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“Committed to advancing education through research, collaboration, and innovation”

Under title:
THE FIRST CAMBODIA'S
NATIONAL RESEARCH CONFERENCE 2026
 Research for Innovation, Sustainability, and National Development

EDUCATION

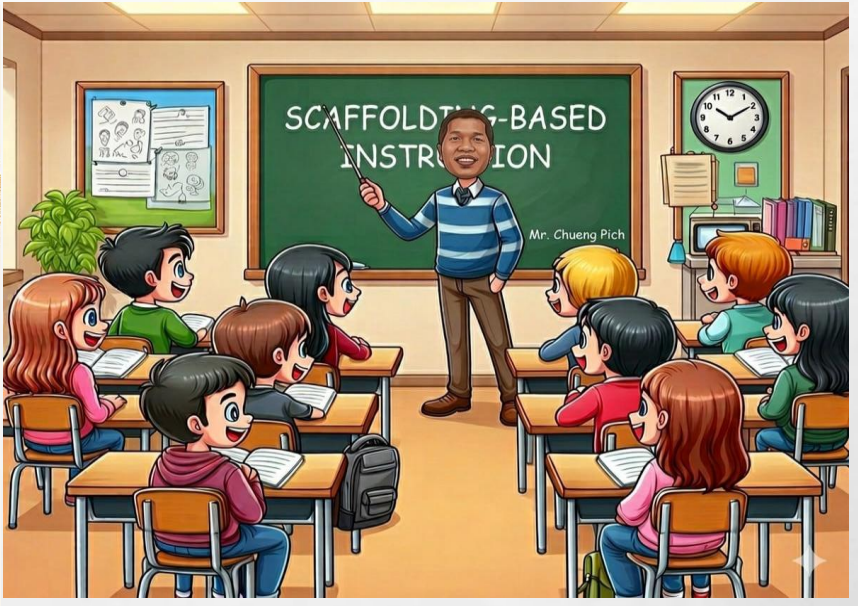
-  **Ph.D. in Curriculum and Instruction (Candidate)**
National Institute of Education
-  **M.A. in English**
Preah Sihamoniraja Buddhist University (2021)
-  **M.Ed. in Mentoring**
New Generation Pedagogical Research Center, NIE (2020)
-  **BA. in English for Communication**
Western University (2018)
-  **BA. in English Literature**
Preah Sihamoniraja Buddhist University (2017)
-  **Diploma in IEAP**
Pannasastra University of Cambodia (2015)

PROFESSIONAL EXPERIENCE

-  **Tacher of English at CSRHS (Present)**
- Mentor & Teacher of English –**
New Generation School of PA (2020–2021)
- Lecturer of English –**
Institute of New Khmer / PSBU (2019–2020)
- Academic Manager / Deputy Director –**
CIS / ASO (2018)
- Vice Principal (English Program) –**
American Bridge International School (2017)
- Teacher of English –**
The Westline School (2015–2018)

RESEARCH INTERESTS

 Teaching Methodology
  Academic Writing
  Scaffolding
  Learner Autonomy
  Critical Thinking
  Student Engagement
  English Language Learning
  Curriculum & Instruction



“SCAFFOLING”

“Scaffolding-Based Instruction”

“Correlating SBI with Writing Skills and Learner Autonomy”

ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

សមិទ្ធផលនៃការស្រាវជ្រាវមួយចំនួន

Educative: Jurnal Ilmiah Pendidikan
Volume 3 Issue 3 2025 Pages 167-175
DOI: [10.70437/educative.v3i3.1522](https://doi.org/10.70437/educative.v3i3.1522)

ISSN: 2985-9182 (online)

The Impact of Instructional Scaffolding on Learner Autonomy: A Literature Review

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³Cambodian Education Forum, Phnom Penh, Cambodia

Abstract

Scaffolding is a guided practice in which support is tailored to learners' current abilities and gradually withdrawn as they gain competence. It plays a vital role in developing learners' writing skills and autonomy in English as a Foreign Language (EFL) contexts. Drawing on secondary sources, this narrative literature article examines the benefits of instructional scaffolding for enhancing learner autonomy, metacognitive awareness, and writing performance. The review indicates that scaffolding strengthens learners' self-efficacy, promotes metacognitive awareness, and improves writing quality. Learner autonomy emerges as a key outcome of scaffolding, shaped by learners' readiness, the timing and type of support, teacher expertise, and contextual factors such as class size and school culture. Scaffolding also enhances metacognitive awareness, empowering learners to take greater responsibility for their learning. In addition, peer-based and process-oriented scaffolding contributes to better writing performance. The article concludes that well-designed scaffolding can help teachers foster learner independence and engagement. Future research should explore culturally responsive scaffolding and its long-term impact on learner autonomy.

Keywords: Instructional Scaffolding, Learner Autonomy, Benefits of Scaffolding, Impact of Scaffolding

Article info:

Received 8 November 2025; Accepted 29 November 2025; Published 3 December 2025

INTRODUCTION

Scaffolding is widely recognized in education and research as a key mediating mechanism that helps effective learning, particularly within constructivist and sociocultural paradigms (Hammond & Gibbons, 2005; Rogoff, 1990; Vygotsky, 1978; Wood et al., 1976). It is grounded in Vygotsky's (1978) sociocultural theory, and it emphasizes the dynamic interaction between teacher support and learner autonomy. In educational contexts, scaffolding refers to the temporary structured support provided to learners to assist them in overcoming their challenging stage, known as the Zone of Proximal Development (ZPD), developed by Vygotsky (1978). Scaffolding allows learners to bridge the gap between what they can do with support and what they can accomplish independently. Empirical studies (e.g., Hammond & Gibbons, 2005; Walqui, 2006) have highlighted that well-designed scaffolding is beneficial for learners. They are encouraged in their learning tasks through systematic support, such as questioning, modeling, collaborative dialogues, and feedback (Hammond & Gibbons, 2005; Wood et al., 1976). Once learners demonstrate increased autonomy, reflecting deep internalization of knowledge and strategies essential for their academic success, the scaffolds are gradually reduced (Hammond & Gibbons, 2005; Vygotsky, 1978; Wood et al., 1976).

Research has shown that instructional scaffolding has many benefits, such as promoting learner autonomy, developing metacognitive awareness, and enhancing writing performance. For example, Lantolf et al. (2014) showed that scaffolding could build motivation and confidence in learning. Van de Pol et al. (2010) added that interactive scaffolding in the form of collaborative dialogue and feedback stimulates deeper engagement and critical thinking. Reiser and Tabak (2014) showed that scaffolding can promote independent learning by providing structured support and gradual withdrawal of guidance, facilitating learner autonomy and

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Volume 7 Number 1 (2025)
January-April 2025
Page: x-x

E-ISSN: 2656-4491
P-ISSN: 2656-4548
DOI:

SCAFFOLDING
Jurnal Pendidikan Islam dan Multikulturalisme

Correlating Scaffolding Strategies with Writing Skills and Learner Autonomy among Cambodian EFL Undergraduate Students

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Submitted: 12/01/2025

Revised:

Accepted:

Published:

Abstract

This study investigated the relationships among teachers' scaffolding, students' writing skills, and learner autonomy in the Cambodian EFL (English as a Foreign Language) undergraduate program. The research used a quantitative research design with 216 respondents who completed the questionnaire to measure perceptions of scaffolding practices during pre-writing, while writing, and post-writing stages of activities with references to writing skills and learner autonomy. Descriptive statistics revealed moderate to high mean scores of all variables, which indicates that the learners had positive perceptions regarding teachers' scaffolding strategies in improving writing and their autonomous learning. Pearson correlation

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SCAFFOLDING
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Impacts of Scaffolding-Based Instruction on Critical Thinking: A Systematic Review

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Submitted: 12/01/2025

Revised:

Accepted:

Published:

Abstract

Scaffolding is a metaphor introduced by Wood, Bruner, and Ross in 1976, and it is grounded in Vygotsky's Zone of Proximal Development (ZPD). The main purpose of this review study is to synthesize the existing studies' findings to further confirm the effectiveness of scaffolding-based instruction (SBI) on the development of critical thinking (CT) skills. PRISMA was employed in this review to screen and determine the target studies to be examined. Initially, 124 studies were identified, but only 89 studies remained. After duplicate removal and abstract screening, it remains 71 full studies, which meet the inclusion and exclusion criteria of the review's procedure. This review included experimental, quasi-experimental, meta-analyses, and theoretical studies. Results showed robust evidence supporting scaffolding strategies, with 97.02% of studies reporting positive outcomes. Metacognitive scaffolding (23.94%) and collaborative scaffolding (22.54%) were the most frequently observed and effective scaffolding instructional strategies, while the hybrid scaffolding models demonstrated strong effects. Research outcome grew intensely since 2015, reaching almost 89% of all reviewed studies in this review. The findings strongly confirm that SBI significantly reinforces critical thinking skills, such as reflection, self-regulation, problem-solving, and reasoning, and this signifies that SBI is an effective instructional strategy for fostering independent and confident critical thinkers.

Keywords

Social Interaction, Scaffolding, Scaffolding-Based Instruction (SBI), Critical Thinking (CT), Gradual Release of Responsibility (GRR)

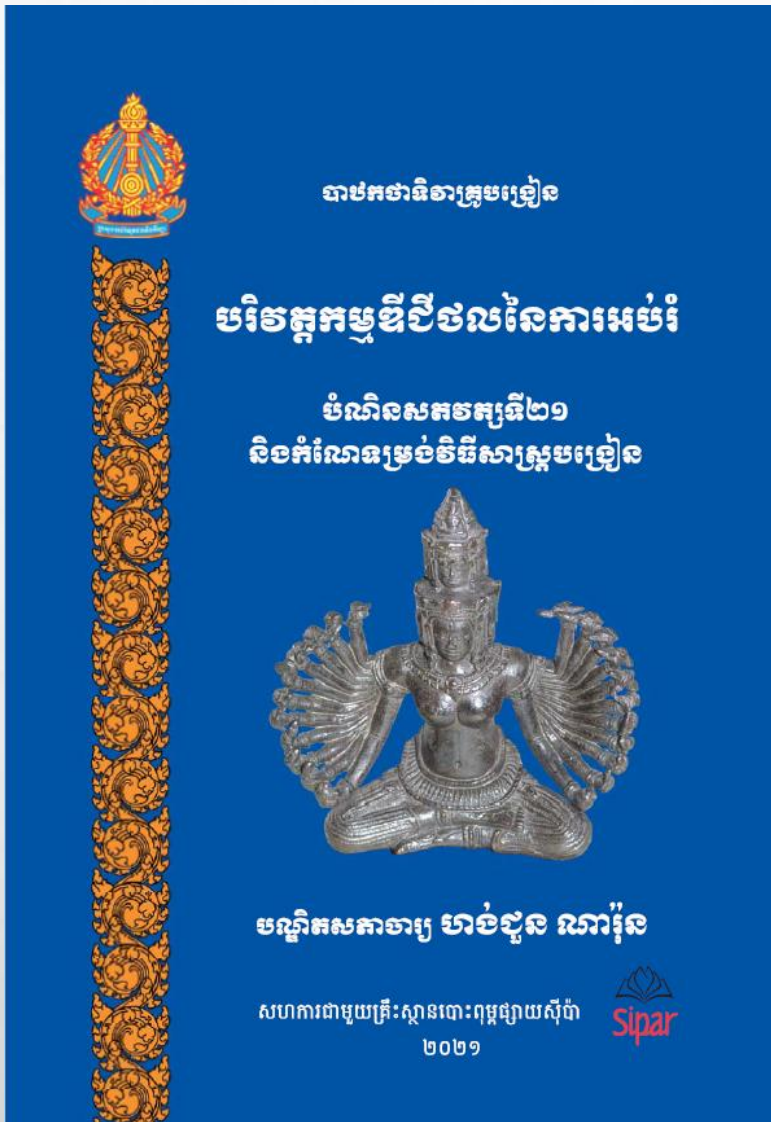


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Published by Institut Agama Islam Suran Giri (INSURI) Ponorego, Indonesia
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ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលដំបូងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេង



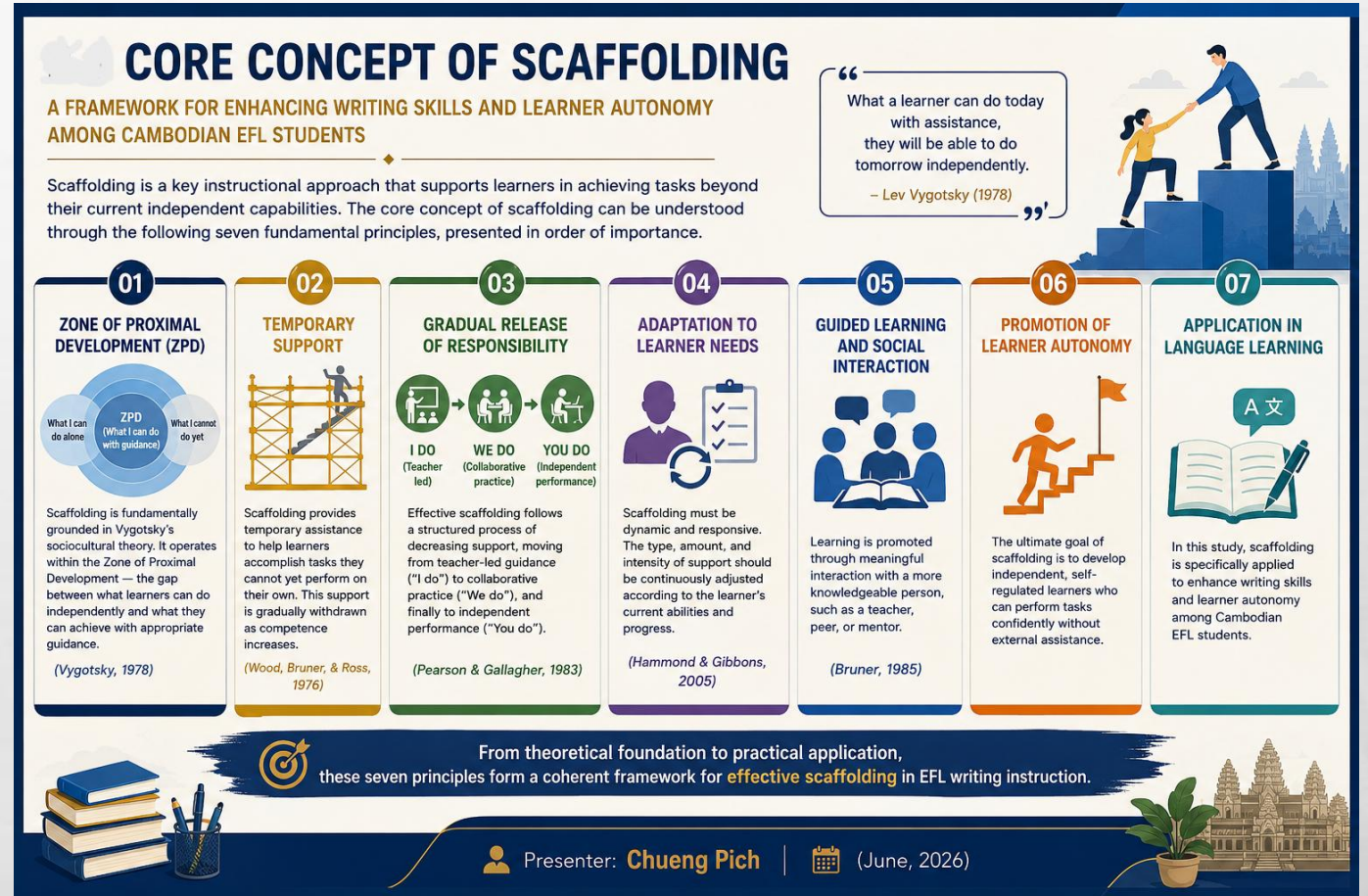
ការសង់ចំណេះដឹង (Scaffolding) គឺជាវិធីរៀន និងបង្រៀន ដែលគ្រូ និងសិស្សបង្កើតទំនាក់ទំនងរវាងចំណេះដឹងរបស់គ្រូ និងចំណេះដឹងរបស់សិស្ស និងកំណត់តម្រូវការរបស់សិស្ស ដើម្បីជួយសិស្សរៀនបន្ថែមទៀត។ តាមទ្រឹស្តីរបស់ Vygotsky ស្តីពី «តំបន់ដែលអាចពង្រីកការលូតលាស់» (Zone of Proximal Development) គឺជាតំបន់ដែលមានជវភាព និងអាចផ្លាស់ប្តូរបាន ដោយសិស្ស និងគ្រូមានអន្តរសកម្ម និងមានការផ្លាស់ប្តូរចំណេះដឹង។ គឺកន្លែងនេះហើយដែលគ្រូអាចបង្រៀនសិស្សឱ្យចេះបាន។ គេចែកការសង់ចំណេះដឹង (Scaffolding) ជាពីរ៖

(១) ការលើកទឹកចិត្ត (motivation) ៖ ការទាក់ទាញចំណង់ចំណូលចិត្តរបស់សិស្ស (ការបង្កើតក្លឹបសិក្សា គម្រោង និងសកម្មភាពតាមការចូលចិត្តរបស់សិស្ស) ដើម្បីឱ្យសិស្សចូលរួមក្នុងសកម្មភាពសិក្សា ការរក្សាបម្រុងប្រយ័ត្ននិងទាញសិស្សដែលបែកធ្លោឱ្យចូលគន្លងវិញនិងជួយគាំទ្រសតិ-អារម្មណ៍សិស្សនៅពេលជួបការលំបាក។

(២) ការគាំទ្រពុទ្ធិបញ្ញា (cognitive support) ៖ (i) គ្រូត្រូវជួយគាំទ្រសិស្សតាមរយៈការបង្កើតប្រាប់វិធីស្រាវជ្រាវ ការរំលឹកមេរៀន ការលើកសម្មតិកម្មនិងរូបមន្តឡើង ការសរសើរ (ii) នៅពេលដែលសិស្សយល់ដឹង និងមានបំណិនកើនឡើង គ្រូត្រូវកាត់បន្ថយការគាំទ្រ និង (iii) គ្រូត្រូវផ្ទេរការទទួល

គោលគំនិតនៃការគាំទ្រ (SCAFFOLDING)

1. តំបន់អភិវឌ្ឍន៍ជិតជិត ឬតំបន់ដែលអាចពង្រីកការលូតលាស់ (ZPD)
2. ការគាំទ្របណ្តោះអាសន្ន
3. ការផ្ទេរទំនួលខុសត្រូវ (GRR)
4. ការប្រែប្រួលតាមតម្រូវការសិស្ស
5. ការសិក្សាបែបណែនាំ និងអន្តរកម្មសង្គម
6. ការលើកកម្ពស់ស្វ័យភាពសិក្សា
7. ការប្រើប្រាស់ក្នុងការសិក្សាភាសា

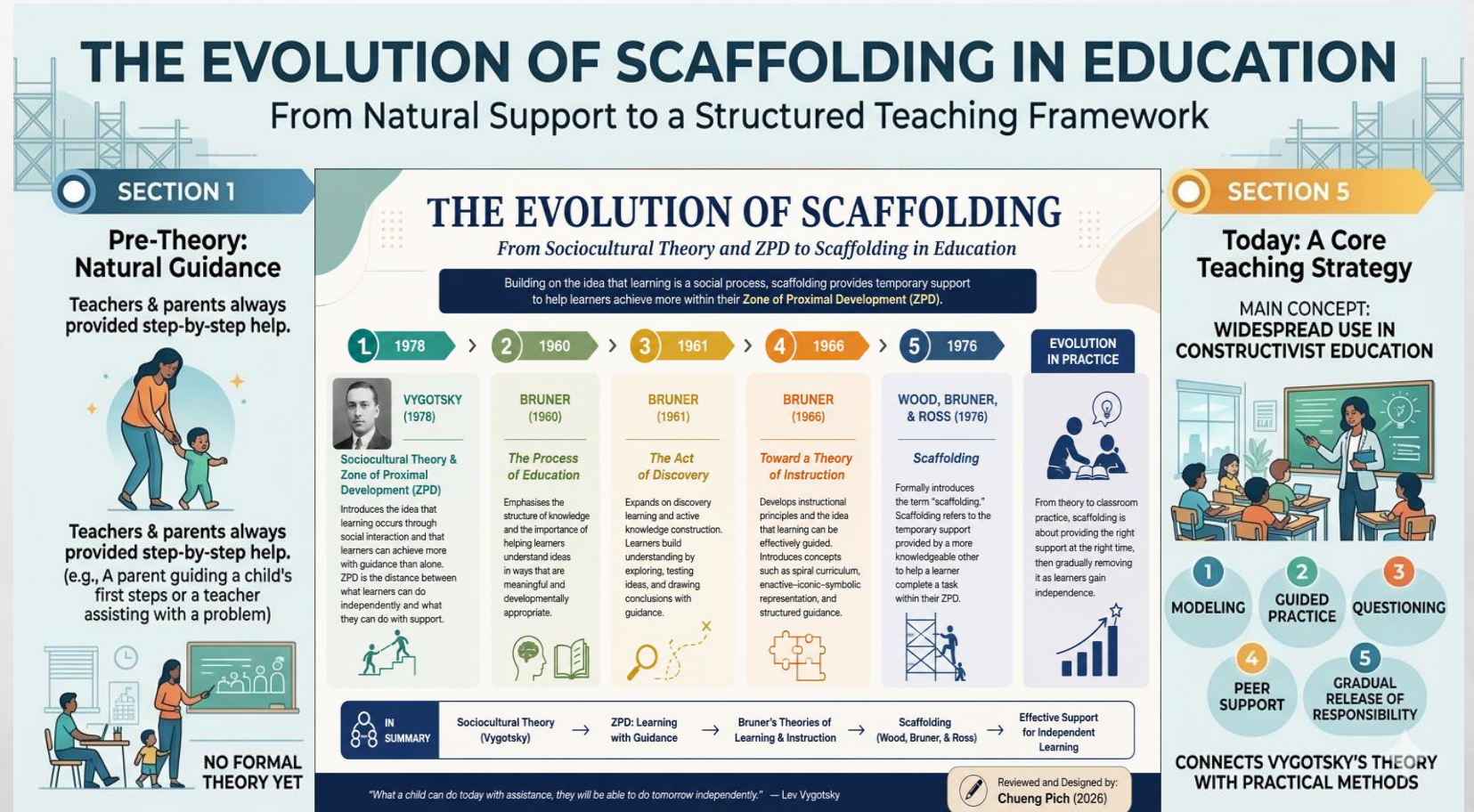


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បទបង្ហាញដោយ៖ ជីង ពេជ

ដំណើរការវិវត្តន៍នៃការគាំទ្រ “SCAFFOLDING”

1. មុនឆ្នាំ១៩៥០៖ ការណែនាំទូទៅ
2. ដើមសតវត្សទី១៩៖ តំបន់អភិវឌ្ឍន៍ជិតជិត ឬ ZPD
3. ទសវត្សឆ្នាំ៦០៖ ការសិក្សាបែបរុករកបកគំឃើញ
4. ឆ្នាំ១៩៧៦៖ “Scaffolding”
5. ឆ្នាំ២០២៦៖ យុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់ (SBI)



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់ជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

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យុទ្ធវិធីបង្រៀនបែបបង្ហាញតាមដំណាក់

ការបង្ហាញគំរូ
 ការសិក្សាតាមបែបសហការ
 ការសិក្សាបែបបរមត្ថវិជ្ជា
 រួមជាមួយនឹង
 បច្ចេកទេសគាំទ្រដប់បួន



SCAFFOLDING-BASED INSTRUCTION

Support Today, Empower Tomorrow

Scaffolding-Based Instruction provides temporary that heps learners build understanding, develop devell skills, and become independent, confident learners.



Teacher: *Chueng Pich*

1 MODELING TECHNIQUES

- Think-Aloud**
The teacher verbalizes their thinking process to model and model to approach a task.
- Graphic Organizers**
Visual tools that help learners organize information and ideas.
- Concept Map**
Visual representation of relationships among concepts.
- Questioning Techniques**
Strategic questions that promote, clarify understanding, and guide learning.
- Writing Frame**
Structured support that helps organize ideas and write with confidence.

2 COLLABORATIVE LEARNING

- Think-Pair-Share**
Learners think individually, discusses with partner, and share with the class.
- Peer Scaffolding**
Learners support and help each other to achieve learning goals.
- Brainstorming**
Generating many ideas to explore options and encourage creative thinking.
- Writing Conference and Feedback**
One-on-or small group discussions to give feedback and improve writing.
- Sentence Starter**
Helpful beginngts that support learners in expressing their ideas.

3 METACOGNITIVE LEARNING

- KWL Chart (Know-Want to Know-Learned)**
Activates prior knowledge, and reflects.
- Metacognitive Reflection**
Learners think about their thinking and learning processes.
- Self-Assessment**
Learners evaluate their own understanding, progress, and performance.
- Pre-Teach Vocabulary**
Introducing key words befeve learning to build backgrounde and comprehension.



GOAL: To gradually remove support as learners gain the skills, confidence, and independence to succeed on their own.



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វគ្គបំណង និងសំណួរស្រាវជ្រាវ

1. ពិនិត្យមើលទំនាក់ទំនង SBI ជាមួយនឹងជំនាញសំណេរ
2. ពិនិត្យមើលទំនាក់ទំនង SBI ជាមួយនឹងស្វ័យភាពសិក្សា
3. ពិនិត្យមើលទំនាក់ទំនងជំនាញសំណេរ និងស្វ័យភាពសិក្សា

RESEARCH OBJECTIVES

1. To examine the relationship between teachers' scaffolding strategies and Cambodian EFL undergraduate students' writing skills.
2. To examine the relationship between teachers' scaffolding strategies and learner autonomy among Cambodian EFL undergraduate students.
3. To examine the extent of students' writing skills relating to their level of learner autonomy in Cambodian EFL undergraduate contexts.

RESEARCH QUESTIONS

1. To what extent do teachers' scaffolding strategies correlate with Cambodian EFL undergraduate students' writing skills?
2. To what extent do teachers' scaffolding strategies correlate with learner autonomy among Cambodian EFL undergraduate students?
3. How do Cambodian EFL undergraduate students' writing skills relate to their level of learner autonomy?

Chuang Pich
June 2026

ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

វិធីសាស្ត្រស្រាវជ្រាវ

1. ការរចនាការស្រាវជ្រាវ៖ ការរចនាស្ទង់មតិពិនិត្យមើលទំនាក់ទំនងបែបបរិមាណវិស័យ
2. សំណាកស្រាវជ្រាវ៖ អ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស២១៦នាក់
3. ឧបករណ៍៖ កម្រងសំណួរដែលត្រូវបានសម្រួល (*adapted*)
4. ការវិភាគទិន្នន័យ៖ ($p < .05$) = reject Null Hypothesis

Research Design:

Quantitative Correlational Survey Design

Purpose:

To examine relationships among scaffolding strategies, writing skills, and learner autonomy

Participants

- 216 Cambodian EFL undergraduate students
- Convenience and purposive sampling
- Enrolled in English programs at a public university

Research Instrument

- Structured questionnaire (3 sections, 24 items)
- 5-point Likert scale
- Adapted from validated sources

Data Collection: Printed + Online questionnaires | Informed consent & anonymity ensured

Data Analysis: SPSS Version 28 | Descriptive statistics & Pearson Correlation ($p < .05$)

Presenter: Chueng Pich
June 2026

ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

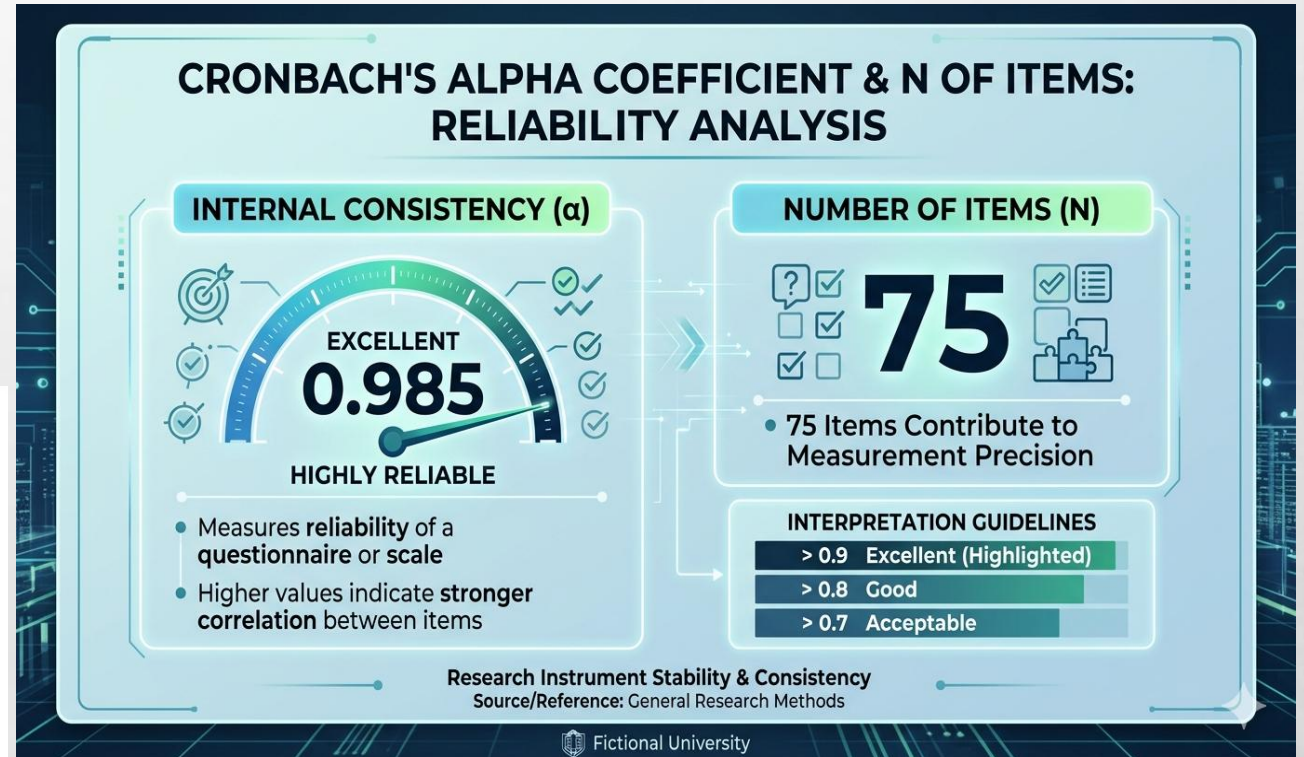
បទបង្ហាញដោយ៖ ជីង ពេជ

ការវិភាគភាពជឿជាក់ (RELIABILITY)

ភាពជឿជាក់នៃកម្រងសំណួរបានបង្ហាញពីភាពជាប់លាប់ផ្នែកក្នុងដ៏ល្អប្រសើរដោយ Cronbach's Alpha Coefficient 0.៩៨៥ លើសូចនាករទាំង៧៥

“The reliability analysis of the questionnaire demonstrated excellent internal consistency, with a Cronbach's Alpha coefficient of 0.985 across 75 items. This high reliability value indicates that the instrument is highly stable and consistent in measuring the study variables, making it suitable for further statistical analysis.”

METHODOLOGY CHAPTER — VERIFICATION SUMMARY



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលយុទ្ធសាស្ត្រ និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

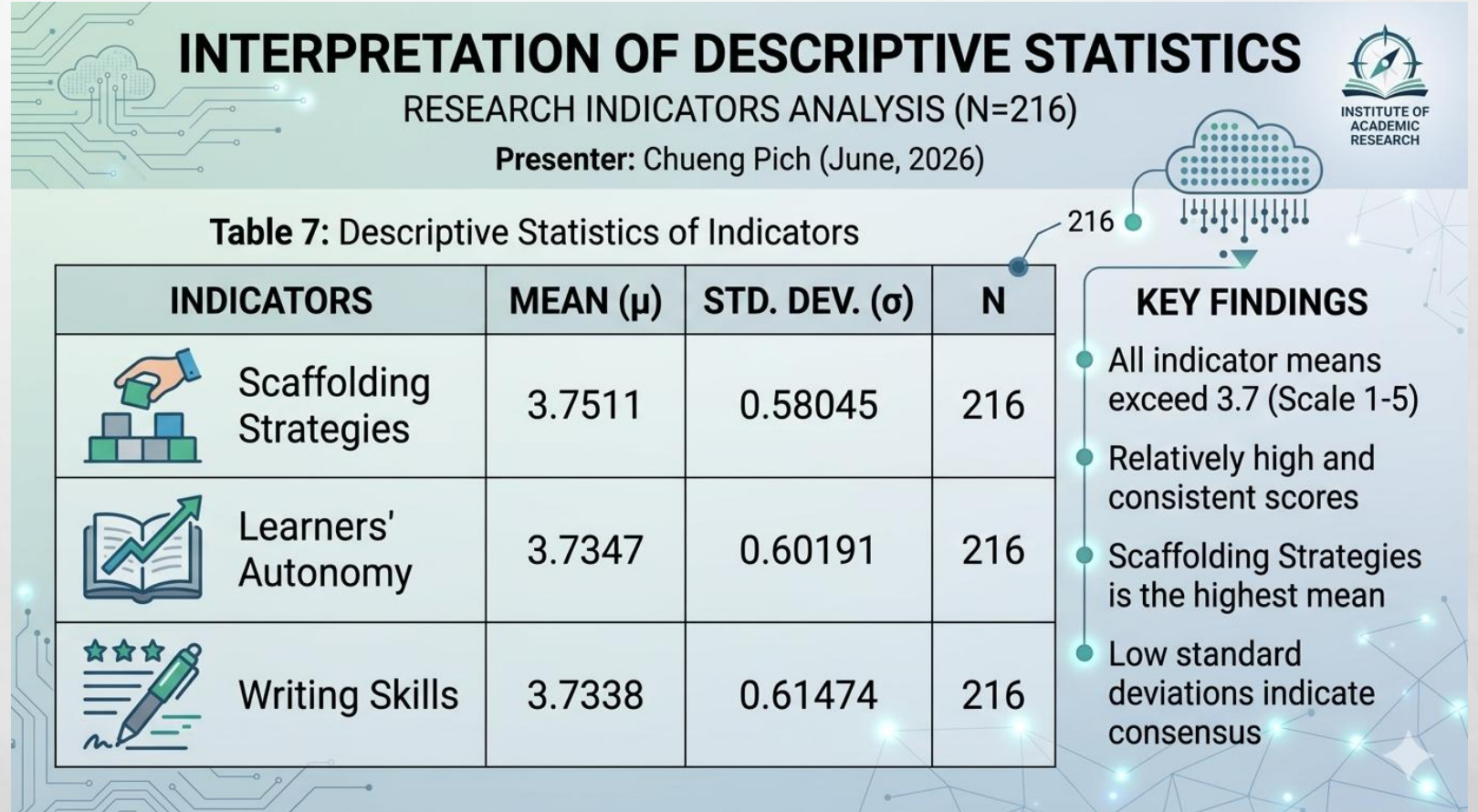
បទបង្ហាញដោយ៖ ជីង ពេជ

លទ្ធផល៖ ការបកស្រាយស្ថិតិតំណាង

❑ យុទ្ធវិធី SBI (៣.៧៥; ០.៥៨)

❑ ស្វ័យភាពសិក្សា (៣.៧៣; ០.៦០)

❑ ជំនាញសំណេរ (៣.៧៣; ០.៦១)



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

លទ្ធផលនៃការសិក្សាស្រាវជ្រាវ

- ❑ ការគាំទ្របឋម៖ ការរៀបចំ
- ❑ ការគាំទ្រកំឡុងពេល៖ ការគាំទ្រ និងការអនុវត្ត
- ❑ ការគាំទ្រចុងក្រោយ៖ ការឆ្លុះបញ្ចាំង និងការពង្រឹងពុទ្ធិ

SCAFFOLDING PROCESSES WITH CAMBODIAN EFL LEARNERS



1. PRE-SCAFFOLDING (Preparation & Readiness)

- Activate prior knowledge
- Check learners' understanding
- Discussion
- Give examples
- Model appropriate language use
- Brainstorming
- Word list or sentence starters
- Rubric for writing
- Demonstrate to plan, draft, and revise
- Modeling writing
- Guided questions



BEFORE WRITING

2. DURING-SCAFFOLDING (Execution & Support)

- Monitor learners' writing process
- Encourage learners to stay focused
- Writing frames
- Guiding questions
- Peer collaboration
- Timely support
- Encourage to revise ideas



WHILE WRITING



3. POST-SCAFFOLDING (Reflection & Improvement)

- Teacher's feedback
- Oral feedback
- Written feedback
- Highlight learners' strengths and areas of improvement
- Guide to revise based on feedback
- Follow-up writing task



AFTER WRITING

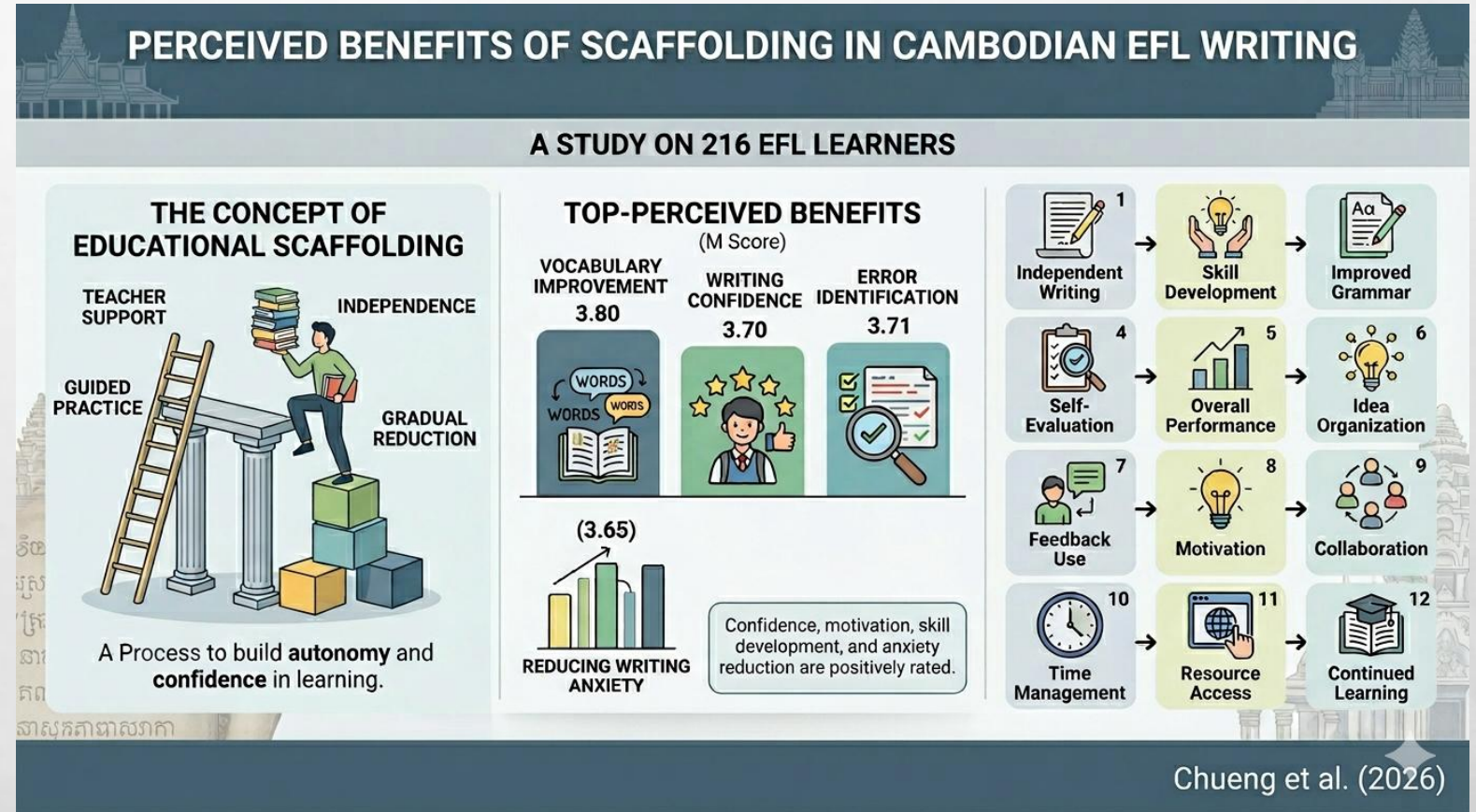
Conducted by: Chueng et al. (2026)

ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

លទ្ធផលនៃការសិក្សាស្រាវជ្រាវ

- ❑ ពង្រឹងវាក្យសព្ទ (៣.៨០)
- ❑ ជួយឱ្យកំណត់ដឹងពីកំហុសក្នុងសំណេរ (៣.៧១)
- ❑ បណ្តុះទំនុកចិត្តក្នុងសំណេរ (៣.៧០)
- ❑ ជំរុញស្វ័យសំណេរ (៣.៦៩)
- ❑ កាត់បន្ថយការភ័យខ្លាចក្នុងការសរសេរ (៣.៦៥)
- ❑ លើកទឹកចិត្តដល់ស្វ័យរង្វាយតម្លៃលើសំណេរ (៣.៥៩)



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជិន ពេជ

ការពិភាក្សាលើលទ្ធផលស្រាវជ្រាវ

- ❑ ការវិភាគទំនាក់ទំនង
- ❑ ការបកស្រាយបែបចិត្តវិទ្យា និងប្រតិបត្តិ
- ❑ ការស្របដោយទ្រឹស្តីសិក្សា
- ❑ សារសំខាន់ផ្នែកវប្បធម៌ និងបរិបទ



DISCUSSION OF RESEARCH RESULTS: SCALFOLDING STRATEGIES, LEARNER AUTONOMY, & WRITING SKILLS IN CAMBODIAN EFL



RELATIONSHIP ANALYSIS (Empirical Evidence)	PSYCHOLOGICAL & OPERATIONAL INTERPRETATION	THEORETICAL ALIGNMENT & CITATIONS	CONTEXTUAL & CULTURAL SIGNIFICANCE
 Strong Positive Relationship among variables	Scaffolding as a connection, not dependency	 Little (1995): Guided involvement over complete withdrawal	 Challenges teacher-centred traditions in Cambodian higher educ.
 Teachers' Scaffolding Strategies & Learner Autonomy: $r = .866$, $p < .01$	Encourages accountability, goal setting, self-editing, gradual withdrawal of assistance	 Van de Pol et al. (2010): Principle of fading	 Scaffolding as a transformative teaching instrument
 Writing Skills & Learner Autonomy: $r = .906$, $p < .01$ (Strongest Relationship)	Enhanced skills empower planning, monitoring, and goal setting	 Benson (2011), Nguyen (2014): Autonomy-supportive practices	 Converts learners from passive to dynamic in writing practices
 Results indicate crucial role of scaffolding.	Decreases nervousness, increases positive engagement.	 Zimmerman (2002): Self-regulated learning theory	 Autonomy is not isolated, but associated with perceived capacity and pedagogical support.
		 Oxford (2017), Teng (2019): Writing strategies, motivation, and autonomy.	



Presenter:
Chuang Pich
(June, 2026)

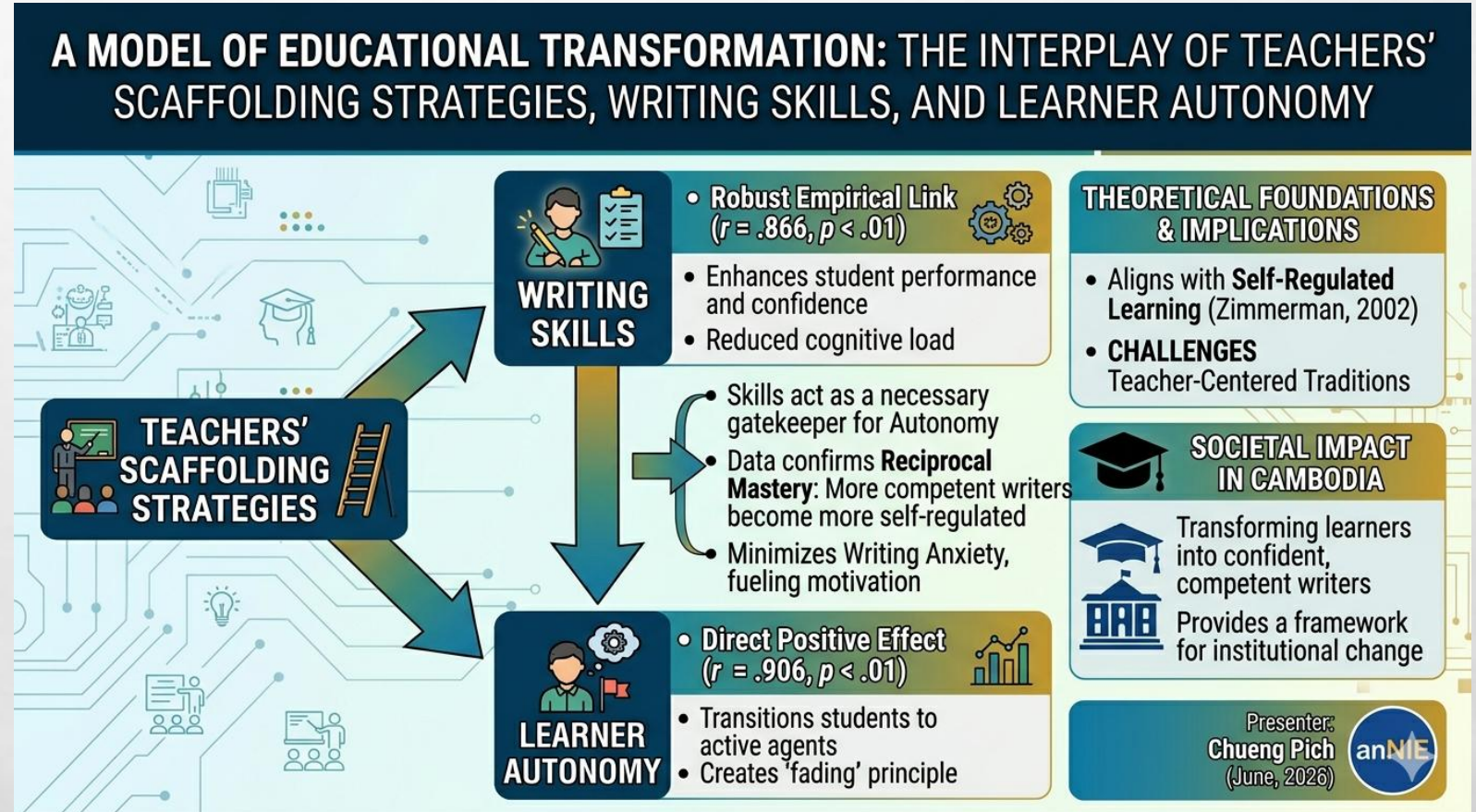


ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលយុទ្ធសាស្ត្រ និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

សង្ខេប

- ❑ យុទ្ធវិធី SBI មានឥទ្ធិពលលើ ជំនាញសំណេរ និងស្វ័យភាព
- ❑ ជំនាញសំណេរបន្តមានឥទ្ធិពលលើ ស្វ័យភាពសិក្សា
- ❑ ស្មេរមានទំនុកចិត្តក្លាយស្វ័យភាព
- ❑ មូលដ្ឋានគ្រឹះស្របនឹងការសិក្សា ដោយស្វ័យនិយ័តកម្ម
- ❑ បង្កើតស្មេរ និងអ្នកសិក្សាមានទំនុក ចិត្ត និងស្វ័យភាព
- ❑ ក្របខ័ណ្ឌបង្រៀនសម្រាប់គ្រឹះស្ថាន

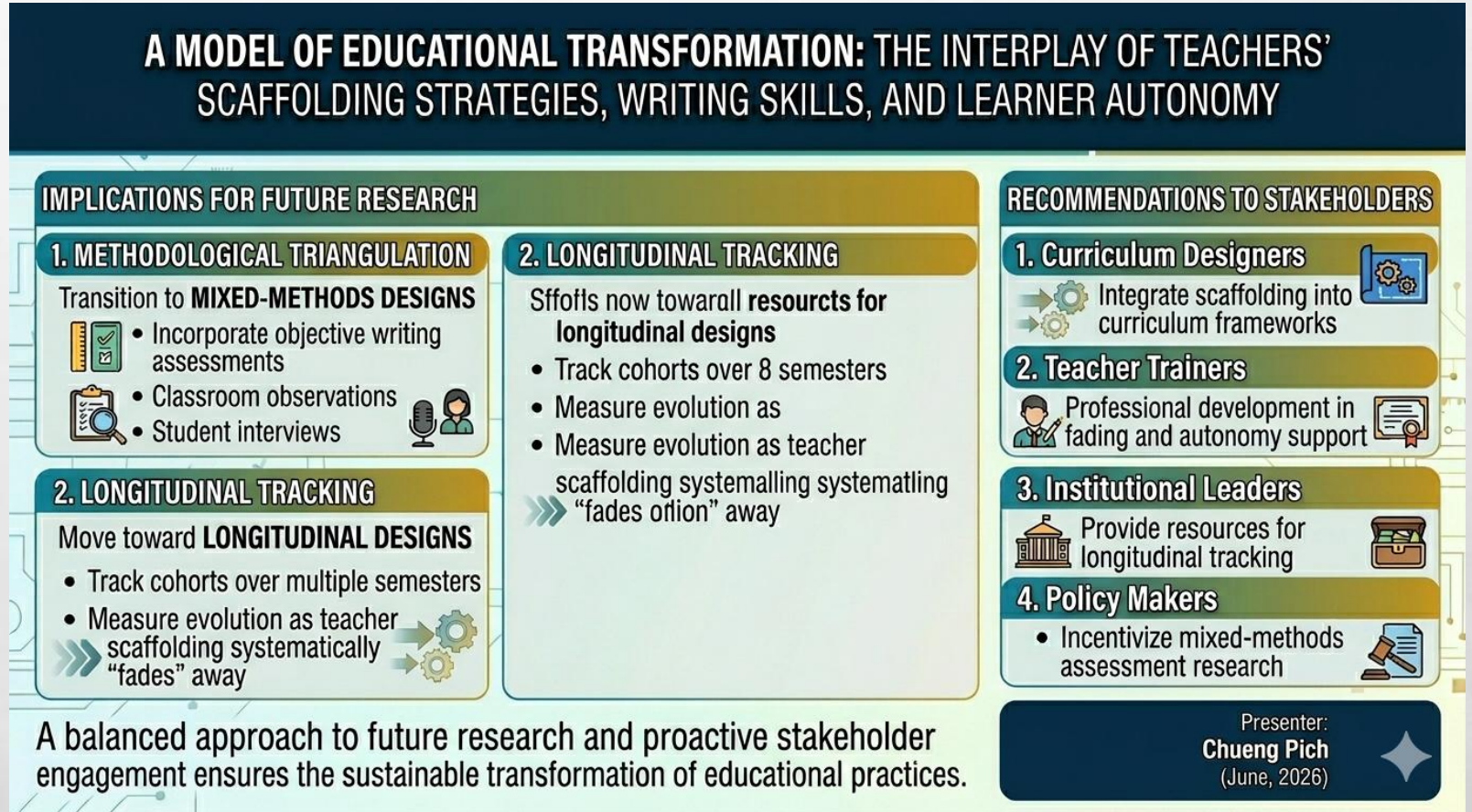


ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលជាមួយនឹងស្វ័យភាពសិក្សា និងជំនាញសំណេរភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

បទបង្ហាញសម្រាប់អ្នកស្រាវជ្រាវបង្កើន

- ❑ រង្វាយតម្លៃសំណើបត្យានុម័ត
- ❑ ការសង្កេតថ្នាក់រៀន
- ❑ សម្ភាសន៍អ្នកសិក្សា
- ❑ ការសិក្សាគួរមានរយៈពេលវែង
- ❑ គ្រូបង្រៀន អ្នកកសាងកម្មវិធីសិក្សា អ្នកដឹកនាំស្ថាប័ន និងអ្នកគោលនយោបាយអប់រំចូលរួមសកម្មក្នុងការជំរុញ & អនុវត្ត



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលយុទ្ធសាស្ត្រ និងជំនាញសំណើភាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាភាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ

ស្វាគមន៍ក្រុម

សំណួរ & ចម្លើយ



ទំនាក់ទំនងយុទ្ធវិធីបង្រៀនបែបជំរុញតាមដំណាក់កាលយុទ្ធសាស្ត្រ និងជំនាញសំណើអាសាអង់គ្លេសក្នុងបរិបទអ្នកសិក្សាអាសាអង់គ្លេសជាភាសាបរទេស

បទបង្ហាញដោយ៖ ជីង ពេជ