី "ខុស" ឡើយ។ អ្នកក៏មិនកំរូវអោយសរសេរឈ្មោះដែរ។ យើងខ្ញុំមានចំណាប់អារម្មណ៍លើគំនិតរបស់អ្នក។លទ្ធផលនៃកំរងសំណួរនេះនឹងត្រូវបានប្រើតែសំរាប់ការស្រាវជ្រាវប៉ុណ្ណោះ ដូច្នេះសូមអ្នកផ្តល់ចំលើយដោយស្មោះត្រង់ដើម្បីធានាបាននូវភាពជោគជ័យក្នុងការស្រាវជ្រាវនេះ។ អរគុណជាខ្លាំងសំរាប់ការសហការរបស់អ្នក។

ផ្នែកទី១៖ ការលើកទឹកចិត្ត

ក្នុងផ្នែកនេះយើងខ្ញុំសូមអោយអ្នកប្រាប់ពួកយើងពីការយល់ស្របរីមិនយល់ស្របរបស់អ្នកជាមួយនឹងប្រយោគខាងក្រោមដោយគូរសែននិងគូសរង្វង់លើលេខពី១ដល់៥។សូមកុំទុកចន្លោះទំនេរក្នុងប្រយោគណាមួយ។

១	២	៣	៤	៥
មិនយល់ស្របជាខ្លាំង	មិនយល់ស្រប	មិនដឹង	យល់ស្រប	យល់ស្របជាខ្លាំង

	១	២	៣	៤	៥
១.ខ្ញុំស្រម៉ៃឃើញខ្លួនឯងធ្វើការពិភាក្សាជាភាសាអង់គ្លេស។	១	២	៣	៤	៥
២.ខ្ញុំរៀនភាសាអង់គ្លេសព្រោះមិត្តជិតស្និតរបស់ខ្ញុំគិតថាភាសាអង់គ្លេសសំខាន់។	១	២	៣	៤	៥
៣.ខ្ញុំចង់មានសកម្មភាពផ្សេងៗនៅក្នុងថ្នាក់រៀនភាសាអង់គ្លេសរបស់ខ្ញុំ ដូចជាការនិយាយជាក្រុមការឡើងធ្វើបទបង្ហាញជាដើម។	១	២	៣	៤	៥
៤.ខ្ញុំត្រូវរៀនភាសាអង់គ្លេសព្រោះប្រសិនបើខ្ញុំមិនរៀន ខ្ញុំគិតថាឪពុកម្តាយរបស់ខ្ញុំនឹងខកចិត្ត។	១	២	៣	៤	៥
៥.ខ្ញុំស្រម៉ៃឃើញថាខ្លួនរស់នៅក្រៅប្រទេសនិងប្រើប្រាស់ភាសាអង់គ្លេសយ៉ាងមានប្រសិទ្ធភាពជាមួយជនជាតិដើម។	១	២	៣	៤	៥
៦.ខ្ញុំចង់បានមេរៀនភាសាអង់គ្លេសកាន់តែច្រើននៅសាលារៀន។	១	២	៣	៤	៥
៧.ខ្ញុំស្រម៉ៃឃើញស្ថានភាពដែលខ្ញុំនិយាយភាសាអង់គ្លេសជាមួយជនបរទេស។	១	២	៣	៤	៥
៨.ខ្ញុំគិតថាពេលវេលាដើរលឿនពេលរៀនភាសាអង់គ្លេស។	១	២	៣	៤	៥
៩.ខ្ញុំស្រម៉ៃឃើញថាខ្លួននិយាយភាសាអង់គ្លេសជាមួយមិត្តភក្តិអន្តរជាតិ។	១	២	៣	៤	៥
១០.ការសិក្សាភាសាអង់គ្លេសគឺជាការចាំបាច់ពីព្រោះមនុស្សជុំវិញខ្លួនខ្ញុំរំពឹងទុកថាខ្ញុំនឹងធ្វើបែបនេះ។	១	២	៣	៤	៥
១១.ខ្ញុំរកឃើញថាប្រធានបទក្នុងសៀវភៅអង់គ្លេសរបស់ខ្ញុំគួរអោយចាប់អារម្មណ៍។	១	២	៣	៤	៥
១២.ឪពុកម្តាយរបស់ខ្ញុំជឿជាក់ថាខ្ញុំត្រូវតែខំរៀនភាសាអង់គ្លេសដើម្បីក្លាយទៅជាមនុស្សដែលមានចំនេះដឹងម្នាក់។	១	២	៣	៤	៥
១៣.ខ្ញុំគិតថាភាសាអង់គ្លេសគឺជាមុខវិជ្ជាដ៏សំខាន់។	១	២	៣	៤	៥
១៤.ខ្ញុំចាត់ទុកថាការរៀនភាសាអង់គ្លេសសំខាន់ព្រោះមនុស្សដែលខ្ញុំគោរពគិតថាខ្ញុំគួរតែធ្វើបែបនេះ។	១	២	៣	៤	៥
១៥.ខ្ញុំគិតថាការរៀនភាសាអង់គ្លេសគឺគួរអោយចាប់អារម្មណ៍។	១	២	៣	៤	៥

១៦.ពេលខ្ញុំគិតពីរឿងការងារទៅថ្ងៃអនាគតខ្ញុំស្រម៉ៃឃើញថាខ្ញុំប្រើប្រាស់ភាសាអង់គ្លេស។	១	២	៣	៤	៥
១៧.ខ្ញុំស្រម៉ៃឃើញថាខ្ញុំក្លាយជាមនុស្សម្នាក់ដែលអាចនិយាយភាសាអង់គ្លេស។	១	២	៣	៤	៥
១៨.ខ្ញុំស្ម័គ្រចិត្តឆ្លើយសំនួរក្នុងថ្នាក់។	១	២	៣	៤	៥
១៩.អ្វីដែលខ្ញុំចង់ធ្វើនៅថ្ងៃអនាគតទាមទារឱ្យខ្ញុំនិយាយភាសាអង់គ្លេស។	១	២	៣	៤	៥
២០.ការរៀនភាសាអង់គ្លេសសំខាន់សំរាប់ខ្ញុំដើម្បីបានការទទួលស្គាល់ពី គ្រួសារ និងគ្រូ។	១	២	៣	៤	៥
២១.វានឹងមានឥទ្ធិពលអវិជ្ជមានក្នុងជីវិតរបស់ខ្ញុំប្រសិនបើខ្ញុំមិនរៀនភាសាអង់គ្លេស។	១	២	៣	៤	៥
២២.ខ្ញុំអាចស្រម៉ៃឃើញខ្លួនឯងនិយាយភាសាអង់គ្លេសដូចនឹងជនជាតិដើម	១	២	៣	៤	៥
២៣.ខ្ញុំចាត់ទុកថាគ្រូរបស់ខ្ញុំលើកទឹកចិត្តខ្ញុំក្នុងការរៀនភាសាអង់គ្លេស។	១	២	៣	៤	៥
២៤.ការរៀនភាសាអង់គ្លេសសំខាន់សំរាប់ខ្ញុំព្រោះមនុស្សដែលមានចំនេះដឹងគឺត្រូវតែចេះភាសាអង់គ្លេស។	១	២	៣	៤	៥
២៥.ខ្ញុំស្រលាញ់នូវការរៀនដែលខ្ញុំត្រូវបានបង្រៀនភាសាអង់គ្លេសនៅក្នុងថ្នាក់។	១	២	៣	៤	៥
២៦.បើខ្ញុំមិនរៀនភាសាអង់គ្លេស ខ្ញុំនឹងធ្វើមនុស្សគ្រប់គ្នាខកចិត្ត។	១	២	៣	៤	៥
២៧.ខ្ញុំស្រម៉ៃឃើញថាខ្លួនឯងនិយាយភាសាអង់គ្លេសយ៉ាងល្អន។	១	២	៣	៤	៥
២៨.ខ្ញុំចូលចិត្តបរិយាកាសនៅក្នុងថ្នាក់រៀនភាសាអង់គ្លេសរបស់ខ្ញុំ។	១	២	៣	៤	៥
២៩.ខ្ញុំស្រម៉ៃឃើញថាខ្លួនឯងរៀននៅក្នុងសាកលវិទ្យាល័យដែលមុខវិជ្ជាទាំងអស់ត្រូវបានបង្រៀនជាភាសាអង់គ្លេស។	១	២	៣	៤	៥
៣០.ការរៀនភាសាអង់គ្លេសសំខាន់សំរាប់ខ្ញុំព្រោះអ្នកផ្សេងនឹងគោរពខ្ញុំប្រសិនបើខ្ញុំមានចំនេះដឹងផ្នែកភាសាអង់គ្លេស។	១	២	៣	៤	៥

ផ្នែកទី ២៖ ពត៌មានផ្ទាល់ខ្លួន

សូមគូសសញ្ញា "✓" ក្នុងប្រអប់ និងសរសេរចំលើយក្នុងចន្លោះដែលបានផ្តល់ឱ្យ

១ ភេទ៖ ☐ប្រុស ☐ស្រី

២ អាយុ.............................

៣ ឈ្មោះសាលា៖ ☐ សាលាភាសា (UES) ☐ សាលាអន្តរជាតិសិង្ហបុរី (SIS)

៤ កំរិតសិក្សាក្នុងសាលាអង់គ្លេស: Level...........................

៥ កំរិតសិក្សាក្នុងសាលាខ្មែរ: ថ្នាក់ទី........................

៦ ឆ្នាំដែលខ្ញុំ ចាប់ផ្តើមសិក្សាភាសាអង់គ្លេស ....

៧ ឈ្មោះក្នុងFacebook..........................

៨ ចំពោះខ្ញុំ ការរៀនភាសាអង់គ្លេសគឺ

   ☐ គួរឱ្យធុញទ្រាន់   ☐ គួរឱ្យរំភើប   ☐ គួរឱ្យចាប់អារម្មណ៍

   ☐ គ្មានប្រយោជន៍

   ☐ មានប្រយោជន៍   ☐ ផ្សេងៗ (សូមបញ្ជាក់) ....

៩ សកម្មភាពដែលខ្ញុំតែងតែធ្វើនៅក្រៅម៉ោងរៀន

   ☐ មើលទូរទស្សន៍   ☐ លេងហ្គេមកុំព្យូទ័រជាភាសាអង់គ្លេស

☐ និយាយជាមួយអ្នកទេសចរជាភាសាអង់គ្លេស

☐ ធ្វើសារលេងជាមួយមិត្តភក្ដិជាភាសាអង់គ្លេស   ☐ គ្មាន   ☐ ផ្សេងៗ (សូមបញ្ជាក់)

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១០ អ្វីដែលខ្ញុំប្រើប្រាស់ដើម្បីជួយខ្ញុំក្នុងការរៀនភាសាអង់គ្លេស

☐ វចនានុក្រម   ☐ សៀវភៅវេយ្យាករណ៍   ☐ សៀវភៅពាក្យ

☐ កម្មវិធីកុំព្យូទ័រ   ☐ អ៊ីនធឺណិត

☐ សៀវភៅត្រៀមប្រលងភាសាអង់គ្លេស   ☐ អាត់សំលេង   ☐ ផ្សេងៗ

(សូមបញ្ជាក់) ....

ផ្នែកទី ៣៖ សំនួរ

ហាតុអ្វីបានជាប្អូនជ្រើសរើសរៀនភាសាអង់គ្លេស?

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Appendix D
Interview form

Interview form

Background Information

1. What is your level of English?

2. When did your start learning English?

Relevance of English studies and motivation

1. Why do you choose to study English?

2. What do you want to be in the future? Why?

3. How do you feel when you are learning English? Why?

4. To what degree are you committed to learn English? Please give example.

5. What is your goal of learning English? Why?

6. Is there anyone who motivates you to study English? How?

7. Who has been the most influential person in your English learning? Why?

8. What is your most pleasant memory as a language learner? Why?

9. What is your most unpleasant memory as a language learner? Why?

10. How do you feel about your EFL teacher(s)?

11. How do you feel about your EFL classmates?

12. How do you feel about the way English is taught?

13. What is your expected English level at the school? Why?

14. What tools do you use to help you learn English? (e.g., materials such as dictionaries, books, computer software, audio-tapes) How and Why?

15. What do you usually do outside class? Do you have opportunities to communicate in English? Why?

Appendix E
Questionnaire Reliability

Reliability
RELIABILITY ANALYSIS - SCALE

Case Processing Summary

		N	%
Cases	Valid	38	95.0
	Excluded[a]	2	5.0
	Total	40	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.880	33

Item Statistics

	Mean	Std. Deviation	N
Item1	3.4737	.89252	38
Item2	3.7105	.95600	38
Item3	4.0526	.76925	38
Item4	3.8684	.93494	38
Item5	4.1053	.86335	38
Item6	4.1053	.86335	38
Item7	3.8421	.94515	38
Item8	3.6316	.67468	38
Item9	3.5789	1.00355	38
Item10	3.4737	.95115	38
Item11	3.3684	.75053	38
Item12	4.2105	.70358	38
Item13	4.1579	.59395	38
Item14	3.3684	.94214	38
Item15	3.8947	.86335	38
Item16	4.0000	.80539	38
Item17	3.9474	1.01202	38
Item18	3.5263	1.00638	38
Item19	3.7105	.95600	38
Item20	3.6316	.88290	38
Item21	3.7895	.62202	38
Item22	3.6842	.66191	38

Item23	4.1053	.45259	38
Item24	3.5263	1.15634	38
Item25	3.9474	.69544	38
Item26	2.8947	1.03426	38
Item27	3.7368	1.08264	38
Item28	3.7895	.90518	38
Item29	3.3158	.80891	38
Item30	3.6316	1.23946	38
The Ideal L2 Self	37.3947	5.81489	38
The Ought L2 Self	36.1053	6.04841	38
The L2 Learning Experience	38.5789	4.63029	38

Item-total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	220.6842	759.627	.547	.877
Item2	220.4474	789.551	-.058	.883
Item3	220.1053	772.583	.331	.879
Item4	220.2895	750.752	.697	.875
Item5	220.0526	771.673	.311	.879
Item6	220.0526	782.700	.080	.881
Item7	220.3158	756.384	.578	.876
Item8	220.5263	783.553	.088	.881
Item9	220.5789	754.899	.570	.876
Item10	220.6842	752.168	.657	.875
Item11	220.7895	768.225	.446	.878
Item12	219.9474	773.403	.343	.879
Item13	220.0000	765.027	.668	.877
Item14	220.7895	754.927	.609	.876
Item15	220.2632	753.226	.704	.875
Item16	220.1579	760.731	.584	.877
Item17	220.2105	755.900	.546	.876
Item18	220.6316	750.563	.648	.875
Item19	220.4474	753.335	.630	.876
Item20	220.5263	749.932	.757	.875
Item21	220.3684	792.834	-.168	.883
Item22	220.4737	766.472	.557	.878

Item23	220.0526	782.592	.179	.880
Item24	220.6316	732.942	.847	.872
Item25	220.2105	778.927	.204	.880
Item26	221.2632	756.686	.520	.876
Item27	220.4211	743.656	.720	.874
Item28	220.3684	754.563	.642	.876
Item29	220.8421	757.704	.650	.876
Item30	220.5263	730.364	.827	.871
Ideal L2 Self	186.7632	519.969	.881	.871
Ought-to L2 Self	188.0526	525.024	.814	.878
L2 Learning Experience	185.5789	621.494	.625	.876

Paper 1
(Published)

The L2 Motivational Self System of Low and High Achievers in a Cambodian context

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Abstract

The present study explored the different levels of motivation, the relationship between the three components of the L2 Motivational Self System and language proficiency as well as the reasons behind the students' motivation in learning at two private English schools in Phnom Penh, Cambodia. One-hundred and twenty students with different levels of English, ages ranging from 9 to 21 years old, were divided into low and high achiever groups. They participated in the quantitative data collection phase. Data were collected through an English proficiency test and a questionnaire. The results revealed a significant difference regarding Ought-to L2 Self and the L2 Learning Experience between the two groups. A significant correlation between the Ideal L2 Self and language proficiency was found among high achievers, whereas a significant correlation between the Ought-to L2 Self and the L2 Learning Experience was the case among low achievers. For the qualitative study, twenty out of one hundred and twenty participants (10 low achievers and 10 high achievers) were interviewed for reasons behind their learning motivation in learning English. Different reasons were discovered: personal aspiration, the need for communication and environment.

Introduction

Playing a major role as an international language, English is used by people from around 50 countries all over the world, especially by those who do not speak the same first language, including Cambodian people (Jenkins, 2003). With the existence of UNTAC (The United Nations Transitional Authority in Cambodia, 1993) and ASEAN (The Association of Southeast Asian Nations, 1999), Cambodia, as well as other countries, has experienced tremendous changes both economically and socially. One consequence of the arrival of those organizations has been the free movement of labor across the ASEAN region, which has resulted in a competitive job market, with English playing an even more important role as the lingua franca in these parts of Asia (Clayton, 2006, 2017). Thus, the role of English is significant in both academic and social contexts as it is taught in both state and private schools (Clayton, 2008). In state schools, it takes 12 years for the completion of general education with six years (grades 1 to 6) for primary education and another six years (grades 7 to 12) for secondary education. The study of the English language or foreign language education is provided for at the secondary stage (Igawa, 2010). Cambodian parents who are more aware of the importance of English education send their children to private English schools before they start grade 7. Also, since the students focus only on general education in state school, English is more valued in private English schools. Run by the private sector, private English schools provide only English education before or after regular state school hours for children aged 3 and older. English class lasts 3 hours per day and is held five days per week. It takes three to six months for students to complete each level i.e. beginner, elementary, pre-intermediate, intermediate and advanced. They can choose between either the morning or afternoon session.

Despite the significant role of English in society, Cambodian students have a relatively very low proficiency, ranking 85 among 88 countries (EF English Proficiency Index, 2018). As English proficiency is still low in the county, it can be a barrier to Cambodian career

prospects since more and more jobs demand workers to have a high command of English.

Motivation, as a key element of the learning process, is often regarded as a solution for all unfavorable outcomes and behaviors in education (Dörnyei, 2001). As Dörnyei (1998) said, even good teaching methods and appropriate curricula do not ensure success in learning without the presence of motivation. In the context in which the English language is used as the second language or a foreign language, a number of studies have confirmed that motivation as well as the L2 Motivational Self System can exert a positive impact on ESL/EFL learners' English learning both quantitatively and qualitatively, as well as their English proficiency (Papi, 2010; Lamb, 2012; Islam et al., 2013; Tort Calvo, 2015; Syed, 2016; Huang & Chen, 2017). Considering the importance of motivation in foreign language learning and the importance of English, this study sought to investigate the associations of the L2 Motivational Self System with learners' language proficiency that lead to a greater understanding of the motivation in English learning and the reasons behind it.

Literature Review

Motivation is generally accepted as leading to the success or failure of the learner when learning a foreign language (Dörnyei, 2001). In addition, it strongly influences the degree to which learners take opportunities to use the language (Gardner, 1985, cited in Scarcella & Oxford, 1992). Based on its crucial role in language learning, language researchers have been attracted to investigate the effects of different types of motivation on language learning and to find new ways to develop greater motivation among learners (Gardner et. al, 1972; Gardner et. al, 1987; Spolsky, 1989; Dörnyei, 1998; Gardner et. al, 2004; Dörnyei & Ushida, 2011).

Gardner and Lambert (1972) introduced the notions of integrativeness and instrumentality. Integrative motivation refers to a learner's wish to learn more about the culture of the target language or to assimilate himself into the target language community, while instrumental motivation refers to a learner's wish to acquire a new language for practical reasons and to gain the benefits of learning a target language. It has been shown through a series of studies over decades (Brown, 2000; Crookes & Schmidt, 1991; Gardner, 1985;

Gardner et al., 1983; Gardner & Lambert, 1972; Noels et al., 2001; Oxford & Shearin, 1994) that L2 learners with positive attitudes toward the target culture seem to be motivated to learn the target language more effectively than those without such attitudes. However, the concept of integrative motivation is placed in the socio-educational model and does not exist in mainstream motivational psychology because it seems appropriate in a multicultural context such as in Canada which is an English speaking country. On the contrary, the theory of integrativeness, does not apply in non-English speaking countries where there is no language community for the learner to integrate into.

Later on, researchers' interests shifted to the cognitive aspect, with self-determination and attribution theories highlighting the concept of extrinsic and intrinsic motivation (Deci, 1975). Deci (1975) defined intrinsic motivation as a type for which there is no apparent reward except the activity itself, meaning that people engage in the activities for their own sake, while extrinsic motivation focuses on external rewards. A number of studies regarding intrinsic and extrinsic motivation (Ehrman, 1996; Ramage, 1990; Tachibana et al., 1996) have suggested that the distinction between intrinsic and extrinsic motivation can be of service in predicting L2 learning outcomes. Currently, due to the growing significance of World Englishes, learner identity and social context, and a vision of the self has been considered as links to L2 motivation (Dörnyei, 2009).

This concept stimulated Dörnyei to conceive a theory called the L2 Motivational Self System (L2MSS) to best reflect language use in foreign language contexts. With this theory, students' motivation is better understood in terms of self-identification processes, and how they predominantly relate language learning to their own imagined personal future, whether in their home country or overseas.

This theory conceptualized L2 motivational theory based on psychological theories of the self and is made up of three components: The Ideal L2 Self (IS), the Ought-to L2 Self (OS) and the L2 Learning Experience (LE).

The first self-guide, IS, is a clear and real image of what the learner would like to become (Dörnyei, 2009). For example, if they want to become a fluent English speaker, the image of a fluent speaker might motivate them to study English (Papi, 2010). IS can be

used to describe the motivational set-up in various learning contexts, although there is little or no contact with L2 speakers (Dörnyei, 2009). The growing importance of World Englishes has created changes in the relationship between IS and native speakers i.e. IS constructed by, for example, Korean learners now are no longer dependent on native English speakers, but rather on fluent non-natives (Kim & Kim, 2014). It can be said that the clearer IS is, the higher the level of English proficiency is acquired. The Ideal L2 self type of motivation has also been considered as the most important factor in the studies of Ghapanchi et al. (2011), Islam et al. (2013) and Rajab et al. (2012). Ghapanchi et al. (2011) and Rajab et al. (2012) found that it was the most significant predictor of L2 language acquisition, while Islam et al. (2013) discovered a significant correlation between IS and attitudes to learning English and instrumentality.

Second, learners with OS believe that they are obliged to meet external expectations and to avoid possible undesirable outcomes. The cause of OS is outside of individuals, such as family, friends and teachers (Dörnyei, 2009). They study English to please their family with their language ability. Among the three components of the L2MSS, this component produces the least effect on intended effort (Islam et al., 2013; Papi, 2010). Among Asian students, OS is shown to be more significant due to family and school pressure (Taguchi et al., 2009).

Last but not least, LE refers to the immediate learning environment and experience (Dörnyei, 2009). Curriculum, L2 teachers, peer groups, the enjoyment of the learning environment and the teaching materials might have a strong impact on learners' motivation (Papi, 2010). Dörnyei (2009) stated that this component is conceptualized at a different level from the two self-guides i.e. IS and OS. The two self-guides carry the sense of future orientation while the LE concerns aspects of learners' learning situations. Depending on the L2 experiences that learners make their life progresses, certain aspects of their personal selves can be created, strengthened, or removed. In Islam et al. (2013), attitudes towards learning English and IS are the strongest predictors of intended effort. Taguchi et al. (2009) also show that English learning experience has the highest impact on intended effort, becoming the first predictor of it.

Overall, L2MSS can also define diverse motivational learner types, and its definitions may contribute to L2 motivation research. Dörnyei's (2009) theory can function as a predictor of second language proficiency as well: students with different aims to learn English will have different language proficiency, as the three dimensions have proved in previous research. L2MSS can provide some clues for teaching strategies, along with some information regarding language learner motivational types (Dörnyei, 2009).

A number of studies (Papi, 2010; Lamb, 2012; Islam et al., 2013; Tort Calvo, 2015; Syed, 2016 ;and Huang and Chen, 2017) have centered upon the L2MSS. Most of them used questionnaire instruments to collect data from participants in various educational levels, i.e. secondary school, high school and university. The common findings were that IS was found to be the most dominant component of L2 learning and that LE could predict learners' IS. However, insignificant relationships between the L2MSS and L2 proficiency were also found. Last but not least, OS increased L2 anxiety.

To sum up, several research gaps have been identified with regard to investigating the relationship between L2MSS and language proficiency. Little research has been conducted on Cambodian learners. In addition, high and low achievers (HA and LA) also have not been taken into account. Also, the use of semi-structured interviews to collect in-depth information about the source of learners' motivation in learning English is still limited. Finally, there have been a number of studies centered around Europe and East Asia but not Southeast Asia (Boo et al., 2015). Therefore, studies carried out in different geographical contexts such as Cambodia are worth investigating. Last but not least, this research also offers an overall validity study of Dörnyei's tripartite model of the L2 Motivational Self System in this context.

The purposes of the study were to examine the level of each component of L2MSS of HA and LA, the relationships between L2MSS and the language proficiency of HA and LA, and reasons behind their motivation to learn English. The findings of the study are expected to provide suggestions for more efficient ideas to motivate students, especially low achievers. It is hoped that some of the problems deriving from learning and teaching practices, family and society which hinder EFL students' motivation to master English can be

understood and lessened to some degree by this study. To meet this aim, the study was designed to address the following questions:

1. What level of each component of L2MSS do HA and LA demonstrate? Are there any significant differences between the two types of students?
2. What are the relationships between L2MSS and the language proficiency of HA and LA of Cambodian students?
3. What are the reasons behind their motivation to learn English?

Research Methodology

Research design

The study employed a concurrent mixed method design. Both quantitative and qualitative data were gathered during the same time period, from the same group of participants. A proficiency test and questionnaire were used to collect data regarding students' language proficiency and motivation towards English language learning, while a semi-structured interview was used to collect data related to the reasons behind the motivation for learning English, according to the level of each component of L2MSS and the relationship between the L2MSS and language proficiency.

Participants

Two hundred and twenty-four students, with different levels of English, from two private English schools, in Phnom Penh, Cambodia took part in the main study. Their ages ranged from 9 to 21 years old. They all had been studying English for at least one year. They were selected using a simple random sampling technique.

Their proficiency test scores were divided using a 27% technique (Hughes, 1989), namely the top and bottom 27% scores of English language proficiency. This result was that out of one hundred participants, the 60 participants who had the highest scores were assigned to the high achiever group (HA) (Mean=21.53, Min=19, Max=29) and the 60 participants with the lowest scores were assigned to the low achiever group (LA) (Mean=12.61, Min=10, Max=14). In addition, the groups were determined regardless of their age. Figure 1

shows that all of the younger students tended not to fall into LA while the older students tended not to fall into HA.
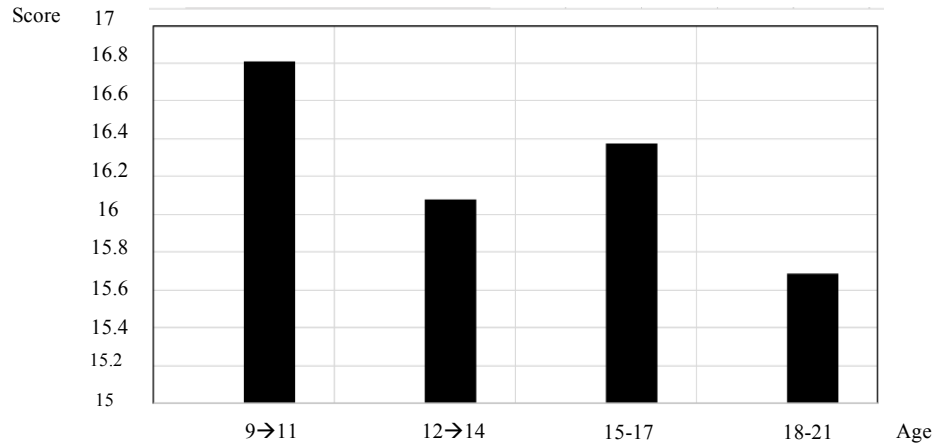

Figure 1: Age and average proficiency score of 224 students

In the second stage, 20 of the 120 participants were randomly selected to participate in semi-structured interviews. Figure 2 illustrates the group assignment and research design while Table 1 shows the details of the participants chosen for the semi-structured interviews.
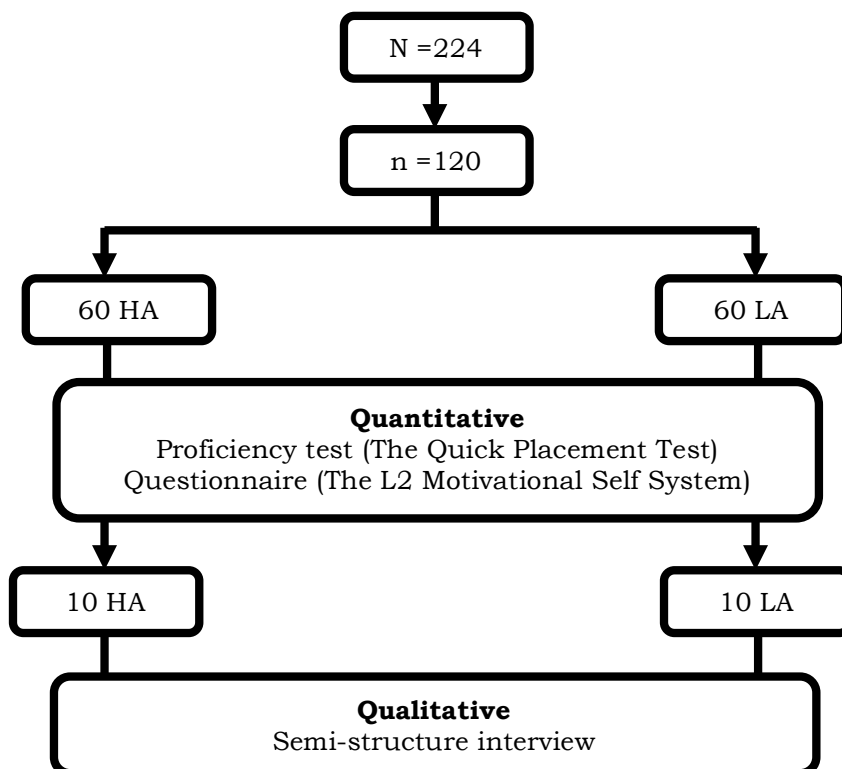

Figure 2: Group assignment and research design

Table 1: Details of participants chosen for semi-structured interview

No	Pseudonym	Gender	No	Pseudonym	Gender
	LA			**HA**	
1	Mary	Female	**11**	Ferry	Female
2	Andy	Male	**12**	Suzy	Female
3	Sam	Male	**13**	Kaly	Female
4	Soly	Female	**14**	Sony	Male
5	Luke	Male	**15**	Yale	Female
6	Helen	Female	**16**	Lily	Female
7	Jonny	Male	**17**	Tony	Male
8	Jessy	Female	**18**	Ka	Male
9	Kate	Male	**19**	Sue	Female
10	Tom	Male	**20**	Joe	Male

Research Instruments

Language proficiency test (see Appendix A)

The Quick Placement Test (QPT) version 2 (https://www.international.rmit.edu.au/agent/document/forms/pdf/ QPTPaper-and-pen.pdf) was adopted to measure participants' English proficiency level. Designed by Oxford University Press and Cambridge ESOL to be applicable to foreign language learners of all levels and ages, the test is used for placement testing and examination screening. There are two versions offered to measure participants' English proficiency: the computer-based (CB) version and the paper and pen (P&P) version. This study adopted P&P due to some technical limitations. The test contained 60 multiple-choice items. It was divided into 2 parts. Part 1 (items 1-5) tested vocabulary knowledge, items 6-20 tested vocabulary and grammar knowledge through 3 cloze tests, while items 21-40 tested grammar knowledge in the form of gap-filling. In addition, with a higher level of difficulty, items 41-50 in part 2, tested vocabulary and grammar knowledge in a cloze test format, while items 51-60 tested grammar knowledge in the form of gap-filling. One point was awarded for each correct answer. It was piloted for reliability with 50 students in one private English school in Phnom Penh. Cronbach's alpha coefficient was .801.

Questionnaire (see Appendix B)

The five-point Likert scales questionnaire (1=strongly disagree to 5= strongly agree) was used. It consisted of three parts with 30 items, which were adopted and adapted from Dörnyei et al. (2006); Taguchi et al. (2009) and some were newly designed by the researchers. The questionnaire aimed at determining the levels of motivation of the three components of L2MSS. Items 1, 5, 7, 9, 13, 16, 17, 19, 22, 27, 29 were for IS, 2, 4, 10, 12, 14, 20, 21, 24, 26, 30 for OS and items 3, 6, 8, 11, 15, 18, 23, 25, 28 for LE. The second part contained demographic questions such as age, time spent learning at English school and attitude towards learning English. The last part contained an open-ended question to explore their overall views on learning English. The questionnaire was translated from English into Khmer to ensure the complete understanding of the items. The Khmer version was approved by two Cambodian teachers of English. It was piloted for reliability with 50 students in one private English school in Phnom Penh. Cronbach's alpha coefficient was .829.

Interview form (see Appendix C)

The semi-structured interview, carried out in Khmer, was conducted to gather in-depth information related to students' source of motivation according to the level of each component of L2MSS and the relationship between the L2MSS and language proficiency, as well as the reasons why some students achieve higher outcomes than others. Some examples of the questions include, "Why do you choose to study English?" "What do you want to be in the future? Why?" "How do you feel when you are learning English? Why?" These questions can reveal and uncover the students' ideas or reasons for studying English. The semi-structured interview was validated by a panel of three in English language instruction to ensure content validity, clarity, and language appropriateness.

Data Collection and Analysis

With the assistance of a classroom teacher, the test and questionnaire were distributed together to the participants in regular class time. Prior to data collection, the researcher asked for their verbal consent and ensured that their answers were used only for research purposes and that their names would remain anonymous.

The whole session was completed within 2 hours. SPSS Statistics Bass 17.0 was used to analyze the data for descriptive statistics, t-test, and a two-tailed Pearson correlation.

The interview with 5 groups of 4 students took place one day after the quantitative data were collected. With permission from all participants, voice recorders were used to record the 30-minute interview. Salient themes were identified and manually color-coded by the researcher. They had been cross-checked and revised by both researchers. The identified issues were then categorized based on the themes.

Results

Research question 1: What level of each component of L2MSS do HA and LA demonstrate? Are there any significant differences between the two types of students?

To determine the level of each component of L2MSS and whether components in L2MSS were significantly different between HA and LA groups, the mean scores of their responses to the questionnaire were calculated and compared using an independent sample t-test. The results are shown in Table 2.

Table 2: The levels of the 3 components of L2 Motivation Self System of HA and LA

	HA (n =60)		Scale	LA (n =60)		Scale	t	Sig (2-tailed)
	Mean	SD		Mean	SD			
IS	4.0212	0.5692	High	3.9212	0.53596	High	.991	.324
OS	3.5883	0.61568	High	3.8441	0.61039	High	-2.275	.025
LE	3.6259	0.45966	High	3.8074	0.46513	High	-2.150	.034

**. Significant at the 0.01 level (2-tailed)

*. Significant at the 0.05 level (2-tailed)

Note: 1.0-1.80 = very low; 1.81-2.60 = low, 2.61-3.40 = moderate, 3.41-4.20 = high, 4.21-5.00 = very high

IS= The Ideal L2 Self, OS=The Ought-to L2 Self, IE= The L2 Learning Experience

It can be seen from Table 2 that the level of all 3 components of the L2MSS was high in both HA and LA groups. A closer look at each component revealed that the level of IS was the highest in both groups. However, the level of IS of the HA was higher than that of the LA ($\bar{x}$=4.0212, $\bar{x}$=3.9212, respectively). In addition, the level of LE and OS of the high achievers was also high in motivating students to learn

English (x̄ =3.6259, x̄= 3.5883, respectively). On the other hand, for LA, OS ranked as the second highest motivation (x̄= 3.8441) and LE was the least effective motivation among the 3 components (x̄=3.8074). This showed that HA had a significantly lower OS and LE than those of LA. Significant differences in both OS and LE between the two groups of students were found (p < 0.05).

Research question 2: What are the relationships between L2MSS and the language proficiency of HA and LA?

To answer the research question about the relationships between L2MSS and the language proficiency score of HA (Mean=12.61, Min=10, Max=14) and LA (Mean=21.53, Min=19, Max=29), the data were analyzed using Pearson's Correlation in SPSS Statistics Bass 17.0. The results are summarized in Tables 3-4.

Table 3: Correlations between each component of L2MSS of the high achievers

	Score	IS	OS	LE
Score	1	.281*	-0.025	0.07
IS	.281*	1	.570**	.588**
OS	-0.025	.570**	1	.587**
LE	0.07	.588**	.587**	1

Correlation is significant at the 0.05 level (2-tailed).

*** Correlation is significant at the 0.01 level (2-tailed)*

Note: IS= The Ideal L2 Self, OS=The Ought-to L2 Self, IE= The L2 Learning Experience

Table 3 demonstrates a significant relationship between the IS and the HA's language proficiency (p < .05), indicating that the higher the degree of IS students had, the higher language proficiency scores they acquired. A negative correlation, although not significant, between the OS and the language proficiency (r = -.025), was found while the LE also showed insignificant relationship with the language proficiency (r = 0.07). In addition, it was found that the IS and the OS and the LE were significantly correlated (r = .570, .588 respectively, p < .01), suggesting that the higher level the IS, the higher level of the OS and LE.

Table 4: Correlations between each component of L2MSS and the language proficiency of the LA

	Score	IS	OS	LE
Score	1	-0.151	-.356**	-.295*
IS	-0.151	1	.399**	.456**
OS	-.356**	.399**	1	.541**
LE	-.295*	.456**	.541**	1

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

Note: IS= The Ideal L2 Self, OS=The Ought-to L2 Self, IE= The L2 Learning Experience

Table 4 shows that the LA's proficiency score was significantly but negatively correlated with OS and LE (r = -.356, p < .01, r = -295, p < .05, respectively). This indicates that the higher OS the students demonstrated, the lower language proficiency score they obtained. A negative correlation, although not significant, between the IS and language proficiency (r = -.151) was also found. A positive relationship between the IS and the OS (r = 399, p < .01) was revealed. This means that the HA with high IS also had a high level of OS. Also, the relationship between the IS and LE was found to be significantly correlated (r = 456, p < .01).

Research question 3: What are the reasons behind their motivation to learn English?

As for the reasons behind the participants' English learning motivation, the interview results revealed three dominant themes, namely, personal aspiration, need for communication and environment. To be specific, a high number of HA possessed the personal aspiration to learn more English than their counterparts. In addition, both groups were also motivated due to the need for communication. However, they had more or less the same level of motivation caused by the environment.

For personal aspiration, the participants from both groups were highly motivated as they saw themselves in the future based on their strong desire or goal. However, the reasons behind their motivations differed. For example, Suzy, HA was motivated because she wanted to represent the country as a basketball team leader to compete with teams from other countries around the world while Helen, LA wanted to follow her mother's footsteps to become an English teacher. The following are their own words:

> *Now I am a basketball player. I imagine myself becoming the captain of the national team, leading the group to compete with other players from other countries both inside and outside of Cambodia. To be able to do so, besides being strong, I have to be able to use English effectively* (Suzy, HA, August 5, 2018).
>
> *English is important. My dreams are connected to English. My mother used to teach English, and I want to be like her* (Helen, LA, August 5, 2018).

The need for communication, going abroad, having a good career, and the ability to communicate with foreigners, influenced the participants from both groups. They were attracted by the opportunity to study and travel abroad, have access to a large amount of new information and resources on the internet, and become familiar with the cultural products of western countries. Some of them thought that trips to other countries would be easier and more enjoyable if they could communicate in English. One of them said:

> *I study English because I want to travel to other countries. English can make my trips more convenient* (Lily, HA, August 6, 2018).

Next, the need for communication for students was for careers. Although the motivation of the two groups of students fell into the same theme, the reasons were completely different. For instance, more HA students imagined themselves using English as a professional or as international staff, for example:

> *What I want to do in the future is work in an international company or in any company where English is used.* (Sony, HA, August 5, 2018).

By comparison, students from the LA group were more practical, fearing that a low level of English proficiency would obstruct their future careers, as in the following example:

> *The national economy is highly dependent on foreign investment and multi-national enterprises so I have to be aware that career prospects are dependent on L2 competence. That's why I have to try to learn English.* (Mary, LA, August 5, 2018).

Finally, since Cambodia is a place that attracts a large number of foreign visitors, many participants in both groups shared the sentiments of Kaly. They believed people from different countries used English as a lingua franca, so if they knew English, it would be useful for their communication. That was why they have always dreamt of speaking English fluently, as shown in the following:

> *There are many foreigners coming here for vacation and business. So in order to be able to communicate with them, I have to know English. It would be better if I could speak English fluently.* (Kaly, HA, August 4, 2018)

The last theme was related to students' environment such as family, friends, teachers, school and also the people around them. Family influence played a prominent role in students' motivation. Joe, HA, and Jonny, LA, shared similar ideas that people around them, especially their family members, could use English very well. They thought they were obliged to learn English to avoid any negative outcome for their future, as mentioned in the following:

> *I saw my siblings speaking English so I want to learn too in order to have a good future like them* (Joe, HA, August 6, 2018).
> *My brother is very good at English. I think I have to learn it too* (Jonny, LA, August 6, 2018).

Besides siblings, parental influence was also important. Traditionally, Cambodian children, of whatever age, are under their parents' control from the beginning of their lives. They have to be obedient, to study to obtain high social status as well as to gain the ability to find a future well-paid job, as in Jessy's case. Parents even choose the school subjects for them to study, as in Yale's case:

> *My parents often say to me that studying English is important because educated people are supposed to be able to speak English. I took their advice* (Jessy, LA, August 4, 2018).
> *It is my parents who enrolled me in a private school because they wanted to see me get good grades and I have to be obedient* (Yale, HA, August 4, 2018).

Some participants also felt that they had to be grateful and were afraid to go against their parents or family's desires. Participants like Tom felt that he would upset his parents if he failed English:

If I don't study, my parents may be disappointed with me. (Tom, LA, August 6, 2018)

Other factors affected students' motivation negatively. Consequently, they were demotivated. For example, traditional teaching methods were still being applied in their language classes. Some teachers only asked for translation of English words. Sam, LA, complained that he studied with books only and had almost no chance to practice in class. This made students passive and not want to study:

I don't like the teacher's way of teaching because I sometimes cannot understand what he says. Also, the same techniques are used every day, so I feel very bored (Sam, LA, 6 August 2018).

A combination of Khmer and English in class was not always supported by the participants who wanted to practice in class, especially by those who wished to become fluent speakers of English.

All my classmates and sometimes teachers use Khmer in class. I don't get enough opportunities to practice English (Luke, LA, 6 August 2018).

The lack of discipline in class was another negative factor. Students were allowed to go in and out of class during class time and sometimes they made noise in class.

They don't really listen to the teachers. They always go to the toilet. When they are in class, they talk with one another while the teacher is teaching. It is very hard for me to listen to the teacher and do the exercises (Ka, HA, 6 August 2018).

Classroom temperature and technology support played a major role in helping students to study, but in this study we could see that participants did not get as much support as they expected.

The classroom is a bit hot. Sometimes I cannot concentrate on my

studies. I think all the classrooms should be equipped with some technology, such as LCDs or TVs to make the learning process more convenient. (Soly, LA group, 5 August 2018)

Conclusion and Discussion

To conclude, the study has discovered the different level of each component of L2MSS between HA and LA groups. IS had greater influences on HA. In other words, those motivated by IS acquired English better than their counterparts. A significant correlation between the IS and the HA's language proficiency was also found, while the LA's proficiency score was significantly but negatively correlated with OS and LE. Different reasons behind their motivation were raised by both groups.

The fact that LA were more affected by OS and the LE than their counterparts can be explained by the studies of Islam et al. (2013) and Papi (2010) who found that OS had the least effect on learning intended effort which, in turn, led to unsatisfied learning outcomes. On the contrary, HA had higher levels of IS than LA did. This demonstrates a higher role of IS for the HA in acquiring English. In the light of the studies on the psychology of education, IS was shown to be a powerful predictor of how much effort students put into language learning (Deci & Ryan, 2002).

IS among HA and their language proficiency were significantly and positively correlated, indicating that the higher the IS, the higher the English test scores the students could obtain. This is consistent with Kim and Kim' study (2014) which found that the students who had the clearer IS performed better in acquiring language proficiency than their counterparts. Moreover, this study found no significant correlation between IS and language proficiency of LA. It might be because of the lack of the image for students to see and imagine themselves, and they do not have enough exposure to the use of English around the world or even within the country or somehow because of ineffective teaching techniques.

Among HA, the correlation between OS and LE as well as language proficiency was insignificant. However, among LA, there was a significant and negatively correlation, meaning that the higher the influence from OS, the lower the English test scores they obtained. The explanation for external factors such as parents (having gratitude, being afraid of going against parents' wishes and being obedient), anxiety, or negative learning experiences can hinder students' learning

outcomes, as demonstrated in this study and the study of Taguchi et al. (2009). Papi (2010) discovered that OS increased anxiety and created negative outcomes. Moreover, LE such as teaching techniques, peers and inconvenient classroom atmosphere affected students negatively, thus leading the students' personal selves to be created, strengthened or removed (Dörnyei, 2009).

The participants in the study raised different reasons behind their motivations on English learning. HA were able to show their clear future image as fluent English speakers. Their L2 learning motivation might have been more internalized (such as representing the country or being a professional at work) than that of LA whose motivation was more as a result of parental influence. Both groups studied English also because of their need to communicate, for example, if they wished to travel abroad. According to Taguchi et al. (2009), one of the factors motivating Chinese and Japanese students is an interest in travelling and making friends with people from other language communities. This might indicate that the reasons for language learning nowadays are more practical, unlike participants in developing countries in the study conducted by Schmidt et al. (1996) who had a fantasy motive to study English. Moreover, HA wanted to work in international companies or in any company where English is used. Their motivation was mostly from their own image, dream or satisfaction. This finding is in agreement with Lamb's (2012) who found that a positive vision of the experience of English acquisition was the strongest predictor of both motivated learning behavior and language proficiency. On the other hand, LA seemed to be more concerned about potential unemployment due to the lack of English proficiency, and their desire to avoid possible negative outcomes, an important characteristic of OS (Dörnyei, 2005).

Pedagogical Implications

In light of the findings of the current study, teachers should try to encourage students, especially low achievers, to be able to view their own future self-image through activities that can stimulate them to construct their future self, for example, by teachers and students working together on how to set personal goals. Inviting role models to English class is one effective way to help activate their future vision (Dörnyei & Ushioda, 2009). At the school or administrative level, the

importance of motivation (L2MSS) for learning English should be instructive for teachers, who should take these factors into consideration when designing English language instructions or training courses. Finally, regular teacher training should be offered so that teachers can keep abreast with new teaching methodology, such as how to use L1 and technology effectively in EFL class. Motivational strategies can also be included in the training, for example, creating a comfortable and safe atmosphere in the classroom and formulating group rules as well as giving positive feedback and awards to learners.

Limitations and further studies

There were some limitations in the study. First, the respondents were from only two private English schools in Phnom Penh, Cambodia, so it would be more generalizable if participants were drawn from a larger number of private schools or public schools, with different levels of education. Second, future studies should take other factors such as age and gender into account to examine if they would also influence students' motivation in learning English. Also, a comparative study between private and public schools with the same level of education is suggested.

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Paper 2
(Conference)

Does high motivation lead to high English proficiency?

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Abstract

The study aimed to investigate the relationship between the L2 Motivational Self System (L2MSS) and language proficiency. 224 Cambodian students, age range from 8 to 21, with different levels of English were randomly chosen from two private English schools in Phnom Penh, Cambodia. A 30-item questionnaire was used to measure the level of components of L2MSS, while the language proficiency test was used to measure the students' level of English. Data were analyzed for mean, standard deviation, correlation and multiple regression. The results showed that the students possessed a high level of the Ideal L2 Self (IS) but that IS showed a weak correlation with language proficiency. Moreover, only IS was able to positively predict the proficiency level.

Key words: Ideal L2 Self, Language proficiency, the L2 Motivational Self System

Introduction

Studying English can be difficult especially for learners in the expanding circle countries, where students have limited opportunities to practice English outside class. In Cambodia, English has been a lingua franca throughout the country since the presence of the United Nations Transitional Authority in Cambodia (UNTAC) in 1993 (Clayton, 2002). This political situation paved ways for a variety of international aid agencies to come to Cambodia and accelerate the process of **"globalization"** in the country. This meant that more companies and countries, as well as individual professionals, needed to collaborate internationally on a wider scale. For these reasons, English has become the language that is most frequently used across national boundaries and is considered a global language (i.e., Crystal, 1997; Gladdol, 1997). Also, it has come to be one of the job requirements in various work places across the

country. This has resulted in the growth of teaching and learning of English in public and private schools and universities. The study of the language has become popular. In state schools, it takes 12 years for the completion of general education with six years (grades 1 to 6) for primary education and another six years (grades 7 to 12) for secondary education. The study of the English language or foreign language education is provided for at the secondary stage (Igawa, 2010). Cambodian parents who are more aware of the importance of English education send their children to private English schools before they start grade 7. Also, since the students focus only on general education in state schools, English is more valued in private English schools. Run by the private sector, private English schools provide only English education, before or after regular state school hours, for children aged 3 and older. English class lasts 3 hours per day and is held five days per week. It takes three to six months for students to complete each level i.e. beginner, elementary, pre-intermediate, intermediate and advanced. They can choose between either the morning or afternoon session.

It has been claimed that motivation is a key element of the learning process, which includes foreign languages, and is often regarded as a solution for all unfavorable outcomes and behaviors in education. But what is the real impact of English on the students' learning in Cambodia? Huntington (1993) states that the processes of economic modernization and social change throughout the world are separating people from local identities. If this is what is happening in Cambodia, what are the consequences? More specifically, how is this change relevant to areas where English is not an official language, but it continues to be more and more necessary due to increased need in workplaces? It should follow that students are highly motivated to learn English in order to get well-paid jobs, or socializing. Could it be that they want to identify themselves as part of the community in which English is used? In addition, are students with high motivation always proficient in English?

As Dörnyei (1998) said, even good teaching methods and appropriate curricula do not ensure success in learning without the presence of motivation. A lot of studies have been carried out to find out the effects of different types of motivation on language learning achievement (Gardner et. al 1987; Spolsky 1989; Gardner et. al 2004; Dörnyei & Ushida 2011). In 2005, Dörnyei reconceptualized the latest

motivation theory called L2 Motivational Self System (L2MSS). In other words, students' motivation is better understood as self-identification processes, and mainly how students relate their language learning to their imagined personal future, whether they are in their home country or overseas (Dörnyei & Ushida, 2009). This theory conceptualized the L2 motivational theory based on psychological theories of self, and is made up of three components: Ideal Self (IS), Ought-to Self (OS) and L2 Learning Experience (LE). First of all, IS represents what characteristics an individual would like to have and the person he or she would like to become. An individual's image of their future self will involve instrumental qualities such as employment and lifestyle, and integrative qualities such as wishing to be a high-level, well educated, and globally aware person. Next, OS represents what qualities an individual believes they should possess, which could include social obligations, responsibilities, or morals. It would appear that there is a factor of outside pressure that motivates one to learn an L2. Whether it is to please parents, receive a reward, or fulfill some pragmatic goal, the student is motivated to satisfy some external pressure. Lastly, LE relates to the learning environment and experience that an individual is engaged in (Dornyei, 2009). This theory suggests that a combination of the individual's vision of himself or herself as an L2 speaker, the social pressures derived from outside sources, and a positive environment will lead to motivation to learn an L2.

Boo et al. (2015) found that the L2 motivation research conducted from 2005 to 2014 were mostly made up of university students in 53 countries in East Asia, North America and Europe. They called for more studies to be conducted in other parts of the world and in different educational contexts. Located in Southeast Asia, Cambodia offers a rather unique context in which students at all levels have their own choice to attend English schools. It was, therefore, high time to investigate the English proficiency and L2 motivation of Cambodian learners.

The purposes of the study were to explore the motivation levels of Cambodian students, the relationship between the components of L2MSS and language proficiency as well as the degree to which the components of L2MSS can predict the students language proficiency. The study was designed to address the following questions:

1. What are the English language learning motivation levels of Cambodian students based on L2MSS?

2. Is there a relationship between students' language proficiency and L2MSS? Which one is the most associated with language proficiency?

3. To what extent can the components of L2MSS predict students' language proficiency?

Method

Participants

224 students, with different levels of English, took part in the main study. Their ages ranged from 8 to 21. They had studied English for at least 1 year.

Research Instruments

Language proficiency test

The Quick Placement Test (QPT) version 2, Paper and Pen (P&P), was adopted to measure participants' English proficiency levels. Designed by Oxford University Press and Cambridge ESOL to be applicable to foreign language learners of all levels and ages, the test was used for placement testing and examination screening. The test consisted of 60 multiple-choice items with 4 alternatives namely, vocabulary, grammar, cloze tests and gap-filling.

Questionnaire

The five-point Likert scale questionnaire (1=strongly disagree to 5= strongly agree) was used. It consisted of three parts with 30 items. It aimed at determining levels of motivation of the three components of L2MSS, IS, OS, and LE. The items were adopted and adapted from Dörnyei et al. (2006); Taguchi, Magid & Papi (2009); and some were newly designed. The second part contained demographic questions, while the last part contained an open-ended question to explore their overall views on learning English. The questionnaire was translated from English into Khmer to ensure total understanding of the items. The Khmer version was approved by two Cambodian teachers of English. It was piloted for

reliability with 50 students in one private English school in Phnom Penh. Cronbach's alpha coefficient was .829.

Data Collection and Analysis

With the cooperation of the teachers, the proficiency test and questionnaire were allowed to be distributed together in a regular class session. Verbal consent was conducted and it was ensured that their answers were to be used only for research purposes and that their names would remain anonymous. All the instructions and verbal consent requests were in Khmer to make sure all the participants understood all the research purposes and procedures. Both proficiency test and questionnaire were completed within 2 hours.

Data obtained from the questionnaire and the proficiency test were entered into the Statistical Package for Statistical Sciences (SPSS 17.0). Descriptive statistics including the mean score, and standard deviations (S.D) of each self were performed. Pearson correlations were then calculated to identify the possible relations between the different components of L2MSS and language proficiency. Data were also calculated through multiple regression in SPSS to find the prediction of components of L2MSS on language proficiency.

Results

Tables 2-5 present descriptive statistics of English language learning motivation levels of Cambodian private school students.

Table 2: The descriptive statistics of IS

	$(\bar{x})$	SD	Scale
13. I think that English is an important school subject.	4.27	0.794	High
17. I imagine myself as someone who is able to speak English.	4.26	2.156	High
16. Whenever I think of my future career, I imagine myself using English.	4.12	0.758	High
5. I imagine myself living abroad and using English effectively for communicating with the locals.	4.09	0.940	High

27. I imagine myself speaking English fluently.	4.00	0.917	High
22. I imagine myself speaking English as if I were a native speaker of English.	3.98	0.940	High
7. I imagine a situation where I am speaking English with foreigners.	3.85	0.855	High
19. The things I want to do in the future require me to speak English.	3.76	0.906	High
9. I imagine myself speaking English with international friends	3.73	0.918	High
29. I imagine myself studying in a university where all my courses are taught in English.	3.69	0.982	High
1. I imagine myself having a discussion in English.	3.68	1.027	High
Total	**3.95**	**0.499**	**High**

Note: 1-2.3= Low, 2.4- 3.6= Moderate, 3.7- 5= High

As shown in Table 2, the overall results indicated that the respondents had strong IS (x̄=3.95, SD= 0.499). A closer look at each item showed that the two highest mean scores were item 13, *"I think that English is an important school subject",* and item 17, *"I imagine myself as someone who is able to speak English"* (x̄ = 4.27, 4.26, respectively). This revealed that students were able to view their own image as English speakers and this was also influenced by the importance of this language in their country. The lowest mean score, although still in the moderate scale, was item 1, *"I imagine myself having a discussion in English"* (x̄ = 3.68). This showed that students seemed to have limited opportunity to discuss in English to improve their knowledge.

Table 3: The descriptive statistics of OS

	(x̄)	SD	Scale
12. My parents believe that I must study English to be an educated person.	4.42	0.709	High

24. Studying English is important to me because an educated person is supposed to be able to speak English.   3.81   0.885   High

4. I have to study English, because, if I do not study it, I think my parents will be disappointed with me.   3.76   1.295   High

10. Learning English is necessary because people surrounding me expect me to do so.   3.73   0.918   High

20. Studying English is important to me in order to gain the approval of my family and teacher.   3.70   1.120   High

30. Studying English is important to me because other people will respect me more if I have a knowledge of English.   3.68   1.060   High

21. It will have a negative impact on my life if I don't learn English.   3.62   1.010   Moderate

14. I consider learning English important because the people I respect think that I should do it.   3.61   0.919   Moderate

26. If I fail to learn English, I'll be letting other people down.   3.28   1.177   Moderate

2. I study English because close friends of mine think it is important.   3.21   1.357   Moderate

Total	3.68	0.619	High

As shown in Table 3, the overall mean score of OS was at a high level ($\bar{x}$ = 3.68, SD= 0.619). Among 10 items, the three highest mean scores were item 12, "*My parents believe that I must study English to be an educated person*" item 24, "*Studying English is important to me because an educated person is supposed to be able to speak English*," and item 4, "*I have to study English because, if I do not study it, I think my parents will be disappointed with me.*" ($\bar{x}$ = 4.42, 3.81, and 3.76, respectively). This revealed that parents influenced their children very much in their study of English. Beside parents, students were also motivated to study to avoid possible undesirable outcomes. For example, item 21 "*It will have a negative impact on my life if I don't*

learn English." Moreover, they also tried to meet external expectations, as in item 14, "*I consider leaning English important because the people I respect think that I should do it.*" ($\bar{x}$ = 3.62, 3.61, respectively).

Table 4: The descriptive statistics of LE

	(X)	**SD**	**Scale**
23. I consider that my teacher motivates me to learn English.	4.13	0.820	High
15. I find learning English really interesting.	4.00	0.758	High
3. I would like to have more alternative activities in my English classes. (e.g. group speaking activities, oral presentations, etc.)	3.99	0.993	High
6 I would like to have more English lessons at school.	3.84	1.011	High
11. I find the topics covered in my English course book interesting.	3.78	0.876	High
28. I like the atmosphere of my English class.	3.61	0.981	Moderate
25.I love how I am taught in class.	3.58	0.853	Moderate
18. I volunteer answers in my English classes.	3.57	0.945	Moderate
8. I think time passes faster while studying English.	3.48	1.095	Moderate
Total	**3.77**	**0.481**	**High**

As shown in Table 4, LE was also important in motivating students to learn English by resulting in a high mean ($\bar{x}$ = 3.77, SD= 0.481). A variety of learning experiences which influenced students' motivation were mentioned e.g. item 23, "*I consider that my teacher motivates me to learn English*", item 15, "*I find learning English really interesting*", ($\bar{x}$ = 4.13, 4.00 respectively). It reveals that teachers, and how students were taught, influenced the students' motivation to study English.

Table 5: The overall Mean score and average mean score for IS, OS and LE

	($\bar{x}$)	SD	Scale
Average Mean score for IS	3.95	0.499	High
Average Mean score for LE	3.77	0.481	High
Average Mean score for OS	3.68	0.619	High
Overall Mean score	3.80	0.425	High

As shown in Table 5, motivation was very important for Cambodian students to learn English at private English schools as can be seen by the overall mean score of all the components of the L2MSS ($\bar{x}$ =3.80, SD=0.425). Moreover, the level of IS was the highest ($\bar{x}$ =3.95, SD=0.499). It indicated that most of the Cambodian students were willing to view their image of themselves in a future that resulted from learning English. LE also showed the second highest importance in motivating students to learn English. Moreover, it also functioned in supporting the growth of IS. Last but not least, OS was also very important for students to learn English. If we looked at the mean of the three selves together, they were more or less the same. Therefore, L2MSS did have much effect on students' learning.

To find the relationship between students' language proficiency and L2MSS and the component which is most associated one, a two-tailed Pearson Correlation was applied. The results are shown in Table 6.

Table 6: Pearson correlation between L2MSS and language proficiency

	IS	OS	LE	Score
IS	1	.364**	.523**	.088*
OS	.364**	1	.475**	-.197**
LE	.523**	.475**	1	-.131*
Overall	.773**	.807**	.805**	-.102
Score	.088*	-.197**	-.131*	1

**. Correlation is significant at the 0.01 level (2-tailed).

 *. Correlation is significant at the 0.05 level (2-tailed).

The above results show a very weak correlation between IS and students'

proficiency (.088). In addition, there was a negative relationship between OS and LE with language proficiency (-131, -197, respectively). This means that the higher OS and LE the students had, the lower the score they obtained in the proficiency test. Correlation analysis also shows the relationship between some of the components of L2MSS, especially between IS and LE; its correlation was the strongest of all of them but still in moderate relationship (.523). In addition, the correlation between OS and LE was also moderate (.475).

To find the extent to which the components of the L2MSS could predict the students' language proficiency, multiple regressions were performed. To fulfill the function, three variables, IS, OS and LE, were computed onto all the 224 subjects' English proficiency. The results obtained are presented in Table 7.

Table 7: Regression analysis for English language proficiency

Variables	Unstandardized Coefficients		t	Sig.	Collinearity Statistics	
	B	**Std. Error**			**Tolerance**	**VIF**
(Constant)	18.919	2.188	8.646	.000		
IS	1.727	.575	3.003	.003	.685	1.459
OS	-1.337	.438	-3.055	.003	.762	1.312
LE	-1.032	.616	-1.675	.095	.641	1.559
R = 0.77	**Adj. R Square = 0.65**		**F = 6.127**		**Sig. = .000**	

Table 7 shows that the model accounted for 65% of the variance (F = 6.127, p = .000, Adj. R Square = 0.65). The analysis showed that the model, as well as levels of significance, was statistically significant. Among the three components, IS was the most powerful predictor of the students' English language proficiency (ß = 1.727, t = 3.003, p = .003), and OS (ß = -1.337, t = -3.055, p = .003), and LE (ß = -1.032, t = -1.675, p = .095) were negative predictors. In other words, the participants who had high OS and LE tended to be less motivated in acquiring English language proficiency. Those who had IS tended to be more motivated to learn and had better outcomes.

Conclusion and Discussion

Three main conclusions of the study can be drawn. Firstly, the level of the three components of L2MSS toward English learning at private English schools as a whole, and at each component in the system, was at a high level. The ranking from the highest to the lowest mean score was IS, LE and OS, respectively. It showed that the students were able to create self images as that of ones who could use English well with the possibility of working in a foreign country, or in a company where English was used, because to them, working in such a workplace looked more professional. The is in congruence with Papi and Lamb (2010, 2012) who maintained that IS is more vital in learning a second language, especially English in Cambodia, as direct contact or communication with English native speakers is very rare; therefore, it may be difficult for learners to have positive attitudes toward, or to identify themselves with L2 native speakers and their communities. To a certain extent, such limited contacts with the target language allow the learners to value the L2 they are learning and also want to become like the English speakers who are rare in the country (Csizér & Dörnyei, 2005)

Secondly, IS showed a weak correlation with the language proficiency while the other two selves, OS and LE, were correlated with the language proficiency score but negatively. This is confirmed that students with higher IS were most proficient in English. It seems that learners who have the capacity to visualize themselves as future English speakers tend to have better achievement scores in order to achieve IS they aspire to be (Kim & Kim, 2014). This might be because they perceived that learning English was crucial to enlarge their knowledge and understand something happened both locally and internationally. The same thing happened in Saudi Arabia where the IS highly affected both the motivational level to learn English language and students' formal L2 achievement (Khan, 2015).

Also, students created their vision of what they wanted to do in the future by looking at their surroundings. For example, Khmer was spoken by very few people in Europe and where the national economy was highly dependent on foreign investments and multi-national enterprises, so learners had to be aware of the fact that their career prospects were dependent on L2 competence. Students then created their image as the ones who could speak English and then motivated themselves to

learn English.

However, students' IS might be destroyed or removed if the environment cannot provide any appropriate conditions for them to learn. There might be insufficient practice in school, such as unimportant lessons taught, a lack of quality teaching materials, untrained teachers, bad classroom temperature, lack of opportunity for students to practice. All these might affect students' learning experience and make IS become very weak or even insignificant. This correlation suggests that students who did not enjoy their English classes, because of their class, teacher, group or curriculum, tended to have worse proficiency scores than students who found classes enjoyable. Moreover, as other studies have suggested (Young,1991; Papi, 2010), LE can be related to L2 anxiety. Thus, a negative language experience can increase L2 anxiety, and this might be reflected in their correlation with proficiency scores as well.

Moreover, when looking at Cambodian culture, we can understand why there was a negative correlation between OS and language proficiency. Many students in Cambodia have probably been pressured by their family to study hard so that they can obtain high status and a high-paid job. In this way, Cambodian students often feel a great obligation to their parents to study, even though they may not be intrinsically motivated to do so themselves. Sometimes their parents also chose a major and a career for them as well as letting them follow in their footsteps. It is believed that if their children are successful, that it will be a sign of their own success and that it will raise the position of their family as well. Similar things have also happened in China where the family especially parents were the people who decided almost everything for their children (Taguchi, Magid and Papi, 2009).

In addition, since English language teaching in Cambodian state schools was introduced late and it might have lacked the capacity to equip students with the ability to use English, parents decided to enroll their children into private schools to achieve their goals. In exchange, they expected that their children would bring them honor and prestige by acquiring high English proficiency. So for the students, like it or not, they had to study. Therefore, because of the pressure, and little resemblance to the students' own desires or wishes, this might have caused the students could not to do well in acquiring the language. This situation has parallel

connections to what was found by Papi (2010): that OS made them feel more anxious in L2 learning. To be specific, those students who were concerned about what others thought of them were afraid of disappointing others and this accentuated their anxiety, which was a negative factor for their motivated behavior and consequent language achievement. And OS was also found to be of no significance in Tort Calvo's (2015) study.

Thirdly, the multiple regression analysis presented that the impact from IS on language proficiency scores was stronger than the impact from OS and LE on the same variable, confirming the general theory in L2 motivation literature that the more positive the vision, the more motivated the students were to achieve it (e.g., Lamb al., 2012). This finding is not surprising in the light of studies on the psychology of education, which have shown that IS which showed the intrinsic interest and a strong self-concept was a powerful predictor of how much effort students were willing to make to learn effectively (Deci & Ryan, 1985). However, IS was still weakly linked to the proficiency scores, so it showed as not being a very meaningful predictor of language proficiency. This means that although it was statistically correlated with the criterion, it did not have enough explanatory power for predicting the students' language proficiency acquisition. These results were inconsistent with the findings of Islam et al. (2013), who found that IS was the most correlated component to predict the learning effort and increase the effectiveness of language acquisition.

These findings on L2MSS could help teachers focus on the aspects that have proved to be more significant for students in their language learning. Given that IS proved to be significant while OS was not, teachers can provide the necessary tools to enhance and make their students' IS look more real. They can show them the actual advantages of using English, the kind of world they could live in or what people do internationally, which can raise their self-image and motivate their learning. Similarly, they can work on the LE by making classrooms positive places where anxiety is low. They can also teach using materials which are appealing to their students and which promote their ideal selves, since this will contribute to a better proficiency for the learners.

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By, H., & Laohawiriyanon, C. (2019). Does High Motivation Lead to High English Proficiency?, paper presented at iELT Conference, George Town, Malaysia, 2019.