



វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ការសិក្សាអំពីពីបទពិសោធន៍

របស់គ្រូកាសាអង់គ្លេស និងនាយកសាលា

**ចំពោះការបង្រៀនតាមអនឡាញនៅវិទ្យាល័យក្នុង
ស្រុកមង្គលបុរីអំឡុងពេលវីរុស្សាជារាជនៃជំងឺកូវីដ១៩**

**Study on EFL Teachers' and School
Principals' Experiences about Online Teaching at
High Schools in Mongkolborey District during COVID-19 Pandemic**

**A Mini-Thesis
In Partial Fulfilment of the Requirement
for Master's Degree of Education Major in Mentoring**

Sang Chhayden

December 2021



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ការសិក្សាអំពីពីបទពិសោធន៍
របស់គ្រូកាសាអង់គ្លេស និងនាយកសាលា
ចំពោះការបង្រៀនតាមអនឡាញនៅវិទ្យាល័យក្នុង
ស្រុកមង្គលបុរីអំឡុងពេលវិវិកលជាលនៃជំងឺកូវីដ១៩

Study on EFL Teachers' and
School Principals' Experiences about Online Teaching at
High Schools in Mongkolborey District during COVID-19 Pandemic

A Mini-Thesis

In Partial Fulfilment of the Requirement for
Master's Degree of Education in Mentoring

Author's Name: Sang Chhayden

Supervisor: Mr. Phe Saorith

Examination committee:

- 1. Dr. Katherine Prammer**
- 2. Mr. Kong Manneth**
- 3. Mr. Banh Hornmann**

December 2021

មូលន័យសង្ខេប

ការស្រាវជ្រាវនេះ មានគោលបំណង ពិពណ៌នាអំពីបញ្ហាប្រឈម និងដំណោះស្រាយដែលគ្រួសារអង្គភាពសមត្ថកិច្ចវិទ្យាល័យបួនក្នុងស្រុកមង្គលបុរីបានជួបប្រទះ អំឡុងពេលនៃការរីករាលដាលជំងឺកូវីត។ ដើម្បីសម្រេចនូវគោលដៅនៃការស្រាវជ្រាវនេះ សំណួរស្រាវជ្រាវចំនួនពីរត្រូវលើកយកមកពិភាក្សាគឺ៖ ១. តើអ្វីខ្លះជាបញ្ហាប្រឈមក្នុងការបង្រៀនតាមអនឡាញ ដែលត្រូវយល់ឃើញដោយបង្រៀនភាសាអង់គ្លេស និងនាយកសាលា នៅវិទ្យាល័យក្នុងស្រុកមង្គលបុរី? ២. តើនាយកសាលា និងគ្រូភាសាអង់គ្លេសមានដំណោះស្រាយអ្វីខ្លះក្នុងការដោះស្រាយបញ្ហាប្រឈមក្នុងការបង្រៀនតាមអនឡាញនេះ? ក្នុងការសិក្សាស្រាវជ្រាវនេះ អ្នកស្រាវជ្រាវប្រើវិធីសម្ភាសន៍ដល់គ្រូភាសាអង់គ្លេស និងនាយកសាលារបស់ពួកគេ។ គ្រូបង្រៀនចំនួនប្រាំបីនាក់ និងនាយកសាលាចំនួនបួននាក់ ត្រូវបានសម្ភាសដោយប្រើប្រាស់សំណួរពាក់កណ្តាលច្រៀងទុក ពីព្រោះសំណួរខ្លះត្រូវបានលើកយកមកសួរភ្លាមៗ ក្នុងដំណើរការសម្ភាស បន្ថែមពីលើសំណួរដែលបានរៀបចំទុក ដោយពួកគាត់បង្ហាញពីការយល់ឃើញរបស់ពួកគាត់អំពីបញ្ហាប្រឈម និងដំណោះស្រាយក្នុងការបង្រៀនតាមអនឡាញ អំឡុងពេលការរីករាលដាលនៃជំងឺកូវីត។

ទិន្នន័យដែលបានមកពីការសម្ភាសត្រូវយកមកវិភាគតាមដំណាក់កាលដូចតទៅ៖ ដំបូងត្រូវរៀបចំទិន្នន័យទៅតាមប្រធានបទសំខាន់ៗ ហើយត្រូវជ្រើសរើសទិន្នន័យណាដែលឆ្លើយតបទៅនឹងប្រធានបទដែលកំពុងសិក្សា បន្ទាប់មក ដាក់កូដឲ្យទិន្នន័យដែលនឹងត្រូវយកទៅពិភាក្សាក្នុងការសិក្សានេះ និងវិភាគទិន្នន័យទៅតាមសម្មតិកម្ម ចុងក្រោយត្រូវបកប្រែជាភាសាអង់គ្លេស និងបកស្រាយទិន្នន័យដើម្បីឆ្លើយតបទៅនឹងសំណួរស្រាវជ្រាវ។ តាមការសិក្សានេះ យើងឃើញថាបញ្ហាប្រឈមដែលនាយកសាលា និងគ្រូភាសាអង់គ្លេសបានជួបប្រទះគឺ ការខ្វះនូវចំណេះដឹងបច្ចេកវិទ្យា បញ្ហាអ៊ិនធើណិត និងបញ្ហាជីវភាពរបស់ឪពុកម្តាយសិស្ស និងមួយវិញទៀតគ្រួសារខ្លះបានបង្ខំកូនឲ្យទៅស្រែចម្ការ និងធ្វើជាម្នាក់រស់នៅដើម្បីរកលុយបន្ថែម ខ្លះទៀតឲ្យកូនសម្រាកលើមុខវិជ្ជាខ្លះដែលមិនសំខាន់ដើម្បីទុកលុយបញ្ចូលកាតទូរសព្ទសម្រាប់មុខវិជ្ជាសំខាន់ៗវិញ។ ឧបសគ្គមួយទៀត គឺគ្រូមួយចំនួន មិនបានអនុវត្តការបង្រៀនតាមអនឡាញតាំងពីមានការបិទសាលារៀនមកម្ល៉េះ។ ចំពោះដំណោះស្រាយទៅលើបញ្ហាអ៊ិនធើណិតនិងជីវភាពគ្រួសារវិញ គ្រូបង្រៀនភាសាអង់គ្លេស និងនាយកសាលាព្យាយាម

ណែនាំឲ្យសិស្សដែលមានទូរសព្ទអនុញ្ញាតិឲ្យមិត្តភក្តិរៀនជាមួយផង ឬពួកគេអាចទៅប្រើវ៉ាយហ្វាយនៅសាលា រៀន ហើយបើមិនដូច្នោះទេ ពួកគេអាចចូលលុយគ្នាបញ្ចូលកាតទូរសព្ទនរណាម្នាក់ ដើម្បីបានរៀនទាំងអស់គ្នា។

ម្យ៉ាងទៀត គឺគ្មានដំណោះស្រាយចំពោះបញ្ហាដែលទាក់ទងទៅនឹងឪពុកម្តាយដែលបង្ខំកូន មិនឲ្យកូន ចូលរៀន និងបង្ខំឲ្យកូនទៅស្រែចម្ការ ឬធ្វើការសំណង់ដើម្បីរកប្រាក់ចញ្ជីមគ្គុទ្ទេសក៍ ក្រៅពីការផ្តល់ការណែនាំ របស់គ្រូ និងនាយកសាលា ទៅឪពុកម្តាយសិស្សឲ្យយល់ដឹងពីផលប្រយោជន៍នៃការសិក្សាប៉ុណ្ណោះ។ និយាយរួម ទាំងនាយកសាលា ទាំងគ្រូបង្រៀនគ្មានដំណោះស្រាយចំពោះរឿងនេះទេ។ ជាងនេះទៅទៀត គឺគ្មានដំណោះ ស្រាយ ឬវិធានការណាមួយ ចំពោះគ្រូដែលមិនបានបង្រៀនតាមអនឡាញទាល់តែសោះ។

និយាយរួម នេះជាបទពិសោធន៍ថ្មីរបស់ក្រសួងអប់រំ និងស្ថាប័នពាក់ព័ន្ធ ក្នុងការសហការគ្នាដើម្បីរកវិធាន ការចំពោះបញ្ហាគ្រូដែលមិនបង្រៀនសិស្សសោះក្នុងអំឡុងកំរិតនេះ។

សរុបមក ការសិក្សានេះអាចផ្តល់ប្រយោជន៍ និងចំណេះដឹងទាក់ទងនឹងបញ្ហានិងដំណោះស្រាយក្នុងការ បង្រៀនតាមអនឡាញ ដែលនាយកសាលា និងគ្រូកាសាអង់គ្លេសបានជួបប្រទះ ដល់គ្រូកាសាអង់គ្លេស អ្នក សិក្សាស្រាវជ្រាវ និងអ្នកពាក់ព័ន្ធដទៃទៀតក្នុងវិស័យអប់រំ និងក្រសួងអប់រំ និងស្ថាប័នពាក់ព័ន្ធឲ្យបានដឹងពីផល វិបាកនៃការបង្រៀនតាមអនឡាញ និងមានវិធានការចំពោះភាពអសកម្មរបស់គ្រូមួយចំនួន។

ពាក្យគន្លឹះ ៖ ការសិក្សាតាមអនឡាញ ការបង្រៀនតាមអនឡាញក្នុងវិស័យអប់រំ គ្រូបង្រៀន កាសាអង់គ្លេសដែលជាភាសាបរទេស

ABSTRACT

Because the Ministry of Education Youth and Sport implement online learning nationwide, this study aims to describe the challenges and solution in teaching English experienced by teachers of English in Mongkolborey District during the COVID-19 pandemic. In order to achieve the research objectives, two specific research questions will be asked: What are the challenges of online teaching at high schools as perceived by principals and English teachers in Mongkolborey District? What are the solutions that the principals and teachers of English employed through online teaching at high school level for grade ten and eleven?

In this study, the researcher utilized semi-structured interview instruments and some questions appeared in the interview process. The data of this research was from a semi-structured interview of eight English teachers and school principals about their perception of challenges in Online Learning in Teaching English during the COVID-19 pandemic. The data was analyzed through the following procedures: transcribing the recorded data, categorizing the data based on the interview into the main themes, filtering the data to obtain only the data which showed significant contribution to the variables being studied, giving codes to each piece of the interview that will be discussed in the study, analyzing the data hypothetically, translating and interpreting the data to answer the research questions.

The main challenges that the teachers had faced are knowledge of technology, family financial problem, and internet connection. In other words, during the COVID-19 pandemic, some parents forced their children to skip some classes which are not important in order to save money for necessary classes and some families forced their children to work as construction workers or in rice field to earn extra money for supporting their families since during the pandemic the families had lost their incomes.

Another obstacle is that some teachers did not operate online classes since the pandemic. To overcome these obstacles, teachers and principals recommended that their

students share phones with those who had financial problems, so that they could join those online classes, or they go to school campus where Wi-fi was available. In addition, they could share money to top up their friend's phone in order for them could learn together.

However, there is no solution to the parents who pressured their children to skip classes or work as construction workers or in the rice field but the advice or explaining to them the usefulness of education because both the teachers and principals had no way to help solve such problems. Accordingly, there would not be a solution to the teachers who had not conducted online classes since the outbreak of the virus. However, this would be the lesson learned to the Ministry or stakeholders to work together for taking action with this problem or with those who did not fulfill their obligation or responsibilities during the pandemic.

To sum up, this study provides the benefit and knowledge for teachers of English, other researchers, as well as educational stakeholders. The next researchers would consider the findings or recommendation to their study in the similar matters.

Key Terms: Online Learning, Online Teaching in Education, EFL Teachers

SUPERVISOR'S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

Name of program: Master's Degree of Education in Mentoring

Name of candidate: **Sang Chhayden**

Title of thesis: **Study on EFL Teachers' and School Principals'**

**Experiences about Online Teaching at High Schools in
Mongkolborey District during COVID-19 Pandemic**

This is to certify that the research carried out for the above titled master's thesis was completed by the above-named candidate under my direct supervision. I played the following part in the preparation of this thesis: guidance in research problem development, literature review, methodology, data analysis, and discussion finding.

Supervisor (Name): **Phe Saorith**

Supervisor (Sign):

Date:

CANDIDATE'S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I **“Sang Chhayden”** hereby present entitled **“Study on EFL Teachers’ and School Principals’ Experiences about Online Teaching at High Schools in Mongkolborey District during COVID-19 Pandemic”** for the degree of Master of Education major in Mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate):

Date:

Countersigned by the Supervisor:

Date:

ACKNOWLEDGEMENTS

It is my great pleasure to reveal such great people who always offer not only instructional support but also emotional support to me who have had to make a long journey with many challenging situations. If there hadn't been them along my way, I wouldn't be standing in the position that is a big hope of our new generation.

First, I would like to express my deepest gratitude to my parents who always encouraged me to grab knowledge in order to be a good person in society even though their living was in difficulty. Although I used to ask for dropping out of school in order to help earn money for supporting my family, they rejected my suggestion and told me not to be illiterate like themselves. They told me that the property can be stolen but knowledge cannot. Also, I would like to be thankful to my wife who always encourages me to pursue my degree such as the course of mentoring. Even though I had to stay away from family and pay more money than usual in order to attend this one-year course, she has been delighted to see my commitment. She has understood the devotion of my profession in education that we have to live away for more years after graduation.

Second, I would like to be deeply grateful to MoEYS and Kape for establishing the cooperation to situate the useful course of mentoring that we have given opportunity to join the entrance exam equally and granted the scholarship to us. Furthermore, I would like to express my sincere thanks to Dr. Chan Roath, manager of NGPRC and Dr. Sun Somara, coordinator of NGPRC, who always motivate us to overcome the hard situations by conducting leadership clubs in order to offer practical opinions and experience that we can use in our course and our future work. In addition, I would like to express my great thanks to the instructors of NGPRC such as Mr. Kong Maneth, mentoring instructor, Mr. Stanislas Kowalski, mentor, Mr. Srou Lihol, research instructor, Mr. Phe Saorith, teaching method instructor, Mr. Chi Kim-Y, ICT

instructor. These great people have been doing so much work since the start of the course to provide good knowledge and share experience related to our field.

Third, I would like to thank Mr. Phe Saorith, my supervisor, who continuously advised and assisted with my thesis and followed up my research process. In addition, I would like to thank Mr. Srou Lihol, my research instructor, Dr. Chieng Sangvath, Mr. Stanislas Kowalski, and Mr. Banh Hornmann, Mr. Kong Maneth and Dr. Katherine Prammer, who also guided me to the right path of the research process. Also, I would like to say thank you to my fellow friends who are always nice to me, and they are collaborative during the course. Even though we come from different backgrounds, we are very patient, adjustable and flexible with our diversity.

Finally, I would like to show my gratitude to high school principals and English teachers in Mongkolborey District that they happily took their valuable time to participate in my study, sharing the experience of online teaching and learning during the COVID-19 pandemic.

To sum up, if there were not the presence, the assistance, the guidance, and the participation of those great people mentioned above, my thesis would not be achieved today. I hope that the result of the study will be of benefit to other researchers who search for more information about the perception as well as the experience of teachers of English about online teaching and learning during the COVID-19 pandemic.

TABLE OF CONTENTS

| | |
|---|-----------|
| មូលដ្ឋានសង្ខេប | 3 |
| ABSTRACT | 5 |
| SUPERVISOR'S RESEARCH SUPERVISION STATEMENT | 7 |
| CANDIDATE'S STATEMENT | 8 |
| ACKNOWLEDGEMENTS | 9 |
| List of Tables | 14 |
| List of Abbreviation | 15 |
| CHAPTER 1: INTRODUCTION | 16 |
| 1.1 Background of the Study | 16 |
| 1.2 Statement of the Problem | 18 |
| 1.3 Research Purposes | 21 |
| 1.4 Research Objectives | 21 |
| 1.5 Research Questions | 22 |
| 1.6 Significance of the Study | 22 |
| 1.7 Operational Definition of Key Terms | 23 |
| CHAPTER 2: LITERATURE REVIEW | 25 |
| 2.1 Online Learning | 25 |
| 2. 2 Online Teaching in Language Education | 26 |
| 2.3 EFL teacher in High School | 27 |
| 2.4 EFL Teachers' Challenges during COVID-19 Pandemic | 28 |
| 2.5 EFL Teachers' Solution during COVID-19 Pandemic | 29 |

| | |
|---|-----------|
| 2.6 Summary of Literature Review | 30 |
| CHAPTER 3: RESEARCH METHODOLOGY | 32 |
| 3.1 Research Design | 32 |
| 3.2 Sample Size and Sampling Technique | 32 |
| 3.3 Research Instrument | 34 |
| 3.4 Data Collection Procedure | 35 |
| 3.5 Data Analysis | 36 |
| 3.6 Ethical Considerations | 36 |
| CHAPTER 4: RESULTS/FINDINGS | 38 |
| 4.1 Background Information of the Participants | 38 |
| 4.2 Platforms the English Teachers Used in Their Online Classrooms | 39 |
| 4.3 Challenges of Online Class | 39 |
| 4.3.1 Classroom Organization of Online Teaching | 40 |
| 4.3.2 Internet Connection | 41 |
| 4.3.3 Technology Issue | 42 |
| 4.3.4. Financial Problem | 43 |
| 4.3.5. Families Forced Their Children to Work | 44 |
| 4.3.6. Students' Participation | 45 |
| 4.3.7. Teachers' Participation | 46 |
| 4.3.8 Classroom Management | 47 |
| 4.3.9 Teaching Materials the Teachers Used in the Online Classroom | 48 |
| 4.3.10 Principals' perception about their English teachers' participation | 49 |
| 4.3.11 Teaching Approach the Teachers Used in Online Classrooms | 51 |
| 4.3.12 How the English teachers Solve the Urgent Technology Problem during Classes | 53 |
| 4.4 Solution to the Challenges of Online Class | 55 |
| 4.4.1 Solution to the Internet Connection | 55 |
| 4.4.2 Solution to the Financial Problem | 56 |
| 4.4.3 Solution to the Parents Forcing Their Children to Work Instead of Joining Classes | 57 |
| | 12 |

| | |
|---|-----------|
| 4.4.4 Solution to the Technology Problem | 58 |
| 4.4.5 Solution to the Classroom Management in Online Class | 59 |
| 4.4.6 Solution to the Students' Participation Problem | 60 |
| 4.4.7 Solution to the Teachers' Participation Problem | 61 |
| 4.4.8 How the Teachers Apply the Content into Their Online Classroom | 62 |
| 4.4.9 How the English Teachers Help Their Weak Students in Their Online Classes | 63 |
| 4.4.10 Solution for Better Learning Outcomes Operated in the Online Classes | 65 |
| 4.4.11 How the English Teachers Evaluate the Students' Learning Outcome | 67 |
| 4.4.12 How the Teachers Dealt with Students' Participation in Online Class | 68 |
| 4.4.13 How the Relationship Between Teachers and Their Students are Maintained | 70 |
| 4.4.14 How the Principals Dealt with the Technology Problem the Teachers Faced | 72 |
| 4.4.15 The Principals and English Teachers' Suggestion | 73 |
| CHAPTER 5: DISCUSSION | 77 |
| 5.1 Challenges of Online English Teaching for High School Teachers of English | 77 |
| 5.2 Solutions of English Teachers Through Online Teaching at High School Level | 81 |
| CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS | 84 |
| 6.1. Conclusion | 84 |
| 6.2. Limitations of the Study | 85 |
| 6.3. Recommendations | 86 |
| REFERENCES | 87 |
| APPENDIX A: INTERVIEW QUESTIONS | 91 |
| APPENDIX B: INTERVIEW QUESTIONS | 92 |
| APPENDIX C: CONSENT FORM | 93 |

List of Tables

Table 1: Description of Correspondents

Table 2: Codes of Participants

Table 3: Description of Challenges and solution by Participants

List of Abbreviation

MoEYS: Ministry of Education, Youth and Sports

WHO: World Health Organization

EFL: English as a Foreign Language

ESL: English as a Second Language

ICT: Information Communication Technology

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

For almost two years, the outbreak of pandemic disease has destroyed many people around the world and decreased the national and international economy. Meanwhile, Cambodia has faced a community outbreak since the 20th of February 2021, as announced by the Ministry of Health (2021), in which thousands of people have been infected and over two thousand have died. According to Destianingsih and Satria (2020), the outbreak of a murderous COVID-19 has caused various problems among the people's lives such as economic, social, political, religious issues, and education. Furthermore, in the world, the coronavirus has claimed millions of lives and changed the way of human life or interaction with other people (Nakhriyah & Muzakky, 2021).

To prevent the continuous pandemic in the community as well as the country, the Ministry of Education, Youth and Sport has to close all schools in the country in order to keep the people safe. According to the Ministry of Education, Youth and Sport (2020), with 141 confirmed cases and 130 patients recovered to date as of 30 June 2020, MoEYS made the decision, as in many countries that have taken such preventative measures against the spread of COVID-19, to close all institutions of education, including all public and private schools, on 16 March 2020. MoEYS further stated that the school shutdown has caused the disturbance of learning in 13482 schools of Cambodia, affecting 3210285 students (1595047, or 50% female) and 93225 teachers (49042 or 53% female), which does not take in tertiary/higher education and non-formal education institutions.

According to Hermansyah and Aridah (2021), students should study from home, work from home, and implement social restrictions to break the chain of pandemic Coronavirus Disease (COVID-19) in order to help the government and the community. According to the

World Bank (2020), as cited in MoEYS, tourism, manufacturing exports, and construction subscribed more than 70 percent of growth and 39.4 percent of total paid employment in 2019. WHO stated, adding that poverty could increase between 3 and 11 percent from a 50% income loss for 6 months for households engaged in tourism, wholesale and retail trade, garments, construction or manufacturing. Even though education has been threatened by the brutal disease, the government has been attempting to take action to make education happen in the country since it is one of the main factors that every country needs to maintain for developing the nation. Also, MoEYS (2020) has carried out speedy actions and measures to respond to the threat of COVID-19, which concentrates on aiding students with constant learning. Providing the encouragement to this prescription, MoEYS operated guidelines to support the application of distance learning in pre-schools, primary schools, secondary general education schools and targeted higher education institutions.

Having discussed this issue, Nashir and Laili (2021) also stated that the teachers are motivated to convert their teaching strategies from face-to-face to online by preparing learning materials furnishing students the opportunity to learn from home. These researchers further expressed that the students are able to access learning materials without time limitation and place in accordance with the principle of learning from home; thus, this activity is anticipated to advance remote learning in order to ease the distribution of material to students. In addition, the necessity of online learning is the usage of teaching techniques, teachers' behavior and attitude in organizing the learning processes.

Meanwhile, English teaching in high school, which uses different activities in face-to-face classroom, has been changed to online class. It may cause problems to English teachers, especially high school teachers. At this point, Astuti & Solikhah (2021) expressed the idea that teaching English and teaching other subjects is confronting problems; generally, in order to adjust with the language development, the strategies to design curriculum planning need

updating. According to Freeman and Anderson (2011), teaching English ought to accurately rely on the curriculum planning, which supplies four substantial designs such as the purpose, materials, methodologies and the evaluation process.

Furthermore, online or remote activities can establish meaningful learning experiences for students, which is meaningful on life skills education and English skills (Astuti & Solikhah, 2021). Also, English teachers probably prepare the materials they will teach and technology they could use during English virtual teaching and learning (Destianingsih & Satria, 2020). Destianingsih and Satria (2020) continuously stated the students could not practice and use the target items such as speaking and listening as well as in regular class; moreover, they get more stressed and just stuck with assignments and could not socialize with friends. Students are however required to keep up their education from home using a virtual learning system, which is the best solution to keep them learning during the pandemic.

1.2 Statement of the Problem

According to MoEYS (2020), to prevent the spread of COVID-19, the Ministry decided to close all educational institutions, including private schools, on 16 March 2020. MoEYS (2020) further stated that for the last six months, the poverty during the pandemic for households involved in tourism, wholesale and retail trade, garments, construction or manufacturing. The shutdown affected teacher trainers and teacher trainees in 26 Teacher Education Institution, with 720 teacher trainers (296 or 42 percent female), and 5,248 teacher trainees (3,268 or 63 percent female). The shutdown also impacts 124 higher education institutions across the country, including the 76 Higher Education Institutions under the management of MoEYS. This is impacting 16,525 educational personnel (3,439 female) and 222,879 students (106,952, or 48 per cent female in the non-formal education sub-sector, the closure impacts 351 community learning centers, of which 310 are managed by MoEYS and

the rest by development partners. Therefore, the closure in Cambodia impacts 9,377 students (6,064 female) and 1,694 education personnel (405 female).

The difficulty of tackling the pandemic more widely has forced the world leaders to develop extremely strict rules in order to break the spread of COVID-19 (Aliyyah et al., 2020). Some standards that the World Health Organization (2019) has recommended, such as social distancing and physical distancing, have created complicated choices for each country to carry out.

Changing the habit from face-to-face classroom should encounter many extreme problems that the researcher is exploring, especially what high school English teachers in Mongkolborey district are facing. MoEYS (2020) further stated that Constantly Learning Programs being practiced by children across Cambodia is currently difficult to assess even though the program extension alone is impacting on students' learning outcomes. There are many difficulties, for instance, there has been an insufficient time to completely assess their impact, the program requires a different learning methodology on e-learning, the production of the program is new to Ministry of Education Youth and Sport and teachers, and parental engagement in their child's use of these programs (MoEYS, 2020).

The immediate COVID-19 pandemic calls for teachers to suddenly make changes in learning. The teachers encountered the requirement to conform to online learning (König et al., 2020). Nakayama et al. (2006) pinpointed that because success is affected by the learning environment and the characteristics of students, not all students will have success in virtual learning. In addition, Teaching methods applicable for virtual teaching are principally Google Meet and Google Classroom since students have only Android devices to access the online teaching. Niemi and Kousa (2020) found that the distance learning required a quick transition to a new mode of teaching, therefore the main problem was interaction with students, and the fact that teachers missed the unpremeditated action that classroom provided; moreover,

teachers were concerned about how they could assess the students' progress and they needed to know if their students learned something. So, they stated that they demanded new kinds of assessment methods. In other words, teachers did not perceive the students' workload and motivation problem as they described.

Sepulveda and Morrison (2020) also found that the unusual experiences that English teachers face are the emerging difficulties that might affect teacher education. Also, the distance learning does not go well since it lacks the proficiency to use the application or platform and limited time. These researchers further found the teachers' challenging issues are the impediment and the impact of the online learning process in teaching English and the recommendations to overcome the obstacles. Regarding online learning and teaching, teachers should be knowledgeable with ICT, to apply it into the online class (Sepulveda & Morrison, 2020). Sepulveda and Morrison (2020) additionally found that motivational issues can be considered as non-technical barriers rising as a result of online teaching, which has shown that used technology applications or platforms can decrease the teacher and students' motivation. As mentioned by Krish (2008), the biggest difficulty for online language teaching is not technology or its subject matter but student motivation to participate in the lesson.

Many researchers found similar problems about online teaching and learning; coincidentally, Sepulveda and Morrison (2020) found new teaching settings were harder and more tiring than a classroom-based environment because the situation at home was not appropriate to process the required teaching work. The teachers had to reorganize their working hours and time spent in front of the screen, which caused physical complications. Having said the issues, Bakalar (2018) argued that different matters of online learning has included the provision of school infrastructure such as internet networks, that are not previously provided by all schools especially in rural areas where the data packages are expensive. The pandemic of the brutal virus has caused many difficulties in society, economy and especially education,

as mentioned by many researchers; therefore, the researcher conducted this study in a high school in a district in Cambodia to find out the specific challenges and solution happening in education at that level.

1.3 Research Purposes

Because the COVID-19 pandemic has affected the education nationwide and the Ministry of Education Youth and Sport implemented virtual learning in Cambodia, this study aims at investigating the perception of teachers of English and the school principals about their implementation of online learning and teaching at four high schools in Mongkolborey District.

1.4 Research Objectives

To respond to the problems occurring both in other countries and Cambodia, the research objectives are set as follows:

- ❖ To explore the challenges of online English teaching that teachers of English and principals have faced during the COVID-19 pandemic.
- ❖ To investigate the solution to the challenge of online English teaching that teachers of English and principals have found during the COVID-19 pandemic.

1.5 Research Questions

In order to achieve the research objectives, two specific research questions are as follows:

1. What are the challenges of online English teaching as perceived by teachers of English and principals at high schools in Mongkolborey District?
2. What are the solutions to the challenges of online English teaching handled by teachers of English and principals at high schools in Mongkolborey District?

1.6 Significance of the Study

This study displays the challenges happening in online learning and teaching faced by teachers of English and the solution that they have handled. This study will provide the benefit and knowledge for teachers of English, other researchers, as well as educational stakeholders.

Moreover, it stimulates the teachers of English and other educators to improve their technology and teaching skills through online means in Cambodian context because some teachers of English still have problems with them. It will stimulate teachers of English to reflect their professionalism to their performance in their offline or online classes because the findings could be beyond their duties, but also this study contains propositions of teaching techniques, as recommended by the participants who might have different experiences.

In other words, the study will release the challenges the students and their families have confronted as appraised by their teachers, so that the local authority can deal with those obstacles for offering the opportunity to their students for effective education. Additionally, the study will be a strategy that high school principals can utilize to accelerate their teachers' participation concerning to the online teaching and learning.

Accordingly, this study will be beneficial to high school students especially those who live in the remote area with limited internet access to adapt the recommendation into their real

situation of their online classes. Besides the benefit to the students, it is going to act the vital position to prompt their parents or guardians to be conscious of the educational value that can help their children in the future.

Finally, this research will be able to be foremost data for the main authority such as the school association and municipality council to seek solutions to the difficulty related to the parents who have been facing the financial problem in supporting their children's online class participation.

1.7 Operational Definition of Key Terms

Online Learning: The process in which students learn from the distance with internet access using electronic devices such as computers and smartphones. In this process, students must join the group created by their teachers or one of their classmates for getting the links their teacher drops in, in other words, students can do homework and turn in their work via other platforms such as Google Classroom and Google form.

Online Teaching in Language Education: The process that a teacher provides a lesson for the students via the platforms such as Zoom, Google Meet, Google Classroom, Messenger and Telegram. In this process, the teacher created a Telegram or Messenger group and added his students to the group in order to drop video links for his students to join the sessions. Moreover, the teacher assigns homework or tests to the students through the Google Classroom or Google form. Also, the teacher can drop the homework in the Telegram or Messenger group, but students are allowed to turn in their work to their teacher's private chat.

EFL Teacher in High School: English is considered as a foreign language and it has been taught for many years in secondary and high schools. In recent years, it has been taught from grade 4 to 6 in primary schools. In Cambodia, EFL teachers are trained at training centers or institutes to obtain teaching approaches. Lacking teachers of English, some schools, especially in rural areas, assign other teachers whose subjects are not English to teach instead. In addition, teachers of English need more training about teaching methods to improve their teaching skills. Teaching EFL in Cambodia, teachers speak both English and Khmer in their classrooms because their students cannot use English well; also, they are convenient to explain and make them understand.

CHAPTER 2: LITERATURE REVIEW

2.1 Online Learning

According to MoEYS (2020), on 11 March 2020, the World Health Organization declared that Coronavirus disease 2019, shortened as COVID-19, was a pandemic. Because of this problem, the government took the decision to close all education institutions on 16 March 2020 in order to prevent the spread of this disease. In order to respond to the spread of COVID-19, MoEYS (2020) has implemented immediate actions and measures with a focus on assisting students with continuous learning. MoEYS's main strategic component to COVID-19 response was to improve distance learning services from early childhood education (ECE) through secondary education. Also, MoEYS will continue expanding online learning for all children across different levels over the coming months. Some teachers have set up online learning groups using Telegram and Messenger social media platforms, comprising between 5 and 10 students.

According to Nasrullah (2014) as cited in Hermansyah and Aridah (2021), many forms in academic literature, including cyber, digital, virtual, e-media, network media, and new media are known as online. Hermansyah and Aridah (2021) further claimed that a source of new teaching materials is Information and Communication Technologies (ICT) that can be beneficial in the classrooms. Talking about ICT, Silva and Lazaro (2019) expressed that it also made teachers link to other colleagues and establish working collaboration with other schools. The education with digital technology encourages the teachers to search for new teaching methods and techniques to respond to the transformation in student learning method.

Online learning refers to internet-based courses that offer synchronous and asynchronous learning. Simultaneously using online means such as conferences and online chat with direct interactions between students and teachers is called synchronous learning;

meanwhile, asynchronous learning is the way that students could learn through computer and this kind of learning needs to apply an independent learning approach (Aliyyah et al., 2020). At this point, Feldman and Zucker (2002) as cited in Windiarti (2019) argued that synchronous learning is interpreted as real situations through internet devices such as direct messages, shared screens using video and audio, in contrast, asynchronous learning is a process of learning that can delay between the instruction and its reception.

Online learning can play as a supportive approach to face-to-face training and focus attention on today's blended learning approaches, which typically include online lectures, discussions, forums, and interactive software with the capacity to connect students for synchronous learning activities (Peimani & Kamalipour, 2021).

2. 2 Online Teaching in Language Education

Anderson, Rourke, Garrison, and Archer (2001) argued that online teaching is extremely complicated and undertakable challenging. Bull, Knezek, Roblyer, Schrum, and Thompson (2005) supported the above idea adding that educators confront the difficulty of keeping pedagogical integrity to balance individual needs and group interaction; in addition, to control the impediments, teachers must be given a constant support that includes the essential technology, professional development programs and technical assistance. Barr and Miller (2013) showed some theories relevant to this point that if educators create the effective teaching that situates a positive environment by establishing self-efficacy, providing active engagement and extensivity, they have to:

1. Construct the environment that can nurture and support the students to reduce stress regarding the academic challenges and peer conflicts; additionally, make sure that there must be constant and effective communication between institution and students by using e-mail, web-based conference, online discussion and phone contacts.

2. Provide collaborative learning to facilitate critical thinking, problem solving, study group and use of peer assessment activities; moreover, offer experiential and active learning activities, utilizing Bloom's Taxonomy to operate the brain responsible for higher order thought that establish the knowledge via analysis, synthesis and evaluation.
3. Give the students' feedback regularly through email, course room assignment postings that are agreed upon by teachers and students and create peer tutoring when necessary; besides, express high expectations of students by continually motivating, commending successes and furnishing stimulating activities to support active learning.
4. Embrace cultural diversity and different learning styles and provide differentiated instruction to all students' needs, in order that students can be reached and developed to their potential.

According to Atmojo and Nugroho (2020), in the future training and education, teachers must be trained with the integration of technology in language learning, and online language learning courses in their curriculum because the needs of technology integration in language learning are unavoidable.

2.3 EFL teacher in High School

While English is globally expanded as the language that is used to communicate internationally, teaching and learning English as a foreign language (EFL) is also taking place outside the countries where it is spoken and it has internal communicative functions and sociopolitical status (Nayar, 1997). The term English as a foreign language must have made good sense to English speakers at the time as a way to refer to English language use and learning that were different from the native situation and was physically outside the native

speaking countries; therefore, EFL became popular with the advent of English as a Second Language (ESL) and the subsequent institutionalized opposition of the disciplines (West, 1927). Sakkir et al. (2021) proved that teaching a language is the way to address various classroom issues and pinpoint their solutions, which is the essential characteristic of worthwhile educator who have to understand their students' expectation and help devise powerful environment of the EFL teaching in order to achieve the educational goals. Sakkir et al. (2021) further expressed that EFL teachers ought to persistently find out new strategies to invest and develop their profession.

2.4 EFL Teachers' Challenges during COVID-19 Pandemic

According to MoEYS (2020), the pandemic of COVID-19 impacts the learning, health and wellbeing of school personnel and teachers. Teacher training and mentor support are interrupted by the school closures and the absence of face-to-face training, professional development support, strong accountability, and monitoring system will affect the teachers' effectiveness. MoEYS (2020) further released its report that the response to the continuous learning program and the involvement of teachers and limited teacher knowledge, especially in the areas of remote learning will cast difficulties to engage their students.

Nursalina and Fitrawati (2021) found that online learning could cause miscommunication among the students. And the teachers who were unfamiliar with the information and communication technology would find it difficult to teach the students in learning process. According to Atmojo and Nugroho (2020), many students get troubled with unstable internet connection, financial problem to pay for internet quota, and smartphones. Also, without these facilities the English teachers cannot apply an interactive online learning, so they can only provide worksheets for their dependent learning at home. Also, the communication and interaction between teachers and students were not so well as face-to-face

class. In addition, MoEYS (2020) released its report that many children from families and those living in remote areas were unable to either access their internet or do not have regular internet access at all.

Sutri et al. (2019) found that e-learning is still something new for the teachers and they had low awareness of the technology. Atmojo and Nugroho (2020) further released their findings that EFL teachers found difficulties to produce the materials for online learning setting and also, they lacked experiences and knowledge in implementing the online learning; moreover, they found demotivated by their passive students who did not focus and even they went to sleep, and the students' English language capacity became a problem in online class.

2.5 EFL Teachers' Solution during COVID-19 Pandemic

Talking about the solution to the challenge experienced during online class that the teachers of English, Atmojo and Nugroho (2020) expressed that relating to the technology issue, teachers of English knowledge and technology skills ought to be improved by maximizing their technology. They have to figure out how to give instruction through online means and they should create classroom activities for their students in online learning environment. Talking about the technology, Hermansyah and Aridah (2021) also indicated that the teachers should know how to carry out online learning applications and platforms; if not they will be confused. In other words, they should study technology and learn how to make it accessible in the teaching process. Atmojo and Nugroho (2020) further spoke of the solution to the internet connection the students have faced and mentioned that the students have to borrow their parents' or siblings' smartphones in order for them to participate in online class.

According to Hermansyah and Aridah (2021), to solve the problem of online teaching and learning, teachers need additional time to explain their materials to their students to grasp English material so that other teachers can avoid the same obstacles. In other words, the online learning process in teaching English did not run well since the teachers were not well- prepared.

In addition, Sutri et al. (2019) revealed that in order to overcome the issue about the content knowledge and technology skills they have to be trained about techniques to implement online learning and teaching because training can help the teachers of English keep their attitude and encourage them to continue their professional development.

The overall purpose to ensure the regular student-teacher interaction, which negatively impacts students' performance, MoEYS (2020) also launched the following outputs such as strengthening capacity of MoEYS and its stakeholders at the central and sub-national level on the pandemic preparedness, etc., improving plan and accountability systems to ensure quality, and strengthening continuous learning. Astuti and Solikah (2021), found that solution to online teaching is to be engaged by the government which should enlarge the support system and service for student to access the internet quota.

2.6 Summary of Literature Review

Meanwhile, Cambodia has received a community outbreak since the 20 of February in 2021, in which many people have been infected and over a thousand have died. According to Destianingsih & Satria (2020), the outbreak of a murderous COVID-19 has caused various problems among the people's lives such as economic, social, political, religious issues, and education.

MoEYS (2020) stated that the difficulties are from some reasons such as there has been insufficient time to completely assess their impact, the program requires a different learning methodology on e-learning, the production of the program is new to MoEYS and teachers, and parental engagement in their child's use of these programs. Having said the issues, (Bakalar, 2018) argued that different matters of online learning have included the provision of school infrastructure such as internet networks that are not previously provided by all schools especially in rural areas where the data packages are expensive.

Online learning can play as a supportive approach to face-to-face training and focus attention on today's blended learning approaches, which typically include online lectures, discussions, forums, and interactive software with the capacity to connect students for synchronous learning activities (Peimani & Kamalipour, 2021).

Barr and Miller (2013) showed some theories relevant to this point that if educators create the effective teaching in a positive environment by establishing self-efficacy, providing active engagement and extensivity, they also have to construct an environment that can nurture and support the students to reduce stress regarding the academic challenges and peer conflicts; provide collaborative learning to facilitate critical thinking, problem solving, study group and use of peer assessment activities; give the students' feedback regularly through email, course room assignment postings that are agreed upon by teachers and students and create peer tutoring when necessary; and embrace cultural diversity and different learning styles and provide differentiated instruction to all students' needs.

Sakkir et al. (2021) stated that teaching a language involve many elements including that the teachers play a crucial role to address various classroom issues and pinpoint their solutions, which is the essential characteristic of worthwhile educator who have to understand their students' expectation and help devise powerful environment of the EFL teaching in order to achieve the educational goals.

According to Atmojo and Nugroho (2020), many students get troubled with unstable internet connection, financial problem to pay for internet quota, and smartphones. Also, without these facilities the English teachers cannot apply an interactive online learning, so they can only provide worksheets for their dependent learning at home. Talking about the technology, Hermansyah and Aridah (2021) also indicated that the teachers should know how to carry out online learning applications and platforms, if not they will be confused.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

Creswell (2012) defines research as a process of stages that are used to gather and analyze the statistics to expand our understanding of an issue. To investigate the perception of the English teachers towards online learning during COVID-19, the researcher employed a case study to collect the data from high school English teachers. A case study research, according to Gay and Mills (2016), is a qualitative research design in which researchers concentrates on a unit of study known as a bounded system.

Besides its definition of case study, Gay and Mills (2016) additionally stated that a case study research is appropriate when a researcher wishes to discover what happened, or how or why it happened, or when the researcher is interested in studying process. Using this method, the researcher will unveil the challenges and solutions that English teachers in Mongkol Borey District have experienced towards online learning during COVID-19 pandemic.

3.2 Sample Size and Sampling Technique

The informants of the study are upper secondary school teachers of English in Mongkol Borey District. The researcher has chosen this district as the location of collecting data because it is the place where English is studied by most students. There are four high schools in total in Mongkol Borey District. Also, there are eight teachers of English teaching in the four high schools. Among the teachers of English, four teachers are teaching eleventh graders and the other teachers are teaching tenth graders. Because the teachers of English teaching twelfth graders could not participate in the study while they get involved in assisting their students for national examination, the researcher decided not to select them as the sample of the study. Additionally, the researcher tried to contact them in order for them to participate in the study;

nevertheless, they refused to get engaged with the researcher's request on the condition of their business with their classes.

Furthermore, four school principals were also participants in the study because they had managed the activities their staff have done before and during the pandemic. The technique applied in the study is purposive sampling. Gay and Mill (2016) also define the purposive sampling that it is the judgement sampling and process of selecting a sample by using experience, perception, and knowledge of the group to be sampled. Obviously, before directly contacting the informants, the researcher attempted to communicate with the principals to be recommended about their teachers of English who are active in their online teaching. After that, the researcher contacted them to request their involvement in the research.

At this point, the researcher contacted the teachers and inquired them whether they operated the online classes. If they did not have online classes, they would not be chosen as samples. As mentioned above, the reason why the researcher decided to select those participants was their commitments and performance in their schools. Moreover, the researcher used to work and acquaint with some of them and realized that they had worked hard for their teaching professions. Besides, the researcher expected that the informants would provide the exact information about their online teaching and their challenges and solution.

As a matter of fact, the researcher had attempted to choose thirteen participants but one of them did not implement online classes because of lack of internet access while he lived far away from the town where there was no internet connection. Therefore, the researcher decided to select twelve participants who are high school teachers of English in the sample size.

Below is the table on the list of Teachers of English and School Principals per school.

Table 3: Description of Correspondents

| School Names | Sex | N | Position |
|---|------------|----------|--------------------|
| Hun Sen Mongkolborey High School | M | 1 | Principal |
| | F | 3 | Teachers |
| Mongkolborey High School | M | 3 | Principal/Teachers |
| | F | 1 | Teacher |
| Phnom Thom High School | M | 2 | Principal/Teacher |
| | F | 0 | N/A |
| Rongko High School | M | 1 | Principal |
| | F | 1 | Teacher |

Procedure for key informants:

- English Teachers: After getting permission from the principals, the researcher contacted him and asked the consent from the teachers to meet via Zoom platform to get the interview.
- School Principals: The principals generally administer some teaching too, so they can give more information toward their staff about online teaching. Therefore, the researcher gathered the data from the principals after he finished the interview with the English teachers.

3.3 Research Instrument

The data of this research was from a semi-structured interview of twelve English teachers including their school principals about their perception of challenges and their solutions in Online Learning in Teaching English During COVID-19 Pandemic. As well, Sutri et al. (2019) interviewed their teachers for their study on the basis of the interview guidelines and other questions could be employed in the process of interview. This instrument is supported by Hermanyah and Aridah (2021) who also used semi- structured interview to obtain the

information from three English teachers about their perception of difficulty in online learning in teaching English during COVID-19 pandemic.

As well, the interview questions designed to the informants based on the main themes: the challenges occurring prior or during their online classes; the solution to the challenges recommended by the participants. Furthermore, follow up questions prepared to respond to the challenges of online classes on the basis of sub themes: technology knowledge, internet access, financial problem, students' participation, and teachers' participation. Accordingly, the researcher designed the questions to respond to the second main theme that pinpointed the participants' experience to tackle the issue. The additional follow up questions to this main theme are to question the participants about how they apply the contents into online classes. The participants are questioned about how they help their weak students in their online classes.

In addition, they are to answer what approach they employed in their distance learning and how to evaluate the students' outcomes in their online classes. One more thing, they are asked how they fix the urgent problem of internet connection and also, how they do to keep the relationship between them and their students during online teaching.

3.4 Data Collection Procedure

First, the researcher requested a formal consent letter about conducting research in the target schools from the New Generation Pedagogical Research Center. Second, the researcher contacted the principals of the schools and told them the purpose of the study and asked them permission to collect data from teachers of English teaching in high schools.

Third, the researcher contacted English teachers and told them the purpose of the study and schedules of the interview which are arranged by the participants. Before the interview, the researcher asked for consent to record the interviews.

As a matter of fact, the researcher planned to conduct face-to-face interview because such an interview can allow the researcher to observe their facial expression and attitude during the interview. Because of the pandemic, the researcher prepared the backup plan for interview via Zoom or Google Meet platform. If a problem happened during the interview with internet access, the researcher would call them and request with apology for another chance to meet.

3.5 Data Analysis

After data collection using the semi-structured interview, the data was analyzed through the following procedure: transcribing the recorded information, categorizing the data based on the interview into the main themes, filtering the data to obtain only the data which showed significant contribution to the variables being studied, giving codes to each piece of the interview that will be discussed in the study, analyzing the data hypothetically, translating and interpreting the data to answer the research questions. Hermanyah and Aridah (2021) also employed such an analysis that reduced the data that did not show the contribution to the study and coded the interview after transcribing the data; finally, they analyzed the data thematically and interpreting the data to respond the research questions.

Basically, the analysis of the data in this study was based on the main themes from research questions, which concentrated on the experience of the teachers of English about students' learning through online teaching and the solution to the challenges they utilized for facilitating their online classes.

3.6 Ethical Considerations

Before creating the research, the researchers must respect the ethical considerations in order to maintain reliability of the study and the value of the researchers. According to John W. Creswell (2011), when the participants provide information, the researcher are to guarantee not to display their identification; as well, the researcher are not to offer massive financial

incentive to persuade the participants to join the study. This study was to be conducted by putting great attention on confidentiality and anonymity. Before interviews, the researcher had to ask for permission to record their voices in order to relisten to transcribe and do data analysis. The researcher had to clarify the purpose of the study that it is not relevant to political issues, which allowed the informants to feel free to provide the information with the researcher.

In addition, the researcher had to respect the reader who gain the knowledge from this study; therefore, in this study the researcher had to honestly report the data without attempting to satisfy the participants or confirming the biased prediction of the researcher. Mentioning this factor, Creswell (2011) further remarks that the researcher must pay the respect to whoever uses the information from the studies so, they have to report the data fairly without changing the result to please the interest people.

CHAPTER 4: RESULTS/FINDINGS

4.1 Background Information of the Participants

In the study, the researcher utilized the purposive sampling to collect the data, and selected twelve participants. There are four principals and eight teachers of English from all of the four high schools in Mongkolborey District.

Among the English teachers, there are two male teachers teaching the eleventh graders, one male teacher teaching the eleventh and twelfth graders and the other five female teachers teaching the tenth graders.

The researcher used PE1 to PE8 to represent the eight participants who were the English teachers and PD1 to PD4 to represent school principals in the study.

Table 4: Codes of Participants

| Codes | Description |
|--------------|--------------------|
| PD1 | Principal 1 |
| PD2 | Principal 2 |
| PD3 | Principal 3 |
| PD4 | Principal 4 |
| PE1 | Teacher 1 |
| PE2 | Teacher 2 |
| PE3 | Teacher 3 |
| PE4 | Teacher 4 |
| PE5 | Teacher 5 |
| PE6 | Teacher 6 |
| PE7 | Teacher 7 |
| PE8 | Teacher 8 |

This chapter focuses on reporting the finding that answer the research questions:

1. What are the challenges of online teaching experienced by English teachers at high schools in Mongkolborey District?
2. What are the solutions to the challenges of online teaching handled by English teachers at high schools in Mongkolborey District?

4.2 Platforms the English Teachers Used in Their Online Classrooms

There are many platforms that teachers can use to conduct their online classes during the pandemic, however, of the eight English teachers, four teachers have utilized Zoom and Messenger and four others have utilized both Google Meet, and Zoom, and Telegram group to drop the meeting links or lesson. Unlike the others, one of the teachers argued that the Zoom platform is complicated for her to use and difficult for students to join, so she decided to use Google Meet instead.

4.3 Challenges of Online Class

As a matter of fact, online classes have become a new topic for the Cambodian school context, which is very hard for teachers who lack the knowledge of information communication technology that the developed countries have equipped in their schools. However, the English teachers in Mongkolborey district have been working hard to improve their technology skills for catching up with the new topic in order to make education happen in their community, as well as the whole country. The sub themes in section 4.3.1 to 4.3.7 address the question: *What do you think about online teaching and the face-to-face teaching process?* Therefore, the challenges the teachers of English in these high schools had faced would be reported as the following:

4.3.1 Classroom Organization of Online Teaching

As a matter of fact, the organization of online classrooms must be extremely different from face-to-face classrooms. Through the interview, each participant shared their techniques in the organization of the online classroom.

PE1, PE3 and PE5 stated that they did not operate their classes on the schedule made by the principals; instead, they scheduled their classes on Monday, Wednesday, and Friday by asking their students what time they were available for her English classes. In addition, they combined two or three classes into one session because there were few students from each class attending the online class.

I created Messenger groups for my classes and grouped the students by their levels; for example, weak students and advanced students because I combined the classes and selected the same- leveled students to stay in the same group. I set different teaching schedules for those types of students, which was different from face-to-face classroom. Moreover, I often called the students to talk about their performance and encourage them to work harder. Having grouped my students, I also prepared different lessons according to their levels (PE2).

PE4 mentioned that he combined the twelfth graders in one class two hours per week from Monday to Tuesday, which did not match the recommendation in the school made schedule. He combined the twelfth graders because they had to study other subjects that are important for their national examination. For eleventh graders, he prepared his class on Wednesday, Thursday and Friday, however he did not combine them in one online class since their participation was more than twelfth graders. In order to smoothly organize his virtual classes, he had to set the schedule different from other subjects, or the students would not attend his class, except if they loved English subjects.

Unlike the others, PE6 and PE7 who taught the tenth graders revealed that they had to follow the school- prepared schedule. Also, they told their students to find somewhere quiet and comfortable with a table and chair for sitting. Talking about the classroom organization, they also encouraged their students to turn on their cameras for them to check whether their students were with them.

I follow the schedule that the school principal has prepared. I do not combine all classes in one session but I prepare two hours in one session; so, for tenth graders, they had two days for English class and for eleventh graders, they had one day for English class. However, I realized that my students get bored while they attend two- hour sessions but I explained to my students that they can save money from topping up their cellular phones. If they had a one- hour session they had to spend more time so they had to pay more for phone cards (PE8).

4.3.2 Internet Connection

According to all the principals and the English teachers, the main issue happening in the learning online is internet connection because the students come from the area where there is no internet access, therefore students cannot attend the class regularly. Mentioning the internet connection obstacle, PE1 said, *“Both students’ internet and mine didn’t work well; they’re off almost fifteen minutes and by the time they rejoined the platform, the session had already finished; Sometimes, we didn’t have lessons due to the limited internet access.”*

Meanwhile, PE5 also expressed: *“Regarding the internet connection, my students told me they could not hear me while I was talking even though I tried to speak louder and louder; one more thing their location lacked the internet connection.”*

At the same time, PE7 stated, *“Some of my students live twenty kilometers from school where they have not internet connection to join my classes; moreover, I couldn’t contact them at all. This internet connection is the main obstacle for my students to join the online classes.”*

4.3.3 Technology Issue

Speaking of such an issue, PE2, PE4, PE5, PE6, PE7 complained that they are not good at technology, especially the platform used in online classes such as Zoom. They do not know how to use breakout rooms, so they cannot assign group work to their students.

Zoom is very difficult to me and my students because it has 40 minutes, so it is not comfortable for each lesson; in addition, by the time I can check all the students' attendance, it already takes 15 minutes; so, we had a very short time to proceed the classes. So, I decided to use Google meet that eases my teaching but I cannot assign any group work, even in Zoom, because I have not been able to utilize it yet. One more thing, just having them attend my class every day is very luckier than having no class for the whole school years (PE6).

I lack the technology knowledge but I have my friend working for a private school where they can set excel program for controlling their student; on the other hand, our public schools have no officials from Provincial Office of Education that provided any training about the technology for teachers; so, teachers have to walk through their own way in teaching their students. Moreover, as I know, some teachers in my school who know nothing about technology, they teach their students through Messenger and some provide the work sheets for their students to learn at home and turn in them at their teachers' home (PE4).

In 2019, when online classes were allowed to operate in schools, other teachers and I utilized Facebook Messenger that made the class difficult since it caused distraction such as noisy voices in classes and there was a limitation of the students' attendance." At this point, PE6 also mention her students, "Most of

students are also not so good at the technology that it is the barrier to have them join my classes (PE8).

PE4 and PE8 indicated that COVID-19 was the opportunity for the teachers to learn new things, such as technology. PE8 further expressed that since she started to teach via an online platform, she tried to search for lessons about the technology and eventually improve it. She hoped to be better at it when she practiced it many times in her classes.

4.3.4. Financial Problem

Besides, all the participants revealed that many students' families have financial problems and cannot afford to buy smartphones and top up their cell phones for their children so that they could not join the online class. Talking about this issue, there are three or four children in the family who have to attend the class; therefore, all of them need smartphones to access the classes.

Another obstacle is family's poverty; it means that the poorest families have faced this problem. I have met them and they told me that two dollars to top up their cell phones for them was very challenging to find because they needed to pay for food, medicine, electricity, since they did not have work to do, so how can they do for supporting their children for joining their classes (PD2)?

During COVID-19 pandemic each family has faced the economic crisis so they do not have enough money for topping up the phone and their food. That is why many students cannot attend the online classes regularly. In other words, the students whose mother is vendors who usually leave home to earn money for their living, so when their parents go out, they could not participate in her classes (PD3).

The family income is the most challenging because their daily revenue is just lower than two dollars, so they must pay for food and phone cards for their children. A two- dollar- top up can last only one day (PD4).

Furthermore, not all families can have smartphones for their children. PE1 stated, *“Some of her students’ parents could not afford to buy smartphones for them so they could not have the opportunity to attend the online classes.”* PD1 also recognized this problem for his school students, *“Actually, those who are poor cannot even afford to buy smartphones; N Choch Pil (old-fashioned NOKIA phone with torch), so how can they have their children attend the classes.”*

Talking about the financial problem, one of the participants also reflected that not only students’ family had faced, but also teachers themselves had confronted such an obstacle. To justify this remark, PE8 complained:

In face-to- face classes, teacher did not need to pay as much money as in online classes; during online classes, I need to set up Wi-Fi and pay for it monthly, therefore so my salary had to be divided into many parts such as food, electricity, which I paid more than usual, and internet network. Sometimes, my computer is almost error due to all day operation (PE8).

4.3.5. Families Forced Their Children to Work

In addition, some families forced their children to work with them in the field or work as construction workers saying that they should skip English class because they have no money to pay for all the online classes. This can be relevant to the theme of financial issue mentioned above, which the children were forced to help their parents’ work for earning extra money.

For the poor families, parents forced their children to work outdoors such as doing the farming or construction because they said that they found hard to support their families in the coincidence to the time their children studying

English, so they made their children skip the English class in order to save money for joining other important subjects (PD2).

In other words, some parents are not still aware of what is called online teaching; therefore, they did not pay much attention to their children's education.

At the same point, PE2 also talked about her students, *"Some parents made their children do housework or go somewhere until they're late for classes. If they go to face-to-face classes, they aren't seen available at home, they seemed not to ask their children to help them"*

Some parents did not understand the situation of online classes; it caused them to guess that their children were available to play games on the phone; so, they had to urge their children to help do housework or go to rice field that they thought it was more important for their families (PE6).

4.3.6. Students' Participation

As a matter of fact, not all the students attended the class; according to all the informants, each offline class consisted of 40- 50 students, but in online classes there were 10 or 20 at most.

Many students did not attend English class; especially in offline class, not all the students in list attended, some students seemed to ignore online English class because there is a shortage of motivation from the Ministry of Education Youth and Sport; for example, English scores are not included in the national examination. Therefore, they seem to abandon the English subject especially during COVID-19 pandemic as the result of having no money to pay for phone cards. One more thing, if English class was set at the same schedule as other subjects such as Mathematics, physics, chemistry, and biology, they definitely decided to give up English class in order to join those subjects that were important to their examination (PE8).

Notably, the students' participation decreased because for those whose foundation education in English started from the beginning level of their high school and then during the pandemic, they found it more difficult to catch up with lessons. So, the weak students were absent from English class.

Before COVID-19, I was assigned to the classes where there were many weak students because they came from the remote communes where they could not have good English education before they entered high school. So, it was very difficult for me to help them. When COVID-19 attacked the community and we had online classes, they totally lacked passion to attend online class. In offline class it was hard to help them, so what about the online class? That is why some of weak students cannot join the English lesson (PE8).

4.3.7. Teachers' Participation

Interviewing all principals, the researcher was informed that a small number of teachers especially those who were not familiar with technology did not conduct online classes; however, PE4 expressed his opinion *"If I do not conduct online classes but sleep for salary, I would not be appropriate to myself and I would not be called a teacher."*

Some of my teachers, especially history, geography teachers, did not conduct online classes; moreover, sports teachers just got paid without working. They had been very comfortable to sleep for their salary from the beginning of the pandemic until now (PE4).

It is very difficult to blame them when they did not have classes since they claimed that other secondary schools around his high school had not had the online class, which caused them not to teach online by saying why they had to work harder than other teachers in those schools (PD1).

4.3.8 Classroom Management

Managing the face-to-face classroom is more possible than the online class; thus, it is one of the challenges that teachers of English faced since they started their teaching professions.

If we taught in real class, we could control them directly whether they paid attention and they wrote down the lesson, but in online class, I honestly tell you that it was hard for me to control them. Sometimes they turned off their cameras even though I told them to turn on theirs and they told me that if they turned them on, they could not hear me clearly. So, controlling their activities or participation is not so reliable as in real class (PE6).

I think that online class is difficult to me to control my students' attendance and I did not realize whether they were staying at their computer; sometimes their computers were seen online, but they were not staying at the lesson. Sometimes, I called my students during my class, but they did not answer my questions at all, so my lessons were not effective. In fact, online class lacks the effective interaction between teacher and students (PE8).

I would like to tell you about my younger brother who is teaching at a private school where their staff control their teachers and students transparently, but in our public school they did not care about if the teachers or students have classes or not. when I checked my students' attendance, it took much time to do so. In other words, I wanted my students to turn on their cameras for classroom interaction, but they did not do what I told them; they had the excuse that their internet connection was not stable, and their background was not beautiful, and they were dressed inappropriately; so, it was very challenging to me to control them (PE4).

It is very hard to me to control them during online class...(laughter)... especially in monthly and semester test; I could not prevent them from cheating such as searching from the internet, copying and sharing their answers because I did not stay with them as in real class, so, the test result seemed to be unfair (PE1).

Talking about the students who never attended the classes, I used to inform the high-ranking officials, but they said to not remove their names or candidanship in grade twelve from the list of national examination because this situation cannot push us to do that, so keep them on and the Ministry take care of them so much (PD4).

4.3.9 Teaching Materials the Teachers Used in the Online Classroom

As known, teaching the language in high school requires materials in order to attract the students' participation and make them understand the lesson. Thus, the participants shared their experiences about using their teaching materials in their online classroom.

Before operating their online classes, PE1 and PE3 had to download visual aids related to the lesson stored in their computer in order to show on the shared screen during online class. They added that they did not use a board because they could create slides and use a shared screen on their computers. PE1 said that if she wanted to show something to her students, she just shared her screen, so her students could see and learn from it.

Meanwhile, PE2 and PE4 were ready with their mobile phones and computers, while documents were prepared on their computer. They utilized the phone for searching additional documents regarding the lessons. Moreover, PE2 stated her computer was used to record video in order to drop in her Google Classroom and Telegram; also, she continued indicating that she wished she could have a video camera for recording what she taught on the whiteboard. However, teachers have to utilize the English coursebook provided by the Ministry.

For the teaching materials, I always try to search any other books relevant to *English for Cambodia* coursebooks because I do not follow *English for Cambodia* at all because it is more difficult and higher than the students' level; one more thing, the students get bored with it. I also create the exercises from outside the coursebooks for them to practice (PE4).

For the teaching materials, PE5, PE6 and PE7 told the researcher that they had not many materials except phones and computers. PE7 added that she downloaded the book beforehand for sharing on the screen. PE6 also said adding that in case that the computer had any problem with the internet since the computer consumed much wi-fi access, she photographed the lesson and dropped in the students' group instead.

PE5 indicated, *"Regarding the online class, I did not have any materials but the coursebooks and phone. when I teach, I write the words on the board and explain to my students."*

Talking about the materials, PE8 argued that it was necessary to have lesson plans, visual aids, teachers' guides, students' books, and relevant documents; especially homework or quizzes had to be ready for giving assignments to the students at the end of each session. She further said that internet connection is very important for her, so she prepared 3G in case wi-fi was off accidentally so that her class could keep going.

PE8 confirmed, *"I have to prepare the documents relevant to the lessons before class because I cannot run to search for the documents to show my students while I am teaching."*

4.3.10 Principals' Perception about their English teachers' participation

Teachers are the main characters for making remote learning happen during the pandemic; without teachers, education during the pandemic would decline, so they have to take responsibility for their profession in conducting remote learning. The principals revealed their perception about their teachers of English as follows:

PD1, PD3 and PD4 mentioned that it was a challenge for management in their schools during online classes to control the teachers in order to check whether or not they proceeded with their classes. PD1 and PD2 emphasized that they had a teacher Telegram group in order to check their attendance by requiring the teachers to drop their screenshot into the group.

PD1 created the student monitor Telegram or Messenger groups so that students were able to inform him about their teachers' attendance. He commented that once the monitors dropped text or voice messages that their teachers did not operate the classes, he contacted the teachers and questioned why they did not have lessons. Since the pandemic, PD1 opened one formal meeting with all teachers encouraging them to pay attention to their online classes by not following the neighboring schools which had not run the online classes.

Since the beginning of the pandemic, I conducted only one formal online meeting with my teachers in order to encourage them to take care of their students and take responsibility for their roles and remind them not to follow the neighboring secondary schools which had not operated the online classes, so do not adopt their bad models (PD1).

PD2 and PD3 highlighted that they demanded their teachers to write the weekly report to him about their online classes and deliver them to the school office. As well, they advised their teachers by reading the ethical codes of teachers and telling them that even though we had no face-to-face classes, we had to make the class happen. We could not get salary without working, if so, we must have betrayed our conscience as educators. PD3 underlined that he did not conduct the meeting via Zoom or Meet yet, but he planned to do it. At the same time, he further indicated that the Chief of the Provincial Office of Education would lead a virtual meeting with teachers throughout the Province, talking about their teaching process and problems.

The teachers who were active before COVID-19, have kept the same behavior; those who were inactive, have maintained their bad habits. I noticed that I had copied the documents and called such teachers to get them from school in order to deliver them to their students, but they did not come to take them by giving many excuses. I'm very sad for my school that some of my teachers did nothing but they got free salary. Sadly, I noticed my teachers' behavior since the pandemic, I found that they were jealous with one another and quarrelling about online teaching schedules. In addition, I noticed that some of the students' parents approached me to complain about some teachers not having admitted their children in the online group, so their children failed to participate in online classes for so long. Talking about the complaints of students' parents, actually, I insisted on them and begged for forgiveness; after that I met those teachers in order to warn them about the problem and not to do such an embarrassing thing. To speak honestly, some teachers in my school such as history, geography and earth science have never taught since the outbreak of the virus, especially sports teachers who had done nothing but to get a salary every month; no work but get paid for the whole year (PD4 honestly grumbled).

4.3.11 Teaching Approach the Teachers Used in Online Classrooms

Mentioning this theme, PE1, PE2, PE4 and PE8 unveiled their experience that they had implemented the student-centered approach even in the online class.

On the basis of her experience of applying the approach through the Zoom platform, PE1 expressed, *"I broke out the rooms for students to discuss before presentation in the main room. However, I don't feel comfortable because there're forty minutes for my unlicensed Zoom, therefore it wasted time to reconnect my students in each class."*

About the student- centered approach, PE2 revealed:

I have applied IBL in my online classes, for example, I divide my students into small groups and had them discuss and make videos about their presentation for playing in class, even though my technology skills are not acceptable, which I am unable to create breakout rooms in Zoom.

PE8 said she could motivate her students to work in groups by dividing them in groups to discuss at home and prepare their presentation before her online classes. Although he utilized the student-centered approach, PE4 honestly revealed that he lacked the new methods in teaching online class. At this point, PE4 and PE8 expressed the same ideas that they wanted to please their students by playing games in class but they did not know how to play games in online class, but now they were searching how to create online games for their students.

Regarding the teaching approach, PE3, PE5, PE6 and PE7 shared their experience that due to the challenges shown above, especially internet connection and students' participation, they did not carry out the student-centered approach completely. They said that they just asked them to read the lesson and answer the question in the open pairs. PE5 and PE7 honestly told the researcher that they did not assign group work because they taught on Google Meet where it was not easy to break room while their technology skills were not very good. However, they encouraged their students to speak English while teaching speaking skills.

I did not utilize the student-centered approach because, as I told you. With online teaching it is difficult for me to apply this approach; I just write down the new vocabulary on the board and drill them, and I asked questions to them and let them answer individually. One more thing, when I teach grammar, I use explanation techniques because this technique can improve my students' grammar skills. Also, after grammar explanation, I ask them to do exercises or write sentences (PE5).

Besides the information given by English teachers, the researcher also interviewed the principals about the teaching approach their teachers implemented in their classes. PD1 and PD4 expressed that the student-centered approach was not completely applied in their classes. What was more important was the participation of the students, because using the approach in online class is not as easy as in offline class. At the same time, PD2 and PD3 informed the researcher that they did not know exactly about the approach they had applied in their classes. Then, PD2 added that he realized that his English teacher had brought the video from E- school uploaded by MoEYS into their classes.

4.3.12 How the English teachers Solve the Urgent Technology Problem during Classes

Regarding the urgent problem with technology, PE1, PE2 and PE3 shared with the researcher that they had no problem with the technology since they were accustomed to it. They stated that if the urgent internet problem happened from their devices during classes, their students would be waiting in classes till the internet connection came back. PE1 and PE2 emphasized that while their internet connection was not stable, they dropped the message in the group to inform students to wait for them till the internet came back. PE2 also declared that she had asked her friends who were experts with technology and she had learned from YouTube before she got better at it.

PE4 declared that he had two problems during his online classes since he started to proceed with them, such as internet connection and computer error. For internet connection, he could not deal with it when it took 15 to 20 minutes; he texted his students to cancel his classes due to a forty- minute Zoom session, and he informed them to have lessons next time.

PE5 expressed that during his class both teacher and students could not hear, so he left the platform and texted the students to rejoin the class. He honestly told the researcher that he was not good at technology to make the class happen again. He emphasized that in- and- out students made the session chaotic.

When my cellular phone was out of minutes during my class, I used my husband's hotspot. By the time, the shared Wi-Fi had re-connected, my students would get bored, but I had to insist that my students hold on. Moreover, when it was raining, I thought of the safety of my students in case there would be thunder and lightning; therefore, I decided to inform them to end the platform and canceled the classes (PE6).

Addressing the similar urgent problem, PE7 indicated:

I used to face computer errors like the blue color shown on the laptop screen while being online; thus, I called my friend to help to solve this problem. At the same time, the error could not be solved in a short time, so I had to inform my students to cancel the classes. In addition, sometimes, my students and I feel bored because the Zoom platform that I used for my class could last only forty-minute. I exactly want unlimited connection from Zoom, but I do not know how to do; however, my students and I were used to it.

Talking about the technology problem, PE8 stated in the honest manner that she lacked expertise to operate it, but she could learn from her students when she did not recognize the tools and functions in Zoom. PE8 indicated, "I am not good at technology (laughter) to be straight up, I learn from my students because they are good at it since they have always searched for it."

In addition, she frequently called her friend to ask for help, but once she was not clear with her friend's explanation, she tried to search more from YouTube.

In addition, she heard that the Provincial Office of Education planned to train teachers how to operate Zoom and Google Meet and other platforms the month after.

4.4 Solution to the Challenges of Online Class

In general, the challenges must have their justification; so, in order to deal with these challenges, the teachers of English at these high schools in the district had figured out solutions, as shown in Table 3 to respond to the research question: *What are the solutions to the challenges of online teaching handled by English teachers and school principals at high schools in Mongkolborey District?*

4.4.1 Solution to the Internet Connection

The challenge of internet access normally occurs in the rural areas; thus, all the participants constantly recommended that their students be patient with that, by navigating the area with the internet connection, or otherwise they should ask their classmates whose houses utilize Wi- Fi.

Expressing the solution to the internet connection, PE1 claimed, *“I provided the worksheets for my students, who had problem with internet; also, I went to meet them at their homes in small groups for offering them worksheets directly and explain to them the lessons they did not attend in online classes.”*

Relevant to this justification, PE6 remarked, *“I told my students, whose houses have no Wi-Fi or internet access, to ask permission from their friends or neighbors whose houses have internet access or Wi-Fi to study at their houses. I told them not to give up their online class due to the internet access.”*

Similarly, for her own recommendation to her students, PE7 expressed:

To deal with this problem, I told my students, who do not have Wi-Fi or internet access at their location, to go to school campus to draw Wi-Fi because the school has utilized Wi-Fi, so they can use it freely, but I told them not to sit

close to one another while the government has warned us not to assemble as a big crowd.

4.4.2 Solution to the Financial Problem

The COVID-19 pandemic causes many problems both in public and private sectors, especially the villagers who work for daily wage. They have to stay home while their workplaces are closed because they have no customers. This problem must impact their daily lives and their children's education.

Besides, PE1, PE7, and PE8 also suggested that the students whose families had faced financial issues and could not afford to buy smartphones should share the phone with one another and help pay the phone cards.

PE1 stated, *"To those whose families haven't money to buy smartphones or top up their phones, I recommended them to share the phone with one another; I mean that they can use one phone for many students and they can share money to pay for quota."*

PD4 also shared his experience regarding the solution, *"I offer prize to my students, who are in the top five outstanding students, by transferring one dollar per each so that they can use it for topping up their cellular phones and this prize can motivate them to participate the online classes punctually."*

Meanwhile, PD1 and PD3 proposed that the students who have no money to pay for phone cards and smartphones study at school where there is internet connection all day but they have to stay distant from each other. In addition, PE3 also dealt with this challenge by making tutorial videos and dropping in the group, or furnishing worksheets to do at home.

In reference to the financial solution, PD4 complained:

To this problem, it is very hard and beyond my ability to deal with this problem that happens to poor families. However, I told them to share money for quoting the internet access. To be honest, I do not know how to help them even my

family still has a similar problem too. But, I encourage them to report to the commune authority so that they should help them to solve this problem.

4.4.3 Solution to the Parents Forcing Their Children to Work Instead of Joining Classes

For the parents who forced their children to work instead of their classes, PE2, PE3, PE6, and PE8 tried to reach their family and let them know that their children were having online classes even though they did not have face-to-face classes. Also, they advised them of the usefulness of education and asked them to encourage their children to join online classes.

PE8 said, *“I just told them the advantage of education, but I cannot prevent them from stopping their children from classes because I do not support them with money that can help relieve their troubles, although, I have fulfilled my obligation as their teacher.”*

For this issue, PD3 informed, *“I used to inform the Provincial Office about the issue but they have no solution either. In my opinion, the local authority especially, Commune Council can play an important role in solving this problem. For the school, it is very difficult to deal with this challenge.”*

Similarly, PD2 shared his experience with this solution:

I always reach their families so I get to know about their family situations.

They are definitely poor, so they decided to make their children help earn for their daily livings. They told me that their children should skip the subjects that are not important. However, I encourage them not to stop their children from online classes and inspire them to be fighting with that obstacle for their children future. I also advise those families to share money for purchasing a smartphone so that their children can learn together. Sometimes, I offered them my pocket money to help top up their cell phones because I pity their children.

One more thing, I do not know about the authority whether they have assisted with this obstacle or not.

4.4.4 Solution to the Technology Problem

Talking about the issues related to technology, all principals motivated ICT teachers or teachers who are familiar with it to share the knowledge of technology to those who are not good at it.

To respond to the problem, PD1 addressed, *“I always talked to my teachers and advised them to care about their professional development and if they do not improve their knowledge they cannot catch up with the modern world.”*

Meanwhile, PD3 talked about their teachers:

I told my teachers that even though they do not know the technology, they can start to learn from it and practice often, so they can improve it. One more thing, although some teachers recognized that they are not aware of the technology, they did not care about it and also, they haven’t operated the online class for the whole year. It is very difficult for me to tackle.

Of the eight teachers, PE1, PE6, and PE7 tried to learn from YouTube how to operate Zoom, Google Meet, and Google Classroom. They further stated that besides searching from YouTube, they called their friends and learned from them.

PE8 stated that she learned technology from her students because they are very good at technology, because they always searched for it. Also, they recommended their students to search from YouTube.

Regarding this challenge, PE6 stated: *“Some of my students were also not aware of it, but I recommended my students, who could not create the account, to the phone shops and have them made by the phone shopkeepers and they could ask them further about other functions of the platforms.”*

For PD4, he indicated, *“For the solution of technology problem, I have requested the chief of Provincial Office to conduct a workshop about how to use Zoom, Google Meet, or Google Form, but he hasn’t replied yet.”*

4.4.5 Solution to the Classroom Management in Online Class

Teachers of English in the district have been trying to solve the problems that are the obstacles for the teachers in instructing their students. To deal with these difficulties, the teachers of English have tried to figure out the strategies to respond to them. The participants have strived to motivate their students to be active in their online class.

In order to control the students in online class, PE8 said:

For those whose Wi-Fi is stable, I have them turn on their cameras and I call the names for their attendance at the beginning and the end of the class.

However, I cannot control them one hundred percent because of their internet connection problem; so, at this point, I do not know whether they are paying attention to my lesson or not.

In addition, PE1, PE2, PE4, and PE5 shared her strategy that she got her students to photograph the lessons they had just learned to drop in the group, so she could realize who paid attention to her teaching. She further told the researcher that she always gave advice to her students to work hard even though she could not see the activities of her students, but she reminded them that they had to be conscious of themselves because it was their knowledge for their future.

Moreover, PE5 talked about her management in doing test:

It is very difficult to prevent them from cheating because they are in real class, but I encourage them to try by themselves. I told them that if they copy from

the books, they did not show their abilities on that test and they can lie to others but cannot lie to themselves. I told them to learn by themselves to solve the problem because nobody can solve their problem instead.

Additionally, the teachers tried to call the students who were quiet in class to answer their question in order to prevent their class ignorance. As well, PE4 stated, *“I always called the students that are not active to read the text or answer the questions so that they cannot go away from their phones. And I told them that if nobody answers me when I call them three times, they are considered as absent students.”*

4.4.6 Solution to the Students’ Participation Problem

For the response to the students’ participation, all participants had the same strategies to convince them to join their classes such as calling them and talking to them about the reason that they did not join the classes. Moreover, they informed the group that if they did not join classes, they were not allowed to take the monthly or semester test.

PE8 informed, *“I often approach my students’ family and let them know their children’s performance and achievement at my classes. I encourage them to push their children to punctually participate in classes.”*

In other words, PE4 revealed his strategies, *“I have tried to tell the usefulness of English subjects that it can help the students to win scholarships to study abroad, because they have to care about their bright future.”*

According to PD4, he claimed:

The students’ participation is very hard for teachers and the principals so I could not figure out the solution for the issue. Also, I used to report this challenging factor to the Chief of the Provincial Office of Education, but he

replied that even though they never attended the classes, they could not be excluded from the students' list.

4.4.7 Solution to the Teachers' Participation Problem

On the basis of the principals in controlling the teachers who do not want to open online classes, they drop the article of ethical code of teachers in the group to remind them of their duty.

Relevant to this issue, PD1 expressed:

I sought information from their students, especially the class monitors asking them whether or not their teachers had classes; if not, I called directly to their teachers and gave them feedback about the absence of their classes. In other words, I required them to make report papers about their classroom once a week.

Similarly, PD2 also shared his experience with his teachers:

I raise the ethical codes to the teachers and encourage them to work; I told them that they cannot get paid without work; if so, we do not deserve to be teachers. I also recommended that they care about their students' future because their destiny is in our hands, if we provide good education, we definitely lift up the value ourselves as teachers.

Speaking of this issue, PD4 grumbled:

I do not know how to do so (laughter). For English teachers, there were not much problems with them. But other teachers, I just advised them to teach their students, at the same time, they answer "yes" all the time, but when I asked their students, they told me their teachers never taught them. Having been informed like that, I called their teachers and asked about the issue, they turned

to blame those students that such students came to class late so they did not know I taught.

4.4.8 How the Teachers Apply the Content into Their Online Classroom

The application of the lesson content into the online classroom is according to the techniques of each of the teachers. The following are the techniques the participants shared with the researcher.

PE1, PE3 and PE4 indicated that they did not go through the lessons from the unit to the last one; in contrast, they randomly selected the lessons that had symmetry with students' understanding. Through their experience, they used to follow the coursebook, but the student's achievement was very low; thus, they decided not to follow the coursebook.

At this point, PE1 implied:

Actually, I did not apply the exercises from the coursebook for my students due to their difficulty, which my students could not solve. So, I flexibly created the exercise related to the content of the lesson by myself and allowed my students to do, after that I noticed that my students could learn better.

A little bit different from two other participants about the content of the lesson, PE4 mentioned, *"In fact, I created my own lesson outside the coursebook because it is a very boring book. I Googled the text from news or YouTube and I created the lesson by myself and applied it in the classroom."*

In order to hit the point, PE2 implied that she had to figure out the target item of the lesson before she applied the content into the classroom. For example, the lesson was about the present simple; so, she had to illustrate this tense and create its sentences so that her students would understand clearly. In other words, she allowed her students to practice this tense, producing more sentences to make them remember this tense for a long time. She added that

she did not follow the coursebook completely because it was complicated and higher than her students' ability.

PE5 and PE8 followed the coursebook, *English for Cambodia*, but they separated the grammar point from the main skills; for example, in reading skills, they did not introduce a grammar spot as shown in the unit. They spent the next sessions teaching it to their students by highlighting the form and use of the grammar point and encouraging them to do more practice by themselves.

At this point, PE8 added, *"As a matter of fact, that is difficult for me to share screens because of my technology skills with phones, so I wrote all the content transmitted to my students on the board and moved the phone closely to the board so that they could see clearly."*

PE6 and PE7 focused on the content of reading and drilled new vocabulary before getting the smart students to read the whole text as a model. Besides, PE6 asked her students to read after one another so that they could concentrate on the text. PE7 further stated that after model reading, she asked weak students to repeat that text so that they could improve their reading skills.

PE7 said, *"I showed the content to my students and drilled them with new words, after that I got a smart student to read the whole text as a model. After the modelling, I had weak students to read the text again so that they could improve their reading skills."*

4.4.9 How the English Teachers Help Their Weak Students in Their Online Classes

Helping weak students is the responsibility of their teachers. There would be different strategies employed by the participants in the followings.

PE1 shared her experience:

In order to help my weak students, I frequently chatted privately to such students to motivate them to work harder to improve their English. I also encouraged them to ask me questions if they did not understand. Then I told

them not to be scared of asking me the point they did not catch up with and they could get the explanation any time once they needed. In addition, I also brought videos about the vocabulary from YouTube and sent them to study by themselves at home.

PE2 helped her weak students by creating different lessons, such as vocabulary and pronunciation suitable to their level, and sent videos to them for practicing at home. She continued saying that her students did not know how to search the word in a dictionary. That is why they could not find the meaning of the word; so, she taught them how to search the word and how to pronounce it using phonetic symbols. One more thing, she taught them how to use the smartphone in the beneficial way in order to learn English from YouTube so that they could learn the language well.

PE3 and PE4 shared their experience in helping weak students by usually calling them to read or do more activities than other smart ones. PE3 mentioned that he encouraged them to do more practice to improve their languages. PE4 always reviewed the lessons they had learned to remind them of what they had learned so that they could remember in the long term.

PE5 showed his strategy to help his weak students by assigning extra work that they could do at home and send back to him privately so he could correct and give feedback to his students. He further declared that when they had extra work, they could ask him many questions that could help improve their skills.

PE6 and PE7 honestly informed us that there are many weak students in their class so it was very hard for them to help their weak students but they tried their best to do so.

PE7 spoke of her class:

Actually, some of my students in grade ten did not know even the alphabets; so, I took ten minutes at the end of the session to review the alphabet and encouraged them to practice at home. Additionally, only average and advanced

students joined my online classes, meanwhile the weak students disappeared in my classes, so it was very hard for me to support them. One more thing, they dwelled far from school and had no internet access, so I did not know how to help them.

PE6 also mentioned, *“To help my students, I usually asked them to write the words they do not remember twenty times and I took care of them more than others such as making them read and speak in class, so, they got improved.”*

Similar to PE7, PE8 stated, *“Many students in grade ten are very weak; they do not know even the alphabets and spelling, so I had to go back to the beginning level such as teaching how to pronounce and spell one more time.”*

PE8 further mentioned that she had to observe all of her students whose points were not good so that she could improve that.

Moreover, she honestly claimed:

I did not follow the school syllabus because my student’s ability could not stimulate them to catch up with the syllabus. So, I always motivated them to look for their role models who could motivate them to be good at English. In other words, I also illustrated the benefit of knowledge of English in Cambodian society to them in order that they could learn better than before.

4.4.10 Solution for Better Learning Outcomes Operated in the Online Classes

In order to improve student learning outcome in online class, PE1 indicated that she not only taught the theory, but she also offered many practical exercises and homework so that students could improve their language skills. Additionally, she assigned a test or quiz about what she had taught so her students were able to score at least 80 percent.

Concerning the students’ learning outcome, PE2 and PE4 argued that they took care of their students. Besides the teaching techniques, they constantly encouraged them to work

harder and they reminded their students in almost every online class to improve their language skills even in an online class.

PE2 told the researcher, *“In fact, I told my students that unless they got average scores, they would not be allowed to get a higher grade for the next academic year.”*

Meanwhile, PE4 tried to recommend his students to take note of every explanation he gave to them because he warned them that they would forget if they did not take note. He always assigned homework after each daily content and corrected it as the whole class.

PE3 complained that in online class, he did not know how to do either, but he said that he just advised them to pay attention to their study. Also, PE5 expressed that it is more difficult than in a face-to-face classroom. Additionally, he took the whole session to make his students practice what they had learned.

PE6 and PE7 unveil their strategies to better students' learning outcomes and they frequently assign tests to assess their abilities and how much they understood.

PE6 exclaimed, *“I assigned the test once a month and give them scores so that they were motivated to study hard because high school students love their scores.”*

Meanwhile, PE7 decided to test their achievements twice a month. At this point, PE8 also stated that it was actually more difficult than offline classes but as a teacher, she had to try her best to make students' learning outcomes better.

PE8 claimed:

Besides my teaching techniques in online class, I had to strengthen my students' performance in my online classes by grading their attendance, their homework, and monthly tests. Moreover, I talked to their parents to let them know about their children' performance and recommended them to push their children to regularly do self- access even in the pandemic.

4.4.11 How the English Teachers Evaluate the Students' Learning Outcome

To evaluate the students' learning outcome, PE1, PE2 and PE3 observed their students' performances in classes such as answering the questions, reading the lessons; besides, they could do the quiz and test well. However, PE1 emphasized that they could not know that they did not cheat during the test because taking the test online was not effortless to control.

PE4, PE5 and PE6 evaluated their students' outcome by assigning a quiz after the daily lesson. For monthly tests, they utilized Google Form to be the mean of their assessment. They insisted that they understood what they had taught if they could do the quiz or test. PE4 also emphasized that he encouraged the students to turn on their cameras while taking the test in order to avoid their cheating.

To the mean of the evaluation, PE6 stated, *"Honestly, I was unable to operate Google form; that was why I dropped the test in the Messenger group and let them do with their camera on with their own sheets. They had to photograph their works and dropped back to my private Messenger box."*

PE5 illustrated that he also assessed his students through assigning homework and checking the whole class all the time. He added that if the teachers failed to check their homework, next time they would stop doing it.

PE7 and PE8 revealed that it was not so effective to test students online because they could not prevent them from cheating; however, they ordered their students to turn on their cameras while taking the tests. One more thing, PE7 applied the traditional style to assess her students' ability by letting them write their answers on their hand board and showing her.

At this point, PE8 illustrated, *"Sometimes, I did not offer written tests; I implemented oral tests such as asking the questions from the lessons or interviewing them as speaking skills."*

For the evaluation, the researcher also interviewed the school directors to obtain their overviews. PD1, PD2 and PD3 expressed their perception that evaluation seemed to be ineffective one hundred per cent because not only English teachers but also others could not control them as in the real classroom even though they ordered them to turn on their cameras. Talking about this, they were laughing and added that at least they participated in the online classes rather than playing truant or doing useless things.

PD4 reported that some of his English teachers could create a Google form to evaluate their students but he did not know whether this worked or not. Regarding this, he shared with the researcher that the Ministry of Education also sends tests to his students; he added that there were two high schools, his school and the other in the Provincial town, in Banteaymeanchey Province where the students are allowed to take the test directly from the Ministry.

PD4 further revealed:

There were six subjects except English that were sent from the Ministry through Google form. In the test, five subjects had to be in multiple choices so that students could see their result after they submitted, but Khmer essays had to be written and photographed for sending back to the Ministry. Also, he stressed that before the test session days, the Ministry had dropped the compilation of the questions which the students could learn in advance; the questions appeared in the test were extracted from the compilation.

4.4.12 How the Teachers Dealt with Students' Participation in Online Class

PE1, PE5 and PE6 unveiled their students' participation in their classes that there were forty to fifty students in face-to-face class, but in online class, twenty-eight students attended their class.

PE1 stated at this point:

In order to motivate them to go back to classes, I threatened them that they would repeat the class for next school year, if they did not attend the class. One more thing, I would like to tell you that not all students came to classes; so, it was difficult to deal with this problem.

Also, PE5, PE6 and PE7 told their students that their attendance had to be marked for the monthly and semester tests; if they did not attend daily classes, they were not permitted to take the exam.

Besides, all participants remarked about the attendance of their students that they had to check their attendance two times, at the beginning and at the end of the classes. While checking their attendance, they persuaded them to turn on their cameras. In addition, PE3 and PE4 confirmed that they always called their names in order to stimulate them and prevent them from staying away from their phones or computers to do other work. PE6, PE7 and PE8 complained that they could not solve this problem at one hundred percent, but they tried to educate their attitude, leading them to be good students and successful people in their prospective profession if they adhered to their personal disciplines.

At this point, the researcher also interviewed the principals who controlled those English teachers. All the principals expressed the same perception about the students' participants that it was a difficult task the teacher could deal with.

In the online class in our context, it is hard to reach the standard of knowledge; it means that the students' achievements were under the standard. In other words, slow students did not care about the English since the English scores were not included as the main scores of the exam; so, they ignored it. So, how we solved this problem with their students (PD1)?

Meanwhile, PD2 described:

Well, my English teachers had attempted to persuade their students by their groups and classes to be punctual in their classes; however, not all students were able to join because the mentioned problems happened to them. As a matter of fact, that online classes could not provide education to all students; talking about this, I wish COVID-19 will disappear later and sooner.

PD3 and PE4 honestly unveiled that their participants in online classes were not like in the face-to-face classes. However, they informed that their teachers thrived on contact by possible means to talk with them and insisted that they encourage their children to attend the online classes.

4.4.13 How the Relationship Between Teachers and Their Students are Maintained

The relationship is very important to both teachers and students in class; if it becomes good, it can motivate students to learn better and better. In face-to-face classes, Teachers and students have interaction that make teaching and learning smooth.

PE1 commented, *“The relationship between teacher and students in face-to-face classes was better than in online classes. I observed some of my students were active at school, but they became silent in online classes, so our relationship seemed to be a bit far.”*

Additionally, she confirmed that she did not know how to chat with her students until they had questions. To be straight up, she implied that she was also so strict that her students dared not to be friendly with her. It was very difficult for her to keep the relationship better with her students because of her natural attitude, replied she.

Simultaneously, PE2 conveyed:

Before the outbreak in my community, I reached out to meet with small groups of my students to teach how to use Zoom or Google Meet platform, therefore our relationship was very close. But during the outbreak in my community, I

employed the Messenger groups to call them to chit chat and encourage them to study harder. One more thing, I frequently contacted their guardians to talk about their children's online class performance and recommended them to give more advice to their children so that they determine their education.

At the same time, PE3 claimed that the relationship between him and his students seemed to be closer than in real classes, because he was friendly with all of his students; especially, he addressed his students so that they did not feel lonely or emotional about having no oral communication from their teacher. Additionally, he declared that he did not recognize all of his students' faces; on the other hand, he could recognize their faces via online class platforms by observing their names on the screen. Actually, in real classes, he called his students not by exact names but using You all the time; in online classes, it was possible to call specific names that his relationship was amazing, happily addressing him.

Regarding the relationship, PE4 and PE5 shared their experiences that they greeted and conversed with before starting the lesson and text them in groups to encourage them to work hard. Moreover, PE4 offered a prize to those who obtained the top grades such as transferring one dollar- top up to their phones for supporting internet access.

To this relationship, I think offline class was closer than in online classes. I meant that in real classes I could see all their faces so they concentrated on each of my instructions, but in the virtual classes, I did not realize whether or not they paid attention to me. In short, I think that the relationship was not so awesome as in offline class. In addition, I could motivate them to talk with me but only for those who had passion for their education; those who never attended my class could not maintain such a relationship (PE6).

Talking about the relationship, PE7 asserted that it was not different from the offline classes; as long as teachers had shown the same compassion to each student. She further declared that she encouraged those who were afraid to ask questions in the whole class to drop voice or text to her private chat box. She kept a better relationship by calling the individuals giving feedback about their performance and advising them to work hard for their future. In other words, she had to be fair for marking their assignment or test; thus, this was the strategy she was capable of to maintain such a relationship; if she favored some students, they would be disappointed and disconnect from her. She had to avoid such bad characteristics as a teacher in order to obtain a smooth relationship with her students, she promised.

I think the relationship in the virtual class was unlike in the real class for the reason that I was unable to remember my students' names as they set nicknames and profiles different from their identities. Talking about this, I tried to request them to set the real names and their real profile photographs, but some of them did not follow my advice (PE8).

At this point, she warned them that if they did not set their real profile photos, she did not admit in the class, yet they still ignored her demand. She expressed that the relationship was not spread to all of her students since some of them did not attend classes regularly.

4.4.14 How the Principals Dealt with the Technology Problem the Teachers Faced

In order to facilitate the problem of technology, PD1 pinpointed that he had an ICT teacher, therefore other teachers could approach him to be instructed how to use any platform or its functions. He added that teachers could come to school for wi-fi if they stayed away from the internet network.

Speaking of his teachers, PD1 continuously confirmed, *“The younger teachers are eager to improve their ICT knowledge, while the older teachers are unmotivated to learn, and*

it is difficult for older adults to catch up with the ICT lessons. However, I never gave up my motivation for my older teachers to thrive for their ICT improvement.”

PD3 revealed that it was not a big problem with English teachers, but other teachers, especially older teachers, found it difficult to receive the technology. One more thing, he attempted to encourage them to learn the technology, but some older teachers did not care. They just phoned their students to get a worksheet from them to do at home and turn in their work later. He emphasized that it was very difficult to deal with older teachers about this problem; in fact, they did not care.

Precisely, my English teachers had no much problem with technology; all of them are able to utilize those platforms; on the other hand, other subject teachers, especially older teachers cannot use even Facebook functions. However, I have tried to call them to school and urged the ICT teacher to download the platforms and instructed them how to use those platforms (PD2).

At the same time, PD4 told the researcher that some English teachers were able to operate the platforms for their online class but they were still struggling with some functions; it had to be challenging because it was the first stage for them to learn such a technology. Relating to this solution, he informed, *“In fact, I used to request the Chief of the Provincial Office of Education to prepare the ICT training for my teachers as well as the teachers in the whole Province, but he responded that there would not be any training that time yet.”*

4.4.15 The Principals and English Teachers’ Suggestion

PD1, PD3 and PD4 suggested that the Ministry of Education furnish the additional training on teaching methodology and ICT to teachers.

You know, my school lacks teachers of English; some teachers who taught English in his school were not specialists of English, in fact they came from other subjects. In addition, my school's English subject is not so outstanding as

that in the town schools. Also, I would like to request that the Ministry drop the document about teaching English in E- school for English teachers, while other subject documents has been dropped except the English (PD1).

As well, PD3 suggested the Ministry support the students from poor families so that they all could participate in classes. PD2 suggested that the Ministry eases the framework of E- school in order that the teachers were capable of downloading the documents since the teachers found it hard to download the documents. One more thing, he suggested the government prepare the internet service to remote areas for the students as well as the teachers to operate the classes.

PE1 and PE3 recommended that the students' parents or guardians cooperate with school to push their children to participate and study hard in online classes because it would be beneficial for their children.

PE2, PE4, PE5, PE6 and PE7 suggested that the Ministry should offer the training about technology because the teachers found it very hard to use the platform functions so they could not lead the virtual class smoothly. PE6 emphasized that even though she learned from YouTube by herself, she sometimes did not understand it all and she could not ask the question once she did not understand.

As well, PE8 suggested:

In fact, the government should broaden the internet service to remote areas with cheap prices in order that the students from poor families could attend the virtual classes. (laughter) I would like to suggest that the government should provide licensed Zoom platforms for teachers because they have to pay for phone cards almost every day.

PE8 further remind that, as known, many students did not have lessons since the outbreak because their teachers were not able to utilize such a technology.

Table 3: Description of Challenges and Solution by Participants

| Challenge | Solution (Participant) |
|--------------------------------------|---|
| Knowledge of technology | <ul style="list-style-type: none"> • Principals communicate with teachers about the value of professional development on using technology (PD1, PD3) • Teachers learn from friends, and YouTube (PE1, PE6, PE7) • Teachers learn from students (PE8) • Teacher told students to learn from YouTube (PE8) • Teachers referred students to phone shop owners (PE6) |
| Online classroom management | <ul style="list-style-type: none"> • Students turn on cameras at beginning and end of class (PE8) • Students photograph the lessons they just learned to drop in the group chat (PE1, PE2, PE4, PE5) • Teachers communicate with students to take personal responsibility for participation and honest in assessments (PE1, PE2, PE4, PE5) • Teachers call on students that are not active to read the text or answer the questions and if nobody answers after three times, they are considered as absent students (PE4) • Communicate with parents about student performance and achievement (PE8) |
| Failure to join online course | <ul style="list-style-type: none"> • Call students and talk to them about the reason that they did not join the classes (All teacher participants) • Restrict students who do not join online classes from taking the monthly or semester test (All teacher participants) • Communicate with parents and request students are punished (PE8) • Communicate with students the benefits for future success, including scholarships for study board (PE4) |
| Teaching Materials | <ul style="list-style-type: none"> • Downloaded materials to a computer from the web to share in the online meeting (PE1, PE2, PE3, (E4) • Used simultaneously the smartphone and computer (PE2, PE4) • Created videos on her computer that were distributed in her Google Classroom and Telegram groups (PE2) • Differentiated instruction by creating content to match student levels (PE4) • Used only Ministry supplied content (PE5, PE6, PE7) • Photographed the Ministry lesson and dropped in the students' group (PE7) • Used only a smart phone, wrote content on the board, and sent photographs to the online groups. (PE6) • Prior to class, create lesson plans, visual aids, teachers' guides, students' books, and relevant documents. homework or quizzes had to be ready for assigning students at the end of each session. She prepared for 3G in case wi-fi was off (PE8) |
| Teaching approach | <ul style="list-style-type: none"> • Traditional techniques (PE5, PE6, PE7) • Mix of traditional and student-centered teaching (PE3, PE6, PD1, PD4) • Student-centered breakout rooms in Zoom (PE1) • IBL: students in groups discuss and online make a group oral presentation (PE4), or share a group video videos (P2), |
| Limited Finances in | <ul style="list-style-type: none"> • Students share phones (PPE1, PE6, PE7, PE8) • Go to school campus to access Wi-Fi (PE7, PD1, PD3) |

| | |
|--|--|
| Family (students and teachers) | <ul style="list-style-type: none"> • Delivered and retrieved worksheets (PE1, PE3)) • Tutored at their home (PE1) • Drop videos into online groups (PE3) • Students pool money for top ups (PE1, PD4) • Top 5 students receive \$1 for cellular phone card (PD5) |
| Student work during class | <ul style="list-style-type: none"> • No solution at school level • Communicate with parents about the value of attendance (PE2, PE3, PE6, PE8, PD2) |
| Teacher did not conduct online classes, failed to deliver worksheets, and quarreled | <ul style="list-style-type: none"> • Principals had a Teacher Telegram group to check attendance by requiring the teachers to drop their screenshot into the group. (PD1, PD2) • Principal created the Student Monitor Telegram or Messenger groups so that students could inform him about their teachers' attendance by text or voice messages. If absent, he contacted the teachers and questioned why they did not have lessons (PD1) • Principal had a formal meeting with all teachers encouraging them to pay attention to their online classes (PD1) • Principal required that teachers write a weekly report to him about their online classes and deliver them to the school office. (PD2, PD3) • Required Teachers read the ethical codes of teachers and stated that getting a salary without working would betray our conscience as educators. (PD2, PD3) • Chief of the Provincial Office of Education planned to lead a virtual meeting with teachers throughout the Province talking about their teaching process and problems (PD3) |

CHAPTER 5: DISCUSSION

The present research revealed the information about challenges of online teaching and their solutions during COVID-19 pandemic based on the experiences of high school teachers of English in Mongkolborey District. In this research, the researcher found the main problem and recommendation to deal with the challenges. Therefore, the findings will be discussed based on the main themes: 1. Challenges of Online English Teaching for high school teachers of English and principals; 2. Solutions of English teachers and principals through online teaching at high school as the following.

5.1 Challenges of Online English Teaching for High School Teachers of English

Online teaching is new in Cambodian public schools. The English teachers in Mongkolborey District faced many struggles in their online class operation. Some issues are described below:

The barrier to the teachers of English in this district was the unstable internet connection, which could not process the online class smoothly. It means that the teachers were unable to teach their students well. *“Some of my students live twenty kilometers from school where they have no internet connection to join my classes; moreover, I could not contact them at all. This internet connection is the main obstacle for my students to join the online classes.”* This issue is the new context for Cambodia public schools especially the rural schools where internet access is so limited. The situation of Cambodia is similar to other countries, even Indonesia, Sujarwo et al. (2020) discovered that the teachers found it difficult to give their instruction when there was an unstable internet connection. In other words, the remote areas inside the district have no or weak connection so the students could not attend the online classes regularly. The findings supported by Windiarti et al. (2019) expressed that one of the

difficulties in the device is the connection of the internet since the different strengths of the internet access happened everywhere.

“Both students’ internet and mine did not work well; they were off almost fifteen minutes and by the time they rejoined the platform, the session had already finished; Sometimes, we did not have lessons due to the limited internet access.” To deal with this obstacle, teachers of English should solve this problem by making tutorial videos and dropping them in the Telegram groups or offering the worksheets to do at home. Relating to this solution, teachers should also have knowledge of making or editing tutorial videos that are very useful to their students whose houses are far away from the internet access or to general learners in the country.

The online class is difficult for the teachers as they could not operate those platforms, especially Zoom functions properly. They were struggling with breakout rooms, so they did not assign group works to their students during their online classes. When online class was allowed in schools after several months of lockdown, the teachers utilized Facebook Messenger to operate the class, but there was distraction of noisy voices and this platform limited the participation of the students. *“Because of the platforms especially Zoom has difficult functions, I do not assign groupwork in my class. before lockdown, I used Facebook Messenger to operate my online class, but there was voice distraction and it limited the number of participants.”* According to the findings of Hermansyah and Aridah, (2021), the teachers still have low understanding of the technology due to the newness of online applications or platforms. Also, Windiarti et al. (2019) stated that technology is very vital so the teachers should be aware of it. If they lack the knowledge of this they will get lost with its application; therefore, the teachers ought to learn the technology in order to make the online class accessible.

Based on the information from the participants, many students' families could not afford to buy smartphones and top up their cellular phones for their children; that was why their children could not attend the online classes.

The students' families have faced the obstacle that screened their children from attending their online classes is the poverty, especially poor families. I have met them and they told me that they top up the phones two dollars almost every day, so it was their challenges because they have to pay for food, medicine, electricity in the time they have work to do, therefore, how can they do to support their children for their online classes? Some families have three or four children who are attending the classes at the same time, so if a subject is not important, they asked their children to skip it in order to save money for important subjects.

Danchikov et al. (2021) also found in Russia that the families had the obstacle about the payment of technology and buying the internet quota for their children to join the lessons. Hermansyah and Aridah (2021) also share their idea that topping up the phone was the main issue in online learning, which required money to fill in the phone. In addition, those families whose all children had different classes could not afford to buy all of their children's phones, so their children did not participate in the classes. As a matter of fact, the family income was just lower than two dollars, which they had to pay for food and phone cards for their children.

"It is a true story in my community where the villagers are poor, some families are extremely poor, which cannot afford to buy even N Choch Pil (old-fashioned Nokia phone)." Exceptionally, the teachers and principals informed that some parents forced their children to work instead of their online classes because their financial problem and lack of understanding.

The poor families who could not earn money for supporting their extended members forced their children who were studying to help work outdoors such

as doing the farming or construction. Having seen their children stay home and available at home, they made them do housework or go somewhere until they were late for classes. If they were gone to school, they would be never asked to help them. One more thing, they did not understand the situation of online classes, they guessed that their children were playing games on the phone. That is why they made their children help them.

However, teachers attempted to reach their family to advise them the usefulness of education and the way the online classes happened, so they had to encourage their children to join their virtual classes. This finding was very distinguished from other researchers since they worked in different contexts. In fact, this district, which was located remotely from the capital, so the local people did not have knowledge of such a class and they thought the online class was not useful for their children; that was why they decided to force their children to work outdoors in order to gain money to support the family.

According to this study, in the district, not all students attend the online class; at most ten or twenty students attended the online classes while the offline class consisted of forty or fifty students. Regarding the participation of the students, two of the informants mentioned that there was a lack of motivation from the Ministry of Education, Youth and Sport to English Subjects in high school. This means that English is the optional subject of which the scores are not included in the national examination. Meanwhile, one of the principals honestly revealed that some of his teachers who did not have knowledge of technology did not operate their classes. He complained that they got salaries without taking responsibility. In other words, older teachers had no commitment to expose themselves to the technology in order to conduct virtual classes as accountable teachers.

5. 2 Solutions of English Teachers Through Online Teaching at High School Level

In order to deal with the internet connection, teachers recommended their students to find somewhere with internet access and asked permission from their friends to use their Wi-Fi. In other words, they were told to go to the school campus because the schools had equipped Wi-Fi with enough connection. Regarding the technology issue, the teachers had to learn from YouTube about how to use Zoom, and Google Meet functions and learn from their friends who were good at the technology. This finding was supported by Hermansyah and Aridah (2021) who found that the teachers should be aware of technology because this knowledge caused them to apply the materials into online classes. However, two participants showed perspective that COVID-19 was the opportunity for teachers to start their technology knowledge and they took that situation to learn and improve their technology.

“I could learn to use technology and I just know Zoom and Google Meet since the COVID-19; so, it was a good chance for me to learn the technology,”

“Sometimes, I am thankful to covid-19 that makes me learn new technology such as Zoom, Google Meet and Telegram. It has me searching from YouTube to learn a lot of lessons and practice it in my classes.”

Hermansyah and Aridah (2021) also found that the positive impact of technology was that teachers became aware of ICT and they could conduct a variety of online applications or platforms so that their learning process could continue better.

Moreover, according to the family financial problem, the students were advised to share Wi-Fi with one another and help pay for phone cards. Also, the teachers told their students who came from poor families to share money with one another to top up the phone or they could go to school campus for free Wi-Fi. Teachers suggested that the Ministry conduct the training about technology application usage and teaching methodology during the COVID-19 context.

Regarding the families that forced their children to work instead of participating in online classes, one of the principals and his English teacher approached them at their homes so that they explained the advantages of education and online classes. They made them recognize what the online classes were so that they cooperated with the teachers to encourage their children to the classes. Talking about this issue, they further expressed that some families who had many children join the online classes; they really faced the shortage of money even for food and phone cards; especially, there was only one smartphone in the family. That was why the principals and teachers could not help deal with this problem.

Regarding the solution of online tests, teachers and principals could not control them because they could send the answers to their friends and they could browse the internet searching for the answers. Hermansyah and Aridah (2021) found that virtual teaching could be cheated by the students because they conveniently copy and paste from the internet, so the cheating issue was the most difficult to solve. Controlling the students during their online test, it was very challenging to the teachers to realize that they maintained their honesty in taking the test.

Teachers are not just teaching the language or other skills, but they have to educate the morality. I told them to be honest in the exam because in the new reform if you make a habit to copy from the books or cheat you will not be allowed to do at the national exam. I told them that they cannot be proud of their achievement because they did not use their own ability.

Accordingly, connecting to the teaching approach in online classes, some teachers said they did not utilize the student- centered approach since they could not control the platform functions, so they could not break out the rooms for their students to work in groups. In addition, they could not follow the school syllabus while their students' language performance

did not allow them to follow all the time. The followings are the information given by the teachers:

“I could not follow the coursebook or school syllabus because my ten graders did not know even the English alphabet because they came from remote- area secondary schools. If I could finish my coursebooks as planned by the school, my students would know nothing.”

“I could not follow my coursebooks because they were higher than my students’ language levels, so I created the lessons suitable with theirs and I could not go faster than their understanding.”

I could not teach my students all the items from the books which are very difficult for my students, so I skipped the hard ones and I could create simple lessons for them to improve their knowledge. If I followed the book they would not catch up with the lessons.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

6.1. Conclusion

On the basis of the discussed findings, the researcher concluded that online teaching experienced by teachers of English was challenging while internet connection was not widespread to the remote areas since the schools were attended by students from different communes where there was not enough internet access. Accordingly, some local people still lived their lives under the poverty line so they could not afford to buy smartphones for their students to participate in the online classes; moreover, some families comprised many children who had to go to school, thus they could not support their phone top up or purchase the many smartphones for them to access the classes, while the offline classes provide the opportunity for their many students to study at schools. Having faced extreme poverty and lacked the understanding of vision for their children's future, they decided to force their children to work outdoors to earn extra money for their living.

Having discussed technology, not all the teachers of English had knowledge of technology before; therefore, they had no capacity to employ the teaching approach properly in order to improve the students' performance. However, teachers could take this situation to learn and improve their technology skills for their teaching careers and prepare for the next badly unwanted situation. In other words, the schools which are in remote areas would not operate the virtual classes because people did not realize that technology was very useful for the education during the pandemic. According to the result, teachers have to strengthen their

professional development both with online teaching methods and technology awareness in order that they could integrate their technology skills into the classroom and make their online classes travel smoothly.

6.2 Limitations of the Study

Based on the methods of the research, the information that the researcher received was just from the teachers and the principals, so there would be something more about the issues and solution of the online learning. As a matter of fact, the study about the challenge and solution of COVID-19 should be conducted with many samples such as participants from both secondary and high school in the district because the information would not be biased.

Furthermore, the study should be prepared not only with teachers but also with the students because they would inform with their own perspective rather than from their teachers who could just share their own opinions. To the COVID-19 pandemic, other subject teachers could participate in the study in order to broaden the information. Also, the interviews should be made up face to face, if there was no lockdown, since the researcher would be able to observe their attitude of the participants and the information could be more elegant.

During the interviews, it became apparent that some of grade twelve teachers of English did not operate the online classes because some of them live in the area where internet access was limited. These teachers of English did not teach online class, but rather dropped worksheets and relevant documents into the Messenger group, and requested that students return the worksheets the next day. The researcher decided to choose the seven teachers who taught eleventh and tenth graders and one grade twelfth teacher operating online classes and neglected those who didn't work.

6.3. Recommendations

Depending on the findings of the study, the teachers should improve their ICT skills and online teaching method so that they could bring the content to their classes effectively. Furthermore, principals should open ICT training frequently to their teachers in order that they are capable of conducting their online classes. Moreover, the Ministry of Education should provide the training both on the technology and teaching methods to the teachers so that the online classes would be continuing in Cambodian schools. Also, the principals as well as the Ministry should follow up their teachers' teaching and give punishment to those who do not operate their classes because they cannot get paid without working.

To the next researcher, they should conduct a large scale of the study by employing large sampling because the information the researchers get would be more reliable.

REFERENCES

- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online: Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49-76.
- Anderson, T., Liam, R., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *JALN*, 5(2), 1-17.
- Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, 7(2), 90-109.
- Al-Qahtani, A. A., & Higgins, S. E. (2013). Effects of traditional, blended and e-learning on students' achievement in higher education. *Journal of computer assisted learning*, 29(3), 220-234.
- Al-Mahrooqi, R., Denman, C., Al-Siyabi, J., & Al-Maamari, F. (2015). Characteristics of a good EFL teacher: Omani EFL teacher and student perspectives. *SAGE Open*, 5(2), 1-15
- Astuti, M., & Solikhah, I. (2021). Teacher Perception in Teaching English for SMP in Klaten Regency During COVID-19 Outbreak. *IJOTL-TL: Indonesian Journal of Language Teaching and Linguistics*, 6(1), 1-13.
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL classes must go online! Teaching activities and challenges during COVID-19 pandemic in Indonesia. *Register Journal*, 13(1), 49-76.
- Bakalar, B. (2019). Book Review: Justice on both sides: Transforming education through restorative justice. *American Journal of Qualitative Research*, 2(2), 145-149.
- Barr, B. A., & Miller, S. F. (2013). Higher Education: The Online Teaching and Learning Experience. *Online Submission*, 1-23.
- Bull, G., Knezek, G., Roblyer, M. D., Schrum, L., & Thompson, A. (2005). A proactive approach to a research agenda for educational technology. *Journal of Research on Technology in Education*, 37(3), 217-220.

- Compton, L. K. (2009). Preparing language teachers to teach language online: A look at skills, roles, and responsibilities. *Computer Assisted Language Learning*, 22(1), 73-99.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (4th ed.)*. Boston, MA: Pearson Education.
- Danchikov, E. A., Prodanova, N. A., Kovalenko, Y. N., & Bondarenko, T. G. (2021). Using different approaches to organizing distance learning during the COVID-19 pandemic: opportunities and disadvantages. *Linguistics and Culture Review*, 5(S1), 587-595.
- De Gagne, J. C., & Walters, K. (2009). Online teaching experience: A qualitative metasynthesis (QMS). *MERLOT Journal of Online Learning and Teaching*, 5(4), 1-13.
- Destianingsih, A., & Satria, A. (2020). Investigating Students' Needs for Effective English Online Learning During COVID-19 for Polbeng Students. *ELT-Lectura*, 7(2), 147-153.
- Gay, L. R., & Mills, G. E. (2016). *Educational research: Competencies for analysis and applications (11th ed.)*. London, England: Pearson Education Limited
- Hermansyah, H., & Aridah, A. (2021). Teachers' Perception toward the Challenges in Online English Teaching during COVID-19 Pandemic. *Indonesian Journal of EFL and Linguistics*, 6(1), 63-77.
- Kim, K. J., & Bonk, C. J. (2006). The future of online teaching and learning in higher education. *Educause quarterly*, 29(4), 22-30.
- König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608-622.
- Krish, P. (2008). Language learning in the virtual world: Instructors' voices. *International Journal of Pedagogies and Learning*, 4(4), 113-129.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching (3th ed.)*. Oxford handbooks for language teachers. Oxford university press.

- Lee, T.S., & Tsai, H.J. (2005). The effects of business operation mode on market orientation, learning orientation and innovativeness. *Industrial Management & Data Systems*, 105(3), 325-248
- Ministry of Health. (2021). *National Respiratory Disease and Influenza Bulletin*. Phnom Penh: Author.
- MoEYS. (2020). *Cambodia Education Response Plan to COVID 19 Pandemic*. Phnom Penh: Author.
- Nakhriyah, M., & Muzakky, M. (2021). Online Teaching Learning during COVID-19 Outbreak: Teacher's Perception at Junior High School of Fathimatul Amin Jakarta. *Faktor: Jurnal Ilmiah Kependidikan*, 8(1), 39-49.
- Nashir, M., & Laili, R. N. (2021). English Teachers' Perception toward the Switch from Offline to Online Teaching during lockdown in the Midst of COVID-19 Outbreak. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(2), 250-260.
- Nakayama, M., Yamamoto, H., & Santiago, R. (2006). Investigating the impact of learner characteristics on blended learning among Japanese students. *Proceedings of ICEL, 2006*, 361-370.
- Nayar, P. B. (1997). ESL/EFL dichotomy today: Language politics or pragmatics? *TESOL quarterly*, 31(1), 9-37.
- Nursalina, N., & Fitrawati, F. (2021). EFL Teachers' Perception on Online English Learning Activities during the COVID-19 Pandemic at High Schools in Padang. *Journal of English Language Teaching*, 10(2), 204-220.
- Niemi, H. M., & Kousa, P. (2020). A case study of students' and teachers' perceptions in a Finnish high school during the COVID pandemic. *International journal of technology in education and science*, 4(4), 352-369.
- Peimani, N., & Kamalipour, H. (2021). Online Education and the COVID-19 Outbreak: A Case Study of Online Teaching during Lockdown. *Education Sciences*, 11(2), 72.
- Sakkir, G., Dollah, S., & Ahmad, J. (2021). Characteristics of a Good EFL Teacher: Indonesian EFL Students Perspectives. *Jurnal National Nalar Pendidikan*, 9(1), 52-59.

- Sepulveda-Escobar, P., & Morrison, A. (2020). Online teaching placement during the COVID-19 pandemic in Chile: challenges and opportunities. *European Journal of Teacher Education*, 43(4), 587-607.
- Shalev-Shwartz, S., & Singer, Y. (2007). Online learning: Theory, algorithms, and applications.
- Silva, J. S., Usart, M. U., Lázaro-Cantabrana, J. L. L. C., Silva, J., Usart, M., & Lázaro Cantabrana, J. L. (2019). Teacher's digital competence among final year Pedagogy students in Chile and Uruguay. *Comunicar. Media Education Research Journal*, 27(2), 1-10.
- Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Siradjuddin, S. S. S. (2020). An analysis of university students' perspective on online learning in the midst of COVID-19 pandemic. *Jurnal Pendidikan Dan Pengajaran*, 53(2), 125-137.
- Tarnopolsky, O. (2000). EFL Teaching and EFL Teachers in the Global Expansion of English. *Working Papers in Educational Linguistics*, 16(2), 25-42.
- West, M. P. (1936). *On learning to speak a foreign language*. Longmans, Green and Company.
- Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' Perception toward the Obstacles of E-Learning Classes. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(2), 117-128.
- Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' Perception toward the Obstacles of E-Learning Classes. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(2), 117-128.
- World Bank. (2020). The COVID-19 pandemic: Shocks to education and policy responses.
- World Health Organization. (2019). Coronavirus disease (COVID-19) advice for the public.
- Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' Perception toward the Obstacles of E-Learning Classes. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(2), 117-128.

APPENDIX A: INTERVIEW QUESTIONS

Guidelines for in-depth interview Questions for English Teachers

In order to explore the reasons that proposed the situation of online teaching during COVID-19 pandemic for English teachers to achieve the desirable outcomes, the following questions are designed for high school English teachers in Mongkolborey District. The interview is conducted through either online, phone, or face to face depending on the situation in the community and the questions are translated into Khmer Language.

Questions

I. What are the challenges of online teaching for high school English teachers?

1. What do you think about online teaching and the face-to-face teaching process?
2. What are the teaching materials you have to prepare before teaching starts?
3. What do you do with regards to the student's assessment?
4. To what methodology have you been using in the online classroom?
5. In case you have trouble shooting, what do you do to solve the status quo?

II. What are the solutions of English teachers through online teaching at high school level?

1. Concerning the student's learning achievement through online classroom, what will be your solutions for better learning outcomes of your class?
2. How to manage the online classroom?
3. How to deliver the content into an online classroom?
4. How to keep good communication online between teacher and students?
5. If you found a slow learner on your subject matters, what would your solution propose?

APPENDIX B: INTERVIEW QUESTIONS

Guidelines for in-depth Interview Questions for High School Principals

To investigate the situation of the administration about online teaching during COVID-19 pandemic, the following questions are designed to interview four public high school principals in Mongkolborey District. The interview is conducted either by phone or face-to-face, depending on the situation of community pandemic. It is to be translated into Khmer language.

1. What are your difficulties in managing your English teachers about their online teaching during COVID-19 pandemic?
2. What is your strategy to help your teachers with internet access?
3. What should you do to check their attendance during the pandemic?
4. How often do you have meetings with your teachers?
5. What should you do to help English teachers who are struggling with technology?
6. What are the challenges your English teachers have faced during the pandemic?
7. What is your motivation to motivate your teachers to make their online teaching go smoothly?
8. What is your technique to assess the teaching and learning of your teachers through online class?
9. What kind of teaching approach are your English teachers applying in their online class?
10. How do you realize that they apply the approach properly in their online class?

រាជធានីភ្នំពេញ ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០២១

លោក ស៊ី សុភ័ក្ត្រ នាយកវិទ្យាល័យហ៊ុនសែនមង្គលបុរី

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូន លោកនាយកឲ្យបានជ្រាបថា លោក **សំខ ផែនដេន** ជាគណៈសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគុកោសល្យ ជំនាន់ទី២នៃ មជ្ឈមណ្ឌលស្រាវជ្រាវគុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធាន បទ៖ **“ស្ថានភាពនៃការបង្រៀនភាសាអង់គ្លេសសាមប្រព័ន្ធអនឡាញក្នុងពេលវិវត្តន៍ជាន់នៃ ជម្ងឺកូវីដ”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទ ស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចរួមចំណែកក្នុងការជំរុញឱ្យការបង្រៀននិងរៀន តាមប្រព័ន្ធអនឡាញកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់គុណិសិទ្ធិក្របបោះឆ្នោតប្រមូលទិន្នន័យតាមការស្នើសុំដូចមានក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះស្ម័គ្រអំពីខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល



បណ្ឌិតសភាចារ្យ ប័ន្ទ រ៉ែត

ឯកសារ មសតថ.



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ១កើត ខែបុស្ស ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស២៥៦៥
រាជធានីភ្នំពេញ ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០២១

សូមគោរពជូន

លោក ឆែម ម៉ីដែល នាយកវិទ្យាល័យភ្នំព័

កម្មបត្រ សំណើសុំអនុញ្ញាតឱ្យគរុកោសល្យឈ្មោះ **ស័ង ឆែង** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ
វិទ្យាល័យភ្នំព័ ក្នុងចន្លោះពីថ្ងៃទី ១៥ ខែមិថុនា ដល់ថ្ងៃទី ៣១ ខែកក្កដា ឆ្នាំ២០២១។

សេចក្តីសុំបានជម្រាបជូនកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកឲ្យបានជ្រាបថា លោក
ស័ង ឆែង ជាគរុកោសល្យច្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់រង់ចាំ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២នៃ
មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធាន
បទ៖ **ស្ថានភាពនៃការប្រើប្រាស់ប្រព័ន្ធអនឡាញក្នុងការសិក្សាស្រាវជ្រាវនៅ**
វិទ្យាល័យភ្នំព័ ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាច្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់រង់ចាំ ឯកទេសប្រឹក្សាគរុកោសល្យ។
គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទ
ស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចរួមចំណែកក្នុងការជំរុញឱ្យការប្រើប្រាស់ប្រព័ន្ធអនឡាញកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកបេក្ខអនុញ្ញាតនិងជួយសម្រួលដល់គរុកោសល្យនេះឲ្យបាន
ចុះប្រមូលទិន្នន័យតាមការស្នើសុំសុំបានក្នុងកម្មវត្ថុខាងលើដោយគ្មានគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះត្រង់ខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ម៉ែ ម៉ៅ

ឯកសារ បសគ៨.



មជ្ឈមណ្ឌលស្រាវជ្រាវគម្រោងកម្រិតថ្នាក់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ១កើត ខែបុស្ស ឆ្នាំឆ្លូវ ព្រឹស័ក ព.ស២៥៦៥
 រាជធានីភ្នំពេញ ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០២១

សូមគោរពជូន

លោក ម៉ីន សំណាង នាយកវិទ្យាល័យរោងគោ

កម្មបត្រ សំណើសុំអនុញ្ញាតឱ្យអនុវត្តឈ្មោះ **ស័ង ឆែង** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យរោងគោ ក្នុងចន្លោះពីថ្ងៃទី ១៥ ខែមិថុនា ដល់ថ្ងៃទី ៣១ ខែកក្កដា ឆ្នាំ២០២១។

សេចក្តីជូនបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបជូន លោកនាយកឲ្យបានជ្រាបថា លោក **ស័ង ឆែង** ជាអនុវិស្វកម្មាភិបាលបច្ចេកទេសជាន់ខ្ពស់របស់ ឯកទេសប្រឹក្សាគម្រោងកម្រិតថ្នាក់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធានបទ៖ **“ស្ថានភាពនៃការប្រើប្រាស់សេវាអប់រំសកលប្រព័ន្ធអេឡិចត្រូនិកក្នុងការសិក្សាស្រាវជ្រាវនៅវិទ្យាល័យរោងគោ”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់របស់ ឯកទេសប្រឹក្សាគម្រោងកម្រិតថ្នាក់ថ្មី។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះអាចរួមចំណែកក្នុងការជំរុញឱ្យការបង្រៀននិងរៀនតាមប្រព័ន្ធអេឡិចត្រូនិកកាន់តែមានលក្ខណៈល្អប្រសើរឡើងទៀតផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់អនុវិស្វកម្មនេះឲ្យបានចុះប្រមូលទិន្នន័យតាមការស្នើសុំជូនមានក្នុងកម្មវត្ថុខាងលើដោយអនុម័ត។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះត្រង់ខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល



បណ្ឌិតសភាចារ្យ ម៉ីន ម៉ៃ

ឯកសារ បសគធ.



មជ្ឈមណ្ឌលស្រាវជ្រាវជាតិគណនេយ្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃព្រហស្បតិ៍ ១កើត ខែបុស្ស ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស២៥៦៥
 រាជធានីភ្នំពេញ ថ្ងៃទី១០ ខែមិថុនា ឆ្នាំ២០២១

សូមគោរពជូន


លោក ស៊ី ធី នាយកវិទ្យាល័យមណ្ឌលបុរី

កម្មបត្រ៖ សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **ស័ង វៃជេន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យមង្គលបុរី ក្នុងចន្លោះពីថ្ងៃទី ១៥ ខែមិថុនា ដល់ថ្ងៃទី ៣១ខែកក្កដា ឆ្នាំ២០២១។

សេចក្តីជូនបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំសូមជម្រាបលោកនាយកឲ្យបានជ្រាបថា លោក **ស័ង វៃជេន** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគណនេយ្យ ជំនាន់ទី២នៃ មជ្ឈមណ្ឌលស្រាវជ្រាវគណនេយ្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធាន បទ៖ **“ស្ថានភាពនៃការប្រើប្រាស់ប្រព័ន្ធអនឡាញក្នុងពេលវិវត្តន៍ជាន់ខ្ពស់នៃ ឥទ្ធិពល”** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេសប្រឹក្សាគណនេយ្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទ ស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះរកចូលចំណែកក្នុងការជំរុញឱ្យការបង្រៀននិងរៀន តាមប្រព័ន្ធអនឡាញមានលក្ខណៈកាន់តែប្រសើរឡើងទៀតផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតនិងជួយសម្រួលដល់គរុនិស្សិតរូបនេះឲ្យបាន ចុះប្រមូលទិន្នន័យតាមការស្នើសុំជូនមានក្នុងកម្មវត្ថុខាងលើដោយគ្មានឧបសគ្គ។

សូមលោកនាយកទទួលខុសត្រូវការគោរពរាប់អានដ៏ស្មោះត្រង់ខ្ញុំ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ម៉ែន វ៉ែន

ឯកសារ មសគប៍.