

Teacher's Interest in Cambodian ESL Students' Out-of-class Activities: Effects on Students' Motivation

Andrew Tattersall

Australian Centre for Education (ACE/idp), Phnom Penh, Cambodia

ORCID ID:  <https://orcid.org/0009-0000-8879-4420>

Sajad Shafiee

Australian Centre for Education (ACE/idp), Phnom Penh, Cambodia

ORCID ID:  <https://orcid.org/0000-0003-3501-1757>

Abstract

This study examines the type of activities Cambodian ESL students engaged in outside the classroom, the length of time they spent on them, and the possible effects of teachers' interest in tracking these activities on the students' motivation. To fulfil these aims, five classes of male and female upper-intermediate ESL students ($N = 71$) at Australian Centre for Education (ACE), Phnom Penh, Cambodia, were asked to fill out an online questionnaire regarding the type and length of out-of-class language learning activities they were involved in at the outset of the course; to operationalize the teacher's interest, the students were asked to report to the class in the form of two-minute presentations what they did outside the classroom pertinent to each of the four language skills, and highlight one thing they had learned through this activity. During the whole course, the teacher consistently demonstrated interest by asking them questions concerning their activities. At the end of the course, the students completed a follow-up questionnaire examining whether the teacher's interest had affected the students' out-of-class activities. The results obtained revealed that the type of out-of-class activities did not change noticeably, but the length of time they spent on the activities did; students reported doing more of such activities at the end of the experiment. Furthermore, it was found that the teacher's interest did have a positive role in the students' motivation. The paper also includes conclusions and implications of the study.

Keywords: ESL students; motivation; out-of-class activities; teacher's interest

Introduction

This paper will look at the impact of a teacher's interest in the activities of students in English outside the classroom. It will start by looking at the literature on the motivation of students, inside the classroom and then outside the classroom. The research was carried out into the activities of students in an English language centre in Cambodia, outside the classroom and the impact upon their motivation to learn English when their teacher takes an interest in this out of classroom activity. After which there will be conclusion and, finally, any limitations and recommendations for further research.

Previous research has shown that demonstrations of teacher interest can have a significant impact on language learning. One study found that students who perceived their

teachers as interested in their learning had higher levels of motivation and a more positive attitude towards language learning (Amjah, 2014). Another study found that teacher interest had a positive impact on students' willingness to communicate in the target language and their use of learning strategies (Matuzas, 2022).

There are various ways language teachers can show this genuine interest in their students' learning. Dörnyei (2020, personal communication) suggests getting to know their students through informal conversations, asking about students' interests, and getting involved in out-of-class activities. Another way of demonstrating interest involves providing individualized feedback that shows students that their teacher is invested in their progress. Teachers can also create opportunities for students to showcase their learning and provide positive reinforcement for their efforts.

Moving to out-of-class activities, these play a vital role in fostering teacher-student relationships and student motivation. They provide opportunities for students to practice their language skills in real-world contexts, which can lead to increased motivation and confidence. One of the most significant benefits of teachers taking an interest in their students' out-of-class activities is that it can help students see the relevance and importance of language learning. When teachers ask about students' hobbies, interests, and activities, they create opportunities for students to see how language learning can be applied to their real lives and interests. For example, if a student is interested in cooking, a teacher can suggest watching cooking videos in the target language or discussing recipes in class. This can help students connect language learning with their passions and make it more meaningful and enjoyable for them (Mercer, Ryan, & Williams, 2012). Another benefit of teachers showing an interest in students' out-of-class activities is that it can help create a more personalized and engaging learning experience. When teachers know their students' interests and hobbies, they can tailor their lessons to include topics and materials that are relevant and interesting to their students. This can make the learning experience more engaging and enjoyable, which can lead to increased motivation and better learning outcomes (Norton & Toohey, 2004).

Regarding these benefits to students involved with the activities in English outside the classroom, Muñoz's (2020) systematic review into such activities identified significant beneficial effects upon the students' English development. The studies, mainly undertaken in Europe, involve the before school instruction, school learners, and/or young adults. The studies reviewed had students from Iceland, Belgium, Flanders, Sweden, Denmark, Mexico, Japan, Croatia, England (with French or Spanish as the foreign language), Netherlands, Poland or Spain. The studies in the review, cover different aspects of activity, places, culture, closeness of their first language to the English language. Despite these differences, what they all agree on, is that the development of English, by people involved in activity in English outside the language classroom, benefits from that activity.

So, literature has identified benefits for students, which they receive from taking part in activities in English outside the classroom. Moving on to an examination of the literature with regard to motivation, as far as motivation is concerned, Dörnyei (2001, p. 7) held that it "explains why people decide to do something, how hard they are going to pursue it and how long they are willing to sustain the activity" and goes on to say that answering these three questions is what theories of motivation have attempted, without being totally successful. Dörnyei (2001) referred to Gardner (1988), who defined the goal of learners of a language as being categorised in two ways: integrative and instrumental, as the most influential motivation researcher to date. The former, integrative, is related to the perception of the second language

and a wish to connect with or become the same as “valued members of the community” (ibid, p. 16), whilst for the latter the main link with learning a language is the possible benefits from doing it, like obtaining more fulfilling employment or more money.

A research study was undertaken, involving Cambodian students, using Gardner's integrative and instrumental motivations mentioned above, together with Takase's (2007, cited in Chumcharoensuk, 2013, p. 7) intrinsic and extrinsic motivation. Chumcharoensuk (2013) undertook a comparison of Thai and Cambodian first year undergraduate students studying at suburban universities in each country. He found that the motivation to learn English for both sets of students were extrinsic-instrumental but Cambodian students were more so “due to some differences between each; historical background, tradition, culture, socio-economic status and growth, communication and ideals of each country.” (p.16), though the reason for these differences making a difference or any further information about them is not given.

Most motivational research and theorising, like that referred to above involving Cambodian students, have concerned them in classrooms, so it is difficult to use those to apply to activities, like those the subject of this study, by students outside the classroom. One possible solution was provided by Williams and Burden (1997), see Table 1, who took components of motivation to create a framework featuring internal and external factors, each with some sub-components taken from themes then prevalent in educational psychology. This framework was used by the researchers for this study to generate questions to survey the students' motivation around their activity in English outside the classroom.

Using this model, the questionnaires were designed, by the researchers as they sought to discover whether the teachers' curiosity and interest, in their students' activities outside of class, would help them improve their language learning and, particularly, any impact upon their motivation.

Research Methodology

Participants

This research project was undertaken in Cambodia and explaining the educational context of teaching English will allow for better understanding of the research outcomes. Cambodia is a country of around 16 million people, situated between Thailand and Vietnam in South East Asia. Cambodia was a colony of France until 1953 and French was the main second language until most of the speakers of it were wiped out in a genocide between 1975-1979. A decade of Vietnamese rule ended after the 1991 Paris Peace Accords, and then the UN government set up to undertake a monitored election, which saw English become much more widely used. As a developing country, the involvement of a lot of NGOs which bring English, together with membership of organisations like ASEAN, the Mekong River Commission etc., whose dealings take place in English, have seen a growth in demand for people who can use the language. It is now the main foreign language taught in schools and the main alternative language option of Government websites (Gentner, 2015; Lin, 2020).

Table 1.
Williams and Burden's (1997) Framework of L2 Motivation

INTERNAL FACTORS	EXTERNAL FACTORS
Intrinsic interest of activity <ul style="list-style-type: none"> ● arousal of curiosity ● optimal degree of challenge 	Significant others <ul style="list-style-type: none"> ● parents ● teachers ● peers
Perceived value of activity <ul style="list-style-type: none"> ● personal relevance ● anticipated value of outcomes ● intrinsic value attributed to the activity 	The nature of interaction with significant others <ul style="list-style-type: none"> ● mediated learning experiences ● the nature and amount of feedback ● rewards ● the nature and amount of appropriate praise ● punishments, sanctions
Sense of agency <ul style="list-style-type: none"> ● locus of causality ● locus of control re: process and outcomes ● ability to set appropriate goals 	The learning environment <ul style="list-style-type: none"> ● comfort ● resources ● time of day, week, year ● size of class and school ● class and school ethos
Mastery <ul style="list-style-type: none"> ● feelings of competence ● awareness of developing skills and mastery in a chosen area ● self-efficacy 	The broader context <ul style="list-style-type: none"> ● wider family networks ● the local education system ● conflicting interests ● cultural norms ● societal expectations and attitudes
Self-concept <ul style="list-style-type: none"> ● realistic awareness of personal strengths and weaknesses in skills required ● personal definitions and judgements of success and failure ● self-worth concern ● learned helplessness 	
Attitudes <ul style="list-style-type: none"> ● to language learning in general ● to the target language ● to the target language community and culture 	
Other affective states <ul style="list-style-type: none"> ● confidence ● anxiety, fear 	
Developmental age and stage	
Gender	

The research was carried out in a language centre and students receive their mainstream education elsewhere. According to the World Bank (2022), Cambodia had a GDP per capita of \$1,543, which means that at a cost of more than \$200 a term, for a four-term year the school attracts students from wealthier families. The students at the language centre include school and university students or employees and the ones involved in the work for this assignment were at an upper-intermediate level (C1 based on CEFR). Five classes at the centre were involved, two at the start of the upper-intermediate course and three finishing it. Successful students in the three classes would go on to study three terms in preparation for taking an IELTS (International English Language Testing System) exam, one of the main internationally recognised English language exams, for example used by UK, Australian universities to determine whether students are good enough in English to enter the university. The classes were largely mixed male and female with a slight preponderance of males. More than 90 students were initially asked to take part in the experiment, but at the end of the study, data from 71 students who had completed both pre- and post-treatment questionnaires were used for analysis. All these students were recruited through availability sampling procedures.

The comparative mean for band scores at the IELTS exam is given below for students in Cambodia and the World in 2022 (IELTS.org. 2024). Whilst Cambodian students are behind the score of the world in the receptive skills, reading and listening (0.4), they are much closer in the productive skills, 0.2 for writing and 0.1 for speaking.

Table 2.
Mean band scores in the IELTS exam of students in Cambodia and the world in 2022 (IELTS.org 2024)

	Listening	Reading	Writing	Speaking	Total
Cambodia	6.1	5.8	5.7	6.0	5.9
World	6.5	6.2	5.9	6.1	6.3

Instruments

Pre- and post-treatment questionnaires. The questionnaires used in this study were researcher-made questionnaires the items of which were informed by the literature previously mentioned on teachers' role and interest in students' learning and out-of-class activities students can do in English. There were different types of open-ended and closed-ended items in the questionnaire dealing with how long students spend time using/practicing a language skill outside the class and the types of activities they did. The difference between the pre-treatment and post-treatment questionnaires was that the latter also included items aimed at determining the extent to which the interest of the teacher in their out of class activity during the term impacted student learning and motivation (See Appendix A and B). Both of the questionnaires were meticulously analysed to make sure the items were clear and they were also given to two ELT experts to have them checked for validity. The experts' opinions regarding the wording of a few items were taken into consideration before the administration of the questionnaires. It is also worth mentioning that the questionnaires were delivered to the students in English as they are expected to comprehend and produce English at the upper-intermediate level of proficiency throughout their time in class.

Procedure

Ninety students from five classes at the centre in Phnom Penh, the capital and largest city in Cambodia were initially surveyed at the start of the term in April 2022 on their activities in English outside the classroom. The questionnaire, which had been constructed in Google forms, was sent to the students via a link in Google classroom, and the students were asked to fill out the questionnaires in no later than a week. The students' task during the term was to each give a short presentation, around two minutes long, on what they did outside the classroom in each of the four skills, reading, writing, speaking and listening, and to highlight one thing they had learnt from this activity. During the term the students gave a presentation to their peers, giving details of their activity in English outside of the class in each of the four skills, then ended by saying one thing they would recommend to their peers to do in English outside the class. Finally, a follow up survey asked the students for feedback on the teaching in the class together with what impact their teacher's interest in their activity outside the classroom had on them and their motivation to be active in English outside the classroom. In addition to these there were also questions about motivation, based upon the factors identified in Williams and Burden's (1997) framework of L2 motivation. Data was obtained from 71 students who completed the two surveys and that is what provides the base for the analysis which follows.

Data Analysis

To analyse the data obtained in this study, such measures as frequencies and percentages were used, and these measures were accompanied by different kinds of graphic representations such as pie charts and bar graphs. The following section gives a thorough treatment of how the data were analysed and what the results of the analyses were found to be.

Results and Discussion

Regarding the data elicited from the different parts of the pre- and post-instruction questionnaires, the following results were obtained. A paragraph with an overall view of the results.

Before the Commencement of the Instruction

The first survey obtained information about the activities of the students outside the classroom in English. This was broken down by skill, Reading, Listening, Speaking and then Writing. An analysis follows of the activities reported by students in each activity at the start of the research.

Reading

The respondents' answers to items germane to reading comprehension are shown in the pie chart in Figure 1.

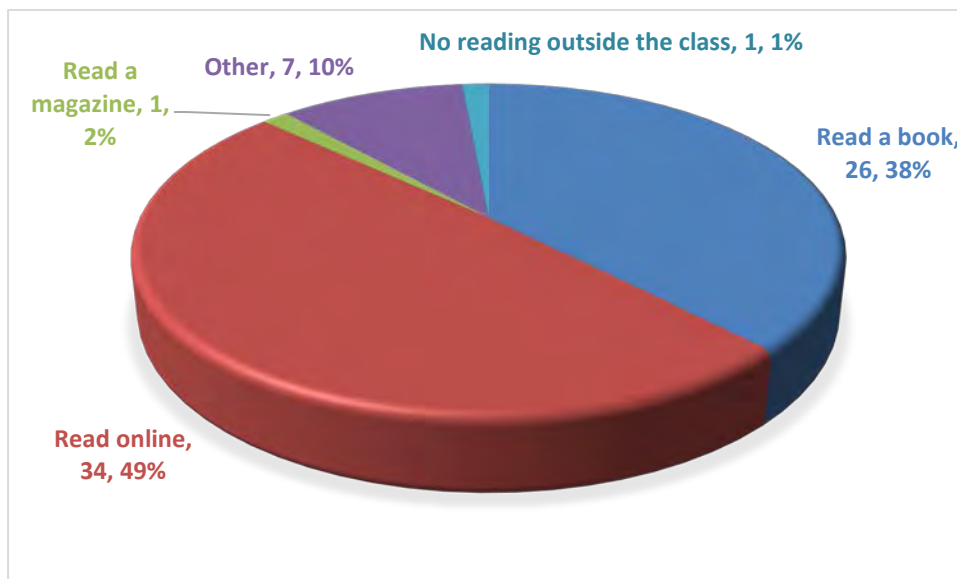


Figure 1.
Frequencies and Percentages of Out-of-the-class Reading Activities

It could be noticed in following Figure 2 that around half of the students ($f= 34, p= 49\%$) reported reading online, a little more than one-third of them reading a book ($f= 26, p= 38\%$), seven students (10%) read other material (e.g., communicate with people on social media, reads bible, read medical books, do homework, read comic books, read novel, read webpages; read the contents on social media such as Facebook or Instagram; watch movies with English

subtitles). One student declared that he does not read at all outside the class. Regarding the average time they spend reading outside the class, the data were represented via another pie chart.

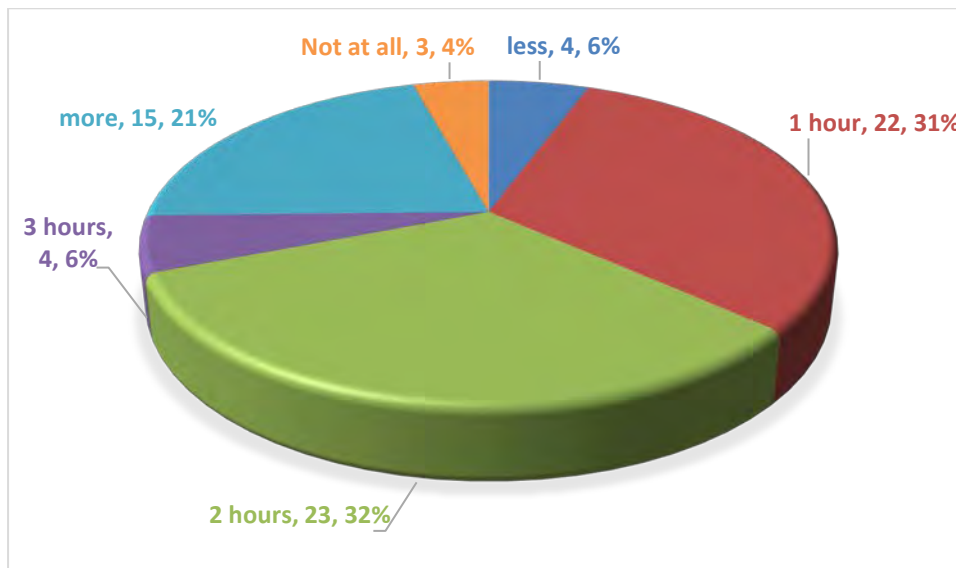


Figure 2
Frequencies and Percentages of Average Out-of-the-class Reading

About one third of the students ($f= 23, p= 32\%$) reported spending two hours studying outside the class, and almost 22% of them, reportedly, read one hour a week, while 21% read more than 3 hours and only 6% read 3 hours a week on average. The same percentage (6%) read less than an hour, and 4% of the participants reported that they never read outside the class.

Table 3 (below) illustrates students' diverse attitudes and opinions concerning reading outside the scheduled lessons.

Table 3.
Students' Ideas about Reading Outside the Class

Idea	Frequency	Percentage
Improves reading	5	17.85%
Improves vocabulary	4	14.28%
Improves (communication) skills	4	14.28%
Increases knowledge	4	14.28%
Fun	3	10.71%
Relaxing	2	7.14%
Lovely	1	3.57%
Boring	1	3.57%
OK	1	3.57%
Should be done in a comfortable place	1	3.57%
Its aim is to read interesting topics	1	3.57%
Its aim is to help know about news and science	1	3.57%

Most students were of the idea that reading outside the class improves other language skills or components, but a few students attributed adjectives such as fun, relaxing, OK, lovely, and even boring to reading activities outside the class. A couple of the participants also commented on the best place to read or gave opinions about the aim of outside-the-class reading.

Listening

The listening activities the learners said they did outside the class are shown in the following clustered bar graph (Figure 3).

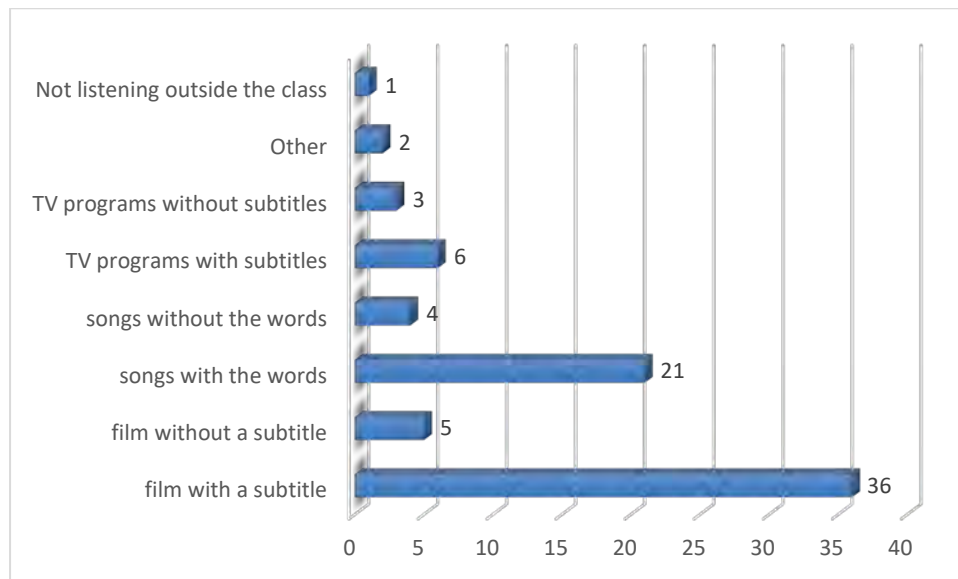


Figure 3.
Frequencies of out-of-the-class listening activities

As far as the opinions towards listening activities are concerned, of all the participants who took the pre-instruction questionnaire, 36 (46%) students watched films in English with subtitles, 21 (27%) listened to songs with the words, 6 (8%) watched TV programs with subtitles, 5 (6%) watched films without subtitles, 4 (5%) listened to songs without subtitles, 3 (4%) watched TV programs without subtitles, and of the 2 (3%) students in the “other” category, one said that she did all except the last one, and one said she watched Japanese movies with English subtitles. There was only one student (1%) who did not listen outside the class at all. The average time they listened to materials out-of-the-class in English is represented in the pie chart displayed in Figure 4.

As it could be seen in Figure 4, 4% of the students did not spend time listening to materials in English, 8% of them spent more than 3 hours a week, and 14% spent less than an hour a week for listening to out-of-the class materials. Among those who spend more than 3 hours a week, most said that they listened to music, and a few participants said they watched movies and YouTube videos, and/or listened to online materials such as podcasts.

Speaking

With regard to the out-of-the-class speaking activities the students participated in, the following results were obtained (as displayed in Figure 5).

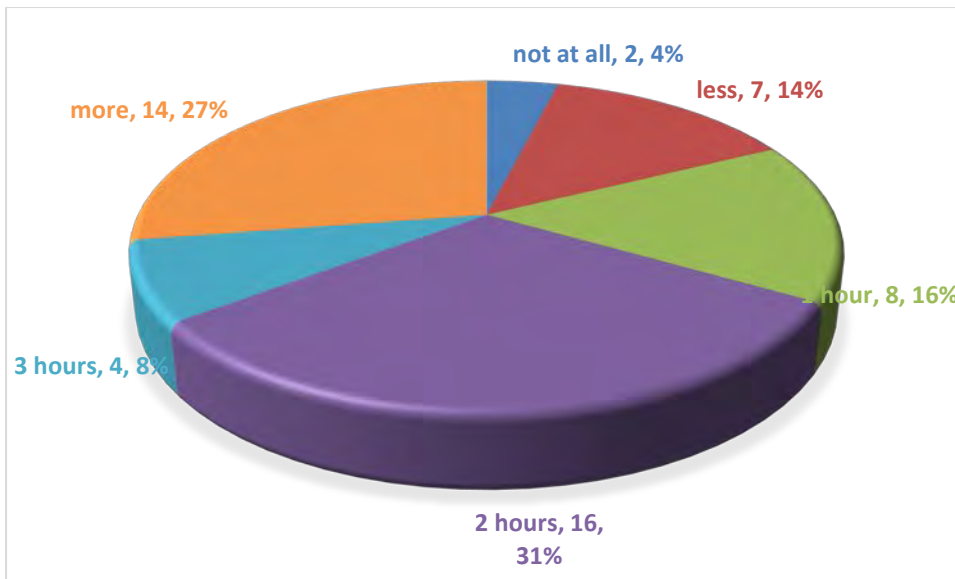


Figure 4.
Frequencies and Percentages of Average Out-of-the-class Listening Time

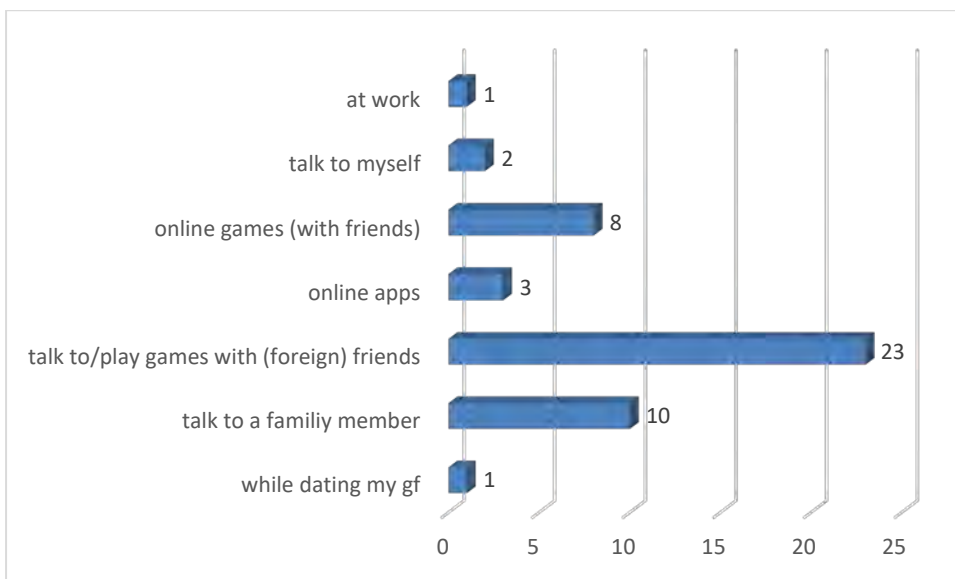


Figure 5.
Frequencies of Out-of-the-class Speaking Activities

One of the respondents reported using English when he went on a date with his girlfriend, and one other participant said she used English at work. Two other students claimed they practiced English by talking to themselves. The speaking activities with the highest frequencies, however, were speaking while playing online games with friends ($f = 8$, $p = 17\%$), talking to a sister/family member ($f = 10$, $p = 21\%$), and talking to or playing games with (foreign) friends ($f = 23$, $p = 50\%$). Regarding the average time they spent speaking English during a week, the following results were obtained (Figure 6).

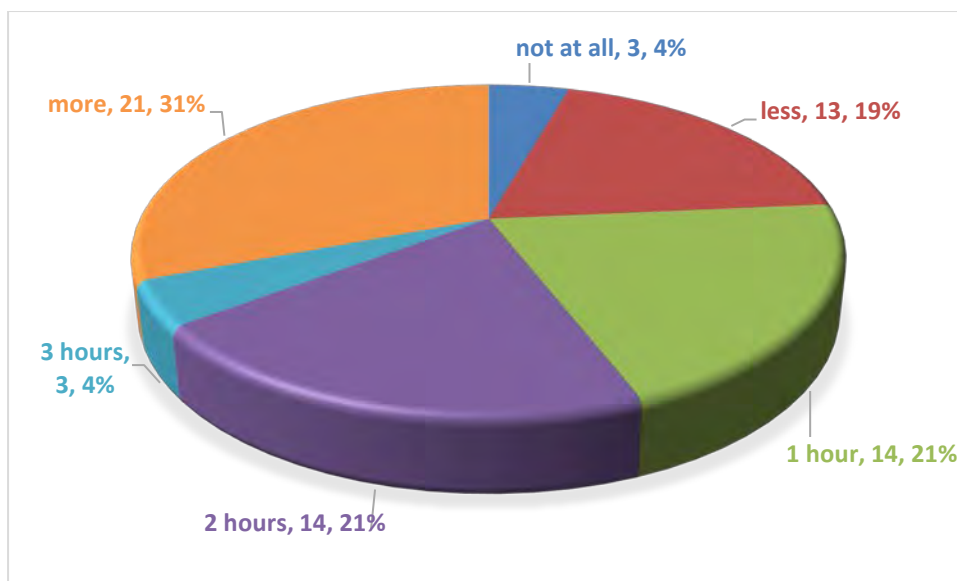


Figure 6.
Frequencies and Percentages of Average Out-of-the-class Speaking Time

A little less than one-third of the students (31%) said they speak English more than three hours a week outside the class. Around 21% of them speak English two hours a week and the exact same percentage of students speak English one hour on average. Less than one-fifth of them (19%) spent less than an hour speaking English outside the class, and 4% believed they speak English three hours a week. The same number of students (4%) reported that they never used English outside the class.

Writing

When it comes to writing, the students wrote a variety of items, as shown in Table 4 below.

Table 4.
Writing Activities Outside the Class

Writing Activities	Frequency	Percentage	
Chatting on social media	61	76%	
Writing emails/posts on social media	6	7.5%	
Writing other materials	Song lyrics	2	2.5%
	Stories	1	1.25%
	Writing assignments for university	3	3.75%
	Comments on other people's videos	1	1.25%
	Writing something on social media to make new friends	1	1.25%
	Writing about myself	3	3.75%
I don't write anything	2	2.5%	

In the table above, chatting on social media accounted for a large proportion of the students' writing activity outside the class (76%), and other writing activities were far less frequently practiced (e.g., writing emails/posts on social media, 7.5%; writing university assignments, 3.75%; writing about themselves, 3.75%). Research has been undertaken into student activity on social media – see Li (2017) or Arif (2019) but most, like here, has been about the amount of activity undertaken by students. An area that may be fruitful for further research would be the impact of that activity in English, on social media, particularly on the

kind of English learnt, e.g. formality etc. The average time they spent in a week writing in English outside the classroom could be seen in the pie chart that follows (Figure 7).

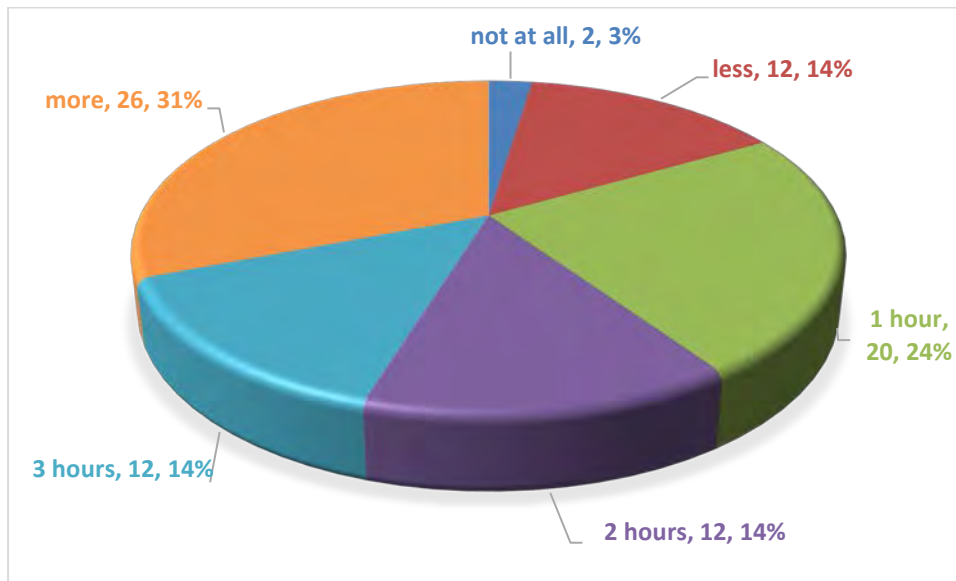


Figure 7.
Frequencies and Percentages of Average Out-of-the-class Writing Time

With respect to the time they spent writing in English outside the classroom, about one-third (31%) reported writing more than three hours a week in English, around one-fourth of them (24%) wrote an hour a week, 14% wrote two hours, another 14% wrote three hours, and another 14% wrote less than an hour a week on average. A very small percentage of them (3%) did not write anything outside the classroom.

After the Instruction

The questionnaire the students completed at the end of the period of instruction was much less focussed on their activity outside the classroom. Attempts were also made to get feedback information about the student's views on the teaching over the term, as well as their motivation regarding activities outside the classroom in English. As reported earlier these questions on motivation were based upon Williams and Burdern's (1997) Framework of L2 Motivation (see Table 1).

The first question in the post-instruction questionnaire was whether the students were pleased their teacher (the first author of this research) was interested in what they did in English outside school, and almost everyone answered in the affirmative ($f = 58, p = 95\%$), as it is shown in the doughnut chart below (Figure 8).

They were also asked whether the interest from the teacher, in what they did in English outside school, had helped motivate them to continue doing things in English outside school, and once again, the majority of the students opined that it had, as illustrated in the doughnut chart in Figure 9.

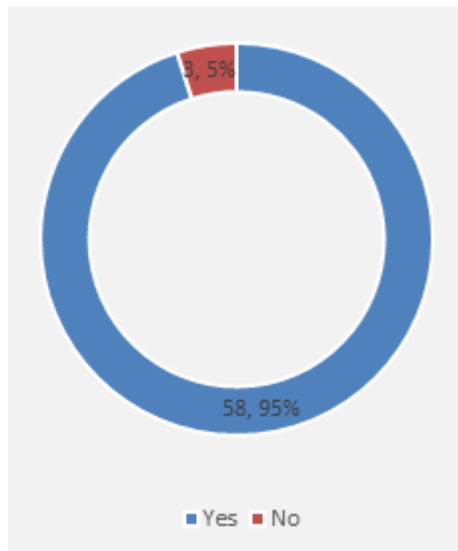


Figure 8.
Students' Contentedness with the Teachers' Interest in their Out-of-class Activities

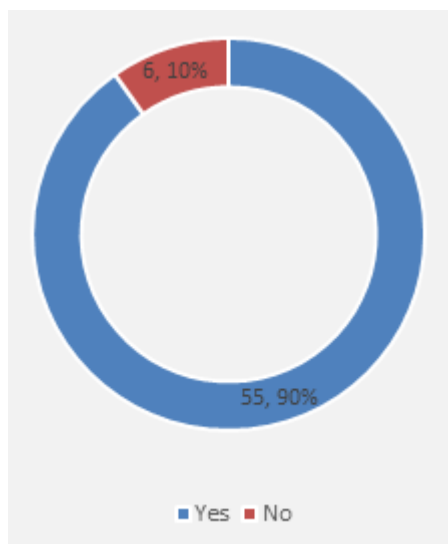


Figure 9.
Did Teachers' Interest in Students' Out-of-class Activities Improve Their Motivation?

Another question also intended to find out whether the interest of the teacher in what the students did outside school had helped motivate them to do more, or made no difference; 46 out of 61 students marked more and only 15 students chose no difference. This is depicted in Figure 10.

The students' comments about the interest of the teacher in what they did outside school were varied, but they mostly included positive comments shown in the word cloud in Figure 11.

Table 5.
Students Views After the Course

No.	Statements	4 (high)	3	2	1 (low)	Mean
1.	My personal interest in learning English is	23	26	8	4	3.11
2.	I think the value of learning English to me is	30	20	8	3	3.26
3.	I feel I have a lot of control over my learning and I am able to set appropriate goals	15	30	12	4	2.91
4.	I feel I am mastering English and I am developing my language skills	9	38	10	4	2.85
5.	I am very aware of my strengths and weaknesses in learning English	16	27	16	2	2.93
6.	I think learning English and about the culture of English speaking countries is	29	24	7	1	3.32
7.	My confidence in speaking and writing English is	5	28	25	2	2.60
8.	I am anxious and fearful when talking or speaking English	6	26	22	7	2.51

In Table 5, the average value of the four options equals 2.50 ($4+3+2+1 = 10$; $10/4 = 2.50$). Mean values above 2.50 would mean that the students chose more of the higher options (3 and/or 4) than the lower options (2 and/or 1). The first statement in Table 3 received the mean score of 3.11, indicating that the students' interest in learning English was above average. The respondents also had an above-average opinion of the value of learning the English language ($M = 3.26$). They also believed that they had a lot of control over their learning and that they were able to set appropriate goals (item # 3, $M = 2.91$). Similarly, the other items in this part of the questionnaire had above-average mean scores, which means that they felt they were mastering English and developing their skills, they were aware of their strengths and weaknesses, they thought learning the language and culture of the English speaking countries was important, and they felt confident speaking and writing in English. Item # 8 in the table above revealed that despite their skills, developments, and awareness, the students still felt a bit anxious and fearful when they were supposed to write and speak in English.

The students were also asked to identify among parents, peers, and teachers, which factor was most important, second and third relative to their motivation to learn English. The stacked bar chart (Figure 12) shows the proportions for the importance of parents, peers, and teachers.

The bar chart in Figure 12 shows that the most important factor was parents, while the second most important factor was teachers, and the third was peers. All the three factors received considerable degrees of importance, however. This is also evident in some of the students' comments: "Parents want me to improve my English", "Teachers are the most important to giving me motivation, they are the ones who are most involved in your learning ..." and "To be honest, fellow classmate motivated me to study the most because when I see people speak fluently I feel a bit embarrassed because I cannot speak well like them, however that the point I take upon myself to give me motivation, and try harder in order to get better."

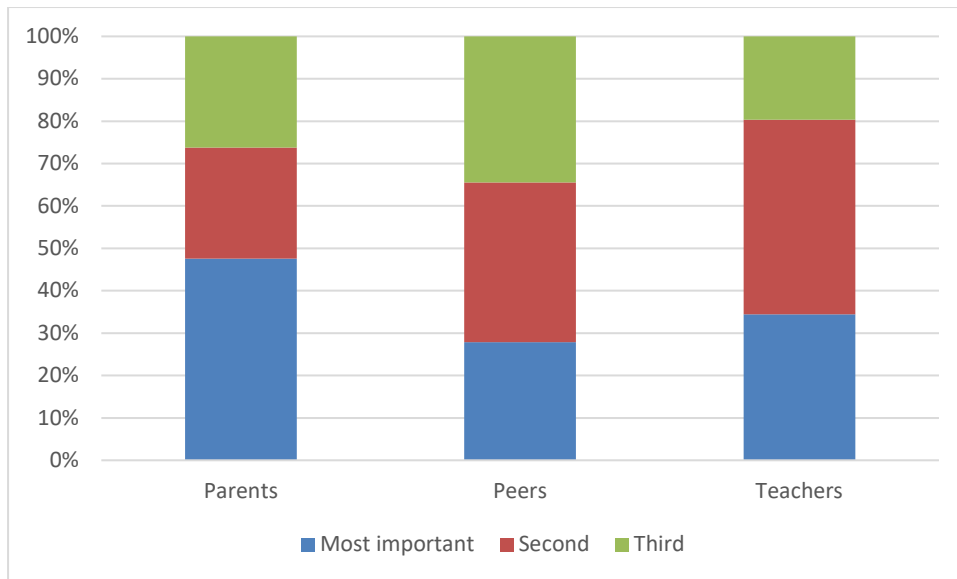


Figure 12.
Comparison of the Role of Parents, Peers, and Teachers in the Students' Motivation

The students were also asked to identify the ranking of feedback, praise, and punishment for their motivation to learn English, and the following results were obtained (Figure 13).

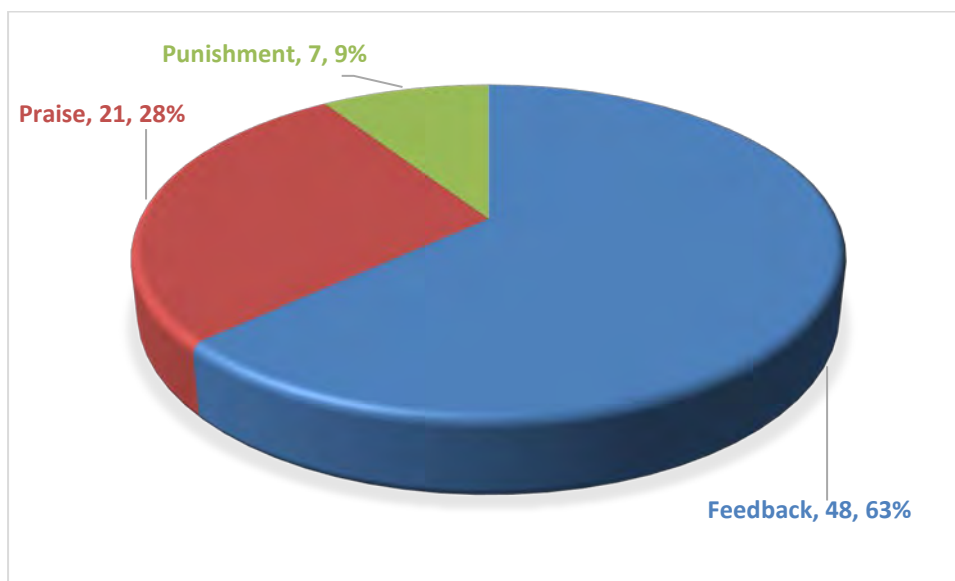


Figure 13.
Comparison of the Role of Feedback, Praise, and Punishment in the Students' Motivation

Among the three factors mentioned above, feedback ($f = 48$, $p = 63\%$) had the greatest role in the students' motivation, and punishment ($f = 7$, $p = 9\%$) had the least important role, while praise was ranked second ($f = 21$, $p = 28\%$). A few of the students' comments on these factors and their impact on motivation are presented in the following excerpts.

One of the students commented that, *"feedback can show me which part for me to improve and praise I don't know for me I feel great when I get compliments, it encourages me*

to work more.” Another said, “praise encourages you to learn English; feedback gives you information on parts of what you’re doing is right or wrong.” That is why the students marked feedback and praise more than punishment, about which one student remarked, “punishment could make students awkward and embarrassed.”

Another piece of supporting evidence for the findings above could be traced in another student’s comment: “I do like it when I’m praised, I kinda think we all do. But the most important factor should be receiving feedback. I wouldn’t like it if everything I do is right and there’s no constructive feedback along the way.”

The students were also requested to comment on the impact of the learning environment (e.g. comfort, resources, time of day, week, year, size of class or school, school values) on their motivation to learn English. A few random answers were collected from the students in this regard: one student wrote, “I think we should be able to get along with the environment in class,” and another one believed “It’s not depend on school values.... For me I think it just from yourself,” and still another said “It’s not really impact me.” One of the respondents wrote extensively against online learning, and the excerpt below shows how she felt about this mode of instruction:

“Online learning is very bad it feels extremely lonely staring into a screen, if no one is active in the classroom it’s just silence in the room, no soul, no emotion, no nothing the teacher is just left to talk to no one it feels... Assignments are also terrible when putting them online, there’s nothing to interact with, there’s no person I can at least look at, you just do them alone with nothing to feel.”

Finally, another student believed that “time of the day” had a role to play in their learning and motivation to learn.

Conclusions

In conclusion, the results obtained in this research project support the view that language teachers’ genuine interest in their students’ learning can have a significant impact on student motivation and progress in language acquisition. By creating a positive learning environment and fostering teacher-student relationships, teachers can help students feel valued, supported, and motivated to learn. However, it is essential to be aware of the challenges and potential pitfalls of showing interest and maintain a balance between involvement and autonomy. Ultimately, by incorporating interest in the activities of students in English outside the classroom teachers can help students achieve their full potential in language learning.

This study set out to identify whether the reality of Cambodian students’ activity in English outside the classroom matched our beliefs that it existed and was shown to not only exist but to be significant, with a majority of students involved in activities in the four language skills outside the classroom. As shown by the surveys mentioned by Carmen Muñoz (2020) this could help the students develop as practitioners of English as an International Language.

Furthermore, this activity took up more than two hours a week for the majority of the students and that there was a small, but noticeable difference in activity in Reading and Writing, two of the three skills Cambodian students perform worse in when taking the IELTS test, compared to students elsewhere in the world.

Also, virtually all students responding to the surveys welcomed the interest of the teacher in their activity in English outside the classroom and a significant majority said this interest increased their motivation to carry on, or increase their activity in English outside the classroom.

Next, using William and Burden's (1997) framework of L2 motivation the students expressed themselves more than averagely motivated on internal factors and expressed the location of their main motivation on the external factors.

Limitations and Recommendations for Further Research

There are some limitations to this work in that there is no information about the impact of age or gender differences on activity in English outside the classroom; it is not known why different numbers of students responded to the questions on the different language skills and whether the failure to reply to some question but not others is as a result of being inactive in that skill, or other reasons. It is also not known how the students listened to what they said they did, whether that was online or not.

As well as trying to rectify these limitations, further work could be undertaken to discover why there is a difference in use of reading and writing compared with the recorded deficiencies of Khmer L1 speakers at these skills in the IELTS test. As well efforts could be made to bring the benefits of what students do in English outside the classroom into the classroom and in some way link them. Another area identified for further research is the impact of the preponderance of writing in English outside of the class being upon social media, what impact does this have for the kind of English being learnt?

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About the Authors

Andrew Tattersall has been teaching for more than 15 years, initially in France and England and now in Cambodia. Firstly, mainly working at universities in Strasbourg and Leeds, teaching EAP and general English, before moving to Cambodia seven and a half years ago, where he teaches academic skills, general English, and IELTS preparation. He has also taught business English and specialist Englishes for people working in the medical, engineering, graphic arts, and hospitality fields. He graduated with a Merit in a Masters from the University of Nottingham. Email: andrew.tattersall@acecambodia.org

Sajad Shafiee is a Ph.D. in English Language Teaching. His main areas of interest include teaching language skills, teacher development, and technology-enhanced language learning. He has published widely in ELT journals and presented papers in several international conferences. Email: shafiee.sajad@gmail.com

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Declaration of Possible Conflict of Interest

The authors have no conflicts of interest to declare.

All contributors have seen the contents of the manuscript, and all authors agree with the contents and the order of presentation. The listing of authors correctly identifies their level of contribution to this work.

We hereby certify that the submission is our own original work and is not under review at any other publication.

Appendices

Appendix A: Pre-treatment Questionnaire

The respondent's email (null) was recorded on submission of this form.

***Required**

1. Email *

Reading

2. Outside the class I do the following things reading in English. *

Mark only one oval.

- Read a book
- Read a magazine in English
- Read online on websites
- other (Please detail below)
- nothing

3. The other reading I do is:

4. I spend _____ reading on average a week. *

Mark only one oval.

- 1 hour
- 2 hours
- 3 hours
- more
- less
- I do not read outside lessons

5. Is there anything you would like to say about reading outside lessons?

Listening

6. I take part in the following activities outside lessons in English (Subtitles are when there are words at the bottom of the screen detailing what is said, sung etc):

Mark only one oval.

- Watch tv programmes in English without subtitles
- Watch tv programmes in English with subtitles
- Watch films in English without subtitles
- Watch films in English with subtitles
- Listen to songs in English without the words
- Listen to songs in English with the words
- Other (please detail below)
- I do not do any activities where I listen to English outside the class.

7. Please detail other or anything else you would like to write about listening materials in English:

8. On average I spend _____ a week listening to materials in English. *

Mark only one oval.

- 1 hour
- 2 hours
- 3 hours
- more (Please detail
- below)less
- I spend no time listening to English materials outside the class

9. Anything else you would like to write about listening to materials in English outside the class:

Speaking

10. Please write details of any things you do to speak in English outside the class (Please include things like online games you play with friends in English):

11. In an average week I spend _____ speaking in English outside the *classroom.

Mark only one oval.

- 1 hour
 2 hours
 3 hours
 more
 less
 I do not speak English outside the class

12. Anything you would like to write about things done outside the class to speak English:

Writing

13. I undertake the following activities each week where I write in English: *

Tick all that apply.

- Chatting with friends/family on social media in English
 Writing posts on social media in English
 Writing emails to family/friends
 Writing other materials in English (Please detail below)
 I do not write anything in English outside the classroom

14. The other writing I do, or something else I would like to say about writing in English;

15. I spend _____ writing things in English outside the classroom: *

Mark only one oval.

- 1 hour
- 2 hours
- 3 hours
- more
- less
- I spend no time writing in English outside the classroom.

Appendix B: Post-treatment Questionnaire

The respondent's email (null) was recorded on submission of this form.

*Required

1. Email *

English
activity
outside school

This section is seeking your feeling/response to the interest of my teacher in what you do outside school in English.

2. I am pleased my teacher is interested in what I do in English outside school. *

Mark only one oval.

- Yes
 No

3. The interest from my teacher, in what I do in English outside school, has helped motivate me to continue doing things in English outside school. *

Mark only one oval.

- Yes
 No

4. The interest of my teacher in what I do outside school has helped motivate me to do more, or made no difference. *

Mark only one oval.

- More
 No difference.

5. Something I would like to say about the interest of my teacher in what I do outside school.

Motivation

Please answer some more general questions about your motivation to learn English.

6. My personal interest in learning English is: *

Mark only one oval.

1 2 3 4

Strong Fragile

7. I think the value of learning English to me is: *

Mark only one oval.

1 2 3 4

High low

8. I feel I have a lot of control over my learning and I am able to set appropriate goals: *

Mark only one oval.

1 2 3 4

True False

9. I feel I am mastering English and I am developing my language skills: *

Mark only one oval.

1 2 3 4

High Low

10. I am very aware of my strengths and weaknesses in learning English: *

Mark only one oval.

1 2 3 4

Very aware Unsure

11. I think learning English and about the culture of English speaking countries is: *

Mark only one oval.

1 2 3 4

Important Not so important

12. My confidence in speaking and writing English is: *

Mark only one oval.

1 2 3 4

High Low

13. I am anxious and fearful when talking or speaking English: *

Mark only one oval.

	1	2	3	4	
Highly anxious	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Very relaxed

Things which have an impact on my motivation

Please answer a couple of questions about outside factors which help your motivation

14. Please identify which of these three factors is most important, second and third in your motivation to learn English: *

Mark only one oval per row.

	Most important	Next most important	Third most important
Parrents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Peers -- fellow students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please comment on the impact of any of these factors upon your motivation to learn English.

16. Please identify the ranking of these factors for your motivation to learn English.

Mark only one oval per row.

	Column 1
Feedback	<input type="radio"/>
Praise	<input type="radio"/>
Punishments	<input type="radio"/>

17. Please comment on the impact of any of these factors upon your motivation to learn English.

18. Do you have any comment upon the impact of the learning environment (e.g. comfort, resources, time of day, week, year, size of class or school, school values) on your motivation to learn English

Finally

Please help me to make the learning in this class better

19. The materials (slides, quizzes etc.) used in the class were helpful or not helpful to learning this term.

Mark only one oval.

1 2 3 4

Helpful Not helpful

20. Do you have any comment on how the materials may be improved.

21. On a scale of 1 – 10 I think the teaching of my teacher is: *

Mark only one oval.

1	2	3	4	5	6	7	8	9	10
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Top of the toppermost.								Oh dear	

22. Ways my teacher could improve:

Thank you for your help and your participation in the learning this term.

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