



សន្និសីទស្រាវជ្រាវថ្នាក់ជាតិលើកទី១ ឆ្នាំ ២០២៦



Topic: Exploring Cambodian EFL Teacher Trainees' Perceptions of Extensive Reading: A Case of National Institute of Education

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The Outline of The presentation

- Introduction
- Research objectives and Research questions
- Significance of the Study
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Introduction

- The Royal Government of Cambodia has implemented a **lifelong learning policy** (MoEYS, 2019; Mottl, 2023).



- **National Reading Day** underpinned lifelong learning (World Education Cambodia, 2024)



- **Extensive reading (ER)** can have a greater impact on individuals in becoming lifelong readers (Renandya, 2016)

Research about ER in Cambodia

- Teacher trainees' perceptions of ER at primary school (Kruy, 2023)

No studies related to the EFL teacher trainees' perceptions of the definition of extensive reading, the benefits of extensive reading, and the challenges in applying extensive reading at upper secondary school in Cambodia.

- **ER** is reading long texts or a lot of texts for general comprehension and pleasure(British Council, n.d.-a)

• **Benefits of ER:** Improvement of learners' knowledge of vocabulary and grammar, listening, speaking, reading, and writing proficiencies, reading motivation, and critical thinking skills (Abdulrahman & Kara, 2023; Ahmed & Rajab, 2015; Celik, 2019; Inagaki, 2011; McQuillan, 2019; Park, 2016, Husna, 2019; Rodrigo et al., 2014).

- **Low adoption rate of ER:** in **Cambodia** (Renandya et al., 2021), where it was practiced from 2018 to 2020 at NGS schools (KAPE, 2020).
- **The hurdles to applying extensive reading:** **teachers' misconceptions about ER** (Renandya et al., 2021) and **teachers' inadequate knowledge of ER and its benefits** (British Council, n.d.-b); (Arai, 2019).

Objectives & Research Questions

Objectives

- To explore how Cambodian EFL teacher trainees define extensive reading.
- To explore how Cambodian EFL teacher trainees perceive the benefits of extensive reading for language learning (vocabulary, grammar, listening, speaking, reading, writing), critical thinking skills and learners' motivation in reading.
- To examine what Cambodian EFL teacher trainees consider as the challenges in implementing extensive reading in Cambodian school contexts.

Questions

1. How do Cambodian EFL teacher trainees define extensive reading?
2. To what extent do Cambodian EFL teacher trainees perceive the benefits of extensive reading?
3. What challenges do Cambodian EFL teacher trainees assume when applying extensive reading in Cambodian school contexts?

Significance of the Study

- Contribute to a better understanding of how Cambodian EFL teacher trainees view on extensive reading and its practice in Cambodian teaching and learning contexts.
- Bring attention to teacher trainees and the teacher education institute to understand how the teacher trainees view extensive reading and its practice in the classroom in Cambodia.
- Inform the teacher education institute's decision whether the training course related to extensive reading and its practices is needed to offer to help the teacher trainees learn more about extensive reading before becoming the in-service teachers.

Methodology

- The study used a **cross-sectional design and a purposeful sampling** for quantitative data (Creswell, 2012)
 - A **survey** questionnaire (**N=56**) in National Institute of Education ; M=34, F=22



- Was adapted from Day and Bamford's (2002) principles of extensive reading and Arai's study (2019), and designed through Google Forms
- To seek Cambodian EFL teacher trainees' perceptions of extensive reading with their consents to be the participants of the study.
- The responses were computerized through a computer program called SPSS ver.23 using descriptive statistics such as percentages means and standard deviations for all data.

Note: N = 56 Cambodian EFL teacher trainees were the sample.



To obtain information in detail, such as teacher personal information, the knowledge and experience of extensive reading before coming to the National Institute of Education, and the training courses and the experience in applying extensive reading during the training courses at National Institute of Education.

Key Findings

I. Teacher trainees' perceptions of the definition of extensive reading

- The majority of the teacher trainees (**78.57%**) defined extensive reading as **"Reading for pleasure."**
 - This figure was followed by half of the number who thought that extensive reading was **"Reading for general comprehension"** (**50%**).
 - Additionally, below 50% of the teacher trainees accounted for **41.07%**, who perceived that extensive reading was **"Reading a lot of easy texts"**.
- Overall, **86.89%** of the teacher trainees could understand what extensive reading means.
 - **29%** of the teacher trainees did not comprehend the fundamental features of extensive reading, leading to misconceptions of the definition of extensive reading for them.



This finding showcased Cambodian context, which was also consistent with Arai' study (2019) that found Japanese EFL teacher trainees also had some misconceptions about ER.

Key Findings

II. Teacher trainees' perceptions of the benefits of extensive reading

- With the means **above 3.00 and smaller standard deviations**, most teacher trainees viewed that **extensive reading is beneficial** for developing reading proficiency, vocabulary knowledge, reading motivation, critical thinking skills, and writing proficiency.
- With the means (M= 3.04, M=3.00), they also **somehow agreed** that extensive reading can help develop speaking proficiency and grammar knowledge.
- With the mean (**M=2.29 below 3.00**), they only **disagreed** that extensive reading can help improve listening proficiency, which was different from Arai's study (2019).

This finding was aligned with previous research findings (e.g., Uman, 2013; Lui & Zang, 2018; Ker-hsin & Razali, 2023; Permatasari & Wienanda, 2023; Ravshankhanovna & Rakhmonova, 2024).

This was also consistent with prior studies (e.g., Aka, 2020; Permatasari et al, 2020).

Their **negative views** on the benefit of ER for improving listening skills might be related to the **Cambodian students' lack of reading habit** (Chan, 2018).

Note: 0= I don't know ; 1= I strongly disagree; 2=I disagree; 3=I agree; 4= I strongly agree

Key Findings

III. Teacher trainees' perceptions of the challenges in applying extensive reading in the classroom

- More than half of the total number of teacher trainees (67.86%) viewed "Lack of school time" as the most challenging hurdle for them to apply extensive reading.
- 58.93% of the teacher trainees regarded "Lack of training on how to implement extensive reading for teachers" as the practical problem for applying extensive reading.
- 53.57% of the teacher trainees found it challenging to implement extensive reading due to "Lack of students' time".

This finding was corresponded with Japanese context found in a prior study by O'Sullivan (2012).

This finding was consistent with previous research findings (e.g., Waring & Husna, 2019 ;Waring & Vu, 2020; and Thongsan &Waring, 2024), but this was not studied and mentioned in Arai's study (2019).

Cambodian students, especially high school students in grade 12 need to prioritize their time for national exam (Oeun & Heng, 2024).

Conclusion

- Cambodian EFL teacher trainees' perceptions of extensive reading can influence the application of extensive reading in Cambodian upper secondary schools. Their perceptions reflected in their training at the National Institute of Education containing both misconceptions and mixed attitudes toward extensive reading, carrying both positive and negative views on extensive reading.
- Despite receiving training and gaining experience at the National Institute of Education, the teacher trainees face challenges in implementing extensive reading effectively in the language classroom in Cambodia.

- This study calls for and suggests the need to enhance teacher training programs to better address extensive reading practices within teacher education.
- This study also suggests the improvement of teacher training courses about extensive reading to enhance the high adoption rate of extensive reading in Cambodian schools.

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Jane Austen

And to all this she must yet add something more substantial, in the improvement of her mind by extensive reading.

AZ QUOTES

Thank you for your kind attention.