

# វិទ្យាស្ថានជាតិអប់រំ

NATIONAL INSTITUTE OF EDUCATION

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ឃើញរបស់គ្រូ៖ សកម្មភាពអនុវត្ត និងបញ្ហាប្រឈមនៅ  
សាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ

The Investigation of Teaching English Listening Skills as  
Perceived by Teachers: Current Practices and Challenges at a  
New Generation School in Phnom Penh

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

Nguon Sokmean

December 2022

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The Investigation of Teaching English Listening Skills as  
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Supervisee : Nguon Sokmean

Supervisor : Mr. Banh Hornmann

Thesis Committee : 1. Dr. Chheang Sangvath

2. Mr. Kong Maneth

3. Mr. Phe Saorith

December 2022

## **មូលនិយមសង្ខេប**

ការស្តាប់គឺត្រូវបានគេកំណត់ថាជាជំនាញដំបូងដែលមានអាទិភាព និងសារៈសំខាន់សម្រាប់សិស្សានុសិស្សសិក្សារៀនសូត្រមុនគេ។ ប៉ុន្តែជំនាញនេះត្រូវបានគ្រូបង្រៀនភាសាអង់គ្លេសតាមសាលារដ្ឋនានានៅក្នុងប្រទេសកម្ពុជាជាច្រើន មើលរលង និងយល់ខុសពីសារៈសំខាន់របស់ជំនាញស្តាប់មួយនេះ។ ដូច្នេះដើម្បីលើកទឹកចិត្តដល់គ្រូបង្រៀនភាសាអង់គ្លេសតាមសាលារដ្ឋទាំងនោះ ឱ្យងាកមកអនុវត្តនូវការបង្រៀនជំនាញស្តាប់ឡើងវិញ ទើបការស្រាវជ្រាវនេះធ្វើឡើងក្នុងគោលបំណងចម្បងចំនួន២។ ទី១ អ្នកស្រាវជ្រាវ ចង់ដឹងពីសកម្មភាពអនុវត្តរបស់គ្រូបង្រៀនភាសាអង់គ្លេសនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ។ រីឯ ទី២គឺ មានបំណងចង់រុករកបញ្ហាប្រឈមផ្សេងៗដែលគ្រូបង្រៀនជួបប្រទះនាពេលបច្ចុប្បន្ន។ ការស្វែងរកព័ត៌មាននៅក្នុងបរិបទសាលារៀនជំនាន់ថ្មី គឺចង់ឱ្យគ្រូបង្រៀនភាសាអង់គ្លេសនៅសាលារដ្ឋនានា ដឹងពីសកម្មភាពឬតិចនិកនៃការបង្រៀនជំនាញស្តាប់ផ្សេងៗគ្នា ព្រមទាំងចង់ឱ្យពួកគាត់ដឹងពីបញ្ហាប្រឈមដែលកើតមានឡើងនៅក្នុងសាលារៀនជំនាន់ថ្មី ដើម្បីជាទុនក្នុងការឆ្លុះបញ្ចាំងលើសកម្មភាពដែលពួកគាត់កំពុងតែអនុវត្តសព្វថ្ងៃ។ ការសិក្សាស្រាវជ្រាវមួយនេះ ធ្វើឡើងដោយប្រើប្រាស់នូវវិធីសាស្ត្របែបគុណវិស័យ ដោយមានការចូលរួមពីលោកគ្រូ/អ្នកគ្រូចំនួន៤នាក់ ( គ្រូប្រឹក្សា១នាក់/គ្រូបង្រៀន៣នាក់ ) ហើយការសម្ភាសន៍បែបស៊ីជម្រៅដោយអនុវត្តតាម Semi-structured ត្រូវបានយកទៅសួរសំណួរលោកគ្រូ/អ្នកគ្រូ ដើម្បីកំណត់ឱ្យបាននូវសកម្មភាពអនុវត្ត ក៏ដូចជាបញ្ហាប្រឈមទាក់ទងនឹងការបង្រៀនជំនាញស្តាប់។ លទ្ធផលស្រាវជ្រាវត្រូវបានរកឃើញដោយឆ្លើយតបទៅនឹងសំណួរស្រាវជ្រាវចំនួន២ ក្នុងនោះបង្ហាញថាគ្រូបង្រៀនភាសាអង់គ្លេសនៃសាលារៀនជំនាន់ថ្មីមួយក្នុង រាជធានីភ្នំពេញបានអនុវត្តនូវដំណាក់កាលសកម្មភាពទាំង៣នៃការបង្រៀនជំនាញស្តាប់មានដូចជា មុនពេលស្តាប់; កំឡុងពេលស្តាប់; និង ក្រោយពេលស្តាប់ ដោយក្នុងសកម្មភាពនីមួយៗមានតិចនិកខុសៗគ្នាជាច្រើន។ តិចនិកបង្រៀនស្តាប់ដែលមានប្រសិទ្ធភាពបំផុតក៏ត្រូវបានរកឃើញនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញផងដែរ។ លើសពីនេះ លទ្ធផលក៏បានរកឃើញនូវសម្ភារឧបទេស ឧបករណ៍ជំនួយការបង្រៀន និងឧបករណ៍អេឡិចត្រូនិច ដែលប្រើក្នុងការបង្រៀនជំនាញស្តាប់។ ក្រៅពីនេះ បញ្ហាប្រឈមនៃការបង្រៀនសមត្ថភាពនេះក៏ត្រូវបានបង្ហាញក្នុងកត្តាប្រឈមពាក់ព័ន្ធចំនួនបីគឺ បញ្ហាគ្រូ បញ្ហាសិស្ស និងបញ្ហានៃផ្នែកពាក់ព័ន្ធផ្សេងទៀត។

ឧបសគ្គនៃការប្រើប្រាស់ឧបករណ៍អេឡិចត្រូនិច ដូចជាភាពអាក់អន់ក្នុងការតភ្ជាប់អ៊ីនធឺណិត របៀបប្រើប្រាស់ឧបករណ៍អេឡិចត្រូនិចថ្មី និងថាមពលអគ្គិសនីក៏ត្រូវបានរកឃើញផងដែរ។ ការយល់ឃើញរបស់គ្រូបង្រៀនភាសាអង់គ្លេសទៅលើតិចនិកដែលមានប្រសិទ្ធភាពបំផុត និងតិចនិកដែលពិបាកអនុវត្តបំផុត ក៏បានរៀបរាប់ក្នុងការសិក្សាស្រាវជ្រាវមួយនេះដែលអាចអានលម្អិតបាននៅក្នុងជំពូកលទ្ធផលនៃការស្រាវជ្រាវ។ លើសពីនេះទៀត ការខ្សោយអន្តរកម្ម (IWB) ត្រូវបានគេមើលឃើញថាជាឧបករណ៍អេឡិចត្រូនិចដ៏ទំនើបមួយសម្រាប់អនុវត្តក្នុងការបង្រៀនជំនាញស្តាប់ប្រកបដោយប្រសិទ្ធភាព។

**ពាក្យគន្លឹះ៖** សាលារៀនជំនាន់ថ្មី, ការបង្រៀនជំនាញស្តាប់ភាសាអង់គ្លេស

## **ABSTRACT**

Listening was considered the essential and prioritized skills for students to learn. Yet, many teachers of English at public schools in Cambodia have overlooked and misunderstood the importance of listening skills. To motivate those public-school teachers to practice teaching listening skills, that is why this research was conducted with two main objectives. First, the researcher would like to identify the current practices when teachers of English at a NGS in Phnom Penh teach listening skills. Second, she tempts to explore the challenges in teaching listening skills that NGS's teachers face. Investigating NGS's concepts provide teachers of English at public schools to realize various techniques or activities for teaching listening skills and identify the barriers to teaching this competency which helps public school teachers of English reflect on what they are practising currently. This study was conducted using a qualitative approach. With the help of four participants, consisting of (one mentor and three teachers of English), an in-depth interview (IDI) applied a semi-structured style was used to determine the current practices and difficulties involved in teaching listening skills. The results of the study responded to the two research questions appearing that teachers of English at the NGS have practised the three stages of listening skills (Pre, While, Post) along with various techniques in each activity. The most effective techniques were also found in a New Generation School in Phnom Penh. Moreover, the findings also found out the common materials, equipment, and ICT tools used in teaching listening skills. Besides these, the challenges of teaching this competency were shown in three factors: teachers, students, and other related fields. The barriers of using ICT tools, such as poor internet connection, how to use new ICT tools, and electric power, have also been demonstrated. The most effective and challenging techniques, as perceived by teachers of English, are shown in

the results chapter. Interestingly, Interactive White Board (IWB) was an advanced ICT tool for effectively teaching listening skills.

**Keywords:** New Generation School, Teaching English listening skills

**SUPERVISOR’S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

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

Name of candidate: **Nguon Sokmean**

Title of thesis: **The Investigation of Teaching English Listening Skills as Perceived by Teachers: Current Practices and Challenges at a New Generation School in Phnom Penh**

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): .....

Supervisor (Sign): .....

Date: .....

## CANDIDATE’S STATEMENT

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I “**Nguon Sokmean**” hereby present entitled “**The Investigation of Teaching English Listening Skills as Perceived by Teachers: Current Practices and Challenges at a New Generation School in Phnom Penh**”

for the degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my own work and, furthermore, that it has not been used to fulfill the requirements of any other qualification in whole or in part, at this or any other University or equivalent institution.

Signed by (the candidate): .....

Date: .....

Countersigned by the Supervisor: .....

Date: .....



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APA	American Psychological Association	សមាគមន៍ចិត្តសាស្ត្រអាមេរិក
BBC	British Broadcasting Corporation	វេបសាយសារព័ត៌មានប៊ីប៊ីស៊ី
CDs	Compact Discs	ឌីសស៊ីឌី
CNN	Cable News Network	វេបសាយសារព័ត៌មានស៊ីអែនអែន
DVDs	Digital Versatile Discs	ឌីសឌីវីឌី
EFL	English as a Foreign Language	អង់គ្លេសជាកាសាបរទេស
ICT	Information and Communication Technology	បច្ចេកវិទ្យាគមនាគមន៍ និងព័ត៌មាន
IDI	In-depth Interview	ការសំភាសន៍បែបស៊ីជម្រៅ
IWB	Interactive-White Board	ក្តារខៀនអន្តរកម្មពណ៌ស
KAPE	Kampuchea Action to Promote Education	អង្គការសកម្មភាពសម្រាប់ការអប់រំនៅកម្ពុជា
L1	First Language	ភាសាដើមកំណើត
L2	Second Language	ភាសាទីពីរ
LCD	Liquid-crystal Display	អេក្រង់អិលស៊ីឌី
MoEYS	Ministry of Education, Youth and Sport	ក្រសួងអប់រំ យុវជន និងកីឡា
NGPRC	New Generation Pedagogical Research Center	មជ្ឈមណ្ឌលស្រាវជ្រាវគុកោសល្យជំនាន់ថ្មី
NGS	New Generation School	សាលារៀនជំនាន់ថ្មី
NGSs	New Generation Schools	សាលារៀនជំនាន់ថ្មី(ច្រើន)
PhD	Doctor of Philosophy	បណ្ឌិតទស្សនវិជ្ជា
PP	Phnom Penh	ភ្នំពេញ
PUC	Pannasastra University of Cambodia	សាកលវិទ្យាល័យបញ្ញាសាស្ត្រកម្ពុជា
TESOL	Teaching English to Speakers of Other Languages	បង្រៀនភាសាអង់គ្លេសទៅកាន់អ្នកដែលនិយាយភាសាផ្សេង
TV	Television	ទូរទស្សន៍
VOA	Voice of America	វេបសាយសារព័ត៌មានវ៉ៃអូអេ

## **CHAPTER 1: INTRODUCTION**

This chapter explains the reasons behind the study's occurrence. The background of the study, statements of the problem, the significance of the study, purposes and objectives of the study, research questions, and operational definition of key terms were chosen to convey general impressions of the study.

### **1.1 Background of the Study**

Cambodian general education consists of twelve years in total. There are primary, lower secondary, and upper secondary. Primary education runs from grade one to six, while lower secondary education ranges from grade seven to nine. Continuously, grades ten, eleven, and twelve are considered to be in upper secondary education (MoEYS, 2019). However, preschool education is not necessary to learn for Cambodian children aged three to five. Foreign languages such as English and French are chosen as one subject to study when students study in grade seven (Neau, 2003). However, due to the potential of English subject in Cambodia, people learn and teach this as a foreign language. Then, it is included in the school curriculum from grade four across Cambodia (Tweed & Som, 2015; Mao, 2016). Among all schools in Cambodia from primary level to upper secondary level, ten schools were operated and selected to be New Generation Schools (NGSs) in 2015. NGSs were established to improve the quality of education for better preparation of the Cambodian youth's workforce in the twenty-first century (Dohaner & Wu, 2020). Ministry of Education, Youth and Sport (MoEYS) also believed that for the program of Kampuchea Action to Promote Education (KAPE) with NGSs, students could learn twenty-first-century skills, not only knowledge and literacy but also Information Communication Technology (ICT) skills and foreign language skills which make them become good national citizens as well as people who know global issues

(Sacker, 2017). While students must be trained the twenty-first-century skills, they are required to learn communication skills—oral and written, public speaking and presentation, as well as listening (New Generation School Operational Policy Guidelines, 2019). Obviously, the goals of learning English are to let students have competencies in all skills, such as reading, listening, speaking, and writing. Moreover, they should be creative and self-confident as lifelong learners. (Department of Curriculum Development, 2015). However, listening should be the first of four skills that English language learners must acquire initially (Djabborova, 2020). That is why listening is considered more important than other skills because it allows pupils to set the basis for speaking and writing. In addition, students may improve their pronunciation and learn various essential words, phrases, and sentences through listening (Listiyarningsih, 2017). Moreover, the significance of listening has been seen in communication as it is shown the percentage that listening takes up to 40-50%, speaking 25-30%, reading 11-16%, and writing around 9% (Mendelsohn, 1994, as cited in, Gilakjani & Ahmadi, 2011).

Seeing the integration of English into Cambodia's curriculum, the potential of NGSs in teaching students to learn twenty-first-century skills, especially English subject, and the importance of learning listening skills are the main points that allow the researcher to focus on listening skills in New Generation School (NGS)'s concept. Therefore, although several problems had been released by previous articles surrounding this study, the researcher has gathered them to be reasons for conducting this research over current practices of teaching listening skills and challenges of applying the skills at a NGS in Phnom Penh (PP).

## **1.2 Statement of the Problem**

Due to the demands of having a large number of students in a class, most public-school teachers of English in Cambodia have overlooked teaching their students English



listening because it does not appear in the monthly, semester, and national exams. Thus, listening is one of the neglected and most difficult skills for students. That is why communication competency remains a concern for Cambodian English Foreign Language (EFL) students studying at public schools (Igawa, 2008). Since Cambodian English teachers ignore listening, they are continuously careless by not practising this skill; they think it is unnecessary to teach listening with appropriate materials. With teachers' perspectives on the unimportance of listening skills, secondary students seem less competent in listening and speaking. Due to this matter, one study discovered that the English curriculum of lower secondary schools in Cambodia required changes to make it more practical and responsive (Sun, 2019). Besides the earlier issues, the researcher noticed that little to no study has focused on teaching listening skills in Cambodian NGSs. Therefore, to be resourceful information for other teachers of English at public schools to teach listening skills effectively again, these problems enable the researcher to have the purposes described below.

### **1.3 Research Purposes**

The aim of this study is twofold. This study initially provides a detailed account of teachers of English from one high school in Phnom Penh; this school is known as NGS, which is supported by MoEYS, which recruits young and talented teachers-towards how to teach listening skills currently. Another purpose is to discuss the extent to which the challenges in teaching listening skills are based on the teachers of English perceptions.

### **1.4 Research Objectives**

Since it is compulsory to explore the available teaching process for listening skills, this paper seeks to fulfil the following research objectives:

1. To identify the current practices when teachers of English at a New Generation School in Phnom Penh teach listening skills

2. To explore the challenges in teaching listening skills that NGS's teachers of English face

### **1.5 Research Questions**

To align with the above research objectives, this study aims to look for answers to these two research questions:

1. What are the current practices in teaching listening skills at a New Generation School in Phnom Penh?
2. What are the challenges of teaching listening skills that teachers of English face at a New Generation School in Phnom Penh?

### **1.6 Significance of the Study**

This study is significant in several ways. Firstly, this paper assists teachers of English in Cambodia in building their capacity to apply various methodologies in teaching listening competence. Along with this advantage, they also enhance different skills of how to apply technology tools for teaching not only their subject matter but also another subject field since NGS teachers definitely use ICT tools to maintain their education nowadays. Moreover, they also acknowledge the challenges of teaching listening skills and try to find possible solutions to improve their teaching. Secondly, when teachers acknowledge numerous techniques in teaching listening skills, students are the ones who gain the strategies for listening to the audio effectively. Additionally, teachers can also attract students' interest in attending. Thirdly, this study supposes a brilliant way for school directors in Cambodia to consider preventing teachers of English from not teaching listening competence to students by providing more listening materials in the classroom to support teachers in processing their strategies for teaching listening competence prosperously and accessibly. Last but not least, this research could remind officers of MoEYS to recognize the importance of listening skills for secondary and high

school students in learning English. Hopefully, they will continue giving support to the school's finance in providing enough materials to teach these skills as well as considering following NGSs' concept to use New Headway 4<sup>th</sup> Edition books or revising new English books for secondary and high school levels which are suitable and adequate to teach in the 21<sup>st</sup> century.

### **1.7 Operational Definition of Key Term**

Since there are some important keywords in this study, the researcher has provided extra definitions of these key terms to clarify the understanding as follows:

- New Generation School (NGS): is a new program in Cambodia similar to Charter Schools in the United States. Since 2014, the government has worked to develop long-term, independent public schools that are flexible enough to provide kids with a high-quality education (Onn, 2021).
- Listening skills: the capacity to understand what a speaker is trying to say by hearing and perceiving voice through the sense organs (Karagöz et al., 2017; Roth & Suppasetsee, 2016).

## **CHAPTER 2: LITERATURE REVIEW**

Gathering numerous sources from different researchers around the globe, the researcher found great information to help this study detail insightfully listening skills in this chapter. Therefore, nine headings were described such as (1) Definitions of Listening Skills, (2) Significance of Listening Skills, (3) The Role of Authentic Materials in English Language Teaching and Learning, (4) The Common Materials and Equipment Used in Teaching Listening Skills (5) Strategies of Listening Comprehension, (6) Obstacles in Teaching and Learning Listening Skills, (7) Common ICT Tools Used in Teaching Listening Skills, and (8) Challenges of Using ICT Tools in Language Teaching.

### **2.1 Definitions of Listening Skills**

Various authors have defined the meanings of listening skills differently. For example, Yagang (1994) mentioned that listening was the capacity to thoroughly absorb the message and words the other person wanted to express. Similarly, listening was defined as the ability to comprehend a statement that a speaker wishes to convey (Roth & Suppasetsee, 2016). Moreover, forwarding the message, hearing the news, and making the message meaningful were ordered to be the listening definitions, and listening was a mental activity that involved hearing. At the same time, many sounds reached the ears. (Karagöz et al., 2017). Obviously, "listening is a complex process in which the listener takes the incoming data, an acoustic signal, and interprets it based on a wide variety of linguistic and non-linguistic knowledge" (Buck, 2001, p.10). Furthermore, listening was the ability to concentrate on something or somebody you were able to hear. (Horny, 2005, as cited in Djabborova, 2020).

### **2.2 Significance of Listening Skills**

Aminatun et al. (2021) mentioned that listening capacity is one of the compulsory language abilities for students who learn English as a foreign language. Excellent

listening skills allowed students to be good at communication and avoid confusion, and it likewise would assist students with getting helpful information from any data sources. However, there was another researcher defined listening skills as an essential competence in improving speaking skills potentially. It enormously impacted how one talked. That means we attempted to express what we tuned in (Khan, 2017). Moreover, in research by Nation and Newton (2021, p.38), "in this view of language learning, listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak."

### **2.3 The Role of Authentic Materials in English Language Teaching and Learning**

An increasing collection of studies on the impact of authentic materials on foreign language teaching has been published. As a result, researchers and teachers increasingly acknowledge the necessity of using authentic materials in language teaching.

Authentic materials could give resources for teachers of contemporary languages such as English, German, and French, as well as the possibility to introduce students to materials created for real-life situations and outside of the classroom. Moreover, all teachers of English showed their opinions toward the use of authentic materials that they would rather provide authentic materials to their students to enhance language competence (Huda, 2017). The use of authentic materials would boost a learner's self-confidence because they would see that they could handle a real-life situation, and their language would become more "natural" because the student would have the opportunity to discover the "living" language rather than the highly polished language found in textbooks (Adam et al., 2010). Authentic material, such as workplace training Digital Video Discs (DVDs), audio cassettes of genuine workplace dialogues, and television and radio broadcasts, could also assist with listening (Hayrapetyan, 2016). According to Ghaderpanahi (2012),

students expressing their opinions toward authentic materials would help them distinguish between the English they heard in class and the English they heard or saw in real-world English programs. At the same time, textbook resources were essential; authentic materials could help students improve their ability to write in the English language. Furthermore, the teacher could inspire children to learn more about the outside world using appropriate natural resources. Additionally, students could share their predictions and ideas with their peers, gaining confidence in their ability to speak English (Rahman, 2013).

## **2.4 The Common Materials and Equipment Used in Teaching Listening Skills**

In teaching listening skills, teachers need to prepare materials or equipment before coming to teach their students. Two lecturers who had been interviewed and observed teaching listening classes used teaching materials. As a result, they applied textbooks along with other resources, including news, movies, songs, copied material, a tape recorder, a laptop and a projector, etc. (Yusnida et al., 2017). Additionally, materials in a language laboratory, such as tapes, Compact Discs (CDs), hard disks, headsets and academic texts, were seen to help students learn to listen in Indonesia (Cahyono & Widiati, 2015). Moreover, over 90% of a survey from one study showed teachers used materials and equipment to teach listening. That was why students believed that the listening resources (video, worksheet, PowerPoint, textbooks, Bluetooth speaker, etc.) utilized in their class helped them to become better listeners. They also found that choosing or writing answers in books improved their capacity for listening (Wah, 2019). Regularly, Bluetooth speakers were used by teachers to teach listening skills (Ridwan, 2019; Wallin, 2021; George, 2018).

## **2.5 Strategies of Listening Comprehension**

### **2.5.1 Teaching Listening Activities**

Listening activities are commonly divided into three main stages: pre-listening, while-listening, and post-listening.

Table 1  
*Listening Activities by Djabborova (2020); Gilakjani and Ahmadi (2011)*

<b>Sources</b>	<b>Activities</b>	<b>Pre-listening</b>	<b>While-listening</b>	<b>Post-listening</b>
(Djabborova, 2020)		<ul style="list-style-type: none"> <li>• Introduction to the text</li> <li>• Focus on the language of the text</li> <li>• Give students some minutes to find keywords and useful structure, predict what will be asked</li> </ul>	<ul style="list-style-type: none"> <li>• Students confirm the prediction of the text</li> <li>• The teacher observes pupils listen</li> </ul>	<ul style="list-style-type: none"> <li>• Students reflect on what they listen to in real life</li> <li>• The teacher identifies which parts that students couldn't do and why.</li> </ul>
(Gilakjani & Ahmadi, 2011)		<ul style="list-style-type: none"> <li>• Introduction to the text and focus on the language of the text</li> <li>• Teachers select certain words, various grammar structures, and expressions to explain</li> <li>• Ask students to predict content based on information they have got</li> </ul>	<ul style="list-style-type: none"> <li>• Students verify their prediction</li> <li>• Teachers ask students to note down keywords or specific information</li> <li>• Listening comprehension should start with what students already know</li> </ul>	<ul style="list-style-type: none"> <li>• Students connect what they heard to their ideas or experiences</li> <li>• Interpretation, critical listening, and reflective thinking are encouraged for students</li> </ul>

As seen in table 1, Djabborova (2020); Gilakjani & Ahmadi (2011) described the listening activities processes similarly. Listening activities were divided into three stages from both kinds of research: pre-listening, while-listening, and post-listening. In the pre-listening stage, Djabborova (2020) clarified that the teacher had to introduce the text by considering its language. Then, the teacher allowed students a few minutes to look for keywords and structures they couldn't understand. Notably, the teacher also asked students to predict what questions would appear after listening. Noticeably, there were

some points of the pre-listening stage of Gilakjani & Ahmadi different from Djabborova's research bit that the teacher was the one who selected certain words, grammar structures, and some expressions to explain to students. Finally, moving on to the while-listening stage, both authors found that students could clarify their predictions about the text provided.

In contrast, Djabborova stated that the teacher should have observed the students' listening. At the same time, Gilakjani & Ahmadi found that the teacher instructed students to note down keywords or specific ideas in preparing to answer the question. The teacher must have ensured that the listening comprehension began with students' pre-existing knowledge. In the last stage, called post-listening activities, the teacher required students to apply what they had studied to their actual situation, which was introduced in both studies. Djabborova (2020) recommended that teachers reflect on their students' parts they couldn't do well and find the reasons.

### **2.5.2 Teaching Techniques for Listening Skills**

Along with the activities of teaching listening skills, there are techniques in each activity for the teacher to conduct the learning process fruitfully and enjoyably.

Therefore, techniques for teaching listening skills were compiled and written by one author. Dr Kao Sophal finished his Doctor of Philosophy (PhD) in Education in Educational Planning, Policy, and Management in 2018. He is a Dean and Associate Professor in the Faculty of Education at Pannasastra University of Cambodia (PUC). In addition, he is the author of Practical Methodology in Teaching English as a Second Language (TESOL) book. His work included various techniques for teaching listening skills. More specifically, the provided figure below shows the main points of techniques depending on each listening activity.



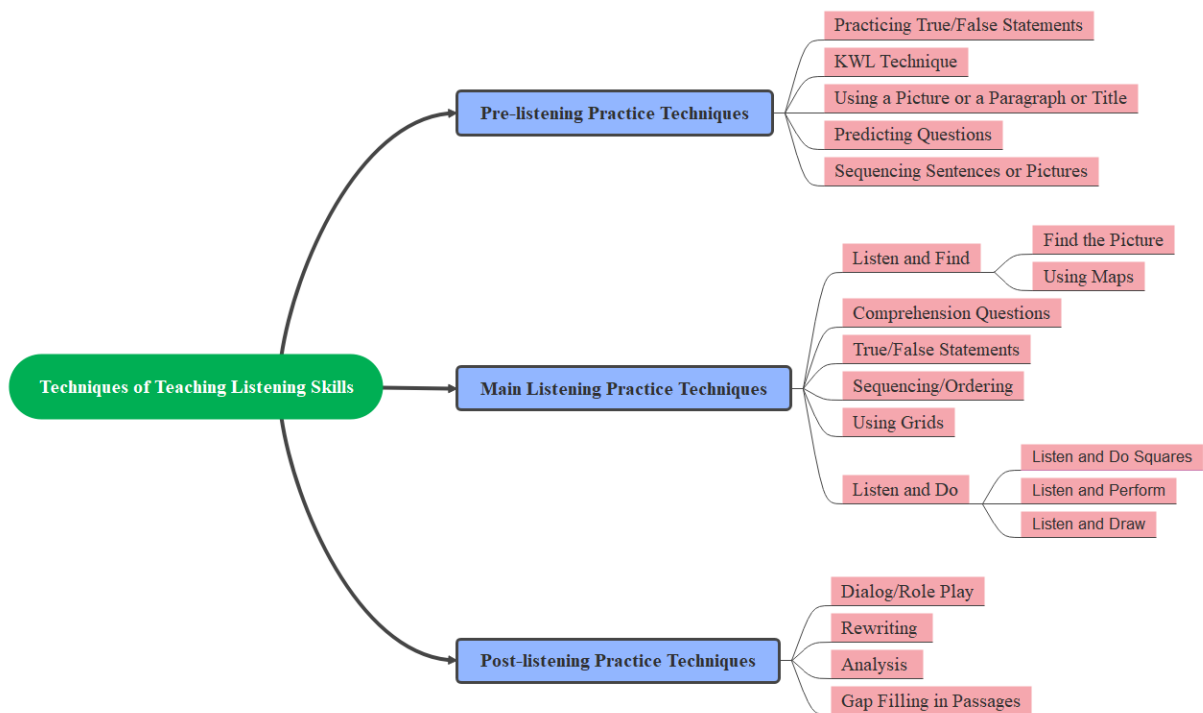


Figure 1 *Teaching Listening Skills' Techniques by Kao (2019)*

### ***Pre-listening Practice Techniques***

Having students complete a pre-listening task will help them feel like they have anticipated or thought about the content they are going to listening to. These are the common techniques of pre-listening.

- **Practising True/False Statements:** The teacher introduces students to a grid consisting of three columns: statement, prediction, and correction. Then, he or she tells them to predict statements and write True or False in the prediction column. After that, they check the answers from listening by filling in the correction column.
- **KWL Technique:** First, the teacher leads into the listening passage's topic and guides students to answer the two questions and discuss them with their classmates, including what do you **know**? What do you **want to know**? After listening, they can respond to the question what have you **learned**?

- **Using a Picture or a Paragraph or Title:** The teacher uses pictures, prepares paragraphs, or creates a title as a tool to get students' attention. For example, the teacher lets students look at the pictures and ask what they can see. Or what do they do? Sometimes the teacher can teach them a short paragraph related to listening to the audio and ask questions about it. The teacher can also make up a good title for listening passages and ask students questions about that title.
- **Predicting Questions:** Students are given brief information about listening passages and take time to write down questions about what they want to know more about the text.
- **Sequencing Sentences and Pictures:** Students are told to put sentences and pictures in the correct order before listening. This technique works only on the listening passage, which is a story.

### ***Main Listening Practice Techniques***

Students should be given some assignments to complete in order to provide them reasons for why they must listen to the text in order to focus on their listening. Main listening techniques were showed as following.

- **Listen and Find:** While students listen to the description of any pictures or places on a map, they focus on finding particular pictures or locations.
- **Comprehension Questions:** The teacher takes questions from the textbook or self-creation for students to test their comprehension. The responses to questions must not be too long; it is better to keep them short, like a single word or phrase. For example, students can use a symbol to answer the questions, such as a tick for Yes and a cross for No or any other character.

- **True/False Statements:** Students can read True/False statements and deal with new words, and they must write T for True and F for False next to sentences while listening to the audio. The teacher gives two minutes to students to compare the answers with their peers before checking as a whole class.
- **Sequencing/Ordering:** Pictures of stories or summaries of events are given to students in the wrong order, so students need to put them in the correct order during listening. Exactly, listening to audio suitable for practising this technique are stories, reports, descriptions of someone's typical day and so on.
- **Using Grids:** Before listening, students are asked to read and try to find out the meanings of some words in the grid. Then, they fill in the information in the grid for only one or two words while listening. After that, the teacher tells students to compare their answers and does a final check.
- **Listen and Do:** This technique is divided into three more sub techniques such as listen and do square, listen and perform as well as listen and draw.
  - + **Listen and Do Square:** The teacher creates a square and instructions which contains pictures or activities before starting the lesson. First, he/she can pre-teach vocabulary depending on the students. Then, the teacher gives the students instructions on whether they need to write or draw in any square. Finally, he/she could cross-check with students by calling them to write the correct answers on the board grid.
  - + **Listen and Perform:** This technique is recommended for a lower grade since it is fun for children. The teacher makes up some simple words or phrases and tells students to do the action. For example: stand up, sit down, say your name, put your left hand on your head, etc.

+ **Listen and Draw:** The teacher has a picture and does not allow students to see it. Then, he/she gives each instruction for students to draw on paper or a book.

### ***Post-Listening Practice Techniques***

It is time for students to discuss how they will use the listening in their daily lives once they have finished all of the main listening exercises and listened to the given content. The post-tasks frequently promote making connections between the listening information and the students' real lives and experiences. In relation to the listening passage, they also assist students in developing their life skills. These are post-listening techniques that teachers can apply in their classrooms.

- **Dialogue/Role Play:** There are two ways for teachers in order to practice this technique. First, the teacher can allow students to write dialogue after the role play. Second, he/she just gives them a conversation and asks them to perform that situation.
- **Rewriting:** Students are told to write the main points of events when they finish listening to the reading passage. Then, they can listen to the audio again to check what is missing.
- **Analysis:** The teacher asks students to answer the analytical questions after listening. For example, why did she drop out the school?
- **Gap Filling in Passages (Also Called the CLOZE Technique):** The teacher can prepare cloze texts in two ways, such as guided cloze and selective cloze. For guided cloze, the teacher removes every seventh word, provides the first letter of each word, or gives a few jumbled-up words. For selective cloze, the teacher removes certain types of words such as articles, pronouns, or grammar words when

he/she wants students to practice these. To be easy to teach, the teacher is able to put a number next to each blank because it will help students write their answers comfortably. To check the answer conveniently and effortlessly, the teacher can write the cloze text on a poster and tell students to write the answers as numbers or words on a piece of paper so that the teacher can use that poster again next time.

Other techniques of listening skills have been found in two different books. Initially, according to Scrivener (2011), there are techniques described for teaching listening comprehension. The below table will be briefly provided headings of the listening techniques.

Table 2  
*Listening Techniques by Scrivener (2011)*

<b>Techniques</b>	<b>Sub-techniques</b>
1. Picture Stories	
2. Song and Music	Sing along, Gapped text, Matching picture, Song jumble, Listen and discuss, Action movements
3. Sound-effect Recording	Making your own' sound sequence' tape, Story building, What is wrong with my story?, Pictures from noises, Verb hunting
4. Drama	Role play, Simulation, Drama games, Guided improvisation, Acting play scripts

Besides the above techniques, there are other techniques for teaching listening skills. For example, a book called *Techniques and Principles in Language Teaching* mentioned numerous methods of teaching language along with specific techniques (Larsen-Freeman & Anderson, 2011). Meanwhile, some techniques are selected to teach listening skills. The following table shows the main points.

Table 3

*Listening Techniques by Larsen-Freeman and Anderson (2011)*

<b>Methods</b>	<b>Techniques</b>
1.The Direct Method	Map drawing
2.The Audio-Lingual Method	Use of minimal pairs, Dialogue memorization, Complete the dialogue
3.The Silent Way	Peer correction
4.Deggestopedia	Role play
5.Content-based Instruction	Dictogloss, Language experience approach

## **2.6 Obstacles in Teaching and Learning Listening Skills**

In teaching listening comprehension in a foreign language, the teacher should consider all students' obstacles. Two types of difficulties were mentioned: listeners problems and listening material barriers. The first problem was that students had trouble predicting what the speaker was going to say, using unfamiliar words or phrases, and recognizing points. Regarding the second problem, students struggled with unfamiliar topics, diverse accents, authentic material, and conversational terminology (Hayrapetyan, 2016). In addition, the following were the primary reasons why students found listening difficult. The first issue was the inability to comprehend every word while listening. They struggle to transfer their First Language (L1) skills to a second language, especially in Second Language (L2) acquisition. Second, the failure or disinterest to slowly expanded their vocabulary had a significant impact. Third, listeners' concentration capacity or listening endurance substantially affected their listening abilities. Moreover, a study conducted in Karak schools had been identified another challenge for teachers of English in teaching listening skills regarding teachers' language proficiency (Alrawashdeh & Al-zayed, 2017). Last but not least, the physical location or atmosphere in which listening was being proceeded might cause a distraction for students as well (Renukadevi, 2014).

Reflecting on students' barriers to learning listening skills, the teacher also encountered teaching this skill. Hwaider (2017) found that the struggles in teaching listening skills were due to learner-related issues, such as students' low levels in general, particularly in English, demotivation, and bad attitudes toward listening skills. Moreover, it was caused by problems with facilities. In most cases, their unavailabilities, such as tapes, recorders, and videos, and students using old books to complete tasks that previous batches had already completed, result in these tasks failing to achieve their goals. Furthermore, teaching listening skills came up with the issues of the teaching environment, such as physical conditions, noise, student crowding in the classroom, and insufficient time provided for sessions. In addition, there were issues connected to the listening skills sophistication. Finally, it also had problems linked to being lack of training and practice in teaching language and listening skills, whether inside or outside the classroom.

## **2.7 Common ICT Tools Used in Teaching Listening Skills**

Students have an excellent chance to improve their listening skills via ICT because many tools are available inside and outside the classroom (Amir & Kang Akhtar, 2018). Online and electronic dictionaries, audio recording, text-to-speech technology, creating video quizzes, audio and video files from the internet and YouTube are recommended for practising in listening instruction because students will improve their performance, comprehension, and memory of listening tasks (Kiliçkaya, 2018; Yoestara & Putri, 2019; Amir & Kang Akhtar, 2018; Quyen, 2020). Meanwhile, encouragement to use technology like YouTube resulted in the development of students' language abilities, mainly speaking and listening (Pratama, et al., 2020). Additionally, listening resources from websites such as Cable News Network (CNN), Breaking News English, British Broadcasting Corporation (BBC) news, Voice of America (VOA) news, movie web, and

so on have been given valuable support for both teachers and students to practice listening comprehension (Gómez Martínez, 2010; Amir & Kang Akhtar, 2018). Moreover, PowerPoint slides and the Zalo application, which created a group to share their experience in learning English, were also used in teaching listening (Quyen, 2020). Amir & Kang Akhtar (2018) added two more ICT tools for teaching listening skills, including an Interactive whiteboard (IWB) or the SMART board and computer. IWB helped students a lot in many ways, such as listening to pre-recorded sounds, watching video clips, and presenting works. At the same time, computers could store digital stories, Mp3 recordings or podcasts for the teacher to teach students to be active and found of learning to listen.

## **2.8 Challenges of Using ICT Tools in Language Teaching**

In English foreign language (EFL) classrooms, secondary school teachers generally face problems in using ICT tools because of a lack of Information Communication Technologies (ICTs) teaching resources, including computers, videotapes, and other equipment, classroom size, lots of pupils, and insufficient knowledge for using ICTs (Thapaliya, 2014; Yermekkyzy, 2022; Muslem et al., 2018; Salehi & Salehi, 2012). Besides these barriers, EFL teachers had inadequate knowledge of outdated ICT equipment since they never took that equipment to apply in their classrooms (Yermekkyzy, 2022). In addition, teachers of English at one high school in Indonesia found the main challenge in implementing ICT tools was that there was low internet connection at schools (Muslem et al., 2018; Salehi & Salehi, 2012). Interestingly, the majority of the studies reviewed from 2006-2019 found that lack of teachers' training, lack of teachers' confidence, and lack of time were found to be the three fundamental obstacles to employing ICT in teachers' English language teaching processes (Hashemi & Kew, 2021).



In conclusion, (1) Definitions of Listening Skills, (2) Significance of Listening Skills, (3) The Role of Authentic Materials in English Language Teaching and Learning, (4) The Common Materials and Equipment Used in Teaching Listening Skills, (5) Strategies of Listening Comprehension, (6) Obstacles in Teaching and Learning Listening Skills, (7) Common ICT Tools Used in Teaching Listening Skills, and (8) Challenges of Using ICT Tools in Language Teaching were illustrated from various journal articles and books for the researcher to keep as the essential data preparing for discussing in Chapter V of this study.

## CHAPTER 3: RESEARCH METHODOLOGY

This chapter outlines the methods and practices that must be followed in order to establish the research to be effective. It also provided details methodology of the study, including research design, sample and sampling technique, research instrument, data collection procedure, data analysis, and ethical considerations.

### 3.1 Research Design

Basically, it is known that qualitative research is one of the three methods in the research process. Thus, to align with this study's objectives and questions, a qualitative approach and a single case study were selected to collect the data. The book review showed that qualitative research was known as taking extensive narrative and non-numerical data to gather, investigate, and interpret for receiving the perceptions toward a specific event or situation. (Mills & Gay, 2016). Moreover, Fraenkel et al. (2012, p. 440) also wrote extensively about the definition of qualitative research, “qualitative research is frequently referred to research studies that investigate the quality of relationships, activities, situations, or materials.”

Furthermore, in another book on one of the characteristics of qualitative research, there seemed to be a relation that the qualitative approach focused on investigating an issue and gaining a thorough knowledge of a critical phenomenon which was a fundamental concept, idea, or process that was analyzed (Creswell, 2012). Fraenkel (2012) either pointed out that a single-case study was explained as an author of research examining one case simultaneously as a part of one whole research.

As being seen in the first chapter, this study critically reviewed the current practices of teaching listening competence, which those teachers process. The aim also addresses the threats teachers of English teaching listening skills face at a NGS in Phnom Penh. Since there was little research and no study deeply looked at the teachers of English

perception over teaching listening skills in NGS's concept. That is why it was relevant to collect the views or opinions in a specific situation that were suitable to conduct the qualitative research method along with the single-case study in this research.

### **3.2 Sample Size and Sampling Technique**

To respond to these research aims, teachers of English were the potential participants for providing clear and fruitful awareness of this study. Basically, there were eight teachers of English, including one mentor at a NGS located in PP. Totally, four participants, one mentor and three teachers were chosen to participate in a semi-structured interview. They were selected from level 1 until level 4 accordingly using purposive sampling. Besides these participants, the other four teachers of English at this school did not join the process of collecting the data for this study since two of them rejected the interviews, and the other two teachers of English are novice teachers who have only one year of teaching experience at NGS. By selecting teachers of English who have experience in teaching their subject in NGS for at least two years because the researcher strongly believes that they could provide intuitive knowledge and information responding to the research aims of the study.

### **3.3 Research Instrument**

Since the objectives of this study are to provide a detailed account of the teachers-of-English perceptions on their current practices when they teach listening skills at a NGS in PP and the challenges they faced while teaching this competence, an in-depth interview (IDI) was employed in this research for further critically explore the situation based on the aims of the study. The researcher attempted to look for extra information on current practices such as listening teaching activities, various methodologies, techniques or strategies of teaching listening competence, and so on. Not only did the researcher expect this, but the challenges to teaching listening skills were investigated in more detail in

terms of lacking teaching materials, losing students' motivation, having a large number of students, etc. Hence, IDI was applied to be a semi-structured interview with ten prepared questions (see appendix A), and other follow-up questions were naturally questioned during the interview process.

### **3.4 Data Collection Procedure**

**Main Stage:** Notably, the researcher wrote the requisition letters for requesting permission from the gatekeeper of a NGS in PP. Then, those letters were taken to ask for a signature from the director of the New Generation Pedagogical Research Center (NGPRC). Nonetheless, following the semi-structured interview process, four teachers of English from the NGS were selected to be participants in running one-on-one interviews insightfully to collect the findings of this research. The interview was conducted in both Khmer and English since the researcher would like to get fruitful information. The researcher also believed that the participants felt more comfortable and convenient answering all the interview questions. Totally, two teachers and one mentor agreed to be asked and answered in Khmer, while only one teacher requested to interview in English. With the exact target, the researcher ensured that all selected teachers were required to have a minimum of two-year experience in teaching English. Currently, they are teaching this subject. After this careful selection, the researcher got their contact phone numbers and telegram numbers or other available social media accounts from the mentors for making an appointment by setting the dates and places to process the interviews. The places were possible to be changed anytime, whether to meet physically or virtually, based on any circumstances. Before interviewing, the researcher also prepared to write the consent forms in English and Khmer for the participants to acknowledge the aims of this study, the reasons the researcher proceeded with the research, and some ethical principles of keeping their information anonymous. These forms were signed and made

an official agreement to process the interviews. Ultimately, the researcher got ready to ask participants the questions following the semi-structured interview technique to compile the data intuitively that these were necessary to respond to the two research questions of this study. As a result, one teacher and one mentor allowed the researcher to interview in person at their workplace. The other two teachers asked for interviews virtually through Zoom.

### **3.5 Data Analysis**

The system to identify the main themes and sub-themes of the data collection after the interview section was analyzed in the following steps such as transcribing, coding, thematizing, and outlining. Since this research is a qualitative study, thus, it is essential to transform the information the researcher had recorded from the conversations between an interviewer and interviewees into Microsoft Word documents. After having done the transcription, the researcher sent all the data to all participants via their contacts like Telegram or Facebook in order to ensure that the whole details were not added or removed and it is accurate to what they had mentioned during the interview process. After getting confirmation from them, the researcher coded the data by creating multiple keywords related to the topic of this study and tried to find out the information which fit in each category. Last but not least, the researcher determined the specific themes for combining the coding data to form the concrete answers to both research questions, which mainly focus on the current practices of their teaching listening skills as well as the challenges of teachers of English at a NGS in PP were facing during teaching listening skills. Finally, the association with manual coding was another great help for the researcher to compare and crosscheck with coding through Microsoft Word as well.

### **3.6 Ethical Considerations**

In terms of showing an ethical manner as a researcher, writing the permission letters for the approval of the NGS school director is an initial step to do. Along with this action, the researcher also creates the consent forms for the interview agreement with participants. To respect and build faithfulness toward the participants, the researcher has an obligation to keep their opinions during the interview confidential. Additionally, informing them that the researcher must not use their real names, positions, or other personal information stated in this paper is essential for avoiding harm or unfortunate things that might happen to them after publishing this study. Regarding the use of deception, the researcher cannot also edit the participants' answers by sending them the transcription to check whether they consist of something wrong or not. During the interview, confirmation of forcing interviewees to answer the questions they do not prefer to respond to is guaranteed not to occur.

Moreover, the audio recordings of the conversation are ensured to keep privacy. Though it is deleted in case the participants request to do so. Remarkably, all sources mentioned in this paper were given credit to the authors by stating in-text citations as well as references based on American Psychological Association (APA) style 7<sup>th</sup> edition. Apparently, plagiarism was assured not to be seen in this research since the researcher used the Grammarly program to revise.

To sum up, this chapter included six main points such as (1) methodology of the study, including research design, (2) sample and sampling technique, (3) research instrument, (4) data collection procedure, (5) data analysis, and (6) ethical consideration.

## CHAPTER 4: RESULTS

This chapter summarizes the findings of this study from interviews with four respondents about the current practices of listening instruction, along with the challenges in teaching listening skills at a NGS in PP. Therefore, the data was translated into ten significant themes in order to address the two study objectives, including (1) demographic information of the participants, (2) listening activities and techniques in each stage, (3) the most effective techniques of teaching listening skills, (4) teaching materials and equipment in listening activities, (5) ICT tools assisted in teaching listening skills, (6) challenging factors in teaching listening skills, (7) the most challenging techniques in teaching listening activities, (8) issues on scarcity of teaching materials and equipment, and (9) challenges in using ICT tools.

### 4.1 Demographic Information of the Participants

Strongly involved in this study, four participants, who are teachers of English, were interviewed for around 30 to 50 minutes individually on their current practices and challenges in teaching listening skills at a NGS in PP, as can be seen in table 4 below.

Table 4  
*Participants' Code, Sex, Age, Teaching Levels & Grades, Total Teaching Experience, and Teaching Experience at a NGS in PP*

Code	Sex	Age	Level and grade	Teach_Ex	Teach_Ex at NGS
T1	M	30	3A, 4B, grade 12	8	3
M2	F	27	3A	5	2
T3	M	32	1B, 3B, grade 12	2	2
T4	F	27	1A, 3B, 2B, grade 12	3	3

*Note.* There are two types of teaching experience above. First, Tech\_Ex refers to the total teaching experience in both NGS and non-NGS systems. Second, Tech\_Ex at NGS refers to the teaching experience at the NGS only.

In fact, eight teachers have been working and teaching English, depending on each level accordingly. Though, the researcher had only selected four participants to join the

interview process to collect data for this study. Besides other subjects, English is diverse. Since that NGS's curriculum for English was discussed, and decided to allow all students to take a placement test to identify their English proficiency before studying based on their language competence (see appendix F). All students are allowed to take the test for one hour to know their levels. After finishing the exam, they are called to study through each level they receive whenever they learn English. The assessment to evaluate students' levels is determined based on their scoring.

Table 5

*The English Entrance-Exam Scoring Division Through Levels at a NGS in PP*

Books	(Beginner)		(Elementary)		(Pre-inter)		(Intermediate)		(Upper-inter)		(Advanced)	
Units	1-6	6-12	1-6	6-12	1-6	6-12	1-6	6-12	1-6	6-12	1-6	6-12
	Level 1		Level 2		Level 3		Level 4		Level 5		Level 6	
Levels	A	B	A	B	A	B	A	B	A	B	A	B
Scoring	1→8	9→17	18→25	26→34	35→42	43→51	52→59	60→68	69→76	77→85	86→93	94→100

*Note.* New Headway 4<sup>th</sup> edition has been used as the main textbooks ranging from beginner to advanced levels.

Having seen in table 5 above it showed the scoring in each level for evaluating students' English proficiency at one NGS in PP. All teachers in each level had been assigned to teach New Headway 4<sup>th</sup> edition books from Beginner until Advanced accordingly. Six levels were divided, and each level was separated into two more levels such as A and B. Moreover, one book had been split into two parts as well based on levels. For instance, New Headway Beginner 4<sup>th</sup> edition (unit 1 to unit 6) was a book for level 1A. For the academic year 2021-2022, the NGS students who studied from grade 7 until grade 11 took the exam and got the maximum level of 4B, which meant that students learned New Headway Intermediate 4<sup>th</sup> edition (unit 6 to unit 12) for this level. Excluding grade 12's students, the school created a particular class for them. They did not need to test their English competency. Instead of studying via levels, they trained to specialize in



English for grade 12's national examination. Thus, since all teachers of English at a NGS in PP are required to teach through the levels, the researcher chose one teacher from each level to conduct the semi-structured interview individually. According to table 4.1.1, T1 teaches level 4B, M2 teaches level 3A, T3 teaches level 1B, and T4 teaches level 2B. Among four participants, three were teachers, and one was a mentor. They all have experience teaching English for at least two years at NGS.

## **4.2 Listening Activities or Techniques in Each Stage**

Following the analytical process of data the researcher had collected, this first main theme responded to research question one of this study. Next, three sub-themes were drawn from the analysis of the participants' words, comprising pre-listening activities or techniques, while-listening activities or techniques, and post-listening activities or techniques. The details of each sub-theme are shown below.

### **A. Pre-listening Activities or Techniques**

In the interview process, the participants were asked to describe the instructional activities or techniques of listening skills that they had practised physically so far. Basically, teachers of English need to lead in some techniques first before they allow students to listen to the audio recording. In the pre-listening tasks, there were five techniques which participants implemented in the teaching pre-listening stage. They have been found to be prior knowledge that teachers introduced to their students to help them answer the tasks quickly during listening, such as (1) Introducing instructions, (2) Using pictures, (3) Reading for understanding, (4) Guessing the contents, and (5) Pre-teach vocabularies.

#### ***Introducing Instructions***

In the interviews, the majority of participants generally provided the instructions for the tasks to students in three different ways: (1) direct instruction, (2) prompting

questions, and (3) asking students to read the instruction by themselves. In participants' own words:

Expose students to know the instructions before listening to the audios like if you just listen about a place, the listening will say what the place is or when the situations happen. (T1)

So provide them with clear instructions so that they know what to listen and what to do, including filling in the blank or responding to yes-no or true-false questions... sometimes the students are asked to read and understand the contents of the exercises. (M2)

Ask students to read the instruction and make sure that the students know what they are going to listen to. (T3)

Show students the instructions of listening exercise by telling them to read the questions or texts. (T4)

### ***Using Pictures***

The analysis reveals that a minority of participants drew students' attention to study pictures by asking them to guess what they could see and who the people in the picture were before listening to the main task. Along with this existing knowledge, students could understand the tasks comprehensively while they were listening. T3 stated that:

[...] Drawing students' attention to focus on pictures when I teach listening to the text by telling them to guess who people are, and where they are [...] (T3)

### ***Reading for Understanding***

Another technique of the pre-listening stage was mentioned by half of the participants. They mentioned that they guided students on how to do exercises by asking them to read the questions or read the texts for understanding first in order to help them know some information as resources to listen later. In participants' own words:

[...] Ask them to read the questions, texts, or filling-in-gap exercises to fully understand first before playing the recordings [...] (T1, T4)

### *Guessing the Contents*

One more technique, allowing students to guess the answers to the tasks they were going to listen was stated by a minority of participants. T4 raised that:

I generally give students opportunities to guess the answers of the exercise like filling the gaps and reading comprehension questions. (T4)

### *Pre-teach Vocabularies*

Some participants used to practice pre-teach vocabularies technique to teach listening skills. Half of them believed that providing students with vocabulary to study was the key technique to assisting students in listening to the audio comfortably and conveniently. Thus, students were able to take those words to understand what they were going to listen to. In participants' own words:

Yeah, I do check and give them some vocabulary as well because before emm they are going to do the listening test on one context. Perhaps they have to get some thought of ideas about what they are going to talk about. (T1)

For pre-listening, I generally teach vocabularies by giving definitions of each word. (T4)

## **B. While-listening Activities or Techniques**

After finishing the pre-listening stage, teachers of English must proceed with further activities for students to listen to the audio recordings. Getting information through the interview, the researcher found that all participants implemented various techniques in the while-listening stage. Generally, teachers use worksheets or handouts that they have prepared to explain to students what to do. Then the teachers played the audio recording for students around two or three times accordingly. If students still could not absorb the listening, they provided the tape script. Exactly six specific techniques have been practised by teachers of English at a NGS in PP, including (1) listening to the songs, (2) listening and answering questions in groups, (3) listening for remembering, (4) map-direction, (5) comprehension questions, and (6) filling in the gaps.

### ***Listening to the Songs; Listening and Answering Questions in Groups***

There were two techniques mentioned by a minority of participants, such as listening to the songs as well as listening and answering questions in groups. The participant asked students to listen to the songs and checked whether they understood the lyrics or not. Hence, he would know which songs suited his students' English competence. He also implemented listening to answer questions in groups in his class. He clarified that asking students to listen in groups helped them gather ideas and share that with one another thoroughly as well as he just gave them clues or samples of how to do one task, divided that into each category, and assigned each group to do that task accordingly, so the students in each group could think together and complete the tasks rather than wasting their time to try to understand what to do during listening.

### ***Listening for Remembering; Map-direction; Comprehension Questions***

Other two techniques in the while-listening stage pointed out by some participants were listening for remembering, map-direction and comprehension questions. The participants raised:

I use this technique (listening for remembering) since my students have to remember the words and know how to pronounce them correctly (e.g., irregular verbs, etc.) ...sometimes I also include the map-direction technique for my students to practice listening in order to know what words they should use to give directions and how to tell the direction to someone. (M2)

Since the listening tasks required my students to answer the comprehension questions, thus, they sometimes must look for the main ideas of the contents or responded to find the general information to answer those questions while they listen to the audio recordings. (T4)

### ***Filling in Gaps***

All participants surprisingly specified the practice of filling in the gaps technique during listening. Mostly, the exercises in New Headways 4<sup>th</sup> edition books (Beginner to

Intermediate) have been seen as gap-filling tasks. That is why they usually asked their students to fill in the blanks when they were listening to sentences, conversations, or passages. In participants' own words:

Filling-in-gap exercises are commonly done while listening because reading, grammar, and listening tasks in textbooks are the types of filling-in-gap exercises when students want to listen for specific information [...] (T1, M2, T3, T4)

### **C. Post-listening Activities or Techniques**

In the final stage of listening activities, teachers must check students' listening competence by introducing tasks. For example, students were asked to provide the answers they had listened to in class or do some exercises to test what they understood after listening. During collecting the data of the post-listening stage, the researcher identified five different techniques, namely (1) answering questions, (2) rereading, and (3) production activities.

#### ***Answering Questions***

As the responses from the majority of participants, they looked over the results of tasks that his students completed by asking students individually, asking them as a group, doing peer-checking, and sometimes asking students as a whole class when they finished listening to the audio recordings. Sometimes, participants used to give students chances to ask any questions that they wondered after getting the answers from listening audio. In participants' own words:

[...] When finishing listening to the audio recordings, teachers ask students to provide the answers individually. Teachers also check by telling students to answer as a whole class and discuss with partners or groups [...] (T1, M2, T3)

#### ***Reread***

she stated that only sometimes she used this technique. In addition, she also proceeded with one more technique which is rereading. She wanted her students to spend

time reading vocabulary, passages, or conversations by asking them to compare their pronunciation with what they had heard in the audio. One participant clarified:

For post-listening activities, I mostly tell my students to read words that they had to fill in the gaps. Yes, this technique is reread. I want to know whether the pronunciation that they usually speak is similar to what they listened to or not. Because listening mostly focuses on students' pronunciation. (M2)

### ***Production Activities***

Production activities were practised in three various actions, including doing role play, presenting the content, summing up the content and creating sentences or dialogues. Some participants taught students the role-play. Firstly, to engage students to continue studying and listening enjoyably, teachers introduced an activity for students to role-play the situations in the reading passages or conversations. Teaching students through this also helped teachers easily evaluate students' knowledge of what they had learned listening so far as well. Secondly, in this stage, a minority of participants allowed students to present what they had learned from listening. Additionally, another participant also created tasks such as summarizing the content and creating sentences or dialogues for students to practice in order to know their understanding and practical outcomes when they finished listening to the audio recordings. In participants' own words:

In role-play activities, for example, the lesson relates to grammar points like, can I? can we? Therefore, we use this to request or offer something, and it is a conversation that consists of mister A and B, so I ask my students to role-play the conversation in pairs. Then I choose students who would like to volunteer A and B to come to the board and role-play that situation. (T3)

For post-listening stage, I assign my students to do the presentation...telling my students to do the role play base on stories or conversations is one of the listening techniques I use in my classroom. (M2)

For production of the post-listening stage, I tell my students to write similar sentences after listening to the conversations, summary what they have learned from the recordings, and create a dialogue that is similar to the audio in while-listening. (T4)

### **4.3 The Most Effective Techniques of Teaching Listening Skills as Perceived by Teachers**

After asking participants what techniques or activities of listening skills they practised, they were also asked to analyze an effective technique that seems to help their students easily study listening skills. As a result, T1 mentioned one effective technique in teaching listening skills. He thought that teaching students something related to their personal lives assisted them a lot in getting the information they listened to quickly since they had existing knowledge and were familiar with those contexts. T1 explained:

[...] If something relates to them, I will teach quickly. Imagine that for level 2A. I just ask them to listen to the names of parents or something like that. Suppose the listening's contents are new for them. They don't have existing knowledge about it. So, it seems to be hard for them, but if the listening content relates to them, that is the most effective one to teach. (T1)

M2 also revealed that asking students to reread the words and repeat them again is an effective way to teach her students after listening to the recordings. M2 continuously clarified:

[...] My students can identify which words they pronounced wrong, and they can correct them immediately. They also realize wrong-pronunciation words when they speak with their friends later. (M2)

On the other hand, introducing the instructions is a valuable technique that could help T3 know what they will listen to. He also stated that providing one sample answer was an effective technique as well. Finally, he illustrated one example to support his idea. In T3's own words:

I think doing one sample for students is the most effective listening technique. For example, students have to listen to six people from a text. Normally, the first example is the sample. The lesson is about what people can do on the internet. There are two questions that students must answer why do those people use the internet? And why do they use it? So, I play the first people's speech and write the answer to the two questions

about the first people on the board. Then, I tell my students to do like what I did for the other people's information. (T3)

Lastly, the researcher got the answer of the effective technique for listening skills from T4 as well. She raised that pre-teach vocabulary by asking students to find the keywords and guessing the contents before listening was the effective technique so far.

T4 mentioned:

[...] Telling my students to find keywords in the text allows them to get the information quickly when they are listening. (T4)

#### **4.4 Teaching Materials and Equipment in Listening Activities**

From the interview, the researcher found several instructional materials and equipment for teaching listening skills. This theme was divided into two sub-themes such as teaching materials and teaching equipment.

##### **A. Teaching Materials**

The results showed that all participants used textbooks which are New Headway 4<sup>th</sup> edition books, Beginner until Intermediate levels. They stated that some lessons consist of listening in the books, so they required students to open the books and practice the listening process. Moreover, some participants brought handouts for their students to practice exercises or do extra activities during listening as well. In participants' own words:

Textbooks are used while teaching listening skills. (T1, M2, T3, T4)

[...] Giving handouts to students because those are extra teaching materials before teaching listening skills [...] (T1, T4)

##### **B. Teaching equipment**

When asked what authentic equipment they have currently used in teaching listening skills, all participants responded that they must have brought the speaker all the



time they came to class when they wanted to teach listening. If they forgot to bring it by chance, they could not teach listening to their students. Therefore, it is an important equipment to proceed with the activity of listening well. Interestingly, posters have also been used in pre-listening, while-listening, and post-listening activities. In participants' own words:

[...] The Bluetooth speaker is used to connect with the telephone or computer to play the audio recordings [...] (T1, M2, T3, T4)

For the pre-listening stage, I assign students to groups and ask them to draft ideas or guess what they are listening to later on posters. Then, I allow my students to discuss and note the answers to the exercises or tasks on posters in each group in order to present in the next stage. In the post-listening stage, I ask groups of students to write what they learned from listening on the posters. (T4)

#### **4.5 ICT Tools Assisted in Teaching Listening Skills**

To clearly know how teachers of English at the NGS in PP currently teach listening skills, the researcher asked them whether they use ICT tools or not. As a result, all participants used audio recordings to teach listening skills. This ICT material has been seen as a significant substance that teachers must have prepared and stored on their laptops or smartphones. In participants' own words:

[...] To help support the listening process, students listen to audio that teachers store in laptops or smartphones. Then, teachers connect those devices with Bluetooth Speaker. (T1, M2, T3, T4)

Moreover, most of the participants raised that Google connected with the internet also has been used to search for resources such as exercises, texts, or YouTube videos to help students learn listening skills actively. However, the internet was considered fruitful software for teachers to search for any information they like to teach especially listening activities. Additionally, a Liquid-crystal Display (LCD) projector was also used to support listening instruction by a majority of participants. It was applied in listening class

to play the videos and show some essential parts from the textbooks. Since some students didn't bring their textbooks, and some had not bought them yet, it is essential to include the tasks and exercises in the slides. Most of the participants raised the following:

[...] Teachers serve the internet to look for videos to play for students to listen, and they also connect the internet to play the movies for students to watch and listen. (T1, T4)

[...] For instance, I must think about the listening lesson that I am going to teach and notice my students' interest first. Then, I search for a YouTube video about irregular verbs taught following rapping style. Teaching through this makes my students easily remember those verbs, and enjoy learning this as well. (M2)

Teachers use slides to play the videos or show parts of listening contents when students don't bring their textbooks. (T1, M2, T3)

With the combination of the internet, the minority of participants suggested that she used smart TV instead of an LCD projector to play the videos. T4 clarified:

Since NGS's library has a big space and a Smart TV, I gather my students to watch the video that was already downloaded. After that, I play it through a movie application. Since I already subscribed to the movie application, I don't need to download it. I just play it online for my students. (T4)

One more ICT tool, Telegram, has been mentioned by some participants.

Telegram is a social media that teachers use to teach students listening skills. One of them downloaded and uploaded the videos into the drive. Then, he dropped the link in the Telegram group while another participant just dropped the YouTube video links in it. In participants' own words:

I sometimes send a google-drive link of listening audio to the telegram group of my class. All the recordings are uploaded and saved in my drive. After finishing the unit, I drop homework or workbook exercises in terms of listening to any audio for my students to practice. (T1)

I search for YouTube videos suitable for my students' level, 3B. Then, I forward it to my own telegram channel to further forward to my class's telegram group. After teaching, I told my students to spend time self-studying what I had sent to the group. (M2)

Unexpectedly, T3 said that he hadn't used any ICT tools to support his teaching listening skills at all. T3 stated:

[...] I don't use any ICT tools when I teach listening. I just serve the internet only when I teach grammar, vocabulary and exercises. (T3)

#### **4.6 Challenging Factors in Teaching Listening Skills**

To respond to the second research question of this study, the researcher has established another main theme which illustrated how a NGS in PP's teachers of English faced challenges during the teaching listening skills process regarding (A) pre-listening stage's obstacles, (B) while-listening stage's obstacles, (C) post-listening stage's obstacles, and (D) other common challenges in teaching listening activities. Here are each sub-themes findings regarding the challenges of teaching listening skills.

##### **A. Pre-listening Stage's Obstacles**

Keeping students to stay focused on what the teacher was teaching was considered to be a challenge in teaching pre-listening stage. A minority of participants showed concern that he could not get his students' attention when he gave the instruction. Consequently, his students could not provide the answers to the questions since they lost concentration in listening. T3 mentioned:

[...] When I give the instructions to students, it's hard to keep them on track. They seem to be bored, lose focus, and look at something else [...] (T3)

##### **B. While-listening Stage's Obstacles**

For activities in while-listening practices, the researcher got to know the obstacles from all participants showing that they faced problems with students' factors in some conditions. Significantly, one problem with while-listening instruction was concentration loss. All four participants noticed that it was hard to make students focus on what they

were listening to because their students didn't know how to control their minds well. In participants' own words:

[...] During listening, students normally don't concentrate on what they are listening to. They are usually talkative and play with their classmates. (T1, M2, T3, T4)

In addition, another two problems of students were lacking motivation and being afraid to take a risk. Students easily gave up on listening if they did not understand the meaning of the listening's contents. Along with this, they also hesitated to guess the answers, which means they were not brave enough to write the answers. One of the participants stated:

When I allow students to listen to one audio recording about the appearance description of six people, they have no motivation to listen to the second person after they can't understand the information of the first one...students are also afraid to take risks in answering such as filling-in-gap exercises. (T3)

Another student's issue, the limitation of the ability to apply English, was also considered a challenge during the listening stage. Due to using the Khmer language in daily life speaking, students were mostly having difficulty listening to English since they couldn't practice listening and speaking at the same time every day. Consequently, all students requested to listen many times and still got little outcomes and barely got anything. Even though she still tried to help them by translating words and sentences into Khmer for better understanding. M2 clarified:

[...] Basic listening competency is a challenge for students. They still need to practice listening skills with their friends, teachers, and themselves to improve these skills [...]  
(M2)

### **C. Post-listening Stage's Obstacles**

Some participants provided the answers to the interview question that they realized the post-listening stage had barriers as well. Due to the blurry of the previous two

activities, they showed their experiences that students' problems, including concentration loss, lacking motivation, limitation of ability to apply English, and lacking basic listening competency, were the major obstructions which led their students to not perform well in the post-listening activities. In participants' own words:

The listening stage that seems to be difficult to practice is post-listening because students sometimes forget what they have learned or they can't understand what they heard well.

Therefore, they are not able to write conversations or create sentences. If I ask my students to present what they listened to, it is harder for them to do so. (T4)

Some students still beg for listening again and again. It takes a long time to move to the next activities in the post-listening stage. (M2)

#### **D. Other Common Challenges in Teaching Listening Activities**

Besides the obstacles in the process of teaching three-stage listening skills, some other challenges have been gathered to elaborate on each category. The researcher found out that some participants faced problems in teaching listening skills regarding teaching competence, classroom management, listening competency, and teacher attitude.

Some participants were worried about their teaching competence when they taught listening skills. They lacked strategies for explaining the lessons as well as finding out more teaching materials in order to help their students' listening. Moreover, they also did not have enough strategies to manage the classroom. In participants' own words:

Explaining the instruction is not clear, which allows my students not to perform well in learning listening. (T3)

I do not search for other audio or videos as extra resources for my students to listen to.

Thus, they are still poor at listening. (T4)

It is tough to keep students studying peacefully since the number of students in each English class is around thirty-eight to forty, so it can create noisy sounds, which bother them to have a short time to practice listening critically. (T3, T4)

The matters of teacher's listening competence and teacher's attitude were the other two challenges in teaching listening skills as well. One participant faced the

problem of having limited ability in listening. He had difficulty listening for some lessons. He was afraid to simplify what he had heard to his students. Hence, he had to make sure that he was well-prepared and practised listening alone in order to be familiar and comfortable with the listening lesson that he was going to teach. T1 mentioned:

For listening, I have to check and listen to the audio several times before I can teach, and I have to prepare different kinds of activities. (T1)

Another participant was not a disciplinarian teacher. Mostly, he gave options to his students in terms of working in groups and making decisions. He always respected students' opinions. Owing to this kind of attitude, he thought that students were fearless and did not give value to his position as a teacher. That led them not to pay attention to learning listening skills. T3 stated:

My problem occurs because of my attitude. I'm not a tough teacher. Mostly, I give options for them to choose from all their work, including group work. If they suggest me to do something, I give them a chance to decide. (T3)

#### **4.7 The Most Challenging Techniques in Teaching Listening Skills as Perceived by Teachers**

After knowing the barriers in teaching the three listening stages and the common issues of teaching listening skills, the author finally discovered comprehension questions were a listening technique that the majority of participants (M2, T3, T4) determined as the most challenging one in teaching students listening. M2 compared the comprehension questions of reading activities to listening. She said her students struggled to answer the texts' comprehension questions, so it was even more challenging to provide the answers to the questions by listening. T3 also clarified that answering comprehension questions required his students to listen for the general meaning, so it was hard for them to analyze deeply to write the answers.

In addition, the most challenging technique for T1 was spotted as map direction. He was confused a lot about the road numbers, the places, the directions and so on. That is why he must have practised doing this lesson by himself first before teaching his students correctly.

Last but not least, spelling was also seen as the most challenging technique in listening activities. Since T4 allowed her students to write vocabulary or fill the gaps during listening to the audio recordings, most of them did not know how to spell the words correctly, so it required a lot of time to teach students how to spell clearly.

#### **4.8 Issues on Scarcity of Teaching Materials and Equipment**

For this theme, the researcher was curious whether all participants accepted that lacking teaching materials and equipment could cause problems or not. Considering that, the answers of all four participants were provided in negative ways. That means they agreed to raise the issues regarding the lack of materials and equipment to teach listening skills. They believed that inadequate instructional materials and equipment made them more exhausted and had no effectiveness in learning listening skills for students. The first issue that occurred was occasionally skipping listening lessons. In participants' own words:

Preparing as many resources as possible to run the listening activities actively. If teachers do not bring the materials or equipment to teach listening, they will not know how to teach. Therefore, they decide to skip listening lessons. (T1, M2, T3, T4)

Differently, when teachers lacked teaching materials and equipment, the other two respondents, some participants, gave two more problems, such as no learning outcomes and mispronouncing vocabulary as a native speaker. Specifically, M2 raised one example: if students did not have worksheets to see during listening, they would be hard to listen and learn nothing. Furthermore, T4 provided an example as well. She thought the speaker was an essential equipment to teach listening activities. When she did not bring a speaker

to the class, she put a lot of effort into reading the texts or exercises loudly for her students. The problem was her pronunciation which was not like the native speaker, so she was afraid that her students could not respond to others when they spoke to foreigners one day.

#### **4.9 Challenges in Using ICT Tools**

The internet connection was the repeated answer from some participants regarding the ICT tool's challenges. The majority of participants revealed the same problem. They notified that the school's location had not received enough internet speed to easily download documents, videos, or audio. In some cases, when teachers wanted to download them, they must have found some other places where strong internet connections were implemented. In participants' own words:

[...] When teachers have problems with the internet connection, students cannot pay attention in listening to the audio recordings because it is unstable. The sound of the tap scripts is static, stuttering, or sometimes not working [...] (T1, M2, T4)

Additionally, in terms of how to use the new equipment before teaching, listening was the T1's worry. He stated that he tried to figure out how to use the speaker for full understanding to prevent any problems during listening instruction.

Eventually, electricity was one of the issues in applying ICT tools as well. T4 mentioned that due to the connection between electricity, the internet and Smart TV, she sometimes only faced the problem with electricity because it was cut off immediately when she played the videos for listening practices. Thus, she had to delay the lessons to other sessions or look for additional activities to teach her students.

In summary, this chapter illustrated these headings as follows: (1) demographic information of the participants, (2) listening activities and techniques in each stage, (3) the most effective techniques of teaching listening skills, (4) teaching materials and equipment in listening activities, (5) ICT tools assisted in teaching listening skills, (6)



challenging factors in teaching listening skills, (7) the most challenging techniques in teaching listening activities, (8) issues on scarcity of teaching materials and equipment, and (9) challenges in using ICT tools.

## **CHAPTER 5: DISCUSSION**

This chapter describes the main points of the findings along with a comparison to find out whether the results are similar or in contrast to the literature reviews. In addition, this discussion covers current practices of teaching listening skills and the challenges teachers of English face in teaching these skills. Therefore, to make this chapter interesting, it is divided into only two parts which follow the research questions above in the chapter one.

### **5.1 The Current Practices in Teaching Listening Skills Perceived by Teachers of English at a New Generation School in Phnom Penh**

#### **Pre-listening Stage's Techniques**

The practices of teaching listening skills at a NGS in PP are shown in three stages: pre-listening, while-listening, and post-listening. The findings indicated that before teaching students the main tasks of listening skills, teachers gave instructions to students in three different ways like telling students the instructions directly, asking students to realize the instruction clearly, and telling them to read the instruction individually to fully understand. According to Djabborova (2020) and Gilakjani and Ahmadi (2011), teacher similarly introduced the text to students, which could be meant that he or she came up with a new task or exercise for students to do and had to make sure that they all understood what to do.

Other pre-listening stage techniques, such as allowing students to guess contents and teaching them vocabulary, are two techniques that were similar (Djabborova, 2020; Gilakjani & Ahmadi, 2011). These two authors mentioned that the teacher gave students some minutes to find keywords and useful structures. Then, the teacher allowed them to predict the contents. Meanwhile, guessing the contents of the pre-listening stage's techniques is also seen to be the same in some parts of (Kao, 2019). According to Kao

(2019), there were two techniques of pre-listening related to prediction, such as predicting true/false statements and predicting questions. For predicting true/false statements technique, the teacher gives students statements related to what they are going to listen to. Then, the teacher tells students to take a guess of each statement. After listening, students are able to correct their guessing. Additionally, predicting questions is a technique the teacher provides some information about listening contents and asks students to write down questions about what they want to know.

Another technique mentioned by teachers of English at a NGS in PP was introducing pictures to get students' attention in studying listening lessons. Participants asked students questions like what can you see in the picture? What are they doing? etc. Thus, it was similar to the two techniques mentioned by (Kao, 2019). One was using pictures or a paragraph, or a title. To get students' attention, the teacher used pictures, prepared paragraphs, or created a title related to listening to audio. One more technique was sequencing sentences and pictures. Teachers could not use this technique unless the main tasks were a passage or a text. In this technique, teachers asked students to try putting sentences or pictures in order.

The result showed that some teacher participants called students to read listening tasks to understand and keep prior knowledge in order to listen to the audio easily. Contrastingly, as Kao (2019) mentioned, reading questions or texts for understanding were just the processes that existed in two techniques of the while-listening stage, such as True/False Statements and Using Grids while the finding was found that it was a technique in the pre-listening stage.

To sum up, these techniques of the pre-listening stage were mostly the activities that teachers of a NGS in PP introduced to students to prepare for listening. Participants have practised techniques in this stage well because students must know information or

knowledge such as vocabulary, phrases, and sentences to understand the listening's contents. Moreover, they had to predict something related to listening to get some information as well. Similarly, Kao (2019) mentioned that students had to predict or consider what they were going to listen to before moving to the main-listening stage. However, knowing more techniques for students to do in this stage also helps teachers get students' attention and engagement to learn listening. Students will enjoy doing activities which lead them to practice actively in the while-listening stage.

### **While-listening Stage's Techniques**

During the listening stage, teachers sometimes selected one song to teach students by checking their understanding of the lyrics. Then, they listen and sing together. Scrivener (2011) consistently illustrated the Songs-and-Music technique along with many sub-techniques like Sing along, Grapped text, Matching picture of the song, Song jumble, Listen and discuss, and Action movement. Therefore, there are extra techniques for teachers of English at a NGS in PP to practice listening in numerous ways when they would like to teach a song.

The results of this study also showed that participants allowed students to listen and answer the questions in groups in order to make students feel less pressured to respond to all comprehension questions, which it is quite corresponding to the Comprehension-Questions technique raised by (Kao, 2019). However, Kao (2019) suggested that in the process of practising the Comprehension-Questions technique, teachers should have chosen questions wisely. They had to ensure that the answers were short enough for students to answer while listening to the audio.

One more technique, map direction, was found to be the same (Kao, 2019; Larsen-Freeman & Anderson, 2011). Some teachers needed to prepare a map for students to find

specific locations on it while they were listening to the recordings or the instructions from teachers. Both teacher and students could take turns giving instructions.

Another finding similar to Larsen-Freeman & Anderson (2011) showed that students had to fill in missing blanks in a dialogue or sometimes order jumble words provided in each gap in that dialogue during listening. However, this technique was different from the finding of the previous study by Kao (2019) in terms of the usage of different stages. The author found that the gap-filling technique was practised in post-listening, while the results of this study focused on applying it in while-listening. Therefore, teachers of a NGS in PP could know one more technique of the post-listening stage by allowing students to fill in the gaps of passages, CLOZE technique (Read detail on page 14).

Adversely, another technique was revealed to be different from a literature source (Larsen-Freeman & Anderson, 2011). The participants let students listen to the pronunciation of words. Then, students should have remembered those words' spellings and how to pronounce them correctly. Even though a technique called Dictogloss, which the above author mentioned, had been described that teachers told students to take note of what they remembered or the main points of a reading or a talk while they were listening; therefore, the technique can be flexible depending on the nature of the lessons, whether remembering words or the main ideas of contents.

All in all, the while-listening stage's techniques above were practised by teachers of English at a NGS in PP, and some extra techniques were suggested. The results showed that they were mostly tasks or exercises that existed in New-Headway textbooks, such as comprehension questions and gap-filling. Teachers sometimes took other tasks from serving the internet through websites or YouTube for students to practice as well. Those techniques were listening to the songs, map direction, etc. Thus, this stage is where

students listen and do the tasks. Tasks rely on textbooks teachers use unless they look for more tasks for their students. Tasks of while-listening stages are provided since teachers want students to assess their understanding and improve their listening. Consistently, Kao (2019) also raised that students should have been given tasks to fulfil to offer them some reasons why they must listen to the audio. That would make them focus on their listening.

### **Post-listening Stage's Techniques**

In the post-listening stage, there were several techniques from the findings which were similar to the literature reviews. One of the post-listening techniques was asking students to provide the answers to the questions they had done in while-listening. This technique was quite in contrast to a technique called Analysis (Kao, 2019). Analysis was a technique that students were asked to answer the question why, which allowed them to think critically to find the reasons based on listening they had listened to. Though, this technique was suitable for children aged 13 or older since they could think more deeply and provide answers to the questions. A production activity technique in which teachers called students to do role-play after listening to stories or dialogues, or students could create their conversations and stories to do the role-play was found to be the same as the other three sources (Kao, 2019; Scrivener, 2011; Larsen-Freeman & Anderson, 2011).

Overall, teachers of English at a NGS in PP practised the post-listening stage by using techniques such as answering questions, rereading, and production activities-role play, presenting contents, writing sentences or dialogues. These techniques showed that teachers took students beyond listening's contents. They allowed students to reflect on what they listened to in terms of vocabulary, pronunciation, presenting, summarizing, and writing. Similarly, Rost (2002) mentioned reading, writing, speaking, and engagement could be required for post-listening tasks, which can also include comparing notes, working out a summary with a partner, and coming up with answers or questions. These

activities enabled students to create mental images, improve short-term L2 memory, and boost motivation for repeat listening. Moreover, this stage should be planned for students to link the content of listening with students real life and experience (Kao, 2019).

Therefore, in the post-listening stage, teachers should prepare tasks for students to do and make sure that they reflect on what they have learned, apply it to real-life experiences, and develop other skills like speaking or writing.

### **Materials, Equipment and ICT Tools Used in Teaching Listening Skills**

Mainly, teaching materials or equipment, as well as ICT tools, have been implemented a lot by teachers of English at a NGS in PP. All teachers reported that they taught listening by mainly taking the lessons from New Headway 4<sup>th</sup> Edition books. Besides this, they also brought extra handouts, worksheets, posters, and tape recordings which were stored on their laptops or smartphones. Then, they connected those devices with a Bluetooth speaker in order to play the audio and videos. Sometimes, teachers connected to the internet and searched for audio and videos on YouTube or Google. Anyways, YouTube videos and texts on websites sometimes were shown to students via LCD projector or smart TV. Moreover, social media like Telegram was also applied in teaching listening skills to send students audio recordings or YouTube videos to study independently when they wanted to practice listening. These findings agreed with many other research and publications (Yusnida et al., 2017; Cahyono & Widiati, 2015; Wah, 2019; Ridwan, 2019; Wallin, 2021; George, 2018; Kiliçkaya, 2018; Yoestara & Putri, 2019; Amir & Kang Akhtar, 2018; Quyen, 2020; Pratama, et al., 2020).

However, the use of LCD projectors and smart TV connected to a computer was seen in this research's result. On the other hand, another study found an advanced technology, IWB or Smartboard with a laptop, that had been implemented in teaching listening (Amir & Kang Akhtar, 2018). Thus, the diverse findings from the prior study

might be due to a lack of financial support on teaching materials from stakeholders such as MoEYS, schools and communities that could not afford IWB to be applied in every classroom.

Noticeably, there was another contrary to using social media in teaching listening. The NGS in PP's teachers of English commonly used Telegram to communicate and gave extra learning resources to their students, whereas Quyen (2020) identified that teachers who taught at Ho Chi Minh City Open University integrated the Zalo application in teaching listening skills. This difference occurred because of the convenience of using any social media in each country and the teaching levels (high school and university).

Definitely, teachers of a NGS in PP had already used many materials, equipment, and ICT tools to support their teaching listening. Noticeably, there was an advanced ICT tool, Smartboard or IWB, to help them teach listening in various ways.

## **5.2 The Challenges of Teaching Listening Skills Perceived by Teachers of English at a New Generation School in Phnom Penh**

### **Pre-listening Stage's Challenges**

After collecting the results, one participant clarified that the challenge of teaching listening skills in the pre-listening stage was shown as the difficulty in getting students' attention which meant they did not focus on instructions' explanation and teachers' lead-in activities. Did this problem occur because of the teacher's fault or the student's fault? It could come from both factors. First, teachers were definitely lacking in teaching pre-listening stage techniques or a shortage of strategies in managing the classroom to get students' awareness. Second, students might have struggled with concentration themselves. Though, as a teacher, he should be aware of this problem and try to find possible solutions to overcome this challenge by strengthening classroom management



strategies and learning more pre-listening techniques and activities in order to engage students' attention.

### **While-listening Stage's Challenges**

In the while-listening stage, the researcher found that teachers' challenges in teaching this stage occurred because of their students' issues such as loss of concentration, demotivation, being afraid to take a risk, and limitation of ability to apply English. Among these issues, all participants repeatedly mentioned that their students could not focus on listening tasks. They seemed to lose their own's attention. Consistency, one of the common problems of learners in learning to listen, was concentration power. Acquiring listening skills was not like other language skills such as speaking, reading and writing. Even though students were trained for a longer time frame, they still found it hard to improve their concentration loss on listening (Flowerdew & Miller, 1996, as cited in Renukadevi, 2014). As a result, the issue of students' concentration loss needs time to be solved. Instead of dealing with this immediately, teachers should look for strategies or activities to support them, like allowing students to practice listening skills as much as possible inside or outside the classroom.

Learning listening skills, demotivation, and limitation of ability to apply English were raised by some participants. Teachers of a NGS in PP were worried about these language problems. The results showed that students gave up doing tasks during listening since they did not understand what they were listening to. As a result, students could not write down the answers to the tasks and asked for another listening again and again. Another study also stated that secondary school teachers in Aden Governorate, Yemen faced the same problems in teaching listening as teachers of a NGS in PP. Other problems that Yemen teachers faced were negative attitudes of students towards teaching listening

skills, deficiency of teaching facilities, teaching environment and listening skills sophistication (Hwaider, 2017). Additionally, there was one more paper that mentioned the problems of students' listening competency limitations. Students did not have the ability to comprehend every word while listening, which meant they were struggling to transfer their First Language (L1) skills to a Second Language (L2) acquisition (Hayrapetyan, 2016). Therefore, teachers of a NGS in PP should try to find the root causes of these problems. In better ways, teachers could also pause playing the audio when teachers see students do not get the meaning of the listening and ask students what points they want teachers to explain.

### **Post-listening Stage's Challenges**

There was only one challenge of the post-listening stage raised by some participants. They stated that due to the students' problems that occurred in the pre-listening and while-listening stages, such as concentration loss, lacking motivation, limitation of ability to apply English, and lacking basic listening competency, they were hard to practice post-listening tasks. When students do not comprehend the listening audio, they will not be able to do other exercises later because the post-listening stage is where students reflect on what they have listened to and connect what they have learned with real-life experience. Therefore, teachers should make sure that all students acknowledge the listening's contents well and complete all the exercises correctly before moving to the post-listening stage since Movva et al. (2022) raised that post-listening activities gave students a chance to think beyond interpretative and critical levels of understanding, as well as for teachers to test and review students' knowledge and evaluate their comprehension.

### **Challenges of Teaching Materials, Equipment, and ICT tools Insufficiency**

The researcher asked all participants whether they think lacking listening materials, equipment and ICT tools was a challenge or not. As a result, they agreed that there was a challenge related to the limitation of materials and equipment in teaching listening because it brought negative impacts like no learning outcomes, skipping listening lessons, and students' mispronunciation of English. Similarly, the most concerning point for secondary school teachers in Yemen was the unavailability of facilities for teaching listening. This problem was believed that it caused teachers to not achieve the goals of the lessons (Hwaider, 2017). Thus, materials and equipment had to be supported by the school to improve teaching listening skills.

Moreover, three obstacles of NGS teachers when they used ICT tools in teaching listening skills were noticed after interviewing process as well. Those challenges related to the internet connection, how to figure out new ICT items' usages, and the power of electricity. Meanwhile, the problems with internet connection and how to use new ICT tools were parallel with some previous studies (Thapaliya, 2014; Muslem et al., 2018; Salehi & Salehi, 2012). Contrastingly, Yermekkyzy (2022) illustrated that EFL teachers had an issue applying old ICT equipment since teachers rarely used them in teaching their students. In contrast to this article, teachers at the NGS had challenges in learning how to use new ICT tools before teaching listening. Therefore, the NGS's managers should take a consideration training teachers on how to use new ICT tools.

Another additional finding that was not the same or contrasting to any prior study was the problem with the power of electricity. A teacher of a NGS in PP stated that she had to delay or skip the listening lessons immediately when the electricity sometimes had

been cut off at her school. Instead of skipping the lessons, teachers could also play games or teach other lessons.

Totally, the discussion and analysis reflected the two research questions that have been described thoroughly. Next, the chapter below will conclude the whole study along with the limitation of the study and recommendations for stakeholders of the educational sector as well as further research.

## **Chapter 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS**

This chapter comprises the summary of research findings which responded to the two research questions, the study's limitations as well as recommendations.

### **6.1 Conclusion**

The teachers of English at public schools keep being misunderstood the importance of listening skills, and then a huge gap in literature reviews which have not been seen to study on teaching listening skills in NGS's context. That was why the findings of this research were interesting to provide the answers to the two research questions, which were about the current practices of teaching listening skills and the challenges which teachers of English faced at a NGS in PP. In summary, the answers to the first research question showed that the NGS in PP's teachers implemented numerous techniques in teaching listening skills through each stage, such as the Pre-listening stage (direct instruction, prompting questions, asking students to read the instruction by themselves, using pictures, reading for understanding, guessing the contents, and pre-teach vocabularies), While-listening stage (listening to the songs, listening and answering questions in groups, listening for remembering, map-direction, comprehension questions, and filling in the gaps) as well as Post-listening stage (answering questions, reread, and production activities). Among these techniques, all four teachers also identified their effective techniques in teaching students listening skills, including listening as a group, rereading the words, introducing clear instruction, and pre-teach vocabulary. In order to practice the techniques well, teachers of NGS used materials, equipment and ICT tools. Handouts or worksheets, textbooks, Bluetooth speakers, posters, audio recordings, laptops or smartphones, LCD projectors, smart TV, the internet, and Telegram were described by all participants. By the way, the answers to the second research question were about the

challenges of teaching listening skills. Teachers of English at the NGS complained that they all had problems with getting students' attention, students' concentration loss, students' demotivation, students' hesitation in taking a risk, students' limited ability to apply English, and limitations of students' listening competency. The most challenging techniques raised by the four teachers of a NGS in PP were comprehension questions, map direction, and spelling. Moreover, other obstacles were also mentioned: English teachers lacked strategies for teaching listening, a shortage of techniques in managing the classrooms, lack of own's listening competency, and unserious attitudes. Additionally, the limitation of specific listening lessons in the main textbooks, non-priority of listening skills, scarcity of teaching materials, internet connection, inadequate knowledge in using new ICT tools, and the loss of electricity were the extra challenges found by the researcher. After the discussion, teachers of English at the NGS in PP had to develop their teaching competency by learning more techniques and strategies of classroom management to prevent concentration loss of students. Moreover, they need to be flexible in teaching and use materials, equipment and ICT tools to support listening teaching.

## **6.2 Limitations of the Study**

This single case study has several limitations. First of all, the study's sample size was quite limited. Only four teacher participants and one NGS had been selected in Phnom Penh, Cambodia. Thus, some data could have been missing. Second of all, this study's limitations include using only one research instrument which is the interview. Actually, due to the study's time constraints, English teachers at the NGS at the same time had other teacher trainees observe their classrooms as part of a mentoring practicum; as a result, only the interviews were used to obtain data from the teacher participants to minimize participant pressure. Consequently, the researcher was unable to learn more about the reality of teaching listening skills as well as the obstacles that teachers faced in

their listening classes. Ultimately, due to the limitations listed above, the findings of this research study could not be applied to all English teachers at every New Generation Schools (NGSs) across Phnom Penh city while teachers of English at NGS-Sisowat were busy preparing for grade twelve students' semester one exam. However, this data can be the information for teachers of English who teach listening skills at the same level at the NGS to read for extra techniques and realize the obstacles in their own context.

### **6.3 Recommendations**

These suggested recommendations of the first point were drawn to update the current practices in teaching listening skills and realize the teachers of English's challenges at a NGS in PP in order to find better solutions. Another point also made suggestions to other authors who would like to continue researching related to this field.

#### **6.3.1 Recommendations for Institutional Practices**

##### ***Recommendations for Teachers of English***

1. Teachers of English at a NGS at PP are encouraged to learn more techniques. Moreover, they ought to search for different tasks or exercises besides the ones in the New-Headway textbooks and try to apply what students listened to with their real-life experience.
2. The challenges to teaching listening skills mostly occurred because of students' concentration loss, so teachers at the NGS had to improve their classroom management strategies to overcome this issue.
3. The electricity was sometimes cut off at the NGS. In this case, teachers should be flexible to teach other lessons or do other activities that do not require help from electricity.

### ***Recommendations for the NGS's Director***

1. Since teaching listening skills requires teachers to have enough materials, equipment, and ICT tools, the NGS's director should continue supporting these for developing listening comprehension.
2. The NGS in PP's teachers already implemented teaching materials and equipment and ICT tools in listening classrooms. Though, IWB was found to be more advanced for teachers in teaching listening skills fruitfully because it helped students a lot in many ways, such as listening to pre-recorded sounds, watching video clips, and presenting works (Amir & Kang Akhtar, 2018).
3. Teachers of the NGS in PP needed time to learn how to use new ICT tools before teaching listening skills, so they should be trained to use these by ICT teachers. That would be better.
4. The poor internet connection because of the location of the NGS's school should be considered to equip in every classroom throughout the campus.

### **6.3.2 Recommendations for Further Research**

Further studies would suggest having a larger sample size than this research. For instance, collecting data from all teachers of English at one NGS in PP or all teachers of English at both NGSs, Prek Leap and Sisowat located in Phnom Penh. Consequently, future studies could get more insightful information regarding listening skills, and the results will be able to apply to the whole NGSs across Phnom Penh city. With the concept of listening skills, the next researchers were also encouraged to focus on interviewing the perceptions of students toward their teachers' teaching, what challenges they faced in learning listening skills and possible solutions to deal with those challenges. For continuous improvement, classroom observation will be motivated to implement in the next study to collect more data since it will be able to clarify that the teachers of English



at the NGS in PP provided accurate answers in terms of their practices and challenges of listening skills. Finally, it would be better if other researchers come up with studying this topic in different schools, such as some public or private schools in Cambodia. This will enable the next researchers to compare this research with other various contexts.

In conclusion, this chapter has included the main conclusion of this study, the limitations and the recommendations for further studies.

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## APPENDICES

### APPENDIX A: INTERVIEW PROTOCOLS



#### NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Research Topic:** The Investigation of Teaching English Listening Skills as Perceived by Teachers: Current Practices and Challenges at a New Generation School in Phnom Penh

**Researcher:** Nguon Sokmean

**Supervisor:** Mr. Banh Hornmann

#### Interview Protocols (Semi-Structure)

##### 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 Nguon Sokmean. 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 a research entitled "**The Investigation of Teaching English Listening Skills as Perceived by Teachers: Current Practices and Challenges at a New Generation School in Phnom Penh.**"

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?

##### I. Introductory questions

1. Could you introduce yourself?
2. Which grade do you teach?
3. How many classes do you teach?
4. How many hours do you teach per week?
5. How many years do you experience in teaching English subject?
6. How confident you are about your listening ability if you have to rate yourself from 1 to 6?
  - 1: Beginner
  - 2: Elementary
  - 3: Pre-intermediate
  - 4: Intermediate
  - 5: Upper-intermediate
  - 6: Advanced

##### II. Key questions for current practices of teaching listening skills

RQ1: What are the current practices in teaching listening skills at a New Generation School in Phnom Penh?

1. What activities have you currently used in teaching listening skills?
2. What authentic materials or equipment have you currently used in teaching listening skills?
3. What strategies or techniques of teaching listening skills have you currently applied in your own classroom?
4. In your own opinion, do you think what is the most effective technique to be applied in your current classroom setting?
5. Are you using any ICT software (e.g., Google Classroom, Telegram, Messenger, MoEYS e-learning platform, etc.) to facilitate your instructional activities in listening skills?

**III. Key questions for challenges in teaching listening skills**

RQ2: What are the challenges of teaching listening skills that teachers of English face at a New Generation School in Phnom Penh?

1. What listening activities have been considered to be challenging for you and your students?
2. Do you think the lack of teaching materials and equipment are the hindrances in achieving teaching objectives? Please tell me more.
3. What strategies and techniques have you found very challenging to apply in your own classroom?
4. Could you raise some other barriers that you think it's difficult to deal with? Why?
5. Can you list the challenges of using ICT software if you have any?

**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.

**APPENDIX B: INTERVIEW PROTOCOLS**



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**

**ប្រធានបទស្រាវជ្រាវ៖** ការរុករកនៃការបង្រៀនភាសាអង់គ្លេស ជំនាញស្តាប់ ដែលជាការយល់  
ឃើញរបស់គ្រូ ៖ សកម្មភាពអនុវត្ត និងបញ្ហាប្រឈមនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានី  
ភ្នំពេញ

**អ្នកស្រាវជ្រាវ៖** ងួន សុខមាន

**គ្រូដឹកនាំ៖** បាញ ហនម៉ាន់

**សំណួរសម្ភាសន៍**

**សេចក្តីផ្តើម**

ជម្រាបសួរអ្នកគ្រូ/លោកគ្រូ! តើលោកគ្រូ/អ្នកគ្រូសុខសប្បាយជាទេ ថ្ងៃនេះ? សូមអរគុណ  
ច្រើនដែលលោកគ្រូ/អ្នកគ្រូ បានយល់ព្រមចូលរួមក្នុងការសម្ភាសន៍មួយនេះ។ ជាបឋម ខ្ញុំសូម  
ណែនាំខ្លួនបន្តិច។ ខ្ញុំឈ្មោះ ងួន សុខមាន។ ខ្ញុំកំពុងតែបន្តការសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯក  
ទេសប្រឹក្សាគរុកោសល្យ នៅឯមជ្ឈមណ្ឌលគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ ដើម្បីបញ្ចប់  
កម្រិតបរិញ្ញាបត្រជាន់ខ្ពស់នេះដោយជោគជ័យ, សព្វថ្ងៃ ខ្ញុំកំពុងតែធ្វើការសិក្សាស្រាវជ្រាវមួយលើ  
ប្រធានបទ “ការរុករកនៃការបង្រៀនភាសាអង់គ្លេស ជំនាញស្តាប់ ដែលជាការយល់ឃើញរបស់គ្រូ  
៖ សកម្មភាពអនុវត្ត និងបញ្ហាប្រឈមនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ។”

វេលានេះពិតជាល្អណាស់ ដែលលោកគ្រូ/អ្នកគ្រូបានអនុញ្ញាតិឲ្យខ្ញុំសួរនូវសំណួរមួយចំនួន  
ទាក់ទងជាមួយប្រធានបទរបស់ខ្ញុំ។ ខ្ញុំពិតជាថ្លែងអំណរគុណយ៉ាងក្រៃលែងចំពោះការចំណាយ  
ពេលរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការធ្វើបទសម្ភាសន៍នេះ។ សូមលោកគ្រូ/អ្នកគ្រូកត់សម្គាល់ថា  
ព័ត៌មានដែលលោកគ្រូ/អ្នកគ្រូ បាននិយាយនឹងត្រូវបានរក្សាទុកជាសម្ងាត់។ លោកគ្រូ/អ្នកគ្រូអាច  
ធ្វើអារម្មណ៍ឲ្យធូរស្រាល ហើយរីករាយក្នុងការឆ្លើយនូវសំណួរ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ មិនចង់  
ឆ្លើយនូវសំណួរណាមួយ លោកគ្រូ/អ្នកគ្រូអាចរំលង ឬមិនឆ្លើយនូវសំណួរនោះបានគ្រប់ពេល។  
សូមលោកគ្រូ/អ្នកគ្រូ កុំមានអារម្មណ៍ថាតឹងតែង។ សូមធ្វើតាមសម្រួលចុះ។ តើលោកគ្រូ/អ្នកគ្រូ  
ត្រៀមខ្លួនហើយឬនៅ? តើពួកយើងអាចចាប់ផ្តើមបានដែរឬទេ?

**I. ព័ត៌មានទូទៅ**

- ១. តើលោកគ្រូ/អ្នកគ្រូ អាចណែនាំខ្លួនបន្តិចបានទេ ?
- ២. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនថ្នាក់ទីប៉ុន្មាន ?
- ៣. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនប៉ុន្មានថ្នាក់ ?
- ៤. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍ ?
- ៥. តើលោកគ្រូ/អ្នកគ្រូ មានបទពិសោធន៍បង្រៀនភាសាអង់គ្លេស រយៈពេលប៉ុន្មានឆ្នាំហើយ ?
- ៦. ប្រសិនបើលោកគ្រូ/អ្នកគ្រូតម្រូវឲ្យវាយតម្លៃខ្លួនឯង តើលោកគ្រូ/អ្នកគ្រូអាចវាស់វែងសមត្ថភាពស្តាប់របស់ខ្លួន បានត្រឹមកម្រិតមួយណា ?
  - ១. កម្រិតដំបូង ( Beginner )
  - ២. កម្រិតមធ្យម ( Elementary )
  - ៣. កម្រិតមធ្យម ( Pre-intermediate )
  - ៤. កម្រិតល្អបង្អស់ ( Intermediate )
  - ៥. កម្រិតល្អ ( Upper-intermediate )
  - ៦. កម្រិតល្អប្រសើរ ( Advanced )

**II. សំណួរសម្រាប់សួរទាក់ទងនឹងសកម្មភាពអនុវត្ត នៃការបង្រៀនជំនាញស្តាប់**

**សំណួរស្រាវជ្រាវ១៖ តើមានសកម្មភាពអនុវត្តដូចម្តេចខ្លះ ក្នុងការបង្រៀនជំនាញស្តាប់នៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ ?**

- ១. តើសកម្មភាពបង្រៀនដូចម្តេចខ្លះ ដែលលោកគ្រូ/អ្នកគ្រូប្រើប្រាស់ក្នុងការបង្រៀនជំនាញស្តាប់ នាពេលបច្ចុប្បន្ននេះ ?
- ២. តើមានសម្ភារឧបទេស ឬឧបករណ៍អ្វីខ្លះ ដែលលោកគ្រូ/អ្នកគ្រូប្រើប្រាស់ក្នុងការបង្រៀនជំនាញស្តាប់ នាពេលបច្ចុប្បន្ននេះ ?
- ៣. តើវិធីសាស្ត្រ ឬតិចនិកនៃការបង្រៀនជំនាញស្តាប់អ្វីខ្លះ ដែលលោកគ្រូ/អ្នកគ្រូអនុវត្តជាមួយកូនសិស្សនៅក្នុងថ្នាក់រៀនរបស់លោកគ្រូ/អ្នកគ្រូ ?
- ៤. បើតាមការយល់ឃើញរបស់លោកគ្រូ/អ្នកគ្រូ, តើលោកគ្រូ/អ្នកគ្រូគិតថា តិចនិកមួយណាដែលមានប្រសិទ្ធភាពបំផុតនៅក្នុងការបង្រៀននៅក្នុងថ្នាក់លោកគ្រូ/អ្នកគ្រូ ?

៥. តើលោកគ្រូ/អ្នកគ្រូកំពុងតែប្រើប្រាស់នូវកម្មវិធី ICT (ឧទាហរណ៍៖ Google Classroom, Telegram, Messenger, MoEYS e-learning ។ល។) ដើម្បីជួយដល់សកម្មភាពបង្រៀនជំនាញស្តាប់ដែរឬទេ?

**III. សំណួរសម្រាប់សួរអំពីបញ្ហាប្រឈមក្នុងការបង្រៀនជំនាញស្តាប់**

**សំណួរស្រាវជ្រាវ៖** តើអ្វីជាបញ្ហាប្រឈម របស់លោកគ្រូ/អ្នកគ្រូក្នុងការបង្រៀនភាសាអង់គ្លេសនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ ចំពោះការបង្រៀនជំនាញស្តាប់?

១. តើលោកគ្រូ/អ្នកគ្រូគិតថា សកម្មភាពបង្រៀនជំនាញស្តាប់មួយណាដែលជាបញ្ហាប្រឈមក្នុងការបង្រៀនរបស់លោកគ្រូ/អ្នកគ្រូ និងក្នុងការរៀនរបស់សិស្ស?

២. លោកគ្រូ/អ្នកគ្រូគិតថា ការខ្វះខាតនូវសម្ភារឧបទេស និងឧបករណ៍បង្រៀនជំនាញស្តាប់ តើវាជាឧបសគ្គក្នុងការសម្រេចបាននូវវត្ថុបំណងមេរៀនដែរឬទេ? សូមបកស្រាយ។

៣. តើវិធីសាស្ត្រ ឬតិចនិកអ្វីខ្លះ ដែលលោកគ្រូ/អ្នកគ្រូយល់ថា ពិបាកក្នុងការបង្រៀននៅក្នុងថ្នាក់?

៤. តើលោកគ្រូ/អ្នកគ្រូអាចលើកឡើងនូវបញ្ហា ឬឧបសគ្គដែលលោកគ្រូ/អ្នកគ្រូគិតថា ពិបាកក្នុងដោះស្រាយបំផុតនៅក្នុងការបង្រៀនជំនាញស្តាប់? ហេតុអ្វី?

៥. តើលោកគ្រូ/អ្នកគ្រូអាចប្រាប់ពីបញ្ហាប្រឈមក្នុងការប្រើប្រាស់កម្មវិធី ICT ដែរឬទេ ប្រសិនបើមាន?

**សេចក្តីបញ្ចប់**

តើលោកគ្រូ/អ្នកគ្រូមានសំណួរអ្វី ដើម្បីសួររកបញ្ហា ឬចង់បន្ថែមកន្លែងណាមួយ ដែរឬទេ? ឥឡូវនេះកិច្ចសម្ភាសន៍នេះ បានឈានមកដល់ទីបញ្ចប់ហើយ។ ខ្ញុំពិតជាអរគុណ លោកគ្រូ/អ្នកគ្រូណាស់ ដែលបានផ្តល់ព័ត៌មានដ៏ស៊ីជម្រៅនេះ។ អរគុណច្រើន លោកគ្រូ/អ្នកគ្រូ។ ជូនពរលោកគ្រូ/អ្នកគ្រូរីករាយ និងជោគជ័យគ្រប់ការកិច្ច។

APPENDIX C: PERMISSION LETTER FOR DATA COLLECTION



ព្រះរាជាណាចក្រកម្ពុជា  
ជាតិ សាសនា ព្រះមហាក្សត្រ

មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃពុធ ៤កើត ខែពិសាខ ឆ្នាំខាល ចត្វាស័ក ព.ស. ២៥៦៥  
រាជធានីភ្នំពេញ ថ្ងៃទី៤ ខែឧសភា ឆ្នាំ២០២២

សូមគោរពជូន

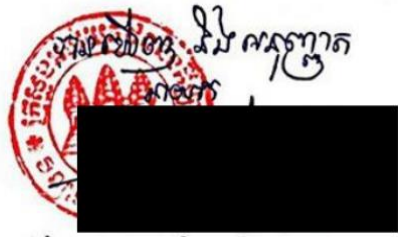


កម្មវត្ថុ៖ សំណើសុំការអនុញ្ញាតឱ្យគន្ថនិស្សិតឈ្មោះ ទួន សុខមានបានចុះប្រមូលទិន្នន័យស្រាវជ្រាវលើប្រធាន  
បទ "ការរុករកនៃការបង្រៀនភាសាអង់គ្លេស ជំនាញស្តាប់ ដែលជាការយល់ឃើញរបស់គ្រូ  
៖ សកម្មភាពអនុវត្ត និងបញ្ហាប្រឈមនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ"  
នៅ [Redacted] ។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើនេះ ខ្ញុំសូមជម្រាបជូនលោកនាយកថា គន្ថនិស្សិតឈ្មោះ ទួន  
សុខមាន កំពុងសិក្សាស្រាវជ្រាវសរសេរសារណាបទបញ្ចប់ថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស ប្រឹក្សា  
គរុកោសល្យ ជំនាន់ទី៣ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ការចុះ  
ប្រមូលទិន្នន័យរបស់គន្ថនិស្សិតនឹងប្រព្រឹត្តទៅចន្លោះពីថ្ងៃទី៤ ខែឧសភា ដល់ថ្ងៃទី៣០ ខែកក្កដា ឆ្នាំ២០២២។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាតិ និងជួយសម្រួលដល់គន្ថនិស្សិតរូបនេះ បានចុះ  
ប្រមូលទិន្នន័យតាមការស្នើសុំដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏រស្មីរស្មោះអំពីខ្ញុំ។



ឯកសារ មសគថ.

ប្រធានមជ្ឈមណ្ឌល  
  
បណ្ឌិតសភាចារ្យ ច័ន្ទ រៀន

## **APPENDIX D: CONSENT LETTER FORM (ENGLISH VERSION)**

My name is Nguon Sokmean who is 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 one research over the topic **“The Investigation of Teaching English Listening Skills as Perceived by Teachers: Current Practices and Challenges at a New Generation School in Phnom Penh.”**

### **1. The purposes of the study**

In fact, the research is conducted in order to find out the information that is the challenges for English teachers in teaching listening skills of a NGS in PP. At the same time, this research also would like to find out the activities that teachers in both schools perform daily in teaching English listening skills. The results of the data collection from all English language teachers will provide important information to contribute to the reference, which is the basic evidence for all stakeholders in the field of education. School leaders and teachers know the importance of learning English listening skills and being able to recognize the barriers that teachers face as well as the activities they process in teaching listening skills currently. This response to the 21st-century education. Finally, this study can become an essential document for students, professors, teachers, as well as relevant institutions to further explore other problems related to this topic.

### **2. The process of Interview**

If you agree to participate in this interview, you will only be asked some important questions related to the purpose of this research study. Depending on the section of each question, you may take about 15 to 20 minutes to answer, so the interview may take around 30 to 45 minutes. Moreover, during the interview, I would like to record audio as well as video (if the interview run via Zoom) to keep as a document and a report in order to help interpret the data later, and what I have received will take time to do the verification with you again when there is lack of information. All your personal information will be kept confidential without your permission.

### **3. Privacy's policy**

All information will be kept confidentially and used by only one researcher. It is not a test and there is no right or wrong answer. Your insightful perception is very important to me and I hope that you can participate in this research. It is the teacher's choice whether the teacher wants to participate or not. If you choose to participate in this study, you have the right not to answer or skip any questions during the interview process.

### **4. Researcher's contacts**

If you have any questions or problems regarding this study, you can directly contact me through these addresses:

-Telephone number: 098 580 929/078 468 658 (Telegram)

-Email: [ngounsokmean@gmail.com](mailto:ngounsokmean@gmail.com)

## 5. Agreement of participation (For interviewees)

Since the purposes of this research has been stated clearly, I will participate in this interview. I have rights to answer or not without any threaten conditions.

**Participant:**

**Date:**

**Signature:**

**Name:**

**Researcher:**

**Date:**

**Signature:**

**Name:**



**APPENDIX E: CONSENT LETTER FORM (KHMER VERSION)**

នាងខ្ញុំឈ្មោះ: ងួន សុខមាន ដែលជាគុរុនិស្សិតកំពុងសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់ ឯកទេសផ្នែកប្រឹក្សាគុរុកោសល្យ នៅមជ្ឈមណ្ឌលស្រាវជ្រាវគុរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ នាងខ្ញុំបាន នឹងកំពុងធ្វើការសិក្សាស្រាវជ្រាវលើប្រធានបទ “ការរុករកនៃការបង្រៀនភាសាអង់គ្លេសជំនាញស្តាប់ ដែលជាការយល់ឃើញរបស់គ្រូ ៖ សកម្មភាពអនុវត្ត និងបញ្ហាប្រឈមនៅសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ” ដែលជាសារណាបញ្ចប់ថ្នាក់អនុបណ្ឌិតរបស់នាងខ្ញុំ។

**១. គោលបំណងនៃការស្រាវជ្រាវ**

ជាការពិតណាស់ ការសិក្សាស្រាវជ្រាវត្រូវបានធ្វើឡើងក្នុងគោលបំណង រុករកនូវព័ត៌មានដែលជាបញ្ហាប្រឈមរបស់គ្រូបង្រៀនភាសាអង់គ្លេស ទៅលើការបង្រៀនជំនាញស្តាប់ នៃសាលារៀនជំនាន់ថ្មីមួយក្នុងរាជធានីភ្នំពេញ។ ជាមួយគ្នានេះផងដែរ ការស្រាវជ្រាវនេះក៏ចង់រកឲ្យឃើញនូវសកម្មភាពដែលលោកគ្រូ អ្នកគ្រូនៅសាលាទាំងពីរអនុវត្តប្រចាំថ្ងៃ ក្នុងការបង្រៀនជំនាញស្តាប់ភាសាអង់គ្លេសផងដែរ។ លទ្ធផលដែលបានរកឃើញពីការប្រមូលទិន្នន័យពីភាគីពាក់ព័ន្ធដូចជា លោកគ្រូ អ្នកគ្រូ ឯកទេសភាសាអង់គ្លេសទាំងអស់ នឹងផ្តល់ព័ត៌មានយ៉ាងសំខាន់ៗ ក្នុងការរួមចំណែកជាឯកសារយោង ដែលជាមូលដ្ឋានគ្រឹះ សម្រាប់បង្ហាញអ្នកពាក់ព័ន្ធទាំងអស់ក្នុងវិស័យអប់រំដូចជា គណៈគ្រប់គ្រងសាលា និងគ្រូបង្រៀន ឲ្យដឹងនូវសារៈសំខាន់ក្នុងការសិក្សាជំនាញស្តាប់ភាសាអង់គ្លេស អាចស្គាល់ផលវិបាកដែលត្រូវជួបប្រទះ ព្រមទាំង សកម្មភាពដែលពួកគាត់ឆ្លើយតបទៅនឹងការបង្រៀន និងរៀនជំនាញស្តាប់ជាដើម។ លើសពីនេះ ការសិក្សាមួយនេះ ក៏បានជួយសម្រួលដល់ការរៀន និងបង្រៀនបច្ចុប្បន្នតាមប្រព័ន្ធអេឡិចត្រូនិកក្នុងមុខវិជ្ជាភាសាអង់គ្លេសជំនាញស្តាប់ ដែលឆ្លើយតបទៅនឹងការអប់រំនាសតវត្សន៍ទី២១ផងដែរ។ ជាចុងក្រោយ ការសិក្សាមួយនេះអាចនឹងក្លាយទៅជាឯកសារយោងដ៏សំខាន់ចំពោះសិស្ស និស្សិត សាស្ត្រាចារ្យ គ្រូបង្រៀនក៏ដូចជាស្ថាប័នពាក់ព័ន្ធសម្រាប់យកទៅធ្វើការស្រាវជ្រាវបន្ថែមទៀតលើប្រធានបទនេះឲ្យកាន់តែស៊ីជម្រៅ។

**២. ដំណើរការនៃការសម្ភាសន៍**

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូយល់ព្រមចូលរួមក្នុងការសម្ភាសន៍នេះ នោះលោកគ្រូ/អ្នកគ្រូនឹងត្រូវសួរនូវសំណួរសំខាន់ៗមួយចំនួនដែលទាក់ទងគោលបំណងនៃការសិក្សាស្រាវជ្រាវមួយនេះ ប៉ុណ្ណោះ។ តាមផ្នែកនៃសំណួរនីមួយៗលោកគ្រូ/អ្នកគ្រូអាចនឹងចំណាយពេលប្រមាណពី ១៥ ទៅ ២០នាទី ដូច្នេះការសម្ភាសន៍អាចចំណាយពេលរបស់លោកគ្រូ/អ្នកគ្រូប្រហែល ៣០ ទៅ ៤៥ នាទី។ ព្រមគ្នានេះដែរ កំឡុងពេលសម្ភាសន៍ នាងខ្ញុំសូមអនុញ្ញាតធ្វើការថតសម្លេង ក៏ដូចជាថតវីដេអូ (ប្រសិនបើសម្ភាសន៍តាមរយៈកម្មវិធី Zoom) ដើម្បីទុកជាឯកសារនិងរបាយការណ៍ដែល

ជាជំនួយក្នុងការបកស្រាយទិន្នន័យសម្រាប់ការសិក្សាស្រាវជ្រាវមួយនេះ ហើយឯកសារទាំងនេះនឹងអាចមានការផ្ទៀងផ្ទាត់ជាមួយលោកគ្រូ/អ្នកគ្រូនៅពេលក្រោយទៀតប្រសិនបើមានករណីមួយចំនួន ដែលនាងខ្ញុំអាចនឹងសូមលោកគ្រូ/អ្នកគ្រូផ្តល់ការសម្ភាសន៍សារជាថ្មីម្តងទៀត។ អ្វីដែលសំខាន់នោះគឺរាល់ព័ត៌មាននិងឯកសារទាំងឡាយដែលទាក់ទងនឹងលោកគ្រូ/អ្នកគ្រូ នាងខ្ញុំនិងរក្សាការសម្ងាត់ជូន ដោយពុំមានការបង្ហាញព័ត៌មានផ្ទាល់ខ្លួនរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការស្រាវជ្រាវឡើយ ប្រសិនបើពុំមានការអនុញ្ញាតពីលោកគ្រូ/អ្នកគ្រូដែលជាសាមីខ្លួន។

**៣. គោលការណ៍រក្សាការសម្ងាត់**

ព័ត៌មានទាំងអស់នឹងរក្សាការសម្ងាត់ ដោយមានតែអ្នកស្រាវជ្រាវតែម្នាក់ដែលអាចប្រើប្រាស់បាន។ វាមិនមែនជាតេស្ត ហើយក៏គ្មានចម្លើយខុសឬត្រូវដែរ។ ព័ត៌មានរបស់លោកគ្រូ/អ្នកគ្រូពិតជាមានសារៈសំខាន់ណាស់សំរាប់ខ្ញុំ ហើយខ្ញុំសង្ឃឹមថាលោកគ្រូ/អ្នកគ្រូ អាចចូលរួមជាការសិក្សាស្រាវជ្រាវនេះ។ វាជាជម្រើសរបស់លោកគ្រូ/អ្នកគ្រូ បើទោះបីលោកគ្រូ/អ្នកគ្រូ ចង់ឬមិនចង់ចូលរួមក៏ដោយ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូជ្រើសរើសចូលរួមជាមួយការសិក្សានេះ លោកគ្រូ/អ្នកគ្រូមានសិទ្ធិមិនឆ្លើយសំណួរណាមួយឬបញ្ចប់ការឆ្លើយសំណួរនៅត្រង់សំណួរណាមួយ។

**៤. ការទំនាក់ទំនងមកអ្នកស្រាវជ្រាវ**

ប្រសិនបើលោកគ្រូ/អ្នកគ្រូមានសំនួរឬបញ្ហាណាមួយពាក់ព័ន្ធនឹងការស្រាវជ្រាវនេះ លោកគ្រូ/អ្នកគ្រូអាចទំនាក់ទំនងមកកាន់ខ្ញុំផ្ទាល់ដែលជាអ្នកស្រាវជ្រាវតាមរយៈលេខទូរស័ព្ទ៖ ០៩៨ ៥៨០ ៩២៩/០៧៨ ៤៦៨ ៦៥៨(តេឡេក្រាម) និង E-mail: [ngounsokmean@gmail.com](mailto:ngounsokmean@gmail.com) ។

**៥. កិច្ចព្រមព្រៀងក្នុងការចូលរួម(សម្រាប់អ្នកចូលរួមសំភាសន៍)**

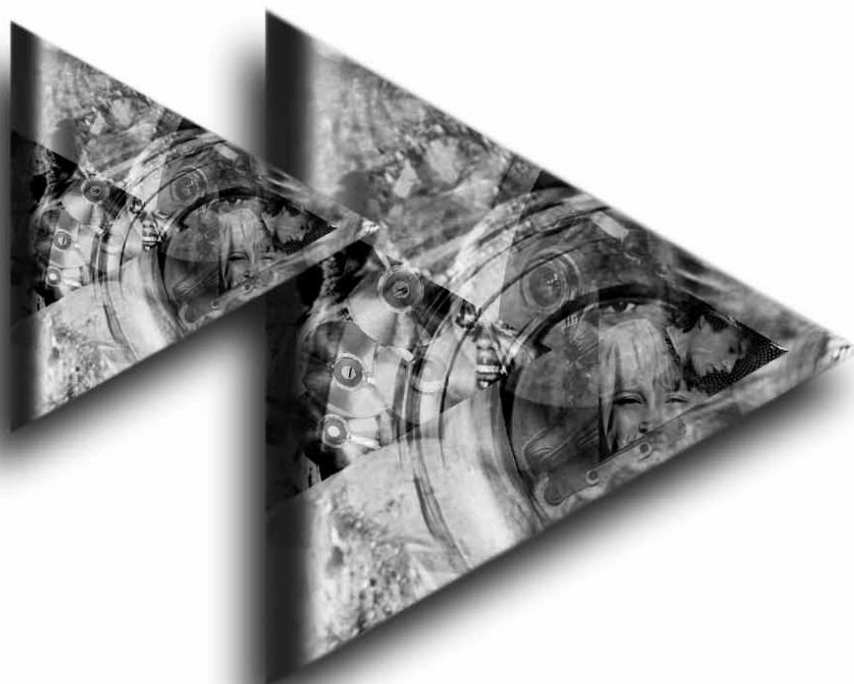
គោលបំណងរបស់ការស្រាវជ្រាវបានពន្យល់យ៉ាងច្បាស់ដោយអ្នកស្រាវជ្រាវហើយ ខ្ញុំនឹងចូលរួមក្នុងការសិក្សាស្រាវជ្រាវមួយនេះ។ ខ្ញុំដឹងថា ខ្ញុំអាចឆ្លើយឬ មិនឆ្លើយនូវសំនួរណាមួយ ដោយគ្មានលក្ខខណ្ឌអ្វីទាំងអស់។

<b>អ្នកចូលរួម</b>
កាលបរិច្ឆេទ៖
ហត្ថលេខា៖
ឈ្មោះ៖

<b>អ្នកស្រាវជ្រាវ</b>
កាលបរិច្ឆេទ៖
ហត្ថលេខា៖
ឈ្មោះ៖

# Headway

## CEFR Placement Test A



Name	<input type="text"/>
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OXFORD

Name	
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**Choose the best answer.**

- 1 Pete \_\_\_\_\_ a teacher.
  - a isn't
  - b not
  - c aren't
  - d am not
  
- 2 Bill \_\_\_\_\_ two brothers.
  - a have
  - b has
  - c is
  - d are
  
- 3 A: \_\_\_\_\_ Italian food?  
B: Yes, I do.
  - a Are you like
  - b Likes
  - c Do you like
  - d You're like
  
- 4 A: Was Shakespeare a painter?  
B: No, he \_\_\_\_\_.
  - a weren't
  - b didn't
  - c isn't
  - d wasn't
  
- 5 \_\_\_\_\_ up early yesterday morning?
  - a Got
  - b Did you
  - c You get
  - d Did you get
  
- 6 Michael \_\_\_\_\_ to work yesterday.
  - a not go
  - b didn't go
  - c didn't
  - d wasn't
  
- 7 Can you \_\_\_\_\_ French?
  - a speak
  - b to speak
  - c speaks
  - d spoke
  
- 8 A: Good night.  
B: \_\_\_\_\_.
  - a That's great. Thank you.
  - b No, I don't know.
  - c You too. Sleep well.
  - d Hello. How are you?
  
- 9 A: How do you spell 'friend'?  
B: \_\_\_\_\_.
  - a It's Miguel.
  - b F-R-I-E-N-D.
  - c My surname is Jackson.
  - d Yes, he is.
  
- 10 A: How much is the camera?  
B: \_\_\_\_\_.
  - a It's on page thirty.
  - b It's from Spain.
  - c It's about six months old.
  - d It's fifty pounds.
  
- 11 A: Excuse me. How do I get to the bus station?  
B: \_\_\_\_\_.
  - a In Oxford Street.
  - b Yes, that's right.
  - c It's about ten minutes.
  - d Go out of the school and turn right.
  
- 12 A: What time were you born?  
B: \_\_\_\_\_.
  - a My birthday's in August.
  - b On the third of March.
  - c At six o'clock in the morning.
  - d In 1999.
  
- 13 A: \_\_\_\_\_.  
B: I have a headache, that's all.
  - a What's the matter?
  - b Can I have a coffee, please?
  - c Thanks for everything.
  - d Here's a present for you.
  
- 14 A: What's your job?  
B: I'm \_\_\_\_\_.
  - a married
  - b a doctor
  - c from Italy
  - d Paul Johnson

Correct answers on this page: .....	out of 14
-------------------------------------	-----------

Name	
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- 15 John isn't Alice's \_\_\_\_\_. They aren't married.
- a husband
  - b wife
  - c father
  - d mother
- 16 What do they speak in \_\_\_\_\_ ?
- a Spanish
  - b Portuguese
  - c American
  - d Brazil
- 17 Your car keys are in the \_\_\_\_\_ .
- a lamp
  - b armchair
  - c drawer
  - d sofa
- 18 We \_\_\_\_\_ a painting for €500.
- a were
  - b said
  - c bought
  - d heard
- 19 Do you play \_\_\_\_\_ ?
- a ice hockey
  - b the cinema
  - c holidays
  - d sailing

- 21 Angela is Susan's \_\_\_\_\_ .
- a sister
  - b father
  - c mother
  - d brother
- 22 Robert isn't \_\_\_\_\_ .
- a a student
  - b a child
  - c a doctor
  - d Susan's brother
- 23 David, Angela, Robert and Susan went to the park \_\_\_\_\_ .
- a at night
  - b in the evening
  - c in the afternoon
  - d in the morning
- 24 David \_\_\_\_\_ breakfast.
- a didn't enjoy
  - b bought
  - c cooked
  - d didn't have
- 25 They had \_\_\_\_\_ .
- a a holiday
  - b a lot of housework
  - c a horrible day
  - d a good time

**Read the text, then choose the best answer for questions 20–25.**

David Smith is a doctor. He works in a hospital. His wife, Angela, is a bank manager. They have two children, Robert and Susan. Robert is eleven and Susan is nine. They're at school.

Last Sunday, the family got up early. David made a big breakfast of eggs and sausages. Then they went to the park. David and Robert played football, and Angela and Susan played tennis. The weather was beautiful. They enjoyed it. In the afternoon, they went out to a restaurant for lunch.

- 20 David and Angela are \_\_\_\_\_ .
- a brother and sister
  - b married
  - c doctors
  - d bank managers

**Choose the best answer.**

- 26 They \_\_\_\_\_ in Hong Kong in 2010.
- a isn't
  - b aren't
  - c wasn't
  - d weren't
- 27 \_\_\_\_\_ swim when I was five years old.
- a I can
  - b I could
  - c I
  - d I was
- 28 I \_\_\_\_\_ to my brother right now.
- a 'm talking
  - b talk
  - c talking
  - d talked

Correct answers on this page: ..... out of 14



# Headway

## Placement Test A Answer key

### NOTE TO THE TEACHER

- ▶ The *Headway* CEFR Placement Tests are designed to provide a useful tool to estimate the student's CEFR level, and subsequently the level of *Headway* at which they should begin or continue their English language studies.
- ▶ Each test (A or B) should take approximately 1 hour to complete.
- ▶ You may wish to make it clear to students that this is a placement test, and as such will be taken by students at all levels of language competence. The questions get progressively more difficult. This means that lower level students will find questions which are beyond their current level of language competence. This should not be seen as failure, but rather a way of making sure they attend the correct class for their language level. For this reason we encourage all students not to spend longer than an hour on the test, even if they are unable to complete it in that time.
- ▶ Please note that there are two versions of the *Headway* CEFR Placement Test: A and B. They cover the same material, but the items in Test B have been slightly altered and differently ordered. This alternative Test B can therefore be used if teachers prefer students sitting next to each other to be taking different tests.
- ▶ Each test (A or B) comprises 9 pages (including the cover sheet) and carries a total score of 100.

The test result CEFR level and *Headway* CEFR edition indicators are as follows:

Test result	CEFR level	The level of <i>Headway</i> CEFR edition the student should use
0–40	A1 – low	The start of A1
41–48	A1 – high	The second half of A1
49–56	A2 – low	The start of A2
57–65	A2 – high	The second half of A2
66–74	B1 – low	The first half of B1 Part One
75–83	B1 – low-medium	The second half of B1 Part One
84–92	B1 – medium-high	The first half of B1 Part Two
93–100	B1 – high	The second half of B1 Part Two

*Note:* If students get 100%, they are probably ready to start a B2 level, such as *Headway Upper-Intermediate*, or if they found the test very easy, a C1 course, such as *Headway Advanced*.



## ANSWER KEY

This answer key relates to *Headway* CEFR Placement Test A.

1 a	21 c	41 d	61 c	81 a
2 b	22 c	42 a	62 d	82 b
3 c	23 d	43 c	63 a	83 b
4 d	24 c	44 b	64 d	84 d
5 d	25 d	45 b	65 b	85 c
6 b	26 d	46 a	66 c	86 a
7 a	27 b	47 a	67 d	87 a
8 c	28 a	48 c	68 a	88 a
9 b	29 a	49 b	69 c	89 b
10 d	30 c	50 d	70 c	90 b
11 d	31 b	51 a	71 b	91 a
12 c	32 b	52 d	72 d	92 c
13 a	33 a	53 c	73 a	93 d
14 b	34 d	54 c	74 a	94 b
15 a	35 c	55 a	75 d	95 c
16 d	36 b	56 d	76 b	96 d
17 c	37 b	57 a	77 b	97 b
18 c	38 c	58 d	78 d	98 d
19 a	39 b	59 a	79 a	99 c
20 b	40 d	60 b	80 c	100 c

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