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MOTIVATING STUDENTS TO LEARN ENGLISH AT NIPES (NATIONAL INSTITUTE OF PHYSICAL EDUCATION AND SPORTS)

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This study explores the factors influencing students' motivation to learn English at the National Institute of Physical Education and Sports (NIPES) in Cambodia. Despite the growing importance of English for academic success and international engagement in sports-related fields, many NIPES students demonstrate low motivation and limited progress in language acquisition. The objective of this research is to identify the key motivational drivers and barriers affecting English learning among physical education trainees. A mixed-method approach was employed, combining quantitative data from student questionnaires with qualitative insights from semi-structured interviews with both students and lecturers. The findings reveal that students are primarily motivated by career advancement, international communication opportunities, and academic requirements. However, obstacles such as lack of confidence, limited exposure to English outside the classroom, and perceived irrelevance to their field hinder sustained motivation. The study concludes that contextualized English instruction—integrating sports-related content and practical communication tasks—can enhance student engagement. Moreover, support from lecturers, peer encouragement, and digital learning tools significantly contribute to maintaining interest. This research highlights the need for a more tailored curriculum and targeted motivational strategies to improve English proficiency among future sports professionals. The findings provide valuable implications for curriculum designers, educators, and policymakers seeking to strengthen English education in specialized institutions like NIPES.

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