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The challenges of primary teachers on teaching English in
grade 4: Case study in the cluster of Sandek primary school

A Mini-Thesis

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

Ngin Ngoeurn

December 2023

បញ្ហាប្រឈមនៃការបង្រៀនភាសាអង់គ្លេសរបស់គ្រូបង្រៀនកម្រិតបឋម
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**The challenges of primary teachers on teaching English as a
foreign language to fourth grade students in cluster of Sandek
primary schools**

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បង្រៀនមានកម្រិត កន្លែងបង្រៀនមានកម្រិត សម្ភារៈបង្រៀនមិនសមរម្យ ថ្នាក់ភាសា
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ពាក្យគន្លឹះ៖ គោលវិធី បញ្ហាប្រឈម ការបង្រៀនភាសាអង់គ្លេសជាភាសាបរទេស

ABSTRACT

This study was conducted in qualitative research that focused on the investigation of the single problem. This study aims to find out the primary teachers' challenges in teaching English as a foreign language in grade 4, identify the reasons why some of primary teachers decide not to teach English as a foreign language to fourth-grade students, and explore the instructional approaches, that teachers use in teaching English at the cluster of Sandek primary schools. The sample technique of this study is purposive sampling. The researcher selected nine primary teachers who teach in grade four in a cluster of Sandek primary school to be participants of this study. Among these nine primary teachers, there are three teachers who teach English in the class and there are six primary teachers who exclude English language from their teaching. Additionally, the data collection is conducted by interviewing all participants and spend around 45 to 60 minutes per participant with semi-structured interview questions. Based on the results from the interviews, the researcher is able to note some methods which are used by three teacher-participants who teach English in the class, the teachers use only traditional approach and they do not use multiple methods in their teaching. The results also illustrated that primary teachers faced many challenges in their teaching English as a foreign language to fourth grade-students. These challenges are occurred by three factors, School's factors include limited instructional resources, limited instructional facilities, inappropriate instructional materials, over-crowded English class. The next, it is teachers' factor which including lack of modern method and lack of English ability. The last, it is students' factor including lack of self-motivation, lack of parents' encouragement, lack of pre-existing knowledge. Moreover, some teachers decided not to teach English. These teachers raised up a few reasons why they do not teach English. They lack support from the school principal, are too poor in English to teach the students, and the students are too

poor in Khmer literature to learn English, the curriculum is too late to teach English to fourth-grade students, the students also lack support from their own parents.

Keywords: approach, challenge, teaching English as a foreign,

SUPERVISOR’S RESEARCH SUPERVISION STATEMENT

TO WHOM IT MAY CONCERN

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

Name of the candidate: Ngin Ngoeurn

Title of thesis: The challenges of primary teachers in teaching English in grade 4: A case study in the Sandek primary school

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): Stanislas Kowalski

Supervisor (Sign):

Date:

CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I, “**Ngin Ngoeurn,**” hereby present is entitled “The Challenges of Primary Teachers in Teaching English in Grade 4: A Case Study in the Cluster of Sandek Primary School.”

The degree of Master of Education major in mentoring at the New Generation Pedagogical Research Center is entirely my own work and, furthermore, 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:

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List of abbreviations

ASEAN	: Association of South East Asian Nations
CLT	: Communicative Language Teaching approach
MoEYS	: Ministry of Education, Youth, and Sport
NGPRC	: New Generation Pedagogical Research Center
PTTC	: Provincial Teacher Training Center
TEFL	: Teaching English as a Foreign Language
UNTAC	: United Nations Transitional Authority in Cambodia

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

English as a foreign language was introduced into Cambodia after the civil war for learning and teaching in 1989. However, the first English education in Cambodia did not have a curriculum, textbooks, or other resources and lacked teachers of English (Mao, 2016). Cambodia was intervened by UNTAC in 1992, and Cambodia became a member of ASEAN in 1999; therefore, the English language had become very popular and spread fast in Cambodia (Kimmo, 2019). After that, English becomes the first language of choice (Mao, 2016). As a result, the Ministry of Education, Youth, and Sports (MoEYS) added the English language to the national curriculum for primary school from grades 4 to 6 as a compulsory subject in 2014 (Kimmo, 2019). Since 2014, all primary schools in Cambodia, in urban and remote areas, are supposed to include English subjects in the curriculum, following the national curriculum's policy. Mao (2016) stated that the English subject had been taught for four hours per week at the primary level.

On the other hand, teaching English as a foreign language in primary school is not easy for students whose mother tongue is not the English language (Chhem, 2021). It really encounters many challenges, especially for teachers who teach English to fourth grade students, which is the beginning of teaching English in primary school. Emery (2012), as cited in Mumary (2017) and Mao (2016), listed some challenges in teaching and learning English in primary school. First, teacher-related factors created the problems in teaching English to fourth grade students. The teachers themselves find difficult to teach English language because they have limited training in the teaching language. Additionally, shortages of instructional materials to utilize in teaching English are a part of the challenge for the primary teachers. Because of insufficient materials, the teachers use

only textbooks and other word cards to teach English. Third, overcrowded English classes contribute to the challenges of teaching English as a foreign language. Additionally, Mumary (2017) states that the challenges in teaching English are not only caused by the teacher and school; the students' side also contribute to the difficulties in teaching and learning English in primary schools as well. The students' side include the students' lack of parental motivation, students' low attention, and students' misbehavior.

1.2 Statement of the Problem

According to Mao's study conducted in 2016, therefore 2 years after the introduction of English in primary school, Cambodian primary teachers found it difficult to teach English because many teachers have not been adequately trained in teaching methodology, pedagogy, or andragogy. Moreover, the knowledge of most teachers of English was still limited, and they were not highly qualified in teaching and transferring knowledge to students (Mao, 2016). Therefore, most primary teachers still used the grammar-translation method to teach students with unsatisfactory learning outcomes. As a result, most students became passive learners who relied heavily on their teachers without furthering their reading and research (Mao, 2016). Most primary schools in Cambodia were not fully ready to provide high-quality English instruction; thus, most Cambodian children still lived in a monoculture and monolingual Khmer environment (Kimmo, 2019). Many teachers who were expected to teach English had very low or no skills in the language. Although a policy to include English as a required school subject is in place, it was not applied in most primary schools in the country in 2016 (Hudges, 2016).

Additionally, insufficient facilities and instructional materials hinder teaching English in primary schools. According to a study conducted by Mukhlash in 2016, two years after the introduction of English in primary schools, the teachers used only textbooks to teach

the students without other supporting materials such as audio players, sound systems, and other technological devices. Therefore, students felt it was difficult to catch up on the lessons. Importantly, it will be problematic if there are insufficient teaching resources and media because teachers will not be able to offer engaging physical activities for the students (Cahyati & Madya, 2019). Moreover, the students are part of the challenges of teaching English in primary school. The students lack the motivation to learn English as a foreign language and do not want to pay attention to the lesson. They feel shy about communicating with other people and are not brave enough to make mistakes when practicing English (Mukhlash, 2016). Even though eight years after Mao's study in 2016 which revealed any challenges on teaching English in Cambodian primary school, these problems still have been continued to the present. Because of these challenges is occurring in teaching and learning English in primary schools. Therefore, they attract the researcher to deeply explore teachers' challenges in teaching English courses, and try to find out why some primary schools still miss teaching English in the class.

1.3 Research Purposes

This study aims to find out the primary teachers' challenges in teaching English as a foreign language in grade 4, identify the reasons why some primary teachers decide not to teach English as a foreign language to fourth-grade students, and explore the instructional methods which teachers use for teaching English at the cluster of Sandek primary schools. At the beginning, the researcher wanted to focus on two objectives, the teaching approaches that teachers used and some challenges that teachers encountered while teaching English to fourth grade students, but it turned out that the situation was worse than expected, so the researcher decided to add one more objective to this study. It is to

identify the reasons why many primary school teachers decide not to teach English as a foreign language to fourth grade students.

1.4 Research Objectives

This study focused on three specific objectives as follows:

- To explore the instructional methods used in teaching English as a foreign language to fourth-grade students in the classroom.
- To identify teachers' challenges in teaching fourth-grade students English as a foreign language.
- To identify the reasons why primary teachers do not include English language in their teaching time.

1.5 Research Questions

This paper focuses on teaching practices, challenges, and absence of teaching English as a foreign language in the cluster of Sandek primary schools to fourth-grade students in Batheay district, Kampong Cham province; therefore, the researcher seeks to answer the following research questions:

1. What instructional methods do teachers use in teaching English as a foreign language to fourth-grade students in the classroom?
2. What challenges have teachers encountered in teaching fourth-grade students English as a foreign language?
3. What factors influence some teachers' decisions of not teaching English as a foreign language to fourth-grade students?

1.6 Significance of the Study

This study tries to dig out the roots of the teachers' problems in teaching English to fourth-grade students, to explore the instructional methods that the teachers used in their teaching English in class, and to identify the causes of teachers' decisions not to teach English in fourth grade. As a result, the researcher hopes that the findings of this study will give some benefits to clarify the specific problems of teaching for the teachers and the principals who are relevant to teaching English as a foreign language in the cluster of Sandek Primary, a rural primary school. Based on the research objectives, the study results also guide primary teachers to discover instructional methods to help these teachers teach English effectively. So that each school in cluster of Sandek primary school will be able to include teaching English as a foreign into fourth grade students. Additionally, the teachers are able to identify the challenges of teaching English as a foreign language in a beginning English class in grade 4. It can be a specific tool to identify the reasons why some teachers decide not to teach English to fourth-grade students.

Lastly, the results of this study give advantages for school principals to consider on the instructional approaches to enable implementing teaching English language effectively.

1.7 Operational Definition of Key Terms

There are three operational key terms to define, Teaching English as foreign language, instructional approaches, and cluster of primary school.

- Teaching English as a foreign language

Teaching English as a foreign language is transferring the English competence to students and other people whose mother tongue is not English language in various ways to understand and practice English in daily life (Kao, 2019).

- Instructional methods

Instructional methodology refers to a particular way of teaching a language which is based on systematic principles and procedures. It gives rise to the way of teaching something so that there are using classroom activities or techniques to help learners learn effectively.

- A cluster of primary school

A cluster of primary school is a group of different primary schools which are located in the same or neighboring communes. These schools have to collaborate and share anything reciprocally. These primary schools have one day meeting on the fourth Thursday of each month. This meeting requires all school principals and teachers to pick up problems and discuss to find solutions, share new teaching methods or techniques, and inform what they have done for each primary school in cluster. The cluster of Sandek primary school includes nine schools which are located in Trop and Sandek commune.

1.8 Summary

The first English language have been in Cambodia since 1989. That time, teaching English without enough curriculum, textbooks, other resources, and lack of teachers of English. To empower English language in Cambodia, the Ministry of Education, Youth, and Sports (MoEYS) added the English language to the national curriculum in primary school from grades 4 to 6 as a compulsory subject in 2014. Teaching English as a foreign language in primary school encountered some problems such as lack of adequately trained teachers, the knowledge of most teachers of English was still limited, and lack of teaching methods using in the class. Furthermore, this study focused on three specific objectives, exploring the instructional methods, identifying teachers' challenges in teaching, notifying the reasons why primary teachers do not include instructional English

language in the class. Based on the results of the study, it will give some benefits to clarify the challenges of teaching, guide the teachers with some instructional methods, and find out some primary teachers do not teach English.

CHAPTER 2: LITERATURE REVIEW

This chapter deals with definitions of challenges of teaching English, school-related factors, including insufficient instructional facilities, materials, over-crowded English classes, teachers' challenges in teaching English, students' motivation, and some instructional approaches that are used in teaching English language.

2.1 The challenges of teaching English as a foreign language

2.1.1 The School-Related factors

2.1.1.1 Inadequate instructional materials

According to Tomlinson, he defined teaching material as anything the teachers and learners use to facilitate teaching and learning languages to reach the objectives of the lesson (2016). Cahyati and Madya stated that the teaching resources play essential roles in implementing the English language effectively in the class. Unfortunately, most schools do not have enough teaching resources to apply in the class. This is problematic if there are insufficient teaching resources and media because the teachers are not able to offer engaging physical activities for the students (2019). The inappropriate teaching material may become a challenge for both teachers and students in the classroom process (Mukhlash, 2016). Moreover, based on Ajibola, inadequate instructional resources refer to a lack of teaching materials, including LCD projectors, sound systems, insufficient textbooks, computers, listening devices, hands-on tools, and other teaching instruments. Some schools do not contain these instructional materials for teaching and learning English in the class (2010).

2.1.1.2 Over-Crowded English Classes

Teaching English may not be a challenge if the class size is not large. Small classrooms are less disruptive, and students are more focused and complete their duties on time.

Furthermore, teachers can easily apply different methods to provide students with a high-quality education (Powers et al., 2013). However, Phare Circus (2015) wrote on the website that the Cambodian classroom size in primary school consists of 47 pupils on average. When a teacher has more than the suggested students' number, the class is crowded, known as an overcrowded class. If the English language is taught in large classes, it is not practical. Bahanshal (2013) also argues that teachers spend much more time controlling some students' mob manners than on productive activities. Based on Bahanshal (2013), Hadi and Arante (2015), and Senekane (2010), when teaching in large classes, the teachers seem to not have sufficient time for checking students' work and providing them feedback. Engaging every student to join the classroom activities for teaching in a large class is not an easy task to do. Mumary (2017) also states that teaching English in large classes is difficult. It seems hard to move desks and chairs, and students sit close together in rows. There is little space for the teacher and students to move in the classroom, they make noise, lack attention, and disturb the lesson. Siperto (2018) also argues that a big classroom becomes a problem when implementing the English language in the class. Teachers cannot use various teaching methods to teach their students effectively. Cahyati and Madya regard the size of the class as a typical difficulty. It becomes more difficult for teachers to include learner-centered learning in classes with more students (2019).

2.1.2 The Teacher-Related factors

2.1.2.1 Inadequate basic of English language

Based on Roi Boy et al. (2021), Teaching English as a foreign language faced troubles when the teachers had limited teaching knowledge and development, a shortage of training, limited mastery of teaching methods, an unfamiliarity with IT, and a lack of

professional development. They added that English teaching training is in dire need, yet English teaching training experience is insufficient. Even though some teachers had joined a number of trainings, it was still not enough. Therefore, most teachers find it difficult to teach English without training methods. Roi Boy et al. still added that the teachers were lacking knowledge of English language implementation in the performance of scientific approaches including project-based learning, problem-based learning, and discovery learning.

2.1.2.2 Lack of Professional Training

Some of the teachers do not receive English bachelor's degree or training relevant teaching primary pupils, their pedagogical understanding may be insufficient for teaching English (Songbatumis, 2017). Applying various teaching strategies and techniques are hard because the teachers neither understand the ways to transfer English knowledge nor keep students' motivation and attention in learning and practicing English, so the teacher's method is monotonous (Aisyah, 2017). Teachers of English do not comprehend communicative language teaching philosophies, the accurate sociolinguistic context, and the students' need for language acquisition; it can be a problem in implementing teaching practices (Roi Boy et al., 2021). Furthermore, the teachers also have a low proficiency level and are indicated to lack self-confidence, find it difficult to interact with children, and understand the materials slowly (Cahyati & Madya, 2019). The use of electronic devices in the classroom seems hard for some teachers to use in the class. The teachers do not get used to utilizing electronic equipment like computer, LCD projector, online resources, and so on. Teachers frequently struggle with a lack of expertise in particular technologies, pedagogy supported by technology, and technology-related classroom management (Songbatumis, 2017).

2.1.3 The Student-Related factor

2.1.3.1 The lack of self-motivations

According to Cahyati and Madya, it may be difficult to motivate children to learn the language because they have different motivations. Some of them may struggle to understand English, while others may not. It is actually worse because the students do not have motivation to learn English. It will be a challenge for the teacher to explain the materials and involve them in activities (2019). Students' low concentration in the classroom causes trouble comprehending knowledge transferred by the teacher. The teaching goal could not be achieved 100 percent because some students do not concentrate in the classroom. Less motivated students who are busy talking and doing other things interrupted the process of teaching English (Songbatumis, 2017).

Additionally, Mukhlash's study in 2016 also determined that when the students have no willingness or feel reluctant to get involved in learning the language comfortably, it is an indication of a lack of motivation. The students ignore learning and are careless during English lessons. Furthermore, Hosan, Masud, and Subarna gave reference to the fact that most of the students were not able to learn new things due to not paying much attention to their studies. Student life was the best time to take themselves to unique heights. But they wasted time doing unnecessary things during this time. By disobeying the teachers and parents, they are wasting their students' lives by giving their own free will (2022).

Similarly, Valizadeh (2021) stated that students knew English just as a subject to study to pass or get higher marks, and they usually complained that they did not know what they could do with it in the future. The problem of TEFL learners' lack of motivation and interest was also already found.

2.1.3.2 Lack of parental support

According to the study of Songbatumis in 2017, the lack of students' motivation can be caused by the absence of their parents' support. Parents play important roles in encouraging their children to learn the English language at school. If there is no support from parents in learning English, the students will have no motivation for learning the language (Cahyati & Madya, 2019). For students' lack of parents' support, Mumary (2017) emphasized that the shortage of students' encouragement can be caused by the absence of their parents' support. Parents who live in remote areas expect the result of their children's performance only from the school where their children get the knowledge. Mumary (2017) stated: Parents are disengaged from their children's schooling. They do not assist their children with their homework. Parents are illiterate in English; even their siblings cannot understand the English alphabet. For this point, Hosan, Masud, and Subarna (2022) mentioned that some parents were often indifferent about their children's education. Most of the time, the students did not complete the school lessons properly and did not bring the required stationery. But the parents do not seem to care. Therefore, students stayed behind in their studies. They added that parents were unaware of the importance of the English language and did not cooperate with English language teachers.

2.1.4 The instructional approaches which used in TEFL

2.1.4.1 Definition of instructional methods

The following eleven methods are used in teaching language, which were written by Sophal Kao in 2019 and one method by Intarapanich in 2013:

Communicative Approach: It is an approach to foreign language teaching in which the focus is on communicative competence as the goal of language learning. Language competence includes knowledge of the grammar and vocabulary of the language,

knowledge of the rules of speaking, knowledge of how to use and respond to different types of speech, and knowledge of how to use language appropriately. In the communicative approach, the main purpose of teaching a language is to enable the learner to use the language to communicate effectively.

Student-centered approach: learner-centered approach, or child-centered learning, is learning that mainly focuses on the needs of the students rather than those of other involved parties, such as administrators and teachers in the education system. In this approach, the teacher is placed to facilitate the learning and focus on the interests, needs, and learning styles of the students.

Teacher-Centered Approach: This approach means the teacher covers everything in the classroom. The teacher talks or lectures most or all of the time during the teaching period. The learners are passive and are not encouraged to either practice much in class or to interact with both the teacher and their peers. They just listen to the teacher most of the time. This approach is contrasted with the student-centered approach, in which the students play the most active role in class.

Direct Method: It is a method of foreign language teaching that has the following features: (a) only the target language should be used in class; (b) meanings should be communicated directly through actions, objects, mime, gestures, and situations; (c) reading and writing should be taught only after speaking; and (d) grammar should only be taught inductively.

Total Physical Response: It begins by placing primary importance on listening comprehension, emulating the early stages of mother tongue acquisition, and then moving

to presenting presented in a foreign language as orders, commands, and instructions requiring response from the learner with speaking, reading, and writing.

Audio-Lingual Method: It is a method of foreign language teaching that focuses on teaching listening and speaking skills before reading and writing skills, and it uses dialogs and mechanical practice (drills) of grammatical structures. Additionally, it discourages the use of the mother tongue in the classroom and makes use of contrastive analysis.

The oral approach to teaching emphasized spoken language teaching in the beginning.

The target language is the language of the classroom. New language points are introduced and practiced based on certain situations, including at the bank, on the street, at the market, in school, and at home.

Cognitive Approach: It is an approach to language teaching in which grammar rules would be taught, either inductively or deductively. The emphasis is on analyzing structures at the expense of communicative practice.

Natural Approach: It is an approach to language teaching in which language is presented in a natural sequence: listening, speaking, reading, and writing. Grammar is not overtly taught.

Eclectic Approach: It is an approach to language teaching in which different features of several different approaches to language teaching are practiced. For example, the use of a combination of grammar-based and communicative approaches, from which there are some elements that complement one another, can help students learn grammar more effectively. In other words, both grammar and communication should be taught when teaching the English language. In some situations, audio-lingual and communicative language teaching techniques are used to improve learners' listening and speaking skills.

Hybrid Approach: A hybrid approach to presentation introduces the grammar implicitly in a meaningful context and also includes explicit explanations of form, meaning, and use.

The Grammar-Translation Method focuses on developing students' appreciation of the target language's literature and teaching the language. Students are presented with target-language reading passages and answer questions that follow (Intarapanich, 2013).

2.2 Summary

The literature review covers on the challenges on applying teaching English language in the class. These challenges contain limited teaching facilities, inadequate instructional materials, over-crowded class. Furthermore, it also causes lack of teaching approaches, and ability of English language. The last, the students are a part of these problems which the students have less self-motivations and lack of parents' support in learning English language. To teaching English effectively, there are multiple approaches which are used in the English class. The approaches include teacher-centered, students-centered, communicative approach, direct method, total physical response, audio-lingual method, the oral approach teaching, cognitive approach, natural approach, eclectic approach, hybrid approach, the grammar-translation method.

CHAPTER 3: RESEARCH METHODOLOGY

This chapter covers the research design, sample size, sampling techniques, and instrument, including semi-structured interview, data collection procedure, data analysis, ethical considerations.

3.1 Research Design

Qualitative research was adopted in this study, and a multiple case study research design was used to collect the data from nine primary schools regarding teachers' challenges in teaching English and instructional approaches.

The researcher decided to use the purposive sampling method to select the participants in this study. Additionally, the researcher used semi-structured interviews to collect detailed data from participants. The semi-structured interview was an exploratory interview that was most frequently used in the social sciences to collect data for qualitative research. The semi-structured interview allowed discovery to follow topical trajectories as the conversation unfolds, even though it typically follows a guide or protocol that is developed prior to the interview and was focused on a core topic to provide a general structure (link.springer, 2020). Additionally, Knowlfe (2018) defined that a semi-structured interview was a qualitative research method that combines a pre-determined set of open questions (questions that prompt discussion) with the opportunity for the interviewer to explore particular themes or responses further.

3.2 Sample Size and Sampling Technique

The data was collected from the cluster of Sandek primary schools. This cluster consisted of nine primary schools located in Sandek and Trop commune, Batheay district, Kampong Champ province, Cambodia. This study focused on only the teachers who taught students in grade 4. Actually, there were fourteen teachers teaching in grade 4 in

the cluster of Sandek Primary School as a population of teacher participants. The researcher selected only nine teacher-participants who teach in grade 4 as a sample size. The researcher selected one teacher from each primary school in the cluster of Sandek primary schools. Each teacher-participant was selected by the researcher with a specific purpose. For those five schools, which contained two grade 4 teachers, the researcher focused on the teachers who taught English as a foreign language to fourth grade students and had longer teaching experiences.

Table3.1

There are 9 teachers collected, including 3 Teachers who teach in grade4 at primary schools and 6 teachers who do not teach English as a foreign language.

Name of Schools	Fourth grade-teachers	Selected	Teachers do not teach English	Teachers teach English
Thkov primary school	2	1	√	
Sandek primary school	2	1		√
Trob primary school	2	1	√	
Sreungk primary school	2	1	√	
Svayprey primary school	2	1		√
Pourasey primary school	1	1	√	
Kampout primary school	1	1	√	
Routh primary school	1	1	√	
Srah Korkoh primary school	1	1		√
Total	14	9	6	3

3.3 Research Instrument

The researcher chose one specific research instrument to get detailed data from participants. It is a semi-structured interview. The semi-structured interview refers to conversations between participants and the researcher using a few leading questions regarding the research objective. Then the researcher asked follow-up questions along with each main question to get insightful information from participants (Knowliffe, 2018). Moreover, the teacher participants could refuse to answer the researcher's questions to which they did not like to respond. Through this method, the researcher interviewed every participant face-to-face by asking participants' permission to record what they were saying at the same time to collect the information for translation and transcription later.

3.4 Data Collection Procedure

The data for this study had been collected through semi-structured interviews at the target schools in the cluster of Sandek primary schools with nine teacher participants who taught grade 4 classes. First, after getting consent to collect data from the school principal, the researcher contacted teacher-participants via phone call and Telegram to tell them the purposes of collecting data and asked them when they were available for this interview. The interview in this study was made up of semi-structured interviews face-to-face with follow-up questions to get detailed information from teacher participants. The interview was conducted individually and lasted 45 to 55 minutes. Moreover, in the interview process, the researcher asked participants key questions and follow-up questions to get detailed data. Importantly, the researcher respected the participants' rights to choose their options, whether they let record or not; therefore, the researcher never did anything without the teacher-participants' permission.

3.5 Data Analysis

When the researcher got the data from interviewing every teacher-participant, the researcher arranged these data in order. After that, the researcher listens to the audios, which had been recorded while interviewing, carefully and many times to understand what the teacher-participants answered. Then, the researcher transcribed the audio into text. After transcribing the text, the researcher read these texts many times in order to catch up on the specific themes and then code these data in colors based on research questions and research purposes. Furthermore, the researcher clarified these data with teacher participants to check whether they agreed or disagreed. Later, the researcher transcribed these texts into English, containing the original content of the results. Then, the researcher finalized the data by writing it into themes carefully. Finally, the researcher read these texts repeatedly to filter and select the primary data to put in Chapter 4.

3.6 Ethical Considerations

Before starting to collect the data, the researcher asked for permission letters from the New Generation Pedagogical Research Center manager, Prof. Chan Rath. Then, these permission letters were sent to each school principal (nine schools in the Sandek cluster) to get consent to collect the data. The researcher prepared the consent letter form for each appointment with the teacher-participant and asked them to sign the consent letter form. For the interview, the researcher highly respected participants' rights and decisions; therefore, the researcher asked permission to record voices in order to transcribe the data later. Moreover, the researcher did not force participants to answer the questions if they did not want to respond. Some questions had been skipped when participants felt hesitant to give the answer. Furthermore, the researcher also made sure with the teacher-participants whether the information was correct or not. Last but not least, the teacher-

participants' information had been kept confidential or anonymous, and the data collected had also been deleted immediately after graduation.

3.6 Summary

This study conducted with qualitative research which used purposive sampling. The nine teacher-participants were included into this study. These nine participants were purposively selected from nine primary schools of each fourth-grade. Moreover, to get detail information, the semi-interview was used in this study. Every participant was respected by the researcher to take record voice and the procedures of the transcript data into this study. The data was divided into sub and major themes based on the objective of the study.

CHAPTER 4: RESULTS

This chapter will present the results of the data collected at the Sandek primary school cluster. This chapter covers the challenges of implementing teaching English in the classroom, the instructional approaches used in English class, and the factors that influence some teachers to decide not to include teaching English as a foreign language to fourth grade students. At the beginning of presenting the data in this chapter, it is essential to briefly introduce the teacher-participants' information.

4.1 Demographic Information of the Participants

The data were collected from nine teacher-participants who taught in the Sandek primary school cluster. Among nine teacher participants, three were teaching English as a foreign language to their fourth-grade students, and six teacher participants did not include teaching English to their fourth-grade students. Moreover, there are four participants who are contracted teachers, and there are five participants who are state teachers.

Table 4.1

Demographic of Participants' information

Code	Sex	Teaching Experience	Experience in Teaching Grade 4	Teaching English	Not Teaching English	Teachers' Status
T1	Female	1	1	√		Contracted
T2	Male	8	3	√		State
T3	Male	23	8	√		State
T4	Male	4	4		√	State
T5	Male	22	1		√	Contracted

T6	Male	6	6	√	State
T7	Female	5	5	√	State
T8	Female	3	3	√	Contracted
T9	Female	4	1	√	Contracted

Note. T1, T2, and T3 are presenting for teachers who teach English to fourth grade students and T4 to T9 are standing for teachers who do not teach English in class. The researcher conducted the data from nine participants of each primary school in Sandek cluster primary school. These participants are divided into two groups, contracted teachers and state teachers. There are four contracted teachers, and five state teachers. There is only one of contract teachers teaching English language in the class and there are two state teachers including English language in teaching.

4.2 The challenges of TEFL to fourth grade students in the classroom

Followings are the data that the researcher collected from three teacher-participants who teach English as a foreign language to fourth-grade students. This data responded to question one, which regarded the challenges the teachers encountered in teaching English as a foreign language. The collected data is divided into three main themes: the school-related factors, teacher-related factors, and the lack of the motivation of the students and the parents.

4.2.1 The problems caused by school's factors

- **The lack of teaching resources**

The lack of teaching materials for teaching English to fourth grade students Teaching EFL to fourth grade students presents many difficulties to those teachers who teach English with a lack of teaching materials. All three teacher-participants, who included English language in their class, complained about the lack of teaching materials in their teaching English. There are not enough resources to utilize in the English classes. T1 who taught English to fourth-grade students without enough materials stated that:

"There are no teaching materials in my teaching. In my teaching, I just ask my pupils to write on the small board and make them come to the board to read the words.

Actually, there are more materials in my school, such as markers, papers, etc., but I never use and prepare them for my teaching for a few reasons. The first is that there is not much time to prepare and design teaching materials, and the second is that I am so busy with my own business."

More interesting, T2 had some materials in his teaching English language, such as word cards, textbook, board, chalk or makers. However, he said that these were still not enough yet to utilize in teaching English. T2 mentioned that:

"If we think about materials, there are just word cards and flip charts and no other materials. The materials in my teaching are not much. I have only very little, such as a word card, writing on the flip chart, and clinging them to the board for students to see."

Essentially, T3 gave the interesting answer that he had only alphabet cards, A to Z which were donated by Korea. Besides using these materials, he just printed the pictures from their phones. Sometimes, he showed the pictures on the phone to the pupils to look at. Previously, he used to have speakers to play audio for his pupils when he taught English, but it has broken. Therefore, his teaching English did not have a speaker anymore. He skipped the listening section because there was no sound system to use in class.

As a result, teaching English without enough materials not only has negative impacts on the teacher, but it also influences the students. "Teaching without materials gives me difficulties. I do not teach the students on time. It spends time so much," T3 mentioned.

When the teachers taught English for 45 minutes, they planned a few activities for the

students to implement in the class. However, their teaching did not contain enough teaching materials, and these activities could not be completed; therefore, the lessons had not been understood as well. T3 added to this theme that:

"Err... My teaching requires more time, so I cannot teach the lesson on time, and the students do not catch up with the lesson as well. They have to recite the lesson to remember everything."

Similarly, T2 added that the lack of teaching materials really made his teaching hard for doing activities to achieve the goal of teaching English as a foreign language. The word cards and speaker were not enough for teaching English in the class. It required more materials than these to teach English.

- **Teaching in a large class**

Teaching English in a large class that contained a large number of students would be a barrier to reaching the objectives of the study. All the teachers who included English language in the class complained about the large class for applying English language. T2 argued that he had crowded students in his class, around 48 to 52. For this number of students, it was difficult to move and apply any activities to them. Similarly, T3 added that "there are 54 students in my class. It seems hard to manage my students when I teach them. Some make noise, some hit the table, and some move to another table."

- **The short time for teaching English**

The time for teaching English language in class is one of the challenges in teaching English in primary school. There are only two hours per week for teaching English at the primary level. Therefore, it is a short time for teachers to let students practice some

activities in the class in order to catch up on the lesson. If some activities were not done, some students would not be able to understand the contents. This problem is raised by T1 and T3. Additionally, they clarified that:

"The time for teaching English is short. Therefore, I cannot explain the lesson in detail, and the students also cannot understand the content deeply. Shortly, there is a short time for explanation and mentioning the lesson. The explanation requires more time."

- **Lack of support from the school principal**

Lack of support and encouragement from the principal is a part of the problem in teaching English as a foreign language to fourth-grade students. All teacher-participants said their principals neither supported nor encouraged them to teach English. The principals just told all grade 4 teachers to teach English, as the Ministry of Education Youth and Sport (MoEYS) announced. Telling without action is ineffective for teaching the English language. T3 stated, "Oh, the principal said that if you need materials, find them yourself." Similarly, T1 also claimed that the school principal did neither support nor encourage the teachers to include teaching English to fourth-grade students. T1 added: "The school principal just told me to find teaching materials in the office room." Moreover, T2 mentioned, "I used to tell my principal about my problems in teaching English, but I have never gotten the positive results back." He continued,

"The principal told the teachers to solve the problems in their own way by finding the teaching materials for teaching English to students. Seriously, I have never ever gotten any materials when I requested my principals. I am also not always helped or supported with approaches, methods, and encouragement to teach English language. The English subject is ignored."

Furthermore, T2 continued:

"The principal focuses only on four main subjects: Khmer, Mathematic, Social, and Sciences in grade four. The principal always asks for results of these four subjects. For the English subject, he never follows up and cares about it. There have not been principals caring for and finding solutions for the teachers who teach English. The principal does not focus and are not interesting in teaching English."

4.2.2 Lack of English acquisitions and instructional approaches

- **Teachers' acquisitions of English language**

The teacher's English acquisition is still limited. Therefore, this became a challenge in teaching English as a foreign language. The teachers just knew consonants, vowels, and some words of English. Even though these primary teachers had finished grade 12, their English acquisition seemed not adequate for transferring the English language to the students in the class.

"Emm... Sincerely, I know the English language a little bit—not much. I finished grade12, I had not continued my study higher. Because my English is very limited, I had a big problem in my teaching English. I had low basic of English knowledge since I was grade 12. I had not learned the extra-class of English language for enhancing English ability. Therefore, it is hard for me to transfer English language to my students."

However, the teachers who received training at the Provincial Teacher Training Center (PTTC) told that they had the English course in PTTC for two years, but their English abilities seem not to be good yet. They are not confident in teaching the English language in the class. T2 expressed his problem: "I had learnt English language in high school and

PTTC, yet I felt nervous to teach English. I was not confident to teach my students because I had the limited English acquisition.”

- **Lack of teaching methods**

Lack of teaching approaches is also a challenge for teachers who teach EFL to fourth grade students. The instructional approaches are not applied professionally in the class because the teachers have inadequate knowledge of them. The teachers have limited knowledge related to the teaching approaches. All three teacher participants who include teaching English have a concern about a lack of instructional approaches. Not only the contracted teacher faced this challenge, but trained teachers also encountered this problem as well. T2, who received training from PTTC for two years and completed a Bachelor in English Literature in Teaching Methods, is still concerned about the teaching methods in his teaching of English as a foreign language. He added that he was unclear to apply approaches in the class activities in the class. As a result, the teachers used only traditional methods in teaching English to fourth-grade students. For this, the teachers just wrote the vocabulary, sentences, and text on the board and read them to the students. After that, the teachers asked the students to repeat and copy the lesson into the students' notebooks, T2 said. Furthermore, he added that "Sometimes, it is a challenge for me when I am not clear about implementing some of the methods to teach my students in the class." More seriously, One of the three teacher-participants who included teaching English is a contract teacher. She never received the training and short course related to methods and approaches to teaching the English language. For teaching, she just follows her former teachers' experiences, which taught her. T1 clarified that "No, I don't get any methods. I never receive any training or courses relevant to teaching methods. I have a big challenge in teaching English when I am not trained in instructional methods. I just

teach English to my students following the Khmer teaching styles. Besides these, I don't do any activities and specific methods in teaching English.”

4.2.3 Lack of motivations

- **The parental support**

Parents' motivation plays an essential role in their children's studies in school, yet most parents in remote areas rarely follow up on their children's studies. They are busy with their own job and care less about their children's study. Additionally, the parents worked in a factory and a farming field where their workplaces are so far from home. They have to leave for work in the early morning and come back home late in the evening. As a result, the children are careless in learning both in school and at home. Moreover, very few parents followed up on their children's performance at school and checked students' homework. Therefore, their children's performance in school are decreased from day to day. The children get weak all subjects, Khmer, Mathematic, Socials, and Science, English subject. T9 illustrated that:

"Most parents are not home. They have to work far from home as garment laborers and construction workers. The parents do not care about students' performance and never ask about their children's study progress. In short, the parents do not care how their children's performance is.”

More interestingly, T4 illustrated that:

"Some parents seem not to involve their children's performance. Parents rarely follow up on their children's studies or check attendance at school, whether their children come to school or not. In short, parents never motivate or encourage their children to study and be at school regularly. Because of less motivation from parents, the students

are inactive in the class's activities. When the teacher assigns homework to the students, this task is not done completely. The pupils give excuses that they are sick, sleepy, and tired and so on."

- **Students have weak self-motivation**

Based on T1's answer, the parents are the part of the pupils' motivation in learning. When the parents are less-checking their children's performance, the children make their own decisions about whether to study or not. It's the nature of the children to like freedom, plays, talks, going for a walk, and doing some fun activities with their friends. The children come to study in the class within keeping this nature. The students do not concentrate on lesson and teacher's explanation. They are less-motivated about learning English language. Additionally, most children do not like learning the English language; they do not know the importance of learning English. They feel bored and less concentrated on the lesson. T2 and T3, emphasized that:

"Most children who come to school rely on their friends' attendance. If their friends go to study, so do they. Seriously, the students have less self-motivation on learning language, they lose concentrate on lesson. Sometime, they make noise, chit-chat, move seats, and do any fun activities. The students are rarely active in learning or doing any activities in the English class. They are shy about making mistakes in front of their friends. The teachers enabled and motivated them to do some activities in the class. The students were still not brave, confident, or active in the class. They hesitated and felt afraid to show the answer."

4.3 The instructional approaches for teaching English as a foreign language

The second objective of this study is to explore the instructional approaches used in teaching English as a foreign language. Based on the data on instructional approaches that the researcher received through interviewing three teacher-participants who teach fourth-grade students English as a foreign language, it was illustrated that the teacher-participants always use traditional methods, grammar-translation methods, and a teacher-centered approach in teaching English to their students. For this point, T2 shared his methods on teaching English language that

“The students are required to use the small board for writing on and show up. The teacher walks around and checks whether the students’ answer is correct or not. Furthermore, the teacher uses pictures in teaching English language by showing those pictures related to the content of the lesson in order that the students catch up the lessons. The teacher has also pair or group work in teaching process for the students to have activities in the class. The study games are rarely included in my teaching English as well. At the end of the lesson, the students are required to copy on the board into their notebook.”

Additionally, T3 illustrated his teaching method, which he used in his teaching of English, as the grammar-translation method. He mostly teaches vocabulary, grammar, and conversations while translating into the mother tongue, Khmer. T3 mentioned that:

"For teaching vocabulary, I wrote down the words in Khmer and then let them refill the translating words in English. For example, I wrote down the word /គ្រឿង/ and then enabled the student to translate it to English /CAR/. Sometimes, I write the words in Khmer (/ខ្មៅ/ and let students translate them into English (/Black/).

For teaching grammar, T3 also shared his experiences related to teaching English grammar. He stated that he always writes down the content of the lesson on the board, then he translates it into Khmer in order that his pupils understand the content of the lesson deeply. For this, he raised an example that,

"I had just taught them the verb "to be." Then, I translated it into Khmer (am is are = អំ អ៊ី អែ). After that, I tell my pupils that they are used to subject I, are used to subject We, You, They, and are used to subject She, He, and I. Then, I had the exercises for the students to do. I mostly give matching exercises to my students. Using "to be" in present simple, match the subjects (I, We, You, They, She, He, It) to the verb to be (am, is, are)."

For the teaching conversation, T3 responded honestly, saying that he called the students to come to the board. The students followed other students to have a conversation in the book first. After tracking, they could remember the conversation and kept the book. After that, he translated into Khmer for students in order to catch up on the conversation. In this turn, the students used their words in the conversation and changed the name in the conversation to their own name, or switched into the students' reality.

4.4 The factors that influence some teachers' decision of not teaching English

The findings of question three refer to the main factors that make some teachers decide not to include teaching English in class. It is a surprise and uninspected finding because it is different from the MoEYS's announcement in 1014. It is divided into four themes based on questions and objectives, such as less-support from the school principal, the teachers' limitation of English acquisition, and the slower teaching in fourth-grade class.

4.4.1 Lack of support from the school principal

According to the answer from six teacher-participants who decide not to include teaching English language in the class augured similarly that the directors did not care and support them in teaching English language. Additionally, the principals did not only encourage teachers to teach English, but they also never checked whether teachers included teaching English or not. Therefore, the teachers lost attention to teaching English and switched teaching English to other subjects. As a result, English became an optional subject in the schools; it was taught or not based on the teachers' decisions. However, the school principals did not have suitable solutions for this problem; they just commented to the teachers that all teachers in grade 4 had to teach English to fourth grade students. T7 illustrated that:

"The principal had announced to fourth-grade teachers to include teaching English language in the class at an earlier academic year. After that, he has never taken any actions in order to encourage teachers to teach English. He occasionally speaks in a Telegram group and directly teaches English to students. There is just only speech from the school principal to teach English in class, but there are no materials to use and no motivation from the principal; it is hard to do."

Similarly, T6 also added to this point that:

"The principal gives commands to all fourth-grade teachers to include teaching English language in the class. When I request some materials for my teaching, I never get the instructional materials for my teaching. Seriously, my director never checks, follow up, motivate, and involve teaching English language. So, my students are taught English or not, it is my own decision."

4.4.2 Teachers' English acquisitions are too limited

This theme covered the teacher-participants whose basic English competences were not enough to teach the English language. All four of six teacher-participants who excluded English language, illustrated in the same answer that the teachers had not learned English language deeply or understood the English language well. They added that they had learned less English since they had studied in high school. They had only English state-course, but they rarely had part-time classes to improve their English language.

Therefore, the teachers do not have enough English ability to apply the language in the class. Even though English is a compulsory subject in the primary school, some primary teachers decided not to teach English to fourth-grade students, because the primary teacher had inadequate English acquisition to transfer to pupils. More interestingly, T8 clarified that:

"Yes! my English knowledge is so weak. I can't afford to include the English language in my class. I do not know English at all. So, it is impossible for me to teach English to students. Shortly, it is my decision not to teach English because I am not good at English language."

Even though teachers had experience learning English in high school, from grade 7 to grade 12, their English language was not enough for teaching the fourth-grade students in the class. T5 mentioned that the main factor that made him decide not include teaching English in his class because he lacked basic of English language. Similarly, T6 is afraid to make mistakes in explaining an incorrect lesson. T6 added that:

"I do not teach English to students because I do not know English at all. If I include teaching English without English basic, I am afraid that my teaching English may make mistakes in explaining vocabulary and grammar to my students. I feel not confident in teaching the English language. Therefore, to avoid making mistakes, I

decided not to teach English. I would not be teaching English rather than making mistakes."

4.4.3 Khmer acquisition effects learning English

"Khmer and English are connected," said T7. The teacher-participants gave answers that most of their fourth-grade students were poor at Khmer language. Some students were not able to read and write Khmer letters and words. Additionally, the students were not only poor in Khmer but also poor in the other three subjects: mathematics, social science, and sciences as well. As a result, the teachers decided not to teach English, and they switched from teaching English to teaching Khmer. T7 clarified that:

"Honestly, Khmer literacy is very important for students in grade 4. Normally, fourth-grade students are able to read and write the Khmer sentences. Unfortunately, eighty percent of my students don't know how to read and write Khmer alphabets and words. Therefore, I need to drill each lesson so that students catch up the lesson. I cannot rush to the next lesson unless my pupils understand the lesson. When the Khmer ability of pupils is still limited, teaching English is not implemented in my class. I want my students to be able to write and read Khmer first. Additionally, if I taught English, I require my students to translate English into Khmer. So, the students do not know the Khmer language, they might not understand English either. Khmer and English are connected."

More seriously, T8 said that:

"Yes! If the students have difficulties in reading and writing Khmer, their English may also be hard to learn as well. I am afraid that students cannot catch up the lesson when I teach English to them. If their Khmer ability is limited, their learning English is harder than learning Khmer."

4.4.4 Teaching in grade 4 is slower than the curriculum set

Another reason why the teachers decided not to include the English language in the class was that their teaching is slower than the national curriculum. T7 illustrated that:

"Err... teaching English or not teaching English is my decision. Actually, the school requires teachers to include teaching English from grade 4 to grade 6, yet I decided not to teach English to my pupils. Because the fourth-grade lessons that I have been teaching are slower than the curriculum set, I cannot finish the lessons, which are set by MoEYS on time. As a result, I quit teaching English to focus on the four subjects—mathematics, social studies, and science—in the class. I will be blamed by the director or inspector when my teaching is still slow. I must spend more time to drill and make detailed lessons in order that my pupils make sense of the lesson. I am afraid that my teaching is more and more slow compared to the curriculum when I include teaching English. As a result, I exclude teaching English to my students in order to catch up with the national curriculum."

4.5 Summary

The data of this study covers three objectives, the challenges on applying English language caused by inadequate teaching materials, short time for teaching, lack principal's support. Furthermore, lack of teachers' training, English acquisition, and less motivations from parents are the parts of the problematics. Next, instructional approaches seem not multiple for implementing in the class. Most of the respondents used only traditional methods and grammar translation methods. The last, it is surprising that some teachers do not include teaching English in the class. They give four reasons, lack of principals' support, inadequate English knowledge, less ability of Khmer language, and slow teaching in the class.

CHAPTER 5: DISCUSSION

This chapter covers all three themes of the findings in Chapter 4, the challenges of TEFL to fourth-grade students, the instructional approaches for teaching English, and the factors that influence some teachers' decision not to teach English to fourth-grade students.

These themes are analysed in the literature reviews in Chapter 2.

5.1 The teachers' challenges on teaching English as a foreign language

Based on the current findings, which are to explore the teachers' challenges in teaching English as a foreign language to fourth grade students, the results show three main challenges in teaching English to fourth grade students at the Sandek primary school cluster.

5.1.1 The school-Related factors

5.1.1.1 The lack of teaching resources

Insufficient teaching material is one of the problems in implementing teaching English to grade 4 students. The teachers encounter the challenge when there are not enough teaching materials to use. According to the results, the teachers do not have other teaching resources besides the textbook, chalk, and board. Teaching English with inadequate materials makes students bored and unattractive. Due to a lack of instructional resources, it is hard to draw students' attention, and the students lose concentration on the lesson. On the other hand, the lesson cannot reach its goal. This finding is similar to the study of Mukhlash in 2016, who found that the teachers only used textbooks provided by the school in teaching and did not often use any other teaching resources. Furthermore, Santhy Hawanti (2015) mentioned similarly that including the English language in the curriculum without sufficient and appropriate teaching and learning materials to support

teaching and learning was not effective teaching. From the description of the current practices of ELT in primary schools, it is obvious that many primary schools do not have enough teaching resources needed to offer an English program.

5.1.1.2 The short time for teaching English

The teaching of English in primary school takes only two hours per week. When teaching English, it becomes a challenge to implement English programs. There are only two hours per week for teaching English; it seems like a short time to apply English language in the class. Therefore, it is hard for teachers to let students practice some activities in order to catch up on the lesson. Some activities are not done, and some students are not able to understand the contents. This finding is the same as Songbatumis's study in 2017 that the time provided was not enough to apply teaching English in the classroom as well as to improve their own professional development. The time provided to teach English is only two hours per week, 40 minutes in every meeting. The number of instructional hours does not fit to expectations. When the primary schools include teaching English, the time provided is only two hours a week instead of Mao's study (2016), which stated that the English subject had been taught for four hours per week at the primary level. Though his study took place over 6 years ago, it has not been changed his study result. In fact, teachers have only two hours for each meeting of teaching to fourth grade students.

5.1.1.3 The lack of the principals' support

Involvement, support, and encouragement from the school principal are very important to effectively teaching English in grade 4. In contrast, based on the result, there is a lack of support and encouragement from the principal in implementing the English language in the class. This limitation is a big barrier for the teachers to apply the English language in

the class. It means that school principals have an essential role for teachers to play in teaching English in their school. However, the principals neither support nor encourage them in the process of implementing teaching English in the class. Seriously, the principals never follow up, checked, or enabled teachers' work related to teaching English. Because of less support from the school principal, the teachers lost motivation and consciousness for implementing teaching English to their students. Whenever there is a lack of support and engagement from school directors in teaching English, so implementing teaching English becomes teachers' choice. It is not a compulsory subject any more. The teachers include teaching English or not, it is not matter. To emphasize this point, Karacabey in 2021 also raised up similar that almost the principals had lack of supporting the teachers' professional development. The school principals rarely helped and motivated the teachers in teaching English in the class.

5.1.1.4 Teaching in a large class

Teaching English to a large number of students encounters a challenge for the teachers in teaching and learning. This barrier would not allow the objectives of the lesson to reach the goal of the study. The large class makes it difficult for the teachers to apply some attractive methods, move students, and manage the students. The big class makes noise and disturbs the lessons of the teachers. This result supports Powers et al. (2013), who found that teachers could not easily apply different methods to students with a high-quality education. Additionally, Phare Circus (2015) also declared that when the teachers had more than the suggested students' number, the class was crowded. Whenever the English language was taught in large classes, the quality of teaching was low. Bahanshal (2013) also raised the same that teachers focused on students' manners rather than doing teaching tasks on productive activities. Attracting students' engagement in classroom

activities for teaching in a large class was not an easy task to do. Mumary (2017) also supported the idea that it was hard to move desks and chairs, and students sit close together in rows. There was a narrow space for the teacher and students to move in the classroom. It caused make noise, lack attention, and disturb the lesson. Siperto (2018) also argued that a big classroom became problematic for implementing the English language in the class. Teachers were not able to use various teaching methods to teach their students effectively. Cahyati and Madya regarded the size of the class as a typical difficulty. It became more difficult for teachers to include learner-centered learning in classes with more students (2019).

5.1.2 Lack of English acquisitions and instructional methods

5.1.2.1 English ability of Teachers

The inappropriate English acquisition of the teachers reveals the challenge in class. Teaching English faces a concrete obstacle when the teachers themselves have less basic English language acquisition. The teachers' English competence is too limited to teach students. The application of teaching English in primary school does not work smoothly when the teacher's lacked knowledge of the language. This finding is similar to Mao (2016), who found that the teachers had poor English basic knowledge, which hinders transferring English knowledge to students. This study is also the same as the finding of Roi Boy et al. (2021), who found that it was a problem in implementing teaching practices when the teachers were lacking knowledge of the English language for transferring it to the students with effective methods. Furthermore, Cahyati & Madya (2019) gave the similar reference that the teachers also had a low proficiency level, which indicated a lack of self-confidence, difficulties interacting with children, and a slow understanding of the materials.

5.1.2.2 Lack of training methods

The teachers have never received training related to English methods, but the teachers are required to apply English language in the class. Honestly, teachers face challenges when they include the English language. It finds difficulty in implementing English with fourth grade students without adequate training. However, some teachers used to get training in PTTC for two years and complete a bachelor in university for four years; the methods they use are not enough. The teachers are still concerned about the methods of teaching English as a foreign language, especially modern teaching methods. The teachers have to update the teaching methods. This finding is similar to the of Mao's study in 2016 which stated that some teachers did not receive training in teaching methodology, pedagogy, or andragogy; therefore, the teachers found it difficult to teach English to fourth grade students. Furthermore, this finding is also the same as the study of Songbatumis (2017), which stated that there were limited teaching methods and that the teaching method was monotonous. The multiple teaching methods, such as project-based learning, jigsaw, gallery walk, inductive, and deductive approaches, were rarely implemented in the teaching of English as a foreign language. The teachers themselves knew a little bit about the teaching methods. The teachers used only traditional methods for teaching English. At this point, Román, et al. (2019) believed that Grade 4 teachers commonly used traditional teaching tools like chalkboards and wall charts and did not improve English language teaching. Additionally, Mao (2016) also raised the similar concern that teachers had limitations in their teaching strategies for implementing the English language with the students in class. Their teaching contained a monotonous pattern. Honestly, the teachers applied teaching English without good approaches or multiple strategies; it was a challenge in teaching English as a foreign language. Even though some teachers used to receive training for two years from PTTC, it was not enough. They must improve their

ability to use methods and strategies regularly. Mumary said in 2017 that most teachers in poor or rural areas found themselves teaching English without sufficient English training.

5.1.3 The lack of motivation

5.1.3.1 The parental support

The parents are a special part of their children's studies. Parents' involvement plays an essential role in enhancing their children's study in school, yet most parents in remote areas rarely involve their children's study. The parents are busy with their own business. They have no time or had less time to check the children's work. Moreover, very few parents follow up on their children's performance at school and checked students' homework. Therefore, their children are absent from class a lot. In short, parents never motivate or encourage their children to study and be regulars at school. Because of a lack of motivation and encouragement from parents, the implementation of teaching English encounters challenges in the class. This finding gives as strong reference as Songbatumis's study (2017), which found that the lack of students' motivation was caused by the absence of their parents' support. Moreover, Cahyati and Madya (2019) emphasized that parents play important roles in encouraging their children to learn the English language at school. There was no support from parents in learning English, and the students had less motivation for learning the language.

5.1.3.2 Lack of students' motivation

Based on the results that the researcher gets from the teacher participants, the students seem uninterested in learning the English language. The students did not know the benefits of the English language, so they felt ignored and bored by learning English. Furthermore, because of a lack of preference for learning English, the students have

excuses not to study English. When students were not interested in learning English, the teachers found it difficult to implement the language in the class. This finding is similar to Cahyati & Madya (2019), who found that the students themselves also contribute to this problem in teaching English. It is actually worse because the students do not have motivation to learn English. It will be a challenge for the teacher to explain the materials and involve them in activities. Students' low concentration in the classroom causes trouble comprehending knowledge transferred by the teacher. Moreover, Songbatumis (2017) also stated that the teaching goal could not be achieved 100 percent because some students do not concentrate in the classroom. Less motivated students, who were busy talking and doing other things, interrupted the process of teaching English. Seriously, the students had a lack of pre-existing English competence. Learning English in grade 4 was their first year. When the students had no pre-existing English knowledge, they themselves found difficulty learning the language. The students were difficult to catch up the lesson with what teachers were explaining, including English alphabet or vocabulary. This made the students demotivated to learn the English language. This finding was similar to that of Widodo and Dewi (2018), who stated that the students were taught in their mother tongue from pre-school level to grade 3, and then they immediately transitioned to learning English in grade 4. Therefore, it creates problems learning English as a foreign language for students in grade 4. According to the pupils at this stage, they lack English fluency, which causes English learning difficulties.

5.2 The instructional approaches used in teaching English

Based on the findings, all teachers who include teaching English in the class used monotonous methods. They use a single approach in the teaching of grammar and translation. The instructional approaches that the teachers apply to teaching English seem

not to be multiple, based on the data collected. Instead, all teacher-participants who teach English in the class use only the traditional method, grammar-translation methods, in teaching English. Using this approach, the students are passive learners. The students do nothing; they just sit and receive the teacher's explanation. This finding is similar to Matkasimova's and Makhmudov's study in 2020 which found that teaching English would not be successful and effective within a single method or approach. It is required to use multiple methods and approaches to implement in English class. Matkasimova and Makhmudov (2020) emphasized that teaching English may be a little bit boring or difficult to reach the objectives of lesson plans. When the teachers combine the lessons with some sources and methods that are connected with other skills such as speaking or listening, the lessons have more qualities and be more interesting. Furthermore, teaching English as a foreign language requires knowledge of different learning styles and methodologies and the combination of other skills and innovative methods to reach every student in the classroom.

5.3 The factors that influence some teachers' decision of not teach English

Teaching English as a Foreign Language (TEFL) to fourth-grade students is started in 2014 (MoEYS, 2014). Kimmo also added that all primary schools in Cambodia, in urban and remote areas, were supposed to include English as a compulsory subject in the curriculum following the national curriculum's policy (2019). As a result, all fourth-grade students should have been able to learn the English language since they were in fourth grade. The application of teaching English language is not completed for all primary schools in Cambodia. Based on the findings, six of the nine schools in the Sandek cluster of primary schools fails to apply teaching English as a foreign language to the fourth-grade class. For these surprising findings, the teacher-participants give four reasons why

these six teachers do not include English in the class. First, the lack of support from the school principal. The school principals do not use an essential role in enhancing the ability of fourth grade teachers to teach English in the class. However, the English language becomes an optional subject in the class. This result is as the same as Karacabey's study in 2020 which stated that principals rarely support the teachers' professional development. However, if English language did not apply in the fourth-grade class, it was opposite from Kimmo's study in 2019 that the English language is a compulsory subject in the class. Second, the English acquisitions of the teachers are too limited. It is true that inadequate basic English made primary teachers decide not to teach English. The limited knowledge of the English language means that it is impossible to share or teach English to pupils. Roi Boy et al. (2021) also raised the concern that the teachers lacked knowledge of the English language for applying it in the class. However, this challenge makes some of the teachers exclude English from the class. Third, limitation's Khmer acquisition of the students influences learning English. Khmer is connected to English. It is so surprised to hear that. Teaching the English language requires Khmer knowledge to be learned. This is not too complex to decide not to teach the English language. But it happens to a primary teacher in the fourth grade. To teach English to fourth-grade students are done within many ways, teacher can focus only the English language with showing pictures, gestures, and making simple sentences. Another way, teacher can translate English vocabulary to our mother by speech without writing on the board. These ways may help teachers to include teaching English when the students do not know Khmer language yet. The last but not least, teaching in grade 4 is slower than the curriculum set. Teaching in grade 4 is slower than it is assumed by the curriculum setting. This problem requires the teachers to focus on only four main subjects, so they quit teaching English to their fourth-grade students.

5.3.1 Summary

Teaching English as a foreign language is supposed to be included in the primary level from grade 4 to grade 6. Even though teaching English language in grade four encounters many challenges such as lack of materials, facilities, professional training, instructional approaches, and lack of support from school principals. Importantly, it is so surprising to know that a majority of fourth-grade teachers decide not to include English language in the class. For this absence of teaching English within four reasons such as no support from principals, no English basic, slower teaching, and influence on English teaching.

CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS

This chapter covers the summary of the study, including the main findings related to the objectives and the questions. It also reviews the conclusion, recommendations, and limitations of the study and gave further research on relevant topics.

6.1 Conclusion

This study reveals that teaching English as a foreign language to fourth grade class encountered many challenges. These problems are that teachers face multifaceted challenges, including insufficient instructional resources, a lack of training, and inadequate support from school administrators. The findings also indicate that teachers predominantly employ traditional methods, such as the grammar translation method, and face numerous challenges in teaching English to non-native speakers. Furthermore, several factors contribute to the decision not to teach English, including teachers limited English proficiency, a lack of administrative support, students' weak literacy skills in Khmer, and curriculum-related constraints. According to this result, it points that teaching English as a foreign language is not applied all the primary schools, even though MoEYS requires to teach.

To get the above result, this study is conducted under the topic the challenges of primary teachers on teaching English in grade 4 within three specific objectives, exploration the challenges in teaching English, identification the reasons underlying the decision not to teach English, and finding out the instructional methods employed. Furthermore, qualitative data is collected from nine teacher-respondents across the cluster of Sandek primary schools. Each respondent is interviewed within 45 to 50 minutes by face to face.

the sample size also needs to expand in order to evaluate the teaching English for all national primary schools.

Finally, the findings of this study will be a guide to fourth-grade teachers in teaching English to their students, to help the school directors to notice the challenges in teaching English in order to solve these problems with teachers.

6.2 Limitations of the Study

This study was conducted with nine teacher-participants from nine primary schools in the Cluster of Sandek, so there were gaps in the data collection for this study. Moreover, the sample technique to collect data was to only interview each teacher-participant purposefully and conveniently, not including observation of the class. The single interview could not explore deeper information and dig out what problems the teachers encountered in the reality of teaching English in the class. As a result, the study's results could not generalize to all classes and schools in the whole country. However, the findings of this study offered many benefits to the teachers who taught in nine schools in the cluster of Sandek primary school, where the researcher conducted the data. It also identified the problems in teaching English and catch up on some instructional methods and approaches to implement in the fourth-grade classroom.

6.3 Recommendations

Based on the results of this study, there are some recommendations in order to enhance teaching English effectively. First, in order to facilitate deeper understanding and familiarity with the English language, there should be enough instructional materials based on each content of the lesson such as speaker, internet connection, LCD projector, flip chart, and word cards. This will help teachers and the students teach and learn

English language effectively. Second, the Ministry of Education, Youth, and Sport (MoEYS) should develop training programs focused on instructional methods, pedagogy, and English language acquisition to enhance teachers' proficiency and self-confidence. Third, the schools should employ specialized English teachers with a bachelor's degree in English to improve the quality of English language instruction. Last but not least, future studies should incorporate classroom observations, the students' perspectives of learning language, the status of parental support, the textbook and curriculum set, and administrators' management related to teaching language as a part of the sampling technique to provide more comprehensive data. Additionally, researchers should consider expanding the sample size as nationwide study to check whether the primary schools are included teaching English language in order to evaluate whether the curriculum is relevant.

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ព្រះរាជាណាចក្រកម្ពុជា
ជាតិ សាសនា ព្រះមហាក្សត្រ



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ២កើត ខែជេស្ឋ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៦

រាជធានីភ្នំពេញ ថ្ងៃទី០១ ខែមិថុនា ឆ្នាំ២០២២

សូមគោរពជូន

លោក ទេព សារ៉ុម នាយកសាលាបឋមសិក្សាស្រះកកោះ

កម្មវត្ថុ: សំណើសុំការអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **ទីន ឡឿន** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធានបទ **"បញ្ហាប្រឈមនៃការបង្រៀនភាសាអង់គ្លេសរបស់ក្រុមបង្រៀនកម្រិតបឋមសិក្សាថ្នាក់ទី៤: ករណីសិក្សានៅកម្រងសាលាបឋមសិក្សាសង្កែត"** នៅសាលាបឋមសិក្សាស្រះកកោះ ក្នុងចន្លោះថ្ងៃទី១៥ ខែមិថុនា ដល់ថ្ងៃទី៣០ ខែកក្កដា ឆ្នាំ២០២២។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយកឱ្យបានជ្រាបថា លោក **ទីន ឡឿន** ជានិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី៣ សិក្សានៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ លោកមានគម្រោងចុះសិក្សាស្រាវជ្រាវក៏ដូចជាប្រមូលទិន្នន័យដើម្បីសរសេរសារណាខ្លីក្នុងការបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗ ដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវមួយនេះ នឹងអាចចូលរួមចំណែកក្នុងការជំរុញ និងលើកកម្ពស់ឱ្យការបង្រៀន និងរៀនភាសាអង់គ្លេស កាន់តែមានភាពល្អប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់គរុនិស្សិតរូបនេះ បានចុះប្រមូលទិន្នន័យតាមការស្នើសុំដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ

ប្រធានមជ្ឈមណ្ឌល

ឯកសារ មសគថ.

បណ្ឌិតសភាចារ្យ **ប័ន្ទ រ័ត្ន**

APPENDEIX A: COSENT LETTERS FORMAT

ខ្ញុំបាទឈ្មោះ ឆីន ងឿន ដែលជាគរុនិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសវេជ្ជកម្ម ប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ខ្ញុំបាទ បាននឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “បញ្ហាប្រឈមនៃការបង្រៀនភាសាអង់គ្លេសរបស់គ្រូបង្រៀនកម្រិតបឋមសិក្សាថ្នាក់ទី៤៖ ករណីសិក្សានៅកម្រងសាលាបឋមសិក្សាសណ្តែក” ដែលជាសារណាបញ្ចប់ថ្នាក់អនុបណ្ឌិតរបស់ខ្ញុំបាទ។

១. គោលបំណងនៃការស្រាវជ្រាវ

ជាការពិតណាស់ ការសិក្សាស្រាវជ្រាវមួយនេះត្រូវបានធ្វើឡើងក្នុងគោលបំណង ដើម្បីរករកឱ្យឃើញនូវ បញ្ហាប្រឈមមួយចំនួនរបស់គ្រូបង្រៀនភាសាអង់គ្លេស នៅបឋមសិក្សាថ្នាក់ទី៤ ជាមួយគ្នានេះផងដែរ ការស្រាវជ្រាវនេះក៏ចង់រកឱ្យឃើញនូវវិធីសាស្ត្រ ក៏ដូចជាសកម្មភាពមួយភាពមួយចំនួនដែលលោកគ្រូ អ្នកគ្រូ អនុវត្ត ប្រចាំថ្ងៃ ក្នុងការបង្រៀន និងរៀនលើមុខវិជ្ជាអង់គ្លេសសម្រាប់កម្រិតថ្នាក់ទី៤ផងដែរ។ លទ្ធផលដែលបានរកឃើញពីការប្រមូលទិន្នន័យពីភាគីពាក់ព័ន្ធដូចជា លោកគ្រូ អ្នកគ្រូ ដែលបង្រៀនភាសាអង់គ្លេសទាំងអស់ នឹងផ្តល់ព័ត៌មានយ៉ាងសំខាន់ៗ ក្នុងការរួមចំណែកជាឯកសារយោងដែលជាមូលដ្ឋានគ្រឹះ សម្រាប់បង្ហាញអ្នកពាក់ព័ន្ធទាំងអស់ក្នុងវិស័យអប់រំដូចជា គណៈគ្រប់គ្រងសាលា និងគ្រូបង្រៀន ឲ្យដឹងនូវបញ្ហាប្រឈមនានា របស់លោកគ្រូ អ្នកគ្រូក្នុងបង្រៀន និងរៀនភាសាអង់គ្លេស ក៏ដូចជាផ្តល់នូវសារៈសំខាន់នៃវិធីសាស្ត្រ និងសកម្មភាពមួយចំនួន ដែលលោកគ្រូ និងអ្នកគ្រូប្រើប្រាស់ ក្នុងការបង្រៀន និង រៀនសិស្សលើមុខវិជ្ជាភាសាអង់គ្លេសប្រកបដោយប្រសិទ្ធភាព។ ជាចុងបញ្ចប់ ការសិក្សាមួយនេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់ចំពោះសិស្ស និស្សិត សាស្ត្រាចារ្យ គ្រូបង្រៀន ក៏ដូចជាស្ថាប័នពាក់ព័ន្ធសម្រាប់យកទៅធ្វើការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះឲ្យកាន់តែស៊ីជម្រៅ។

២. ដំណើរការនៃការស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូអនុញ្ញាតអោយចូលរួមក្នុងការសម្ភាសន៍នេះ នោះលោកគ្រូ/អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរសំខាន់ៗមួយចំនួនដែលទាក់ទងគោលបំណងនៃការសិក្សាស្រាវជ្រាវមួយនេះប៉ុណ្ណោះ។ តាមផ្នែកនៃសំណួរនីមួយៗលោកគ្រូ/អ្នកគ្រូអាចនឹងចំណាយពេលប្រមាណពី ១៥ ទៅ ២០នាទី ដូច្នេះការសម្ភាសន៍អាចចំណាយពេលរបស់លោកគ្រូ/អ្នកគ្រូប្រហែល ៣០ ទៅ ៤៥នាទី។ ព្រមគ្នានេះដែរ កំឡុងពេលសម្ភាសន៍ ខ្ញុំបាទសូមអនុញ្ញាតធ្វើការចិតសម្លេង ក៏ដូចជាថតរូបភាព ដើម្បីទុកជាឯកសារនិងរបាយការណ៍ដែលជាជំនួយក្នុងការបកស្រាយទិន្នន័យសម្រាប់ការសិក្សាស្រាវជ្រាវមួយនេះ ហើយឯកសារទាំងនេះនឹងអាចមានការផ្ទៀងផ្ទាត់ជាមួយលោកគ្រូ/អ្នកគ្រូនៅពេលក្រោយទៀតប្រសិនបើមានករណីមួយចំនួន ដែលខ្ញុំបាទអាចនឹងសូមលោកគ្រូ/អ្នកគ្រូផ្តល់ការសម្ភាសន៍សារជាថ្មីម្តងទៀត។ អ្វីដែលសំខាន់នោះគឺវាព័ត៌មាននិងឯកសារទាំងឡាយដែលទាក់ទងនិងលោកគ្រូ/អ្នកគ្រូខ្ញុំបាទនឹងរក្សាការ

សម្ងាត់ជូន ដោយពុំមានការបង្ហាញព័ត៌មានផ្ទាល់ខ្លួនរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការស្រាវជ្រាវឡើយ ប្រសិនបើពុំមានការអនុញ្ញាតពីលោកគ្រូ/អ្នកគ្រូដែលជាសាមីខ្លួន។

៣. គោលការណ៍រក្សាការសម្ងាត់

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ប៉ុណ្ណោះដែលអាចប្រើប្រាស់បាន។ រាល់ចម្លើយរបស់លោកគ្រូ អ្នកគ្រូពុំមានបញ្ជាក់ត្រូវឬខុសឡើយ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូពិតជាមានសារៈសំខាន់ណាស់សំរាប់ខ្ញុំបាទ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ អាចចូលរួមជាការសិក្សាស្រាវជ្រាវនេះប្រកបដោយរីករាយ។ វាជាជម្រើសរបស់លោកគ្រូ/អ្នកគ្រូ បើទោះបីលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ/អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់សំណួរណាមួយ។

៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំណួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូអាចទំនាក់ទំនងមកកាន់ខ្ញុំផ្ទាល់ដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ: ០៩៧ ៦១១ ០៩៨០/០១០ ៣២៩ ៧០៥(តេឡេក្រាម) និង E-mail: ngoearn1993@gmail.com ។

៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម

គោលបំណង របស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវ ហើយខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំណួរណាមួយ ដោយគ្មានលក្ខខណ្ឌអ្វីទាំងអស់។

អ្នកចូលរួម _____

កាលបរិច្ឆេទ៖ _____

ហត្ថលេខា៖ _____

ឈ្មោះ៖ _____

អ្នកស្រាវជ្រាវ

កាលបរិច្ឆេទ៖ _____

ហត្ថលេខា៖ _____

ឈ្មោះ៖ _____



មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូក្រសួងសិក្សាស្រាវជ្រាវ
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

APPENDIX B: INTERVIEW PROTOCOLS

Research Topic: The challenges of primary teachers on teaching English in grade 4: A case study in cluster of Sandek primary school

Researcher: Ngin Ngoeurn

Supervisor: Mr. Stanislas Kowalski

Interview Protocols (Semi-Structure)

I. Opening

Greeting! How are you doing today? Thank you so much for accepting the request to participate in this interview. First of all, I would like to introduce myself. My name is Ngin Ngoeurn. I am perusing M.Ed. in Mentoring at New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). To complete my master's degree successfully, I am currently conducting research entitled **“The challenges of primary teachers on teaching English in grade 4: Case study in cluster of Sandek primary school.”**

This is such a great opportunity for letting me ask questions regarding my topic. I really appreciate your time for spending on this interview. Please be noted that all your information that you have talked will be kept confidentially. You can relax and enjoy answering the questions. If you do not want to answer any questions, you can skip it anytime. Don't be pressured. Please be comfortable. Are you ready? Shall we start now?

II. Personal Information

- Excuse me! Would I know your name?
- Are you a state teacher or a contract teacher?
- How many years have you been a teacher? How long have you taught fourth grade students?
- How many classes you teach? What are they?

III. Key questions

For teachers who teach English in grade 4

Research Question		What challenges have teachers encountered in teaching English as a foreign language to fourth grade students?
School factors	questions	<ol style="list-style-type: none"> 1. What resources does your school have to support teaching English? 2. Are these resources enough for you to teach fourth-grade students? 3. Your opinion, what are teaching materials for you to teach English effectively? 4. If teaching materials are not enough, how do you do to teach English? 5. How difficult do you teach English to fourth-grade students when there are insufficient materials?
School principal	Questions	<ol style="list-style-type: none"> 1. What does school principal do to support your teaching English to fourth-grade students? How does the principal provide you with support to teach English? 2. Have you ever requested teaching materials from school principal? 3. How has the school principal replied? 4. Does the school principal take care or enable your teaching English to fourth-grade students? How?
Students' factors	Questions	<ol style="list-style-type: none"> 1. How do your students get motivation to learn English with you? 2. Do they study hard? 3. How do they get result of English subject? 4. Have students had pre-existing English competences? 5. How do students involve your class? Are they brave? Are they active for responding?

Teachers-Related factors	Questions	<ol style="list-style-type: none"> 1. What English courses or training did you receive? 2. How long did you learn English? 3. Do you pursue your study English nowadays? How do you do, self-study or else? 4. What courses of teaching methods do you receive? 5. Where did you receive them? 6. How long these courses did spend? 7. What did you learn from these courses? What teaching method did you receive? 8. Do you have enough teaching methods and English literacy for teaching English fourth-grade students effectively?
Research Questions		What instructional methods do you use in teaching English as a foreign language to fourth grade students in the classroom?
Instructional methods	Questions	<ol style="list-style-type: none"> 1. What teaching methods do you implement in your teaching English? 2. How do these teaching methods apply in your class? Could you explain them? 3. Do you implement all teaching methods which you received in your teaching English? 4. What problems did you encounter when these teaching methods were used? 5. What teaching methods do you implement in teaching English to fourth-grade students mostly? Why did you use them mostly?

IV. Closing

Do you have any more questions you want to clarify or add? It comes to an end of this interview now. I am so grateful for this insightful information that you provided. Thank you so much. Please have a great day.



មជ្ឈមណ្ឌលស្រាវជ្រាវគំរូការសិក្សាជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

APPENDIX B: INTERVIEW PROTOCOLS

Research Topic: The challenges of primary teachers on teaching English in grade 4: A case study in cluster of Sandek primary school

Researcher: Ngin Ngoeurn

Supervisor: Mr. Stanislas Kowalski

Interview Protocols (Semi-Structure)

I. Opening

Greeting! How are you doing today? Thank you so much for accepting the request to participate in this interview. First of all, I would like to introduce myself. My name is Ngin Ngoeurn. I am perusing M.Ed. in Mentoring at New Generation Pedagogical Research Center (NGPRC) of National Institute of Education (NIE). In order to complete my master's degree successfully, I am currently conducting research entitled **“The challenges of primary teachers on teaching English in grade 4: Case study in cluster of Sandek primary school.”**

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II. Personal Information

- Excuse me! Would I know your name?
- Are you a state teacher or a contract teacher?
- How many years have you been a teacher? How long have you taught grade four?
- How many classes you teach? What are they?

III. Key questions

For teachers who do not teach English

Research Question		What factors influence some teachers' decisions of not teaching English as a foreign language to fourth-grade students?
Directors	Questions	<ol style="list-style-type: none"> 1. Has your school principal ever supported and motivated you to teach English to fourth grade students? 2. What does he do to support and motivate you? 3. How do you feel about her/his demand? 4. Is teaching English to fourth grade students a requirement or an option?
Teachers-related factors	Questions	<ol style="list-style-type: none"> 1. Have you ever learned English yourself? How long? What level have you completed? 2. Have you ever gotten any trainings or short courses related to methods and approaches to teach English? If yes, what are they?
School-related factors	Questions	<ol style="list-style-type: none"> 1. Do you have the resources to teach English in your school? 2. What are those resources? Have you ever requested some resources? 3. Are they enough to support your teaching English?
Students-related factors	Questions	<ol style="list-style-type: none"> 1. Do you think your students would be interested in learning English? Why or why not? 2. Are all students in your class able to write and read Khmer letter or text? 3. Do you think Khmer illiterate students in your class make you decide not to teach English to them?

IV. Closing

Do you have any more questions you want to clarify or add? It comes to an end of this interview now. I am so grateful for this insightful information that you provided. Thank you so much. Please have a great day.

Empowering educators with ethical and evidence-based practices



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