

EFL Motivational Orientation and Proficiency: A Survey of Cambodian University Students in Phnom Penh

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Abstract

This study investigated *instrumental* and *integrative* motivation (i.e., motivational orientation) of a group of EFL students and possible correlations between motivational orientation and English proficiency. A motivation questionnaire was developed and distributed to 68 Cambodian students, 21 of whom were later interviewed. Instrumental motivation was found to be the main reason for the students to learn English. English in Cambodia is found to promise its learners pragmatic, utilitarian benefits or rewards. However, no correlation between the students' motivation and English proficiency was found significant. It is concluded that motivational orientation only functions as *motivation initiator* that subsequently enhances *motivational drive* and that does not seem to have an 'on-line' connection with language proficiency. Research of this kind is useful for the development of EFL/ELT syllabus, but more research is called for in the present context.

Introduction

English language has been a necessary tool for Cambodian learners who prepare themselves to embrace the global economy. As Clayton (2002) puts it, English is a *lingua franca* throughout the country since the presence of the United Nations Transitional Authority in Cambodia (UNTAC) in 1993. Since then, English has been one of job requirements in various work places across the country. This has resulted in the growth of the teaching and learning of English in both public and private schools and universities and the use of the language has become and remains remarkably popular.

However, the development of English language teaching (ELT) curriculum in this context faces a number of challenges as research on ELT and English learning itself remain scarce, if there is any. That is, for ELT curriculum to be well developed and implemented to respond to the learners' needs, it is important that research on what

motivates the learners to choose English is to be carried out. In other words, we need to know whether the learners learn English for social or pragmatic purposes, or they learn it because they want to identify themselves as part of the community in which English is used. These are the areas to be explored in the present study that involved a group of undergraduate students of English as a foreign language (EFL) at the Institute of Foreign Languages of the Royal University of Phnom Penh, Cambodia.

In particular, based on previous studies on motivation in foreign and/or second language (L2) learning, the study set out to investigate the role of *motivational orientation* (and its sub-types—*instrumental* and *integrative* motivation) in learning English and to find correlations, if any, between the motivational orientation and EFL proficiency of the participants involved. Two questions guided the study:

1. Is *instrumental* or *integrative* motivation that is the major source of the motivational orientation in this EFL context in Cambodia?
2. What is the relationship, if any, between motivational orientation and language proficiency found among the participants in this study?

Conceptual Framework

Since the early 1960s, Robert Gardner together with his colleagues (for example, Gardner, 1985; Gardner, Smythe, & Clément, 1979; Gardner, Lalonde, & Moorcroft, 1985) developed the Attitude/Motivation Test Battery (AMTB) that measures motivational and attitudinal variables in L2 learning. Using this test primarily as a research instrument, Gardner and his associates came up with a powerful, influential and useful framework: the *socio-educational model* (Gardner et al., 1979; Gardner, 1985; Gardner et al., 1985; Gardner & MacIntyre, 1993; and more recently, Gardner, 2001b). (For space economy, see Gardner, 2001a, for the chart schematizing the construct of the model.) To Gardner, *integrative motivation* is seen as a socially and psychologically bound orientation of a second language learner to the target language, the people/community and culture of that target language (Gardner, 2001a). Gardner argued that integrative motivation has significant impact on the achievement in SLA.

The model and especially the AMTB, however, drew criticism from others, for example, Oller, Jr. and Perkins (1978), for its lack of validity although Gardner and Glikzman (1982) counter-argued the criticism and to a certain extent were able to maintain the popularity of the approach. The criticism led to the call for reconsiderations of the model (Crookes & Schmidt, 1991). In this respect, Dörnyei (1990) took into account the impact of the contexts of L2 learning (i.e., EFL *vs.* ESL) and proposed an approach to L2 learning motivation that emphasized the importance of *instrumental motivation* in an FL context.

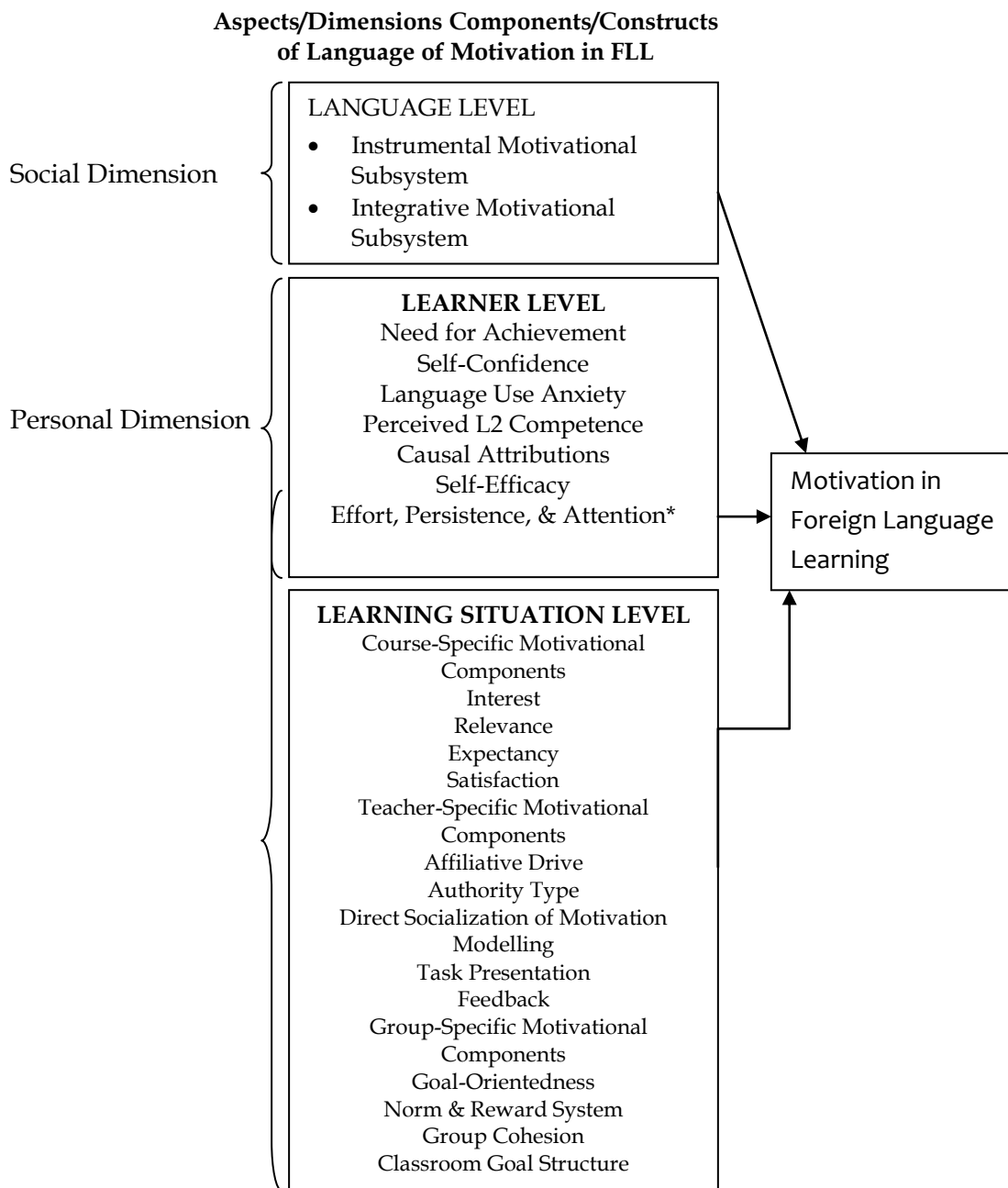
The effects of instrumental motivation and integrative motivation in L2 learning can be attributed to the contexts where the learning takes place. While the former is found to be influential in L2 achievement in a foreign language (FL) context, the latter is available and contributes to successful L2 learning in a second language (SL) context. Oxford and Shearin (1994) reinforced the SL-FL learning milieu dichotomy, stating that while SL learning is found in contexts where it is used as a means of daily communication, FL learning is not the language for daily conversations. The latter is only available in classroom contexts.

Dörnyei (1994a) later elaborated on his 1990 model by including bigger constructs of motivation. Figure 1 below presents the new model that conceptualizes motivation and its constructs in FL learning contexts. As the figure shows, instrumental and integrative motivation makes up the *Language Level* where the former is defined as the intention(s) to learn a foreign language for utilitarian benefits (such as to get a well-paid job and the latter refers to the learner's orientations to use the target language in passive mode such that to understand foreign movies and pop music (Dörnyei, 1990). The *Learner Level* is similar to the *motivation* variable in Gardner's model as both of them deal with motivational drives (such as the learner's effort, persistence, needs for achievement etc.). Likewise, the *Learning Situation Level* in Dörnyei's model taps similar areas to those addressed by the ALS variable found in Gardner's approach. However, while Gardner believes *motivation* is the major affective variable for the success of SLA, Dörnyei appears to place a rather equal emphasis on each variable. Taking all these together, a consensus is found among researchers of L2 motivation (e.g., Dörnyei, 1990, 1994a, 1994b; Clément, Dörnyei, & Noels, 1994;

McGroarty, 1996), who assume the social context of L2 learning constrains the presence and intensity of the types of motivation.

In the present study, an attempt is made to conceptualize *motivation*, *language attitude* and other sub-variables—which are illustrated in Figure 2. In social psychology, *attitude* is defined as “a favorable or unfavorable evaluative reaction toward something or someone, exhibited in one’s beliefs, feeling or intended behavior,” (Myers, 1993, p. 112). Ryan, Giles and Sebastian (1982, p. 7) defined *language attitude* as “any affective, cognitive or behavioral index of evaluative reactions towards different language varieties or their speakers.” As for *motivation*, it is defined in this study as the social and psychological construct of goal-directed behaviors. It is initiated by goal(s) an individual sets to achieve and is subsequently characterized by the individual’s determining behaviors, efforts, and desires to attain the set goal(s) (Littlewood, 1984; Wilkins, 1974; Gardner, 1985, 2001a, 2001b; Dörnyei, 1998).

According to Crookes and Schmidt (1991), there is a relationship between ‘motivation’ and ‘attitude’. They claim that L2 motivation is associated with the learners’ attitudes, or the attitudes are embedded in *motivation*. It is the individual’s motivation that reflects his/her attitudes toward the social groups or the environments (Mann, 2006).



**In the original approach, these elements were not included.*

Figure 1. Components of Foreign Language Learning Motivation
(adapted from Dörnyei, 1994a, p. 280)

In light of this, language attitude in this study is determined as the main premise or the highest latent characteristic of a language learner. *Motivation* itself, in this study, consists of two elements—*motivational orientation*, comprising instrumental motivation and integrative motivation, and *motivational drive*, dealing with motivated behaviors such as the learner's effort, persistence, commitment, attention etc. Dörnyei's (2000, p. 425) definition reflects such conceptualization:

Motivation provides the primary impetus to embark upon learning, and later the driving force to sustain the long and often tedious learning process... motivation to learn a foreign language involves all those affects and cognitions that initiate language learning, determine language choice, and energize the language learning process.

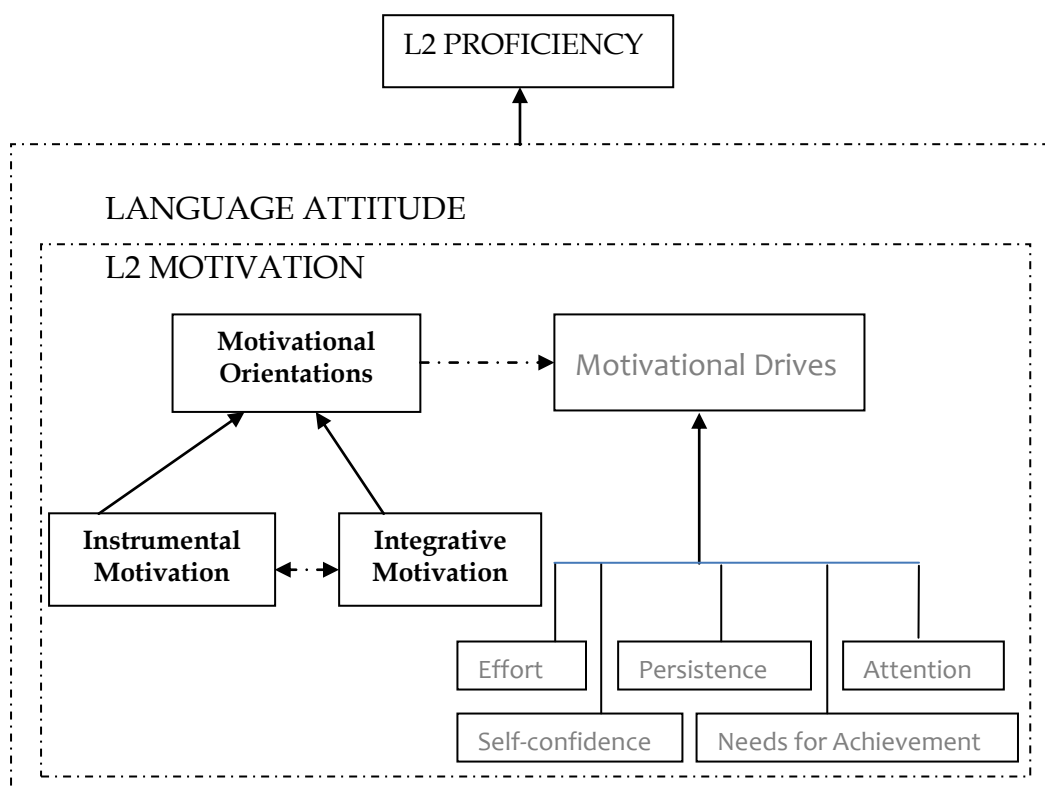


Figure 2. Schematic representation of Attitudinal and Motivational Constructs in L2 learning and their relationship with L2 Proficiency

With respect to the above conceptualization and research that will be reviewed below, the present study lists the following terms in an attempt to set its scope and clarify to the extent possible the various important motivational constructs and definitions.

Motivational Orientation comprising *instrumental* and *integrative* motivation is hereby operationalized as the primary element of motivation. It is the basic principles for learners to make the decision to learn an L2.

Instrumental Motivation refers to the individual's basic reason(s) to embark on a particular activity for pragmatic, utilitarian benefits. It is perceived as a means to an end. In this study, for instance, instrumentally motivated learners refer to those who choose to learn a particular language in order to help them achieve other rewards such as getting a well-paid job or promotion.

Integrative Motivation refers to the individual's positive attitudes toward doing a particular activity. Integratively motivated learners are perceived to have positive attitudes toward the target language community, value the people and their culture, desire to interact with speakers of the target language and have an interest to be members of that community (Gardner, 1985; Gardner, Smythe, & Clément, 1979; Gardner, Lalonde, & Moorcroft, 1985).

Review of Related Literature

A large volume of studies on L2 learning motivation can be found in the literature. However, for the purpose of the present study, only closely related ones are reviewed here. These studies are placed into three categories—(1) studies whose findings revealed that integrative motivation is a factor in L2 achievement more significant than instrumental motivation, (2) studies whose findings showed the opposite, and (3) studies that found both types of motivation play rather equal roles in the success of L2 learning.

As for the first group of studies, Gardner, Smythe, and Clément (1979), who investigated motivation and language proficiency among a group of Canadian and American adult students learning French, found that there was an association between integrative motivation and oral proficiency among the Canadian samples, but such a relationship was not found among the American

ones although they were also integratively motivated. Gardner, Day, and MacIntyre (1992), who investigated the effect of integrative motivation to the acquisition of French vocabulary, showed that their participants who reported to be integratively motivated performed better than those who were not. That is, the rate of acquiring the French vocabulary was faster for integratively motivated learners, suggesting that integrative motivation appears to be an effective predictor of successful acquisition of French vocabulary. Other studies that supported this finding include (but not limited to) Gardner, Lalonde, and Moorcroft's (1985), Gardner and Tremblay's (1994), Gardner's (1985), and Gardner's (2001a, 2001b).

On the contrary, Lukmani (1972), who studied motivation to learn English and the proficiency of Indian students in Bombay, found that both instrumental and integrative motivation had positive relationships with language achievement, but instrumental motivation was more significantly correlated with proficiency than the integrative one. Gardner and Lambert (1972), who involved learners of English in the Philippines, also found similar results. Other more recent studies which are in line with such a finding include Clément, Dörnyei, and Noels's (1994), Rahman's (2005), and Liu's (2007). According to Noels (2001), it is not always the case that successful L2 learners should be integratively motivated to learn the language.

There are also studies that fall into the third category. For instance, Gardner and MacIntyre (1991) found both instrumental and integrative motivations played crucial roles in the students' language achievement and commented that these two variables facilitate L2 learning, although they appeared to stress that it was integratively motivated learners who were more likely to *pursue* learning the language. Wilkins (1974) also echoed this comment but implied that integrative motivation might be a better predictor than its counterpart.

In addition to studies that tried to prove the significance of either instrumental or integrative motivation, there are also others that look into causal relationships between motivation and L2 proficiency. For example, Strong (1984) investigated the causal relationship between integrative motivation and the L2 proficiency of Spanish-speaking kindergarten children learning English in the United States and found that, rather than promoting L2 proficiency,

integrative motivation appears to have been caused by a successful L2 learning experience. Likewise, Wilkins (1974, p. 185) claimed that a positive attitude, an expanded characteristic of motivation, appears to be “the product rather than the cause of [language] proficiency, but either way a high correlation between attitude [thus, motivation] and proficiency is shown.”

Motivation has also been found to be a dynamic construct that changes over time (*see* for example, Dörnyei, 2003a, 2003b, 2006; Dörnyei & Ottó, 1998; Shoaib & Dörnyei, 2005). Gardner, Masgoret, Tennant, and Mihic (2004), for instance, investigated motivation among intermediate language learners and found that there were tentative changes among motivational variables, but those which were featured are associated with classroom dynamics such as attitude toward the learning situation, teachers and the course, rather than with those that are general in nature such as *integrativeness*.

The Present Study

The present study examined motivational orientations of a sample of Cambodian EFL undergraduate students and investigated the relationship between their motivational orientations and English proficiency. A set of motivation questionnaire designed in the 5-point Likert scale format addressed the motivational orientations of the students, focusing on instrumental and integrative motivation. It was developed based mainly on the pre-survey conducted online among a group of Cambodian students. Initially, the pre-survey required 32 students to write as many reasons as possible, as to why they learnt English as their foreign language. Then, all of the reasons provided by the students were formed into twenty-two motivation statements that fell under two major themes of motivational orientations. Equally contributed, eleven statements (1, 3, 4, 5, 6, 7, 11, 16, 17, 20, and 22) addressed instrumental motivation, and the other eleven statements (2, 8, 9, 10, 12, 13, 14, 15, 18, 19, and 21) dealt with integrative motivation.

The reason why the present study did not use a motivation instrument employed in previous studies (such as that in Gardner's (1985) or that in Dörnyei's (1994b) study) can be attributed to the purpose of the study itself. In other words, the study reported here focused strictly on the motivational orientation level (within the

motivation constructs) and whether there was any relationship between that motivational orientation and the students' English language proficiency. In this respect, motivation instruments developed and used elsewhere that covered not only motivational orientation but also other motivational constructs and sub-constructs (as shown in Figures 1 & 2) were not deemed suitable for the present purpose. However, the motivation instrument used in this study was not completely new either; it comprised of motivation statements that resembled those found in other instruments, in terms of their themes.

The study also used a proficiency test (a modified IELTS test) that was designed to measure the students' language proficiency both before and after the study period. The test was modified by having the speaking section removed. In other words, the students' English speaking proficiency was not measured, leaving the test to deal with three macro-skills (listening, reading, and writing) which took the students 80 minutes to complete the test. While the listening and reading sections were measured by objective question items, the writing task required the student to write an essay. For reliability reason, the researcher therefore employed a colleague to help rate the written essays. The two raters based their markings on a set of criteria adopted from the Cambridge Practice Test for IELTS (Jakeman & McDowell, 1996).

Procedure

The researcher first made contact with the school principal and asked for permission to conduct the study. Once allowed, he personally contacted the teacher who was handling the classes that had been randomly selected. The researcher then requested the students participate in the study.

The self-report questionnaire was distributed to the students, once on the starting day of the semester and another at the end of it; the scores obtained were aggregated to see if it was instrumental or integrative reasons that would explain why the students learnt English. The proficiency test was also given twice over the semester. The first test was administered on the second day of the course (after the motivation questionnaire was distributed), and the second was conducted at the end of the course. All quantitative data (from both

the questionnaire and the test) were coded and encoded into computer for calculation and analysis.

The semi-structured interviews were conducted only once, at the end of the course, to collect qualitative data regarding the students' motivational orientation and motivational drive. Twenty-one participants (10 males and 11 females) were randomly selected. The interviews were then tape-recorded and transcribed for insightful and in-depth interpretations of the findings.

Motivational Drive (including, but not limited to, the learners' effort, persistence, self-confidence) is hereby operationalized as the secondary element of motivation. It is the force which makes the learners to invest energy and effort to achieve the set goal.

Student Profile

Sixty-eight undergraduate students (from two classes) participated in the study. At that time, they were taking their Bachelor's degree in Education, Teaching English as a Foreign Language (B.Ed., TEFL) at the Institute of Foreign Languages (IFL), Royal University of Phnom Penh, Cambodia. The students comprised of both males and females, whose ages range from 17 to 20; this age range typically applies to freshmen in almost all universities in Cambodia. The table below summarizes these students' profiles.

Data Analysis

The present study was not intended to explore particular motivational factors. Rather, it adopted those found in previous studies on L2 motivation and sought to find out if it was instrumental motivation or integrative motivation that formed the basis for the involved participants to opt for English as their foreign language in the present context. Two tailed *t*-test was then employed for this purpose. Pearson (*r*) was also applied as a statistical treatment for the quantitative data to find possible correlations between instrumental motivation and integrative motivation (thus, being *motivational orientation*) and L2 proficiency.

Table 1

Participant Profile (M = Mean)

<i>Sex</i>	<i>Number</i>	<i>Age (M)</i>	<i>Self-rated English Proficiency</i>	<i>Years of English Learning (M)</i>
Male	26	19	Intermediate	More than 4
Female	42	19	Intermediate	More than 4

The data from the interview transcripts were analyzed qualitatively to see if the subjects' spontaneous responses of their motivational orientations reflected their self-rated answers provided in the questionnaire. This was done by determining the frequency of the responses. Moreover, the analysis also focused on their motivational drive that might explain the whole findings better.

Discussion

1. Is instrumental or integrative motivation that is the major source of the motivational orientation in this EFL context in Cambodia?

From the questionnaire addressing motivational orientation that was distributed to 68 undergraduate students at the said university, the eleven items, which addressed instrumental motivation, were categorized into three major groups—namely, learning English for *future career*, *further education*, and *technology accessibility*. Table 2 below shows the mean distributions of the three categories and their comprising item(s). Interestingly, among the three major reasons, it was found that learning *English for Educational Purpose(s)*, with the highest mean score ($M=4.3$ over a 5-point rating scale), was the basic reason for these Cambodian students to opt for English as their foreign language, while learning *English for Future Career* falls into the second rank, leaving *English for Technology Accessibility* the third.

There are at least two possible reasons that might account for such a finding. One possible reason that underlies this finding could be the fact that these students might be well aware of the requirement of their future career—the long-term goal. In other words, they might not expect to get a well-paid job immediately after they graduate from their bachelor's degree program (in English), so further

education (which is made possible for them with the ability to use English) may be able to assure them with a prestigious future career. Such an intention indicates the students' long-term goal.

Based on the interviews with the 21 students, all the respondents were quite sure that they would continue their study to a higher level (e.g. a master's course), although it would not be majoring in English. They mentioned that with the ability to use English that they would get after completing the program, they would be able to further their education in other field, such as a master's in business administration – which ultimately they believed could promise them prestigious, well-paid jobs.

These results support those found in Rahman's (2005) study, which investigated motivational orientation among a group of Bangladeshi university students. That is, reason to learn English for further education was reported with the highest percentage, followed by the reason to learn English for good future career.

Another reason why the Cambodian university students chose to learn English for high education abroad may be that these students were so enthusiastic about studying abroad – a life experience that is valued by most Cambodian people, especially when the students go to study abroad under scholarship grants. Students who could win a scholarship to study abroad are usually, if not always, highly valued for their academic performance – on which they pride themselves.

The item that addresses learning English for technology accessibility received the lowest rating score, among the three categories. This might be the case because technology accessibility in Cambodia is still limited. In other words, although Cambodia (particularly Phnom Penh capital city) is modernized for the last decade, internet accessibility is widely accessible to most Cambodian students who, with their low socio-economic status, may not be able to afford its expenses. Therefore, interest in using internet-emails might be minimized.

These three categories of the reasons for which the students chose to learn English are instrumental in nature, which is also supported by the qualitative data obtained from the semi-structured interviews. That is, when asked why they chose to learn English as their foreign language, most of the interviewed students considered English a means to other pragmatic purposes, for instance to help

them access other materials available in the language, to enhance their future career, etc. Following is an extract from the interviews:

Table 2

Mean distributions of the categories of instrumental motivation

Category	M	SD
English for Future Career	4.0	0.99
To get a high paid job	4.1	
To get a promotion at work	3.9	
To meet the demand by the workplace	4.1	
To become a teacher of English	2.8	
To work with foreigners or NGOs	4.2	
To do international business	4.4	
To travel for official purposes	4.1	
English for Education	4.3	0.73
To be qualified to study in the U.S./UK	4.2	
To score high in TOEFL or IELTS	4.2	
To continue education abroad	4.6	
English for Technology Accessibility	3.0	0.8
To use internet and emails	3.0	

Extract 1

- Interviewer: *After you finish your bachelor's degree, would you still continue to study English, or you study another language, or you simply quit it?*
- Student: *I wish to continue my master's degree in other countries, if I can afford it or if my family can afford it...*
- Interviewer: *but what will you study for your master's degree? English language or some other field?*
- Student: *I wish to study other major...in laws, you know.*
- Interviewer: *But why won't you study English?*
- Student: *Err...because for four years here, I think it's enough already, and studying abroad can [help me improve the language]. So I don't have to study English anymore. I can just try to understand what [is being said, for example].*

Extract 2

Student: ...because it [English] is very important; we can use English to com... to make conversation and get our job in our future. And er... we can use English language to search some er... some documents, some news on the internet...

Student: I choose to study English because, the first main point is, because English is an international language. I can use it to communicate with other people around the world. Yes, if I continue to study another field, I use English to read the document, even [on] the internet I can use it...

Student: ...I don't study [English] for professional. I just study it to help my other skill...

While students seemed to be very determined that they learnt English for instrumental purposes, there were also instances that indicate learning English for integrative purposes. From the 11 items that dealt with integrative motivation, two themes were identified, namely *Cultural Interest* and *Integrativeness*. Table 3 below shows the mean distributions of the two categories and their comprising items.

The first category deals with the learner's interest in foreign language, culture or the culture of native speakers of the target language. The students, as can be seen in the table, reported that they also learnt English because they are interested in English culture. Such an instance, however, should not be labeled under the integrative motivational variable if the Gardner's concept of *integrative motivation* was applied in this study. However, following Dörnyei's (1990) suggestion, *integrative motivation* in a foreign language context should be measured by such items as learning English in order to understand English films/movies and pop music, and English literature (i.e., through reading printed materials)—which he called the Passive Sociocultural language contact, due to the lack of direct communication with native speakers or community of the target language. "In broad terms, an integrative motivational orientation concerns some sort of a psychological and emotional identification with L2 community. One way of extending the concept is to talk about some sort of a virtual or metaphorical identification with the sociocultural loading of a language rather than with the actual L2 community," (Dörnyei, 2006, p. 52).

As reported in the table, this *Cultural Interest* appears to manifest more than *Integrativeness*, another category that deals with the learner's intention to identify themselves with the members of the target language community (Gardner, 1985). However, unlike the one reported in multi-cultural settings (such as Canada), *Integrativeness* in this study does not seem to illuminate as a significant factor for Cambodian university students to opt for a foreign language, English. This is also a case in other uni-cultural milieux such as Hungary (e.g. Dörnyei, 1994a), Bangladesh (e.g. Rahman, 2005), and China (e.g. Liu, 2007), where direct contact with English native speakers is rare.

Table 3
Mean Distributions of the Categories of Integrative Motivation

Category <i>SD</i>	<i>M</i>
Cultural Interest 0.9	3.6
To have foreign friends	3.0
To understand pop music and films	3.9
Because they love the way English sounds	2.9
Because most of favorite artists are English-speaking	3.4
To understand English literature	4.2
To understand English speakers' culture	3.9
To exchange knowledge	4.1
To meet and listen to people who speak the language	3.9
Integrativeness 1.2	2.7
To live in the U.S./UK	3.3
To become a Christian	1.7
To think the way English speakers do	3.0

Although there were instances that English was learnt for integrative reasons, specifically as it was learnt because the students loved the language or loved the way the language sounds (as elicited from the motivation questionnaire), when further asked why the students wished to have more direct communication with native speakers of English, the students expressed that *it* was to improve

their English language in general or their English pronunciation in particular. This means they saw the availability of having direct communication with English native speakers more as a chance for them to learn the language (or to master the L2) than as a chance to identify themselves with the native speakers, where the latter is a characteristic of being an integratively motivated learner. Here, there is an exemplification of an inconsistency: while integrative reason was reported in the first place (in the motivation questionnaire), later report from the interviews suggests a tendency that could not provide any conclusion that these students to a certain extent were also integratively motivated.

Csizér and Dörnyei (2005) point out that the term *integrativeness* cannot really be used to account for the multifaceted construct of motivation in learning an L2. As a result, they suggest *integrativeness* be labeled as the *Ideal L2 Self*—which they refer to the attribute that a person *would like to possess* and *ought to possess*. According to Csizér and Dörnyei (2005, p. 29), “if one’s ideal self is associated with the mastery of [an] L2, that is if the person that we would like to become is proficient in the L2, we can be described as having an integrative disposition.” Such an *Ideal L2 Self* appears to be reflected in the following extract:

Extract 2

- Interviewer: ...so do you wish to have more direct communication with native speakers of English?
 Student: Of course, of course...
 Interviewer: Why?
 Student: Err...the first reason is to get the natural tone from them and learn their culture. Sometimes when we are close to them, we can understand their feeling better and can get along with other [nationalities], you know.

The importance of conceptualizing the *Ideal L2 Self* as *Integrativeness* is that an account can be given to the fact that learners are found to have also integrative reasons for learning an L2 in a context which direct communication with native speakers of the target language is rare and which the intention of identifying oneself with other cultural group is less likely. Nevertheless, this might not be the case for the present study since integrative motivation was not

found to be a significant variable for the Cambodian university students to learn English as their foreign language.

Reported in Table 4 below, furthermore, is a comparison of mean scores between instrumental motivation and integrative motivation, using two tailed t-test. This statistical treatment was performed to conclude if it is instrumental or integrative motivation that is the significant source. On the surface level, it seems that the two sources were not much different from one another, as the mean of instrumental motivation is $M_{ins}=43.4$ while that of integrative motivation is $M_{int}=37$. However, the two-tailed *t*-test revealed that the two means are statistically significantly different from one another ($p<.05$), from which it is interpreted that the students in this EFL context were more instrumentally motivated than integratively motivated to learn English as their foreign language.

Table 4

Mean Distributions and t-Test Result of Motivational Orientations (N=68)

Motivational Orientations	<i>M</i>	<i>SD</i>	<i>df</i> ($p<.05$)
Instrumental Motivation (%)	43.5 (79)	4.64	67
Integrative Motivation (%)	37 (31.7)	4.68	67

M_{ins} = Mean score of Instrumental Motivation

M_{int} = Mean score of Integrative Motivation

These findings confirm those found in previous studies on L2 learning motivation—such as the ones conducted by Dörnyei (1990), Rahman (2005) and, more recently, Liu (2007), which investigated L2 motivation in foreign language milieux and which revealed that the students learnt English for ‘instrumental’, ‘pragmatic’, or ‘functional’ purposes. Therefore, a possible conclusion in light of the present findings is that English in Cambodian context, one of the EFL milieux, is learnt as a means to an end. In this case, the learners, or at least those who were surveyed, learnt English so that they became qualified to achieve their ultimate pragmatic goal(s). That is, they learnt English to win a scholarship to study abroad, to work in local and/or international NGOs, to expect a well-paid job in the future, and to access internet. This orientation that is rooted in the nature of

instrumental motivation, according to Dörnyei (1990, p. 65), is 'organized by the individual's future career striving.'

Furthermore, that English is learnt for instrumental purposes may also be due to the fact that, at the present time in Cambodia, English competence is needed to respond to the economic growth and regional/global integration—a situation which is also true in Bangladesh and China, as found in Rahman's (2005) and Liu's (2007) studies, respectively. An example is the establishment of ASEAN and WTO, in which Cambodia is now one of the members. When different nationals come to work together, a third language which in this case is English is required to fill out the gap and to make the communication possible. It could be said, then, that the importance of or the need to have the ability to use English is seen to have been influenced by a country's economic development.

On the other hand, that integrative motivation is not the major source for, at least, the Cambodian undergraduate students surveyed lends support from the above-mentioned previous studies. Dörnyei (1990), Rahman (2005), and Liu (2007) all concluded that their Hungarian, Bangladeshi, and Chinese students, respectively, were not integratively motivated to learn English because there was limited contact with English native speakers or community—a situation which is also true in Cambodia. Obviously, the direct communication or contact with English native speakers in Cambodia is very rare, even though it is not unavailable, so with such a circumstance, Cambodian students of English might not wish to integrate or identify themselves with the native speakers. They, however, might have the ideal L2 self of becoming proficient in English so that they are able to understand more about the culture of English speakers in which they are interested.

Interestingly, there were also few students who explained, during the interviews, that they learnt English because it is an 'international language,' a reason which was not included in the motivation questionnaire employed in this study. It is not so obvious when discussing such a reason as whether it is instrumental or integrative motivation. McClelland (2000, p. 109 as cited in Dörnyei, 2006, p. 52) comments that learning English as an international language is attributed to the integrative motivation, due to the intention of 'integration with the global community rather than assimilation with native speakers.' However, according to Dörnyei

(2006), English as an international language, or what he called the 'Global English,' is related to instrumental motivation because most English-speaking countries seem to have indexical reference to technological advancement, such as computing and internet; therefore, learning English as an international language is associated with modern technology accessibility. In this vein, some of the students (who were interviewed) explained that they also learnt English because it is spoken by most developed countries, most people who live in most powerful countries, like the US or UK. Such an explanation appears to provide an implication that advocates the concept of English as an international language in association with modern technology accessibility, as mentioned above.

Table 5

Mean Distributions of Motivational Orientation in Two Phases and t-Test Results

Motivational Orientations	Phase I (N=68)		Phase II (N=66)		t-Test Result <i>p</i> <.05
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	
Instrumental	43.5	4.6	44	4.5	0.489
Integrative	37	4.7	37	5.1	0.789

In the present study, the motivation questionnaire was distributed to the participants twice, once at the beginning of the academic semester (that is *Phase I*) and another at the end of it (that is *Phase II*), so further investigation could be conducted. It was done to examine if there was possibly a tentative shift from one type of motivational orientation to another over one-semester of an academic year. In other words, students who reported in the first place to be instrumentally motivated might later (at the end of the semester) report to be integratively motivated, or vice versa.

Table 5 above presents the mean distributions of motivational orientation in the two phases. As can be seen, the mean scores of instrumental motivation for both phases are almost perfectly the same ($M_I=43.5$; $M_{II}=44$), while those of the integrative one (for both phases) are exactly the same ($M_I=37$; $M_{II}=37$)—which could possibly be claimed already that there was no change at all between these two types of motivational orientation. This initial assumption is confirmed

by the result of a t-test (as also reported in the table), performed to test if the two pairs of mean scores were statistically and significantly different from one another. The results show that it is not statistically significant for the mean scores of instrumental motivation of both phases to be different, and that the means of integrative motivation are not significantly different from one another, either. These results suggest that motivational orientation (either instrumental or integrative) does not incline to shift from one another, at least over the time observed in this study. This means that those who reported, at the beginning of the semester, to be instrumentally motivated retained their instrumental motivation to learn English, at the end of the semester. Such finding suggests 'motivational orientation' be a fixed and static, as opposed to dynamic construct.

In a study conducted by Gardner, Masgoret, Tennant, and Mihic (2004), it was only reported that over a one-year observation of a group of intermediate learners of French, integrative orientation appeared to decline. That is, at the end of the year the students were not reported to be as integratively motivated to learn French as they were at the beginning. It is not known, however, if the students became instrumentally motivated at the end of investigation year.

In 'current' L2 motivation studies, many researchers (for example, Dörnyei, & Csizér, 2002; Dörnyei, 2003a, 2003b, 2006; Shoaib & Dörnyei, 2005) try to place an emphasis on the fact that motivation, as a whole construct, is a dynamic attribute, meaning that it is more likely to change over time and that L2 motivation research needs to take account of 'process-oriented approach'. In Dörnyei (2006, p. 51), it is stated that "...even during a single L2 course one can notice that language-learning motivation shows a certain amount of changeability, and in a context of learning a language for several years, or over a lifetime, motivation is expected to go through very diverse phases." However, to them, what is meant by 'motivation as a dynamic system' seems to be motivational drive, which is conceptualized in this study as the secondary element of 'motivation,' which addresses students' effort, commitment, persistence, attention, self-confidence, and needs for achievement in learning an L2, and which is also associated with (as well as influenced by) classroom environments. Motivational orientation, on the other hand, refers to a cluster of very basic reasons for one to choose a particular language, thus being related more to the individual's internal structural pattern

in making the decision that might be stable over time (Csizér & Dörnyei, 2005). To put this together, motivational orientation in language learning, by nature, appears to be a static construct whose function is to direct the language learner to his/her set goal(s): *it* provides the primary impetus to initiate learning the L2 (Dörnyei, 1998, 2000).

It should be noted, however, that the present finding is not to contradict the concept of 'motivation' as a dynamic system. Rather, it is expected to help clarify the conceptualization and construct of language learning motivation and its elements. Further discussion, which follows, regarding the relationship between motivation and language proficiency might be able to provide more insight about the earlier claim.

2. What is the relationship, if any, between motivational orientation and language proficiency among these participants?

The data obtained from the questionnaire and the proficiency test were statistically treated using the Pearson Product-Moment Correlation Coefficient (r) to see if there was a possible relationship between the motivational orientation and English proficiency of the subjects participated. Very interestingly, the result shows that there was a very weak relationship between the two variables ($r=.0825$; $p<.05$; $N=61$). That is, while the students obtained high scores on the motivation questionnaire, it does not mean they could perform well in the language proficiency test. Likewise, while some of them scored low in the questionnaire, they appear to score low in the language test, as well. As shown in Figure 5 below, the scatter plots of this investigated relationship were not in a linear distribution, suggesting that the correlation was not found.

Detailed computations (the result of which was reported in Table 6 below) show that neither instrumental nor integrative motivation was found to be correlated with English proficiency of these subjects, as the score of the former is $r=.15$ ($p<.05$; $N=61$) and that of the latter is $r=-.009$ ($p<.05$; $N=61$). It should be noted that the latter result shows a negative direction of the relationship, even though it is not significant. These findings suggest that there is no guarantee for L2 learners who are motivated, either instrumentally or integratively, in learning to achieve high proficiency in the target

language. This finding lends support from Vandergrift (2005), who examined the relationships between motivational orientation and proficiency in L2 listening among 57 adolescent learners of French and who found that motivational orientation (of which three elements were attached: *amotivation*, *extrinsic motivation*, and *intrinsic motivation*) was not correlated with proficiency in L2 listening. However, while Vandergrift (2005) accounted for the absent correlation between these two variables by the effect of the listening test (that is, his participating students' performance on the listening test might have been influenced by the difficulty of the test itself), two factors at least are sought to account for the present finding.

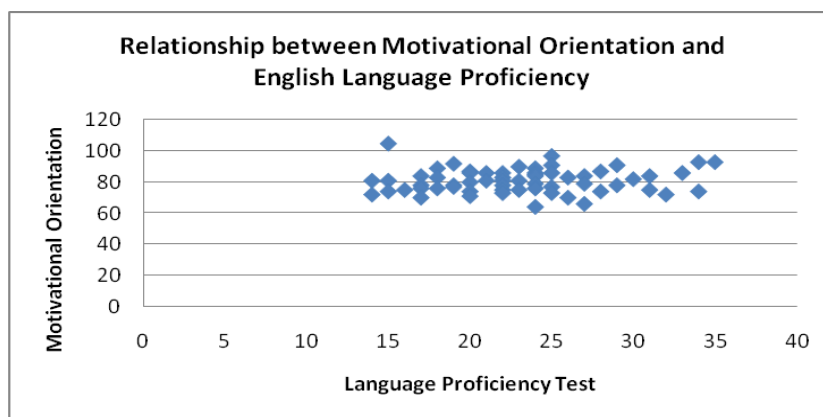


Figure 5. Scatter Plots of Pearson Product-Moment Correlation Coefficient (r)

Table 6

Correlations between motivational orientation and language proficiency

Motivational Orientations	Language Proficiency ($p < .05$)
Instrumental	.15
Integrative	-.009

First, the present study was designed to investigate a possible correlation of motivational orientation and language proficiency of the subjects participated. The fact that motivational orientation was not found to be related to language proficiency may be because *it*

works at the background as a rather-less active factor in L2 learning and does not illuminate during the L2 learning process. Being the primary element of L2 motivation, as distinctive from the secondary one (i.e., *motivational drive*), *motivational orientation* is conceptualized in this study as a cluster of basic reasons to learn a language, which serves as the motivation initiator in the first place and which is less likely to be directly linked to language proficiency – a variable which is more likely affected by rather ongoing and active influential factors, such as motivational drive—for example, the learner’s effort, persistence, attention, self-confidence, needs for achievement, etc. (Dörnyei, 2003a, 2003b; Dörnyei & Csizér, 2002; Julkunen, 2001), during the L2 learning course. Such an assumption is made based partially on the following definition of ‘motivation’ provided by Dörnyei (1998, p. 117, and also Dörnyei, 2000):

Motivation provides the primary impetus [thus, being motivational orientation] to initiate learning the L2 and later the driving force [thus, being motivational drive] to sustain the long and often tedious learning process...

Moreover, Dörnyei (2001, as cited in Csizér & Dörnyei, 2005, p. 20) explained that “motivation is only *indirectly* related to learning outcome/achievement because it is, by definition, an antecedent of behavior rather than of achievement” (*emphasis added*). Thus, motivation in the quote seems to be what is conceptualized in this study as *motivational orientation*, and what links to L2 achievement is the *motivational drive*—which Dörnyei referred to the (motivated) “behavior.” Based also on this explanation, Csizér and Dörnyei (2005, p. 20) further provide the following remark:

...studies that look only at the impact of motivation on language proficiency or other L2 achievement measures (such as course grades) ignores, in effect, the mediating link, [motivated] behavior, and suggest a false linear relationship between motivation and learning outcomes.

Another possible account for the absence of the correlation between motivational orientation and language proficiency of the students investigated in the present study lies in the heart of the nature of previous studies on L2 motivation (for example, Lukmani (1972), Gardner and Lambert (1972), Gardner (1985), Mantle-Bromley

(1995), to mention some), whose findings suggested the two variables be correlated. The explanation, therefore, could base on the conceptualization of 'motivation' itself. As noted in the introduction, the term 'motivation' has been used throughout the literature of L2 motivation research, without precise and consistent concept. It is observed that in previous studies, it is not clear whether the motivational variable(s) investigated is 'orientation' or 'drive' or both of them being investigated at a time. That is, while some studies investigate one of the two separately, some others examined both of them together and classified them under the same variable, *motivation*. In Gardner (1985), for example, both items that address the learner's orientations—based on which the learner decides to choose an L2—and items that address the learner's motivation intensity were investigated. Therefore, when the relationship was found, it might not be clear enough to see if the orientation or the drive that had the relationship with L2 outcomes or proficiency. This, in short, might be another factor used to explain the absence of the correlation in the present study.

To put this together, *motivational orientation* appears to act as only motivation initiator for the learner to choose one particular (foreign) language and does not seem to have direct correlation with the target language's proficiency, while *motivational drive* which is exhibited through the learner's motivated behaviors (such as the learner's effort, commitment, persistence, self-confidence about the target language, etc.) plausibly correlates with the proficiency of the target language. For the latter case, more advocating evidence can be drawn from qualitative data obtained by the interviews with the students investigated in this study. Addressing such motivated behaviors as mentioned above, the interviews reveal that the students inclined to show their strong commitment to complete all language tasks assigned by their respective teachers. For example, one of the questions asked to the students was *How much are you committed to doing the homework you received from your English class?* and most of the students, if not all, reported that they never (or would never) skip the homework. Moreover, when asked how much persistent they would be to take on the course, in case they failed, none of the students interviewed reported that they would quit if they failed. Instead, all of them inclined to be so persistent to continue studying English that they would not simply quit for their first failure.

What is more interesting, moreover, is that those who reported to be effortful, committed and/or persistent to learning English coincidentally performed well in the language proficiency test. This is meant to note that language proficiency might be correlated with motivational drive, even though in the present study no statistical treatment was performed for these two variables, thus being the limitation of the study.

Conclusion

Based on the findings their discussions above, the following conclusions could be made: Like any other EFL contexts, first of all, English in Cambodia is learnt because of its pragmatic or instrumental benefits. Cambodian students, or at least those participated in the study, are instrumentally (rather than integratively) motivated to learn English as their foreign language. Instrumental motivation was reported to be the major reasons that Cambodian undergraduates learn English, and it was due to the country's economic growth.

This conclusion is in line with some current studies on L2 motivation in EFL contexts. One among those is the study conducted by Liu (2007), who found that her Chinese university students were instrumentally motivated to learn English because of the development of the economy. In this similar vein, Rahman (2005) found that English is learnt by Bangladeshi undergraduate students only for utilitarian purposes, such as building good future career, going abroad, etc.

What accounts for this finding is that, in Cambodia, direct contact or communication with English native speakers is very rare or remote; therefore, it may be hard for the learners to have positive attitudes toward or to identify themselves with the L2 native speakers and their communities. Students are only said to be integratively motivated to learn English for 'passive socio-cultural' purposes, accessing them through electronic (e.g., television, movies/films, pop music, and internet) and printed (e.g., newspapers, magazines, novels, and literature books) media. To a certain extent, such 'passive' contacts with the target language allow the learners to value the L2 they are learning and the culture of the L2 native speakers, and

ultimately wish to master the L2 which represents themselves as the *Ideal L2 Self* (Csizér & Dörnyei, 2005).

Motivational orientation is found to be a fixed construct, which did not change over the time observed. While more and more researchers of L2 learning motivation come to claim that motivation is a dynamic system, prone to changing over time, it is not clear if the asserted *motivation* refers to *motivational orientation* or *motivational drive*. Based on the present study's findings, *motivational orientation* alone could be concluded to be a fixed and static construct.

Also revealed in this study, *motivational orientation* did not have any relationship with the L2 proficiency. It can be concluded, in this regard, that motivational orientation only functions as *motivation initiator* that subsequently enhances *motivational drive*. Unlike the motivational drive which might be related to L2 proficiency, motivational orientation is unlikely to have an 'on-line' connection with L2 proficiency. This is also meant to note that researchers in L2 learning motivation in EFL contexts should seriously take into account the distinction between *motivational orientation* and *motivational drive* so that there would not be claims that might be based on a "false linear relationship between motivation and learning outcome" (Csizér & Dörnyei, 2005, p. 20).

Research of this kind informs teachers, curriculum developers and other concerned stakeholders of the reasons why learners decide to learn a particular L2. Such an understanding is valuable when it comes to the development of the course syllabus. While investigating motivational orientation will explain why the learner opts for a particular L2, research should also look into the learner's motivational drives that keep them motivated in their learning process.

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