Classroom Activities and Student Motivation in Learning an English Subject: A Case Study at a Public Secondary School in Cambodia

Saban Bon[1], Tive Sorn[2], Mab Mon[3], Mon Muon[4], Malis Mon[5]
National Institute of Education (NIE), Cambodia
*sabanbon50@gmail.com[1], sorntive9@gmail.com [2], monmab111@gmail.com[3],
muonmon06@gmail.com[4], mommalis2020@gmail.com[5]*

Abstract: This study sought to investigate students' perceptions of classroom activities and their motivation levels in learning an English subject. The study also examined the affiliation between classroom activities and student motivation. The survey questionnaires were employed to collect the data from 120 upper secondary graders studying at a public secondary school in Cambodia. Social Science Version 16.0 (SPSS 16.0) was utilized to analyze. Descriptive statistics and Pear Product Moment Correlation were performed. The results revealed that EFL teachers frequently employed 'Mechanics' and 'Exclusive Use of Language' in their teaching. The results apropos of student motivation indicated that students had a higher level of motivation in 'Confidence', and 'Motivation about Language' and the lowest level in 'Motivation about Class'. The result also revealed that 'Fun' positively correlates with 'Confidence' and 'Motivation about Class'. Conversely, 'Mechanics' is negatively correlated with 'Motivation about Class'. Therefore, the study argued that the teachers less frequently employed 'Fun' activities that could boost student motivation. In contrast, 'The teachers commonly practiced mechanics' activities that could decrease student motivation. In this sense, the study suggested that teachers maximize 'Fun' activities and minimize 'Mechanics' activities. However, because of the weak and moderate correlation between classroom activities and students' motivation, the level of student motivation was not mostly determined by classroom activities. Thus, scrutiny of other factors enhancing the level of student motivation could be a topic for future study.

INTRODUCTION

In Cambodia, English is learned and taught as a foreign language and has been accepted as a significant language second only to Khmer. The significance of English for Cambodian students has been embedded in most Cambodian education policies. For instance, as stated in the *Curriculum Framework of General Education and Technical Education*, foreign languages,

including English, are useful for communication, studies, work, critical thinking growth, and creativity in a changing culture and rapidly developing science and technology (Ministry of Education, Youth, and Sport [MoEYS], 2015). Teaching and learning foreign languages, including English and French, is one of the sub-sectors that the *Education Strategic Plan 2019-2023* focuses on for the next five years (MoEYS, 2019). English appeared to be a more significant foreign language subject in most public secondary schools in Cambodia (Bon, 2022). Studying foreign languages ensures students communicate effectively in all four skills (listening, speaking, reading, and writing) and become creative, confident lifelong learners (MoEYS, 2015). Nonetheless, most English as a foreign language (EFL) instructors may find it difficult to assist students in mastering the four skills, particularly if they lack the motivation to study. According to Mao (2015), the majority of Cambodian students did not attain language competence, and teachers voiced their frustration that helping students become successful learners was one of the most difficult challenges they faced in their profession.

Numerous studies (Aguirre et al., 2016; Bernard, 2010; Daif-Allah & Aljumah, 2020; Imsa-ard, 2020; Khong et al., 2017; Ozer & Badem, 2022; Tseng, 2021; Wigfield & Wentzel, 2007) discussed and investigated student motivation in various contexts, and this implied the acknowledgment of the significance of student motivation in student learning performance and achievement. For instance, scholars (Imsa-ard, 2020; Tseng, 2021; Wigfield & Wentzel, 2007) argued that motivation could influence language-learning success. In addition, Daif-Allah & Aljumah (2020) study revealed that motivation was an important factor affecting learners' perception of learning a foreign language. The existing studies also indicated the significance of student motivation in language achievement (see (Cahyono & Rahayu, 2020; Rachmajanti & Anugerahwati, 2019). Hereof, it has become crucial to explore what can elevate the level of student motivation in learning English. In other words, since classroom activities play an important part in student learning motivation, the study conducted to investigate the two variables, namely classroom activities and student motivation, is imperative. In addition, based on the literature review, fewer studies have been conducted to investigate the affiliation between classroom activities and student motivation in learning English.

The researchers asked EFL teachers currently teaching an English subject at a public secondary school selected in this study regarding the situation in their English class. Most teachers concluded that motivating their students to learn the English subject was challenging. Nonetheless, the scholars (Căprioară & Frunză, 2019; Daif-Allah & Aljumah, 2020; Renninger, 2009) believed that students could be motivated to learn a language in many ways.

(Renninger, 2009) noted that learners could develop and deepen their interest in learning, and the environment (teachers, peers, texts, activities, etc.) contributed to their interest development. According to Daif-Allah & Aljumah (2020), each individual is motivated in different ways, and the researchers have to find the right balance of incentives to succeed and disincentives to fail, encouragement, and the right environment in which to learn. Căprioară and Frunză (2019) also claimed that teachers must be aware of each student's specific type of motivation to determine the appropriate means and strategies to enhance student motivation. Simply put, if the teachers know what type of motivation students possess, they employ the classroom activities that trigger those types of motivation. Accordingly, the classroom activities, the level of student motivation in EFL education, and the relationship between them are momentous to be investigated. As aforementioned, EFL teachers in the selected school reported that their students lack the motivation to learn English. Therefore, the study aims to examine classroom activities practiced by teachers, and the type of motivation students possess in learning an English subject. In addition, the study also sought to scrutinize the relationship between classroom activities and student motivation in learning the English subject. The results would offer insight for EFL teachers on how to motivate students to learn English subject. To rephrase it, the results concerning the type of motivation the students possess would notify what can be employed to elevate the level of student motivation. The results regarding the affiliation between classroom activities and student motivation would inform the teachers to maximize the particular activities that increase student motivation and minimize those that decrease student motivation. To attain the mentioned objectives, three research questions were asked: (1) What classroom activities are frequently employed by teachers in teaching an English subject? (2) What are the levels of student motivation in learning English? And (3) Are there any relationships existing between classroom activities and student motivation in learning the English subject?

LITERATURE REVIEW

Cambodian Secondary Education and English Language

Cambodia's general education system includes six years of primary school (grades 1–6), three years of lower secondary school (grades 7–9), and three years of upper secondary school (grades 10 to 12). Students have to take two national exams. The 9th-grade national exam is meant to see if a student is ready to move on to the upper secondary level. The 12th-grade national exam determines whether a student is prepared for higher education or college.

Preschool and kindergarten, both one-year programs, are not part of this formal framework. English is a foreign language subject at both secondary levels. Upper secondary school students should be able to use English, especially for communication, so they are ready for higher education.

English has gained popularity among Cambodian people since the 1990s. According to Mao (2015), the arrival of UNTAC (the United Nations Transitional Authority in Cambodia) has made Cambodians view English as a significant foreign language, and they are strongly convinced that anyone who can speak English would find good jobs and make enough money to live. Mao (2015) added that after the 1993 UNTAC-sponsored elections, MoEYS included English into the curriculum from lower secondary to institutions for higher education, and since then, English has grown in popularity. In addition, Cambodia is a member of the Association of Southeast Asian Nations (ASEAN). All ASEAN nations use English as their primary means of communication; therefore, Cambodia's delegates must be fluent in the language (Clayton, 2008). Cambodians seek commercial partners among their ASEAN neighbors and discover that English is the sole shared language (Igawa, 2008). Although English has been accepted as an important foreign language subject for secondary school students (Bon, 2022), since its inception in the curriculum, English has never been one of the required subjects for national exams; it is an elective (Soeung, 2020). Succinctly, English has been acknowledged that it is an important and popular foreign language in Cambodia. Thus, it has been introduced into the curriculum, albeit not compulsory for the national exam.

Classroom Activities in EFL Education

In the EFL education milieu, classroom activities can be described as a wide variety of instructional methods and engaging pursuits the EFL teachers employ to help students learn the language. Classroom activities subsume attitudes towards the teacher, classmates, coursework, activities associated with the course, and all other facets of the situation in which the language is learned (Gardner, 2001). Teaching is more effective when teachers and trainers lay out a clear set of goals or competencies and give students chances to show and practice the knowledge and skills in those goals or competencies (Kadiu & Treska, 2016). In the context of teaching EFL in Cambodia, most teachers still use the Grammar-Translation Method to teach students, resulting in unsatisfactory learning outcomes in which most students become passive learners who rely heavily on their teachers without further reading and research (Mao, 2015). In Cambodian public schools, most teachers ignore the activities, mostly speaking activities,

that could enhance students' communicative competence. Houn & Em (2022) hereof stated that Cambodian public secondary school teachers frequently neglected speaking activities in favor of teaching the reading texts and translating them into the first language (L1). Houn & Em (2022) elucidated that teachers excluded these activities to adhere to the course schedule provided by MoEYS, which requires them to complete all chapters in two semesters, or they may have thought that speaking did not typically appear on the national examination. Regarding the use of L1 to teach the target language or second language (L2), the study (Balushi & Rahman, 2020) indicated that the most common uses of L1 were to explain the meanings of words and grammatical rules, translate exercises, and for reasons of classroom management as well as delivering jokes. In this sense, to some extent, the use of L1 could also be one technique in teaching L2 when L2 alone were not possible.

Bernard (2010) categorized five components of classroom activities: 'Personalized Language Use', 'Exclusive Use of Language', 'Deep Language Use', 'Mechanics', and 'Fun'. Bernard (2010) clarifies each component: the early component, 'Personalized Language Use', refers to the techniques that encourage students to express their real-life experiences or interest using English. 'Exclusive Use of Language' refers to the activities that the teachers spoke in the L2 most of the time, and there were few translation exercises included in teaching L2. 'Deep Language Use' comprises activities associated with reading longer language passages and producing more intricate written and spoken language. 'Mechanics'category included activities (e.g. giving quizzes or tests, drilling.) that instruct, either reaffirm, or gauge knowledge of the L2. 'Fun' is the techniques or activities that make students happy in learning the language such as using songs and playing games. 'Cultural Exposure' is the activity in which teachers endeavor to expose the students to the culture of L2 such as celebrating the special holiday. All mentioned classroom activities in an EFL class play key roles in the teaching and learning process that EFL teachers usually employ in their teaching.

Student Motivation

Motivation is frequently cited as one of the most important factors influencing second or foreign language learning performance and achievement. Students with less motivation would not actively participate in learning activities. Different students may have different reasons for learning a language. They may learn a language because they like it, wish to get a high salary, be promoted, or be able to communicate with people from countries where the target language is used, and so on. All of the mentioned reasons are elements of student

motivation in learning a language. Any type of student motivation is significant for foreign language learning (Khong et al., 2017; Sakarya Akbulut & Altay, 2021). Students need to be motivated to learn more for learning activities to be successful since it is one key success factor in completing the learning process (Sunardi, 2021).

Numerous existing studies (Aguirre et al., 2016; Aljuaid, 2021; Cahyono & Rahayu, 2020; Căprioară & Frunză, 2019; Daif-Allah & Aljumah, 2020; Imsa-ard, 2020; Noels et al., 2000; Ozer & Badem, 2022; Rachmajanti & Anugerahwati, 2019; Ren & Wang, 2018; Tseng, 2021) also revealed the significance of student motivation in language learning. For instance, the study by Ozer and Badem (2022) revealed that students' academic performance could be predicted by their level of motivation. Another study showed that students with higher motivation in writing demonstrated higher writing proficiency (Cahyono & Rahayu, 2020). In addition, student motivation is the most important factor in students' English learning (Aljuaid, 2021) in that it is the predictor of language achievement (Rachmajanti & Anugerahwati, 2019). That is to say, it determines language learning success (Tseng, 2021). Accordingly, student motivation is critical in deciding how many students could benefit from the activities they participate in or the knowledge they are exposed to (Tiwery & Souisa, 2019). Students with high levels of motivation in learning tend to demonstrate high learning performance, which leads to good learning achievement. In contrast, those with low motivation tend to show less performance leading to failure in learning achievement. Because each student could be motivated in different ways (Daif-Allah & Aljumah, 2020) teachers must be aware of the type of motivation possessed by each student to determine the most effective means and strategies for boosting that students' learning motivation (Căprioară & Frunză, 2019). Motivations are generally categorized into intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation.

Intrinsic motivation: "intrinsic motivation" refers to a person's innate desire to participate in a given pursuit. It is a situation in which material is engaged for its inherent interest and the satisfaction and enjoyment it engenders (Bernard, 2010). In other words, it refers to the drive that arises from inside oneself (Cahyono & Rahayu, 2020; Ren & Wang, 2018) to seek out new experiences and new challenges, to evaluate one's capabilities, to observe, and to learn (Ren & Wang, 2018). In other words, it comes from the learner's own needs, like wanting to reach their goal (Imsa-ard, 2020). A student who works hard on a school project because the topic is interesting is one example of intrinsic motivation (Elliott et al., 2005). Thus, when faced with academic problems, intrinsically motivated students will

persevere and show resilience (Ibrahim et al., 2017). Overall, the students are intrinsically motivated when they learn the language because they like the language, the teacher, or the class, which appears to be a significant determinant of their language learning performance.

Extrinsic Motivation: extrinsic motivation is the activities that are engaged in to accomplish some goal that is separate from the activity in and of itself. For instance, a student studies hard with the hope of getting a reward from their parents (Elliott et al., 2005). Extrinsically motivated language learners may believe that when they have competence in using language, they would have a better chance of finding a good job. In this regard, learning a language consistently correlates with their motivation for career choice (Zhang & Hu, 2008). According to Noels et al. (2000) categorized intrinsic motivation into three different parts: intrinsic motivation for knowledge (doing the activity for the intrinsic pleasure of exploring ideas and learning new things), for accomplishment (the pleasure associated with mastering a task or achieving a goal), and for stimulation (feelings such as fun and excitement).

Integrative Motivation: integrative motivation is a major component in determining a learner's skill level in a language when they move to a new society that utilizes the target language in their social interactions (Daif-Allah & Aljumah, 2020) and the learners' desire to be like a representative member of the other language community (Safotso & Tompte, 2018). It is positive attitudes and feelings toward the target language group and the desire to interact and become similar to a valued member of that community phenomenon and that a motivation organism' combines the desire and the effort to achieve a goal with favorable attitudes towards it (Dörnyei, 2005; Khong et al., 2017). Such attitudes are basic to success in second language studies since, to be successful in learning a second language, pupils must be highly motivated and have a good attitude toward the target language (Safotso & Tompte, 2018).

Instrumental Motivation: an instrumentally motivated learner learns a language for specific reasons. To put it in another way, a language learner who is instrumentally motivated places a strong emphasis on using the target language as a tool to access more information, pass a test, get a better job or a higher salary, increase career or business opportunities, or even gain more prestige and power in specific social situations (Khong et al., 2017).

In the EFL context, student motivation could be defined as all of a student's positive and negative attitudes influenced by their exposure to the English language. The term "attitude" refers to a student's set of portraying actions that they use to achieve a goal (Molina-Leal & Peña-Cerón, 2020). Bernard (2010) categorized motivation in learning English into four dimensions: 'Motivation about the Language', 'Motivation about the Class' 'Confidence', and

'External Motivation'. The motivation components categorized by Bernard (2010) seem to be more contextualized to the context of his study. However, the components are closely related to the four types of motivation, including 'Intrinsic Motivation', 'Extrinsic Motivation', 'Integrative Motivation', and 'Instrumental Motivation'. Bernard (2010) described four dimensions: 'Motivation about the Language' generally equates to intrinsic motivation and measures a student's desire to study the language for its intrinsic interest or value. Regarding this, it goes with 'integrative motivation', which means one studies the language because they want to live in or explore the cultures of the country where the target language is used. 'Motivation about the Class' is the feeling motivated of the students to study the language because they like the language class environment (e.g., interesting activities); it is the 'intrinsic motivation' type. 'Confidence' is the type of motivation students have when they believe the language is very important to their life. 'Confidence' can be referred to as 'Extrinsic Motivation'. 'External Motivation' is related to outside factors fostering them to learn the language. For instance, students study the language because their family members want them to or because they think it will help them find a good job. Regarding the provided definition, 'External Motivation' can be similar to 'Instrumental Motivation' type. That said, the above motivation types, viz. 'Motivation about the Language', 'Motivation about the Class', 'Confidence', and 'External Motivation' proposed by Bernard (2010) were used in the current study.

Classroom Activities and Student Motivation

Students will not be motivated to learn if they are not interested in the classroom activities employed by their teachers. Whether or not the students are interested in learning depends on the activities assigned by their teachers. In this sense, classroom activities are important elements of the learning process, as they are associated with student motivation. Thus, teachers must adopt activities that trigger students' interests to motivate them to learn the language. Put another way, the classroom activities adopted should be based on students' interests, not the teachers', because they will affect student motivation, leading to the failure or success of student learning outcomes. In addition, teaching is an activity whose results are in the students, not in the teachers (Kadiu & Treska, 2016). Students need support, including what activities students engage in in the classroom (Zahorik, 1996). All students can benefit from such support to help them engage with the materials and develop and deepen their interest in learning. The environment they were in contributes to their motivation development.

The study (Tseng, 2021) indicated that participants' learning experiences played a crucial and intricate role in mediating intended effort, and thus the study suggested that teachers create motivating learning environments. The study (Bernard, 2010) revealed that 'Fun' and 'Personalized Language Use' activities, which encourage students to express real-life experiences or interests in English, could elevate the level of student motivation (intrinsic motivation). Concerning this, the teachers should assign fun and students real-life related activities to boost their intrinsic motivation. The study by Aguirre et al. (2016) revealed that when songs are utilized in English lessons, students are driven to participate and become more interested in classroom activities. On the other hand, another study (Alyousif & Alsuhaibani, 2021) revealed a lack of interesting activities and topics for practicing English, overemphasis on grammar, and teacher ineptitude demotivated EFL students to learn English. That said, different students possess different types of motivation, and various classroom activities could negatively or positively correlate with the types of student motivation in learning EFL. According to Căprioară and Frunză (2019), identifying the specific type of motivation possessed by each student could help the teachers figure out the methods that boost that motivation. In addition, studies in various contexts regarding classroom activities and student motivation may indicate different results. Accordingly, a study regarding classroom activities and student motivation in learning English in other contexts, especially Cambodia, is still needed. Therefore, this study sought to investigate the classroom activities employed by teachers and the level of student interest in learning an English subject in a public secondary school in Cambodia. In addition, the study also aimed to examine the relationship between classroom activities and student motivation in learning English.

METHODS

Research Design

This particular study is considered a quantitative investigation. This study employed quantitative research because the findings among sample selection would represent the other participants from the school selected. This study could also be classified as a descriptive study, a non-experimental research design because the researcher measured the subjects' perceptions without attempting to introduce treatment and collected data on two variables. This study was conducted to explore the students' perceptions of classroom activities employed by their teachers and student motivation levels in learning English. The study also examined to what

degree the relationship exists between classroom activities and students' motivation to learn English.

Figure 1 presents the theoretical framework for this study. The variables measured in this study originate from the study by Bernard (2010). The variables included classroom activities and student motivation. The full range of classroom activity models included 'Personalized Language Use', 'Exclusive Use of Language', 'Deep Language Use', 'Mechanics', 'Fun', and 'Cultural Exposure' serve as independent variables. The motivation models include 'Motivation about the Language', 'Motivation about the Class', 'Confidence', and 'External Motivation'. Classroom activities and student motivation were assumed to have a relationship (*r*).
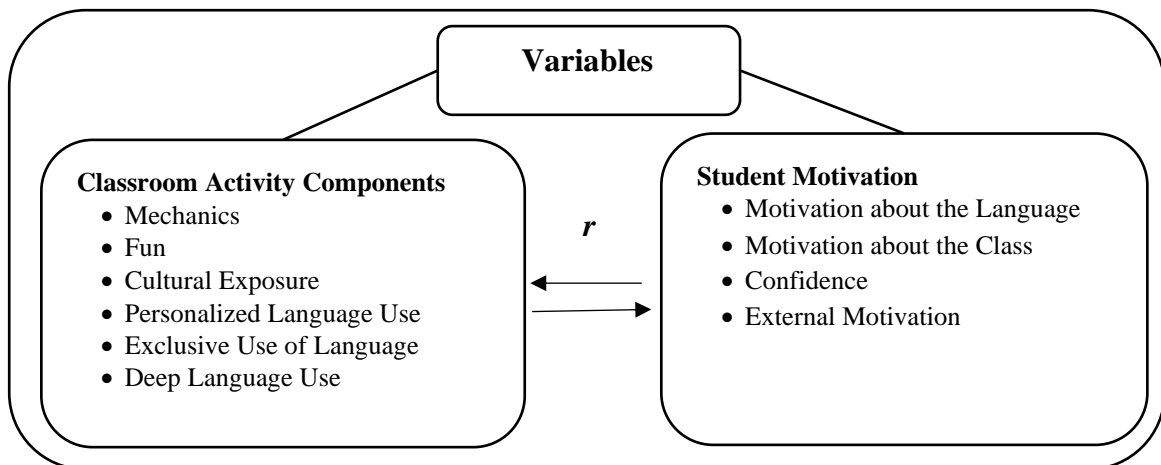

Figure 1. Research theoretical framework

Sample Size and Sample Selection

According to Mills and Gay (2018), the acceptable sample for correlational research is at least 30. There are 10 English classes from grades 10 to 12, and the total number of students is 556. Therefore, the researcher chose 3 English classes, one out of all grades 10, 11, and 12. Three different teachers taught the three selected classes. The number of participants from the three classes is 140. However, 120 students responded to the questionnaires.

Table 1 indicates the participants' demographic information regarding grade levels. As seen, 41 students, or 34.2%, study in grade 10, 38 students, or 31.6%, study in grade 11, and 41 students, or 34.2%, study in grade 12.

Table 1. Participants' grades

Grade Levels	Frequency Count	%
Grade 10	41	34.2
Grade 11	38	31.6
Grade 12	41	34.2
Total	120	100

Table 2, regarding participants' genders, showed that among 120 participants, who have returned their completed questionnaires, 61 students, or 50.8% are males and the other 59, or 49.2%, are females.

Table 2. Participants' genders

Genders	Frequency Count	%
Male	61	50.8
Female	59	49.2
Total	120	100

Research Instruments

The survey consisted of three sections, including the demographics of the participants designed by the researcher, the classroom activities inventory, and the motivation questionnaires adopted from Bernard (2010). In the demographics part, students are asked to complete the grade they were studying. The classroom activities inventory asked students about the frequency with which they engaged in the different types of activities either in the classroom or as homework. Students responded using a five-point frequency scale: 4=Daily, 3=Weekly, 2=Monthly, 1=At least once this semester, 0=Never. The components included in this part are: 'Personalized Language Use', 'Exclusive Use of Language', 'Deep Language Use', 'Mechanics', 'Fun', and 'Cultural Exposure'. The motivation questionnaires asked students to assess the degree to which they agreed or disagreed with eighteen statements regarding various aspects of their motivation in the classroom using a five-point scale ranging from "Strongly Disagree" to "Strongly Agree". Its components include 'Motivation about the Language', 'Motivation about the Class', 'Confidence', and 'External Motivation'.

Data Analysis

All the data obtained were analyzed by entering scores into the Statistical Package for the Social Science Version 16.0 (SPSS 16.0). Firstly, descriptive statistics related to participants' demographic information, including Frequency Counts and Percentages (%), were performed. Then, Mean, Standard Deviation, and Frequency were employed to analyze research questions one and two. Concerning research question three, the researcher used a Pear

Product Moment Correlation to analyze the strength and direction of the relationship between classroom activities and students' motivation in learning English as perceived by students. The key interpretation of the significant relationship was based on Holcomb (2016), as shown in Table 3.

Table 3. Key interpretation of correlation

The Value of Pearson *r*	Correlation Levels
0.00 to 0.24	Weak Or No Correlation
0.25 to 0.49	Moderate Correlation
0.50 to 0.74	Moderately Strong Correlation
0.75 to 0.99	Strong Correlation
-1 Or 1	Perfect Correlation

FINDINGS AND DISCUSSION

Classroom Activities

Table 4 presents the data regarding classroom activities employed by EFL teachers. Specifically, the students reported that their teachers frequently used classroom activities in 'Mechanics' (M=3.37; SD=0.38) and in 'Exclusive Use of Language' (M= 3.20; SD=0.55). The students rated the classroom activities in 'Personalized Language Use' (M=1.10; SD=0.60) as the lowest component compared to the other classroom activities.

The 'Mechanic' category included activities (e.g., quizzes or tests given to students, students repeating what teachers said.) that instruct, either reaffirm or gauge knowledge of the L2 and 'Exclusive Use of Language', which refers to the inclusion of few translating exercises in teaching L2 (Bernard, 2010). The current study (Balushi & Rahman, 2020) also revealed that the most common uses of L1 were to explain the meanings of words and grammatical rules, translate exercises, and deliver jokes. No doubt, translating exercises could be recognized as an often-used method in the Cambodian context. According to Mao (2015), most Cambodian teachers employ the Grammar Translation Method. In addition, Khmer was used most of the time assisting language to teach English, especially in Public schools (Houn & Em, 2022). The students rated the lowest classroom activities in 'Personalized Language Use' (M=1.10, SD=0.60) compared to the other classroom activities. It implies that most Cambodian teachers seem to limit the students' ability by sticking to the textbook rather than individual interests or sharing.

Table 4. Classroom activities employed by EFL teachers

Classroom Activity Components	N	M	SD
Personalized Language Use	120	1.10	0.62
Exclusive Use of Language	120	3.20	0.55
Deep Language Use	120	2.07	0.39
Mechanics	120	3.37	0.38
Fun	120	1.52	0.61
Cultural Exposure	120	1.47	0.50

Student Motivation

Table 5 shows that the students felt most motivated in 'Confidence' (M=2.93; SD=0.48). The other two components, 'Motivation about Language' (M=2.83; SD=0.37) and 'External Motivation', were also higher. Students' lowest motivation is 'Motivation about Class' (M=2.00; SD=0.43).

The finding concerning students who had a higher level of motivation in 'Confidence' suggested that the students learned English because they believed it could benefit their life and help them communicate well with others. The other component, 'Motivation about Language', approximately equates to intrinsic motivation assessing the degree to which a learner wants to study the language for its intrinsic interest or value. 'External Motivation' (M=2.60; SD=0.41) refers to the extent to which students are motivated to succeed by their families or by the notion that learning the language will be advantageous in achieving an external goal other than mastery of the language itself (Bernard, 2010). Some reasons could be congruent with the mentioned findings. Mao (2015) stated that Cambodian students were motivated to learn English to have better job opportunities. Cambodia is a member of ASEAN, where English is officially used, so being able to use English to communicate with people from ASEAN nations could also be another reason. Students' lowest motivation is 'Motivation about Class' (M=2.00; SD=0.43). This result shows that the class may not be the main motivator for learning English. Or else, the teachers might not employ that the class activities could boost the level of student motivation. Student motivation in learning English was low, albeit 'Confidence' was reported as the highest mean score compared to the mean scores in other motivation categories.

Table 5. Student motivation components

Motivation Components	N	M	SD
Motivation about Language	120	2.83	0.37
Motivation about the Class	120	2.00	0.43
Confidence	120	2.93	0.48
External Motivation	120	2.60	0.41

Classroom Activities and Student Motivation

Table 6 depicts the data apropos of the relationship between classroom activities and student motivation. The results revealed that classroom activities were associated with student motivation. The scholars supporting this finding (Aguirre et al., 2016; Kadiu & Treska, 2016; Molina-Leal & Peña-Cerón, 2020; Renninger, 2009) acknowledged the significant role of classroom activities in motivating learners to learn the language.

Table 6. Classroom activities and students' motivation

	Motivation about Language	Motivation about Class	Confidence	External Motivation
Personalized Language Use	.21	.09	.02	-.04
Exclusive Use of Language	.06	-.00	.02	-.01
Deep Language Use	-.00	-.11	-.08	-.11
Mechanics	-.00	**-.27****	-.08	-.11
Fun	-.07	**.43****	**.24****	.01
Cultural Exposure	-.14	.01	.18	-.02

** Correlation is significant at 0.01 levels (2-tailed)

Specifically, the result indicated that classroom activities positively correlate with some motivation components. As shown in Table 7, 'Mechanics' covering the activities that instruct, reinforce, or evaluate knowledge of the L2 indicated a negative and weak correlation with 'Motivation about Class' (Pearson r=27). 'Motivation about the Class' is the feeling motivated of the students to study the language because they like the language class environment (e.g., interesting activities) (Bernard, 2010). In this sense, when teachers frequently employed 'Mechanics' activities, students would participate less in the learning process, possibly resulting in less motivation to learn English. The results also showed that 'Fun' activities regarding activities viz. songs and games showed a positively weak correlation with 'Confidence' (Pearson r=24). In addition, 'Fun' has a positive and moderate relationship with 'Motivation about Class' (Pearson r=43). The results implied that the more fun activities were employed in class, the more confident students felt and the more engaged in learning English. The finding accorded with the previous study (Aguirre et al., 2016), indicating that using songs in teaching English could motivate students to learn English. It simply shows that when the teachers made the English class fun, the students were more interested in learning. The finding was also congruent with the existing study (Bernard, 2010) which indicated 'Fun' activity was the predictor of student motivation. However, as the results revealed moderate and weak relationships, the aforementioned classroom activities would not be the only factors.

CONCLUSION

The study sought to investigate students' perception of classroom activities employed by their teachers and their motivation level in learning English in a public secondary school in Cambodia. The study also aimed to scrutinize whether classroom activities were associated with student motivation in learning an English subject. The findings of this study would provide insights for EFL teachers on the types of classroom activities as perceived by their students. The result vis-à-vis the relationship between classroom activities and student motivation would alert the teachers to identify what activities could enhance student motivation in learning English. The result showed that EFL teachers regularly utilized 'Mechanics' and 'Exclusive Use of Language' in their lessons. In addition, students had a high degree of motivation in the areas of 'Confidence' and 'Motivation about Language'. The results also revealed that 'Mechanics', which the teachers frequently employ, is negatively correlated with 'Motivation about Class', while 'Fun' which the teachers employ less, has a positive relationship with student motivation in 'Confidence' and 'Motivation about Class'. Therefore, the study suggested that the teachers maximize the practice of 'Fun' activities and minimize 'Mechanics' activities. The more teachers make class fun, the higher motivation about class students will have.

However, because of the weak and moderate correlation, classroom activities are not the only predictor of student motivation. The future study may explore the other factors enhancing the level of student motivation. The final sample selection in the current study was students from three classes taught by three different teachers in the same school. It may not perfectly meet the criteria of correctional research. The future study could include a group of participants from other schools.

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