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ប្រធានបទនិក្ខេបបទ

Exploring Grade Seventh EFL Teachers' Challenges of Monthly Test during Distance Learning in the Era of COVID-19 Pandemic: A case study of public lower secondary school, Cambodia.

A Mini-Thesis Proposal

for Master of Education Major in Mentoring

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TO WHOM IT MAY CONCERN

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Title of thesis: *Exploring Grade Seventh EFL Teachers' Challenges of Monthly Test during Distance Learning in the Era of COVID-19 Pandemic.*

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

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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.

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List of Abbreviations

MoEYS: Ministry of Education Youth and Sports

EFL: English as Foreign Language

SIS: School Information System

SA1: Teacher 1 from School A

SA2: Teacher 2 from School A

SA3: Teacher 3 from School A

SB4: Teacher 4 from School B

SB5: Teacher 5 from School B

SB6: Teacher 6 from School B

SB7: Teacher 7 from School B

មូលដ្ឋានសង្ខេប

ការសិក្សាស្រាវជ្រាវតាមបែបគុណវិស័យនេះត្រូវបានធ្វើឡើងក្នុងគោលបំណងស្វែងយល់អំពីបញ្ហាប្រឈមនៃការប្រឡងប្រចាំខែរបស់គ្រូបង្រៀនភាសាអង់គ្លេសថ្នាក់ទី៧ ក្នុងកំឡុងពេលការរៀនពីចម្ងាយក្នុងបរិបទនៃការរីករាលដាលជំងឺកូវីដ-១៩។ គ្រូបង្រៀនភាសាអង់គ្លេសថ្នាក់ទី៧ ចំនួន៧នាក់ដែលមានប្រុសចំនួន ៣នាក់ និងស្រីចំនួន ៤នាក់ មកពីសាលាវិទ្យាល័យចំនួន២ផ្សេងគ្នា នៅស្រុកត្បូងឃ្មុំ ត្រូវបានជ្រើសរើសជាសំណាកក្នុងការសិក្សានេះ។ ម៉្យាងវិញទៀត សំណាកទាំងអស់ត្រូវបានសុំការអនុញ្ញាតិដើម្បីចូលរួមដំណើរការសម្ភាសន៍ បែបពាក់កណ្តាលសម្ភាសន៍ ដែលបានប្រព្រឹត្តទៅតាមរយៈកម្មវិធី Zoom និង Google Meet ពីព្រោះដើម្បីចូលរួមការពារការរីករាលដាលជំងឺកូវីដ-១៩ ដោយការកាត់បន្ថយការធ្វើដំណើរ និងការជួបដោយផ្ទាល់។ ទិន្នន័យដែលទទួលបានពីសំណាកទាំងអស់តាមរយៈការសម្ភាសន៍ ត្រូវបានធ្វើប្រតិចារិក និងធ្វើជាបណ្តុំចម្លើយដើម្បីឆ្លើយតបនឹងសំណួរនៃកិច្ចការស្រាវជ្រាវទាំងពីរ (Table 3 & 4)។ យោងតាមលទ្ធផលនៃកិច្ចការស្រាវជ្រាវ បានបង្ហាញថា ក្នុងកំឡុងពេលកូវីដ-១៩នេះការប្រឡងប្រចាំខែមិនបានប្រព្រឹត្តបានរលូនទេ ហើយដើម្បីឆ្លើយតបទៅនឹងបញ្ហាលំបាកដែលកើតមាន លោកគ្រូអ្នកគ្រូបានកំពុងព្យាយាមប្រើវិធីសាស្ត្រផ្សេងៗដើម្បីធានាថាដំណើរការនៃការប្រឡងប្រចាំខែ។ ក្នុងនោះវិធីសាស្ត្រសំខាន់ៗ ចំនួន ៣ដែលសំណាកទាំងអស់បានលើកឡើងរួមមាន៖ ១) ការទុកសន្លឹកកិច្ចការនៅសាលាដើម្បីឱ្យសិស្សមកយកដោយខ្លួនឯង, ២)ការធ្វើសន្លឹកកិច្ចការតាមរយៈ កម្មវិធី Telegram និង Messenger group, ៣) កម្មវិធីអនឡាញដើម្បីរៀបចំដំណើរការប្រឡង (Google form & SIS platform)។ បើទោះបីជាគ្រូបង្រៀនបានប្រើប្រាស់វិធីសាស្ត្រផ្សេងៗដើម្បីធានាបាននូវដំណើរការប្រឡងប្រចាំខែក៏ដោយ ក៏បញ្ហាផ្សេងៗនៅតែកើតមានឡើងអាស្រ័យទៅតាមតម្រូវការជាក់ស្តែងរបស់សិស្សនីមួយៗ

Abstract

This qualitative research study aims to explore challenges of monthly test of grade seventh EFL teachers during distance learning in the era of COVID-19 pandemic. 7 grade seventh EFL (English as Foreign Language) teachers were from two different schools, which contained 3 males and 4 females who were teaching at grade seventh were selected in the research study. Furthermore, all the participants were interviewed by using semi-structure interview through Google meeting and Zoom meeting as it was the time of COVID-19 outbreaks. Whereas, the clusters of data received from participants' answers were then transcribed and the findings were themed and discussed to answer the two main research questions (Table 3 & 4). The finding of the study showed that during the crisis of the COVID-19, the process of monthly test did not go smoothly and the teachers had tried different ways in order to access monthly test regularly, those strategies were included three main themes: 1) *Leaving exam paper at school*. 2) *Sending exam paper through Telegram or Facebook Messenger group*. And 3) *Using online platform to design exam paper*. Even though, different strategies of monthly test processing, the teachers still faced many challenges based on student's difficulties and abilities.

Keywords: *Challenge, EFL teacher, Distance Learning, Monthly test*

CHAPTER 1: INTRODUCTION

1.1 Background of the Study

Language is the principal way of human communication. It is formed by words in structured and conventional way and it is conveyed by sound, writing, speech, or gesture. Consequently, English language is one of the official languages that human uses widely in the world regarding communication with people who come from different countries or cultures. Therefore, the government of Cambodia decided to put English as a Foreign Language (EFL) that can be taught in the class since 1989 (Sarooun, 2015). Particularly, English language is also used to adequately for communication, research and continued study by Cambodian learners (MoEYS, 2015). Of course, learning English language effectively, the students need to involve in the class activities in which they can practice their language proficiency with their friends and teacher. According to Kourieos and Evripidou (2013) stated that teacher has to engage students in meaningful classroom interactions and assign them in group work regarding the teacher can allocate them into real life topics and authentic language use have been emphasized. However, COVID-19 pandemic has become barriers of teaching and learning in recent year since the teachers and students in Cambodia cannot process their physical classes as normal in the school. Therefore, they have to adapt themselves into the new context of teaching and learning that is known as distance learning. In this situation, all Cambodia schools are kept in closure and teachers have to shift their normal classrooms to distance learning in order to avoid face-to-face interaction between teacher and students because of COVID-19 pandemic. Consequently, monthly test is one of assessments that teacher uses to identify the students' learning outcomes and they also can determine the students' understanding based on the students' performance or results, so it will become one of the crucial problems that grade seventh EFL teachers will face during the distance learning.

1.2 Statement of the Problem

Assessment is a technique that has received a growing interest in recent decades because of its potential to improve students learning. Similarly, assessment is one of the key factors that plays as a role in improving the quality of education and learning process, while it encourages students to learn effectively through offering feedback from teachers and measurement of their learning achievement (Abduh, 2021). However, the COVID-19 pandemic encounters as an international concern and it has changed the educational context all over the world because of the crisis of the COVID-19 pandemic, the process of teaching and learning especially assessing assessment cannot go as usual in the traditional classroom. Precisely, to response this crisis, Cambodia schools have been shifting from traditional classroom to distance learning in order to keep education in progress. According to Jones, Harland, Reid, and Bartlett (2009) allocated that an effective assessment requires students to work on exam paper which shelters different cognitive levels to put up diversity of learners' competences. The teachers have to ensure that they provide students with appropriate assessment, which grounds the students' individuals content knowledge and situation in order to enhance students' learning. Otherwise, during COVID-19 situation, the ways that teachers use to assess their students have changed because of this virus pandemic. The Ministry of Education, Youth and Sport (MoEYS) decided to close all educational institutions both public and private schools on 16 March 2020 regarding the response of COVID-19 pandemic prevention (MoEYS, 2020). Due to this crisis, the current study was conducted to find out grade seventh EFL teachers' challenges of their monthly test during COVID-19 pandemic in Cambodia' context. Moreover, it figured out the ways that they have used to assess their student during this situation since monthly test is one of the crucial strategies that lower secondary school teachers use to evaluate and enhance their students' learning regularly.

1.3 Research Purposes

Due to the importance of monthly test in teaching and learning which is used to identify the students' achievement. The study is intended to explore grade seventh EFL teachers' challenges of monthly test that they have experienced during distance learning in the era of COVID-19 pandemic.

1.4 Research Objectives

Assessment has a vital role in education in general and it is a crucial technique used to improve the quality of teaching and learning process. Therefore, the current study aims to highlight the challenges of Monthly test that grade seventh EFL teachers faced during the crisis of COVID-19 and in order to contribute the significance in the study, so two specific objectives as the following:

- **To identify how grade seventh EFL teachers at lower secondary school assessed their monthly test during distance learning in the era of COVID-19 pandemic.**
- **To explore grade seventh EFL teachers' challenges of monthly test during distance learning in the era of COVID-19 pandemic.**

1.5 Research Questions

This study examines the challenges of monthly test during distance learning at lower secondary school in term of spreading of COVID-19 and it attempts to address the following research questions:

1. **What ways did grade seventh EFL teachers use to assess their monthly test during distance learning in the era of COVID-19 pandemic?**

- 2. What are the challenges of monthly test that grade seventh EFL teachers at lower secondary school faced during their distance learning in the era of COVID-19 pandemic?**

1.6 Significance of the Study

The result of the study may provide some benefits to the teachers and educational stakeholders in term of identifying the challenges of monthly test processing that grade seventh EFL teachers faced during distance learning. This result also may contribute to other grade seventh EFL teachers to be ready for their preparation in difficult situation and it also may provide a good model for them to be flexible in order to keep monthly test in progress regularly with effective assessment during their distance learning.

1.7 Operational Definition of Key Terms

Monthly Test, Distance learning

- **Monthly Test** is one of assessment that Cambodian teachers use to evaluate their students' learning achievement of each lesson or chapter regularly. Therefore, in this research study, Monthly Test is a regular tool that Cambodian grade seventh EFL teachers use to measure their students' achievement of each unit or chapter of the lesson during distance learning in the era of COVID-19 pandemic.
- **Distance Learning** is the core strategy of response to the COVID-19 for Cambodian teachers and students since some parts of the country has locked down and all the schools are in closure. Therefore, teachers and students cannot access their teaching and learning in the tradition classes (face-to-face), distance learning is the new way for them to access their classes.

CHAPTER 2: LITERATURE REVIEW

2.1 Definition of Assessment

Assessment is the wide variety of techniques or tools that educator uses to measure, or evaluate the academic readiness, learning progress, skill acquisition, and students' needs for their learning. Particularly, assessment requires the use of empirical data on student learning to improve student learning and refine programs (Allen, 2003). It refers to the process of collecting the information from multiple and diverse sources in place to evaluate or develop students' understanding of the content or course (Huba & Freed, 2000). Moreover, Erwin (1991) revealed that assessment is the fundamental system used to make inferences about the learning and students' development. It is the process of designing, analyzing, collecting, or defining and using information to enhance students' learning the advent of technology such as Internet and World Wide Web which has changed the potential for accomplishing learners around the world increased greatly. Therefore, online learning plays an important role to boot learner to achieve their needs in the advancing world. Benson (2002) defined online learning as a kind of distance learning which gains more educational opportunities for learners. Similarly, online learning refers to the process of learning that take place partially or entirely over the internet and it is known as a distance learning (Means, Toyama, Murphy, Bakia, & Jones, 2009). Therefore, in difficult situation, all the schools in Cambodia have closed in order to prevent Cambodia people from the spreading COVID-19. In this case, distance learning is the way that Cambodian teacher use to keep their teaching and learning in progress.

2.2 Types of Assessment

Assessment occurs to provide the opportunities for teacher and students to develop skills and knowledge and it help teachers to go insight into challenges students were

encountering (Russell & Airasian, 2012). Specifically, Dixson and Worrell (2016) defined two main types of assessment; formative assessment and summative assessment.

Formative assessment is well known as an assessment for learning which is used to enhance students learning (Clark, 2010). According to Black and Wiliam (2010), formative assessment contains teacher and students' activities in assessing themselves to provide information to be used as feedback in order to modify teaching and learning activities. Formative assessment also uses to enhance interventions to develop students learning (Brennan, 2006). The goal of formative assessment is providing ongoing feedback that instructors can use to enhance their teaching as well as to improve students learning (Greenwich, 2021).

Summative assessment refers to the assessment that is taken at the end of the unit, chapter, or course in order to evaluate students learning by seeing the against some standard or benchmark (Eberly Center, 2015). Similarly, Knight (2002) defined summative assessment as a tool that provides detailed information of students or teacher learning activities regarding their completion of session or study period. Moreover, summative assessment goal is known to evaluate student learning in order to complete the unit or session (the end of the session or unit) and it often has high stakes and is treated by the students as the priority over formative assessment (Greenwich, 2021)

2.3 Advantages and Disadvantages of Test

Many changes in education policy are created to figure out standards of learner's achievement. Thus, the most important one is assessment policy. Particularly, there are two ways of competing claims that can consider as standards for assessment. Meanwhile, among both education community and parents are a common sense assumption and widespread. Therefore, we can say that summative assessment in the pattern of tests and examination, is a

main source of motivation in the process of teaching and learning. Wynne et al. (2002) stated that in England and USA, when assessment is conducted as summative which has expanded for many years, the increasing of scores year on year has found and it has been contributed in part of the implementation of tests. Regarding the test, Crocker and Algina (1986) also claimed that A test can be a process and procedure which was used to obtain information about the optimal performance of the students or typical performance of individuals. According to the words from these scholars, we can see that test is very important and it contributes a good practice to the students in order to gain more motivation in their learning. However, Bachman (1990) revealed that A testing should not get in the way of construct being measured and less importance for test developers since the results of test could not be the real measures of students' abilities anymore

2.4 Monthly Test in Cambodia's Context

Assessment is integrated in the teaching and learning process that it can be used to facilitate students learning and improving instruction. MoEYS (2015), Assessment is assessed the learning outcomes such as knowledge, skills and attitudes achieved by learners and it stated that teachers use assessment regularly to evaluate students' learning in order to collect assessment data, analyze and refine the competencies of learners after teaching and learning activities. Moreover, MoEYS (2015) categorized assessment into four levels (**Regional and International Assessment, National Assessment, School and Grade Level, and Grade Level**). One of the four levels, **Grade Level Assessment** is an assessment that is conducted to assess the learners by teachers and it concentrates on the skills, knowledge and attitudes that learners completed from each lesson or chapter by using problem solving exercise, quiz, class discussion, assignment, small research project, monthly test and son on.

Monthly Test is one of the tools that teachers regularly use to evaluate students learning achievement of each lesson or chapter at the end of the month. This kind of assessment requires Cambodian teachers in public school to complete regularly in order to collect data of students' understanding of the lesson. Thus, all the information of the students which teachers gained from Monthly test will be a fundamental source that teachers can use to reflect on their teaching or they can provide feedback in order to modify teaching and learning activities and it is a requirement of Cambodia Educational curriculum in which teachers have to complete every month (MoEYS, 2015).

2.5 Involving Teachers and Schools in Response of COVID-19 Pandemic

The world is advancing constantly since the advent of new technologies play important roles to facilitate human life. Particularly, earlier studies of distance learning revealed that these technologies were not remarkably different from regular classroom in term of effectiveness (Means et al., 2009). Due to online instruction is not worse than traditional instruction in term of student outcomes; it could be justified on the fundamental of cost efficiency or need to provide access to learners in setting where face-to-face instruction is not feasible. Undoubtedly, COVID-19 has sprat out in recent year (2019) and most of the schools are closed but schooling is still going on because we care about students' future. Previously, because of this crisis virus, it carried out crucial that teachers have to find ways to teach or see what students are learning in the new context with the impact of COVID-19 (Miller, 2020). Therefore, in the early stage of COVID-19 pandemic, MoEYS established a set of guidelines in term of teachers' roles and responsibilities in this era. Therefore, MoEYS provided a full list of platforms (both online and television) broadcasting continuous learning program. it was given to the school directors and teachers regarding (1) form online learning groups with students and parents or guardianacies; (2) inform how to access continuous learning program; (3) ensure students could access additional paper-based learning materials/textbooks; (4) apply

home visits to facilitate and monitor distance learning activities. Consequently, on 08 June 2020, MoEYS delivered more detailed the teachers' role and other education professionals in support of distance learning. Moreover, weekly paper-based resources are expected to provide to the students by teachers in order to give worksheet or workbooks weekly. MoEYS revealed that some teachers have established online learning groups by using Telegram and Messenger social media platforms, which contain 5 to 10 students. a number of them conducted small group learning activities based on the recommendation weekly by MoEYS regarding the outreach visits to their students and the teachers provided feedback through their students' homework assignments. Furthermore, some of teachers used assessment tools to evaluate their students' learning and many of them conducted interactive classes online through smartphone to the stream the lessons. The recent school visit also allocated that some schools are proactively and they provided paper-based worksheets on a weekly basis for their students regularly (MoEYS, 2020).

2.4.1. Distance Learning in Cambodia

The core strategy of response to the COVID-19 pandemic is development of distance learning service for children and it was developed from ECE through to secondary education. Therefore, in March 2020, MoEYS started to construct online lessons, which are mainly focused on Grade 9 and 12 since these grades have annual national examinations. Particularly, because of the extended school closure, the distance learning content was developed to reach students from early childhood to grade 12 (all levels of students) and it also included ethnic minority communities and children with hearing difficulties. The continuous learning programmes are accessed through Facebook, You Tube, education television channel (TVK2), and radio. The purpose of continuous learning program is (1) to response to the COVID-19 emergency. (2) require students to adopt a different learning methodology (E-learning instead of face-to-face classroom-based learning). (3) conduct new program for teachers and it is an element that

enhance students' learning by doing, and (4) establish parental engagement in their children's use of these program where it's significant is used to determine their children's learning experience (MoEYS, 2020).

2.4.2. Students' Engagement in Distance Learning

According to MoEYS (2021) showed that 70 per cent of students from all levels were able to access distance learning program and there were four types of method that students most frequently used to access distance learning. First, using paper-based worksheets and other paper-based learning materials given by their schools. Second, utilizing online videos created by MoEYS that posted on social media and other platform for continuous distance learning. Third, attending in online class that scheduled by their school and finally, learning through the national TV education broadcasts. The study also indicated that 35 per cent of students involved in distance learning around four days per week, while 30 per cent engaged three days per week, 22 per cent learned every day and the lowest of attending in distance learning was 13 per cent of them engaged only one day per week. However, due to the distance learning the common barriers were reported by the respondents such as; distance learning requires students to pay for internet or cable TV that caused them financial problem (51 per cent). 40 per cent has problem with internet connectivity, whereas 22 per cent lack of content knowledge of caregivers and lack of caregivers' time in supporting learning at home was 20 per cent. Besides that, the critical areas of support in distance learning which were asked by students and caregivers, 64 per cent responded that is to increase of resources and practical guideline for families and caregivers in term of providing the support to children, even more than financial support.

2.4.3. Challenges during Distance Learning

The necessary actions to prevent the spread of COVID-19, the Royal Government of Cambodia decided to close all educational institutions; both private and public schools regarding the preventative measure against the spread of COVID-19 since 16 March 2020 because they found some cases that had positive with COVID-19. Due to the impact of COVID-19 pandemic, 15,482 schools from pre-school to upper secondary schools and about 3.2 million students were affected. Despite to keeping teaching and learning in progress, MoEYS of Cambodia decided to access continuous distance learning regarding to COVID-19 prevention. Precisely, in the roll of distance learning service, there are some challenges for children such as many of children cannot access in this type of learning since they are from poor family or they are living in remote areas that they either have regular internet access or do not have internet at all. Furthermore, some of them do not even have a television, a radio, or satellite dish to access their learning in this situation. Moreover, MoEYS and UNICEF (between 21 May and 21 June) conducted an online survey, in which contained 577 respondents from 21 province. This study revealed that in accessing continuous platform and distance learning services, the common challenges met by participants were 54 per cent of them have poor internet connectivity, 42 per cent faced financial problem, 23 per cent have inconvenience related to needing to share device, 10 per cent have poor television or radio coverage where they live. Particularly, some of them (22 per cent) do not aware of television schedules for continuous learning program, while other 18 per cent do not have time to learn because of their daily chores or taking care of their siblings. Furthermore, the result claimed that in order to access regular videos of the lesson require students to pay 1\$/week in order to access their smartphone internet data and it is considered as a barrier to many families. According to a rapid assessment by MoEYS Primary Education Department (PED) on distance learning revealed that among 513,303 students in primary schools (grades 1-6), 24 per cent of them have involved

in e-learning on television, while 22 per cent of them have accessed via Facebook. Consequently, the survey also showed that only 24 per cent of teachers assigned homework for their students and only 7 per cent of the students were involved with teachers' question-and-answer session. Due to these challenges, MoEYS has cooperated with its partnerships, DTV Cambodia, and Metfone (provides free internet connection for teachers and students) in order to attempt to make distance learning more accessible (MoEYS, 2020).

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Research Design

This study is conducted among grade seventh EFL teachers who are teaching at lower secondary located in Tbong Khmum district Tbong Khmum province, Cambodia. Therefore, a case study research design, which is one of the research designs in qualitative method is employed in this current study since it is used to investigate a contemporary in depth and to identify a topic that contributes itself to in depth analysis in a natural context, which gains the information from multiple sources (Hancock & Algozzine, 2006). Hence, this research study gathered the in-depth data through a bounded system regarding the challenges of monthly test and how grade seventh EFL teachers assess their students during distance learning in the crisis of COVID-19.

3.2 Sample Size and Sampling Technique

The key purpose of this research study is to explore challenges of monthly test that grade seventh EFL teachers have faced during their distance learning and their strategies that they had used to process Monthly tests. Thus, 7 grade seventh EFL teachers who are teaching at lower secondary school that located in Tbong Khmum district, Tbong Khmum province, Cambodia were asked consent to participate in the study by purposive sampling technique because this technique helps the researcher to gather clear and comprehensive data from the sample who have experienced. Furthermore, some areas in Cambodia are lockdown because of the COVID-19 spreading. The researcher contacted all the participants through smart phone and all the information was processed through online in order to avoid face-to-face.

3.3 Research Instrument

Instrumentation is the important step which is used to describe the process of preparing to collect data of the study and it is not only the selection or design of the instrument but it also

defines the procedure and conditions in which the instrument will be administered (Fraenkel, Wallen, & Hyun, 2012). Previously, as this study employs qualitative method, in which a case study is conducted, the current research study will be designed by a semi-structure interview to provide the opportunity for participants to share or demonstrate their individual experience of Monthly test's challenges that they have faced during distance learning. Moreover, all the statement stated in Khmer language in order to gather in-depth and clear information and a semi-interview was conducted through online tools such as Zoom or Google meet since during the crisis of COVID-19 Cambodian people are not allow to walk across their areas regarding to avoid face-to-face interaction.

3.4 Data Collection Procedure

This section describes the procedures that the researcher used to collect data. Objectively, semi-structured interview was employed in this research study in order to collect EFL teachers' experience on challenges of monthly test that they have faced during distance learning and how did they assess their students during the situation of COVID-19 pandemic. Therefore 7 EFL teachers who are teaching in grade seventh were asked consent to participate in interview process individually about 15 to 20 minutes for each thought online by using Zoom app or Google meeting. Moreover, all the participants were asked permission to record their voice during interview since it is helpful for researcher to clarify any information that does not clear or obscure during interview. Moreover, all the information was kept confidentially.

3.5 Data Analysis

The qualitative data analysis was conducted to analyze and interpret the data from interview and then it was transcript what was the participants stated by taking note and listening from the recording video word by word to make sure that all the data was valid and accurate. Moreover, it was encoded in the computer with the interviewed notes and records. Regarding

this, the researcher was able to summarize and analyze all information from the answers of transcriptions which was converted from Khmer to English by writing very detail and thorough descriptions with some short quotes from the participants.

3.6 Ethical Considerations

This study conducted by putting great attention on confidentiality and anonymity. Therefore, the researcher will ask participants for agreement or consent before conducting the interview and all the participants' information was kept confidentially. Moreover, the researcher informed the participants regarding the purpose and procedure of the study in order to build more trust and be ensure that the participants was not harmed in any ways of mentally, socially, or physically from this research study.

3.7 Scope and Limitations

- **Scope of the study:** the research study aims to conduct with grade seventh EFL teachers at lower secondary school in grade 7 that locates in Tbong Khmum district, Tbong Khmum province, Cambodia. Particularly, this research study aims to explore EFL teachers' challenges of monthly test and the ways that they have used to assess their students during distance learning in the era of COVID-19 pandemic.
- **Limitation of the study:** in this study, there have a few limitations such as: the scope of the research is focused only on grade seventh EFL teachers at lower secondary school (public) and there are only 7 EFL teachers who were teaching Grade 7. However, in the future study, researchers should conduct with more participants since will help to narrow down the gaps between these types of challenges.

CHAPTER 4: RESULTS

This chapter, the researcher will illustrate two main findings, which respond to the two research questions as the following:

4.1 Demographic Information of Participants

Table 1: Contains sex, experience, and coding of the participants.

Participants	Sex	Experience	Coding
Teacher 1 from School A	<i>Female</i>	<i>3 years</i>	<i>SA1</i>
Teacher 2 from School A	<i>Female</i>	<i>3 years</i>	<i>SA2</i>
Teacher 3 from School A	<i>Male</i>	<i>4 years</i>	<i>SA3</i>

Table 2: Contains sex, experience, and coding of the participants.

Participants	Sex	Experience	Coding
Teacher 4 from School B	<i>Male</i>	<i>3 years</i>	<i>SB4</i>
Teacher 5 from School B	<i>Female</i>	<i>1 year</i>	<i>SB5</i>
Teacher 6 from School B	<i>Male</i>	<i>4 years</i>	<i>SB6</i>
Teacher 7 from School B	<i>Female</i>	<i>2 years</i>	<i>SB7</i>

4.1.1 Question 1: What ways did grade seventh EFL teachers use to assess their monthly test during distance learning?

The purpose of research question 1 is to seek for grade seventh EFL teacher's strategies of accessing their monthly test during distance learning in the era of COVID-19 pandemic.

According to the transcripts of the interviews with SA1, SA2, and SA3 from *school A* revealed that in the process of monthly test they had to create the exam papers by their own and then forwarded to the homeroom-teachers who would deliver to the students. Meanwhile,

the students had one week to finish all the tasks and then returned to their homeroom-teacher. Moreover, the homeroom-teachers had to handle the whole process of monthly test until reach the total score. Differently, SB4, SB5, SB6, and SB7 from *school B* had to design and delivered the exam paper by themselves. Regarding this process, the teachers in *school B* designed exam paper every week, which means the students had to do the tasks four times a month and the total score of the four weeks was the result of the monthly test. Overall, the grade seventh EFL teacher's strategies of accessing the monthly test were guided by school principal and they were obtained three main strategies, as follows.

1. ***Leaving exam paper at school:*** based on the SA1, SA2, SA3, SB4, SB6, and SB7's answers, most of the teachers left their exam papers at school because some students did not have smart phone or any devices to access the internet, so this strategy would help those students to involve in the process of monthly test. This method, the students were asked to go to school by taking turn and they must keep the social distance. Therefore, they needed to follow the preventive measures in order to stay safe from COVID-19. In addition, according to SA1, she assigned her students into group based on their location (the students who live close or in the same village) and the leaders of each group had to go to school alone to take the exam papers and then shared those papers to their group members. She added that,

This technique is helpful for the students and it is easy for me to control. One more thing, my students and I can keep the social distance and reduce the students' movement from one place to another place, compared to other techniques that I had used.

2. ***Sending exam paper through Telegram or Facebook Messenger group:*** This way, SA1, SA2, SA3, SB4, SB5, SB6 and SB7 took the picture of the exam papers and then

dropped into the Telegram or Facebook messenger group directly to the students. This method greatly reduced the risk of COVID-19 spread since the students just stayed at home and did the exam with their phone. Additionally, the students who had smart phone or other devices that could access internet, they could share the exam paper with their friends who did not have. SB4 stated that

Using Telegram group is easy for me and my students because they no need to come to school and stay safe from the COVID-19, but I cannot handle the effectiveness of the exam since they can share the answers to each other during taking exam.

- 3. *Using online platform to design exam paper:*** SA1, SA2, and SA3 who came from school A were learning how to design exam paper through SIS program (*School Information System*) and implementing which the teachers could use to access the class and exam paper easily. This program was organized by the Ministry of Education Youth and Sport in the cooperation with Metfone Mobile, which was the enhancement of distance learning service to respond the crisis of COVID-19. However, this program was being in the stage of training and they supposed that it would contribute the best result in the implementing. SA2 mentioned that:

SIS is the platform that contains lives teaching platform, schedule, and table of the students' result that the teachers can access their teaching and Tasks helpfully and the teachers also can access any tasks easily. Nevertheless, this program is being in the process since the teachers are been training and then they will transfer to the students.

Meanwhile, SB4, SB5, SB6 and SB7 from School B were being in the stage of Google form implementation and this program was defined to apply in the process of

Monthly test by the school principal. Therefore, this program was a new strategy for the teachers and students, which was used to respond to their teaching and learning in the new context during the COVID-19 pandemic.

Regarding this, SB4 specified that, “This platform is implemented in the purpose of facilitating the teachers’ work and involving the students to get used this program before participating in the national exam.”

4.1.2 Question 2: What are the challenges of monthly test that grade seventh EFL teachers at lower secondary school faced during their distance learning in the era of COVID-19 pandemic?

The purpose of research question 2 aims to identify challenges that grade seventh EFL teachers had faced during the processing of monthly test.

The transcripts of participants’ answers given in Table 3 by 3 teachers who were teaching in *school A* had stated some challenges of monthly test processing that they had faced during distance learning. While, Table 4 which revealed by 4 participants from *school B*. According to these answers, the teachers tried to use different strategies including technology tools and physical works in order to involve their students in regular monthly test. However, the different challenges had stated from the participants.

Table 3: Transcription of the answers from the semi-structured interviews with the teachers in *School A*, which is included 3 teachers (2 females)

<i>Leaving exam paper at school</i>	<i>Sending exam paper through Telegram or Facebook Messenger group</i>	<i>Using SIS program to design exam paper</i>
- The students delayed to turn back their exam paper or some of them did not send back. (SA1, SA3)	-The students relied on the previous results which, the students passed the exam without taking exam (SA1, SA2, SA3)	-The teachers had less understanding of using technology (SA1, SA2, SA3)
- The students followed their parents to a distant farm and the teachers could not contact them. (SA1, SA2)	-The students were busy with their housework or chores, so they did not have time to study or to take exam. (SA2)	-Some teachers did not have computer to access new platform (SIS) that provided by MoEYS or school principal. (SA2, SA3)
- The students were careless and ignored their exam because they depended of the previous result that all the students had pass the exam automatically. (SA2, SA3)	-The students did not pick up teachers' phone and it was difficult to contact them (SA3)	-The teachers did not familiar with new technology (SIS) and needed time to learn before implementation. (SA1, SA2, SA3)
- The teacher could not go to meet all of their students because of the crisis of COVID-19 in the community. (SA1, SA2, SA3)	-Some students did not have smart phone or any devices to access their exam. (SA1, SA2, SA3)	-SIS platform was complicated to use since it was not completed of updating. (SA1, SA2, SA3)
	-The students could not get information of taking exam because they did not have smart phone or live far away from school and their classmates. (SA1, SA2)	-SIS platform could not combine the students from different classes to study at the same time. (SA1, SA2, SA3)
	-The students had changed their phone number, so the teachers could not contact them to exam.(SA1)	-It was complicated for students since they have less understanding of using SIS platform (SA2)

Table 4: Transcription of the answers from the semi-structured interviews with the teachers in *School B*, which is included 4 teachers (2 females)

<i>Leaving exam paper at school</i>	<i>Sending exam paper through Telegram or Facebook Messenger group</i>	<i>Using Google form to design exam paper</i>
<ul style="list-style-type: none"> - Because of the spread of COVID-19 in the community, the students could not go to take their exam paper at school. (SB4, SB6, SB7) - The students took risk of COVID-19 infection when they went to school at the same time and did not keep social distance. (SB4, SB6) - The students did not turn back their exam paper on time or some students did not send back. (SB4, SB6, SB7) 	<ul style="list-style-type: none"> -The students were careless and ignore their exam because they depended on last year result which the student passed the exam automatically. (SB5, SB6, SB7) - The students who did not have a smart phone and they lived far away from others, cannot be involved in the exam. (SB4, SB5, SB7) -The results of the exam were less effective because the students had opportunity to share their answers to one another. (SB5, SB6) -Sometime the students did not understand how to do the exam since they missed instruction from the teachers. (SB6) -The teachers had difficulty in correcting the exam paper because the exam paper did not clear when it was converted to image. (SB5, SB7) 	<ul style="list-style-type: none"> -Using Google Form got less result because some students could not join while they did not have smart phone or had problem with using technology. (SB4, SB5) -Both the teachers and students had little understanding of using technology. (SB4, SB5, SB6, SB7) -The students and teachers had difficulty with creating E-mail to log in the Google form or other platforms. (SB4, SB5, SB6) - The teachers and students did not familiar with Google form, so they needed time to learn. (SB4, SB5, SB6, SB7)

CHAPTER 5: DISCUSSION

Regarding research question 1 about teachers' strategies of accessing their monthly test during distance learning in the era of COVID-19 pandemic showed that grade seventh EFL teachers used different strategies to process their monthly test during this pandemic and it was depended on students' ability of needs. Therefore, this finding supports the previous studies, which claimed that some students were able to process their learning through four types of method such as some of them worked on paper-based worksheets or other paper-based materials given by their teachers and they utilized online videos created by Ministry of Education, Youth and Sport that posted on social media. Other platform is also one of the strategies. Another way is attending in online class that was scheduled and beside that they could learn through the national TV education broadcasts (MoEYS, 2021).

In addition, this finding revealed that the teachers and students were enhancing their ability of using technology to support in teaching and learning and this result respond to Means et al. (2009) claimed that using technologies to support teaching and learning was not remarkably different from regular classroom in term of effectiveness . Of course, the COVID-19 pandemic motivated them to respond by varieties of strategies in teaching and learning process because this finding showed that school A and school B were trying different online platforms to ensure that their teaching and learning were still in progress. The previous studies stated that extended school closure in Cambodia during the COVID-19 pandemic assisted to develop distance learning content from different ways, which was included both traditional and online platform. Regarding this result, they also said that all the online platforms were conducted to respond to the COVID-19 emergency and it required teachers and students to adopt different teaching and learning methodologies (E-learning) while Jones et al. (2009) said that effective assessment required the students to work on paper. Moreover, it is an element of enhancement students' learning by doing while it can establish parental engagement in their

use of new technologies as a learning experience (MoEYS, 2020). It is essential that teachers must be smart and flexible in order to ensure their teaching and learning process and students' learning outcome. Meanwhile, students' assessment is really important to reflect what they have learnt and to see the weakness of the students or points to improve. Miller (2020) also stated that students' evaluation points out the ability of students' learning that the teacher can use to reflect about their teaching strategies (to change or keep the same) to ensure the good result of the students.

According to research question 2 about the challenges of monthly test that grade seventh EFL teachers at lower secondary school faced during their distance learning in the era of COVID-19 pandemic, the finding of the study was similar to the previous study of MoEYS (2020), which pointed out that some students were facing challenges in their learning. They did not have kinds of technology device to support in learning and some of them always had internet connection problems or there was no internet at all in the local since they were from poor family or were living in the remoted areas. Of course, the common barriers of distance learning in this current situation were some students require paying for internet or cable TV that caused them financial problem. Whereas, some of them lacked of content knowledge of caregivers in supporting learning at home. Additionally, based on finding of the study, some challenges popped out such as; some students ignored to take monthly test since they relied on last year result which they moved up to next grade without taking any examinations according to the decision of Ministry of Education, Youth and Sport in 2019 (Table 3 & 4). Moreover, the results of monthly test might not guaranty effectiveness because the student had opportunity to share answers to their friends during taking the exam. This was a concern for teachers while they applied electronic or online platform such Google form, Telegram, Facebook messenger, or extra (Table 4). However, the teachers also tried to use different strategies in order to respond to their monthly test's challenges as an evidence; they were trying to use both offline and online

strategies. Therefore, the finding also allocated that monthly test is really important for grade seventh EFL teachers even though in the spreading of COVID-19 pandemic, but they overcame doing it. Likewise, Crocker and Algina (1986) a test is a procedure of process of obtaining learner's optimal performance or typical performance of individuals. Nevertheless, it would not be the real measures of students' abilities, if the test should not get in the way of construct being measured (Bachman, 1990).

CHAPTER 6: CONCLUSION

Finding of the study was evident that the process of monthly test during COVID-19 pandemic did not go well and smoothly since it is a new context of teaching and learning for both teachers and students. Actually, Clark (2010) monthly test is one of student' evaluation process, which the teachers regularly use at the end of the month in order to identify students' achievement of each lesson or chapter. It was similar to the theory of MoEYS (2015) stated that monthly test requires Cambodian teachers in public school to complete regularly in order to examine students' understanding of the each lesson. The data of this test would be fundamental sources that the teachers use to reflect on their teaching result in order to modify teaching and learning activities in the better way and to used as an evidence of students' upgrading of grade level.

Based on the finding also revealed that during current situation, the teachers pointed out many strategies to respond during school closing. According to participants' answers, main three ways that they applied to access monthly test to the students: 1) ***Leaving exam paper at school***, the students required to school directly by taking turn in order to keep social distance. This method was helpful for students who did not have ability to pay on internet connection or buy smart phone but it was still a challenge for the students stayed away from school. 2) ***Sending exam paper through Telegram or Facebook Messenger Group***: this way, the students did not take risk to the crisis of COVID-19 since they just stayed at home and took their exam through smart phone or computer. Anyway, it could not work with the students who did not have technology devices such as smart phone, iPad, computer, or internet connection because some of them had problem with family financial. 3) ***Using online program to design exam paper***: this method was organized by the Ministry of Education Youth and Sport in order to develop the distance learning service during the crisis. However, it was more challenge for

teachers and students since they had to spend time to learning in order to familiar with new context of technology.

Regarding the process of monthly test, the teachers figured out many challenges because some students were from poor family, so the problem of family financial was the most challenge for them to pay on any technology devices such as smart phone, iPad, computer, or internet connection in order to work on online exam. Moreover, some of the students seemed careless or ignored their exam because depending on the previous result that the students were allowed to up level without taking any exam, while others were focused on their chores such as housework, taking of younger sister or brother. Besides that, some of them had to follow their parents to work on farm, which was far away from home and school, so they could get the information of their exam or monthly test. Whereas, some teachers did not feel familiar with the new technology which could use to facilitate their teaching and learning especially monthly test processing.

It is essential that finding of the study may play little generalization of strategies and challenges that grade seventh EFL teachers faced during the pandemic. Due to time constraints, the research study could conduct with only several samples, so the next study of this paper may need to conduct with more participants or schools to ensure of the paper is more standard.

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APPENDIX A: QUESTIONGUIDE IN ENGLISH

Research Protocol

Topic: Exploring Grade Seventh EFL Teachers' Challenges of Monthly Test during Distance Learning in the Era of COVID-19 Pandemic:

Research Objectives:

- To identify how grade seventh EFL teachers at lower secondary school assessed their monthly test during distance learning in the era of COVID-19 pandemic.
- To explore grade seventh EFL teachers' challenges of monthly test during distance learning in the era of COVID-19 pandemic.

Research Questions:

1. What ways did grade seventh EFL teachers use to assess their monthly test during distance learning in the era of COVID-19 pandemic?
2. What are the challenges of monthly test that grade seventh EFL teachers at lower secondary school faced during their distance learning in the era of COVID-19 pandemic?

Semi-structure Interview questions

I. Demographic information

1. May I know your name, please?

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2. Would you mind if I ask about you age?

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3. How long have you been teaching English at public school?

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4. What levels are you teaching at public school? (primary, lower secondary, or upper secondary)

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5. If you are teaching in this level, are you teaching English at grade 7?

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6. How many classes of grade 7 are you teaching?

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II. The Perspective Towards Teaching in the Era of COVID-19 Pandemic.

7. How do you feel about distance learning in the era of COVID-19 pandemic?

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8. Could you explain more detail about that?

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III. The Strategies are Used to Assess Monthly Test

9. Because of the COVID-19 pandemic, did you assess the monthly test to your students?

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10. How did you assess your monthly test during distance learning?

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11. Could you explain more detail more that, please?

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12. Have you ever used other way to assess your monthly test? What are they?

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IV. The EFL Teachers' challenges of Monthly Test

13. What the challenges of monthly test did you face during distance learning?

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14. Can you give example of each point to clarify?

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APPENDIX B: QUESTIONGUIDE IN KHMER

មគ្គុទ្ទេសក៍សំណួរ ស្រាវជ្រាវ (៤)

ប្រធានបទ៖ វិទ្យុយល់ពីផលលំបាករបស់គ្រូបង្រៀនភាសាអង់គ្លេសថ្នាក់ទី៧ អំពីការ
រៀបចំការប្រឡងប្រចាំខែកំឡុងពេលការរៀនពីចម្ងាយក្នុងបរិបទការរីក
រាលដាលនៃជំងឺកូវីដ-១៩។

វត្ថុបំណងស្រាវជ្រាវ៖

- កំណត់សម្គាល់ពីវិធីសាស្ត្រដែលគ្រូភាសាអង់គ្លេសបានប្រើប្រាស់ដើម្បី
រៀបចំការប្រឡងប្រចាំខែក្នុងកំឡុងពេលការរៀនពីចម្ងាយក្នុងបរិបទការរីក
រាលដាលនៃជំងឺកូវីដ-១៩។
- វិទ្យុយល់ពីផលលំបាកនៃការរៀបចំការប្រឡងប្រចាំខែដែលគ្រូភាសាអង់
គ្លេសបានជួបប្រទះក្នុងកំឡុងពេលការរៀនពីចម្ងាយ។

សំណួរស្រាវជ្រាវ៖

- តើគ្រូភាសាអង់គ្លេសបានប្រើប្រាស់វិធីសាស្ត្រអ្វីខ្លះដើម្បីរៀបចំការប្រឡង
ប្រចាំខែក្នុងកំឡុងពេលការរៀនពីចម្ងាយ?
- តើផលលំបាកនៃការរៀបចំការប្រឡងប្រចាំខែអ្វីខ្លះដែលគ្រូភាសាអង់គ្លេស
បានជួបប្រទះក្នុងកំឡុងពេលការរៀនពីចម្ងាយក្នុងបរិបទការរីករាលដាល
នៃជំងឺកូវីដ-១៩?

V. ព័ត៌មានផ្ទាល់ខ្លួន

១. តើខ្ញុំអាចស្គាល់ឈ្មោះរបស់អ្នកបានដែរឬទេ?

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២. តើអ្នកអាចប្រាប់ពីអាយុរបស់អ្នកបានដែរឬទេ?

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៣. តើអ្នកបម្រើនគោលការណ៍អង្គការសេវាសាធារណៈពេលប៉ុន្មានឆ្នាំហើយ?

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៤. តើសព្វថ្ងៃអ្នកកំពុងបម្រើនគោលការណ៍អង្គការណាមួយ? (បឋម, អនុវិទ្យាល័យ, វិទ្យាល័យ)

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៥. បើអ្នកបម្រើនគោលការណ៍អង្គការណាមួយ.....តើសព្វថ្ងៃអ្នកកំពុងតែបម្រើនគោលការណ៍អង្គការសេវាសាធារណៈថ្នាក់ទី៧ដែរឬទេ?

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៦. តើអ្នកបម្រើនគោលការណ៍អង្គការសេវាសាធារណៈថ្នាក់ទី៧ប៉ុន្មានថ្នាក់ដែរ?

VI. ការយល់ឃើញពីការបម្រើនគោលការណ៍អង្គការសេវាសាធារណៈ កូរ៉េ-១៩

៧. តើអ្នកយល់យ៉ាងណាដែរចំពោះការបម្រើនគោលការណ៍អង្គការសេវាសាធារណៈកូរ៉េ-១៩នេះ?

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៨. តើអ្នកអាចបញ្ជាក់បន្ថែមពីការយល់ឃើញរបស់អ្នកឱ្យកាន់តែលម្អិតបានដែរឬទេ? ហេតុអ្វី?

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VII. វិធីសាស្ត្រវិនិច្ឆ័យបានប្រើដើម្បីរៀបចំការប្រឡងប្រចាំខែ

៩. តាមរយៈការបង្រៀនបែបនេះ តើអ្នកបានរៀបចំការប្រឡងប្រចាំខែវិនិច្ឆ័យដែរឬទេ?

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១០. តើវិធីសាស្ត្រអ្វីខ្លះដែលអ្នកបានអនុវត្តដើម្បីរៀបចំការប្រឡងប្រចាំខែ?

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១១. តើអ្នកអាចរៀបរាប់ឱ្យបានលម្អិតជាងនេះបន្តិចទៀតបានដែរឬទេ?

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១២. តើអ្នកធ្លាប់ប្រើប្រាស់វិធីសាស្ត្រផ្សេងក្រៅពីនេះដែរឬទេ? អ្វីខ្លះទៅ?

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VIII. ផលលំបាកនៃការគ្រប់គ្រងធនធានជួបប្រទះក្នុងការរៀបចំការប្រឡងប្រចាំខែ

១៣. ក្នុងការរៀបចំការប្រឡងប្រចាំខែ តើអ្នកបានជួបផលលំបាកអ្វីខ្លះដែរ?

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១៤. តើអ្នកអាចលើកឧទាហរណ៍ពីចំណុចនីមួយៗ ដើម្បីបញ្ជាក់ឱ្យបានច្បាស់ ដែរឬទេ?

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APPENDIX C: CONCENT LETTER



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី
NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ថ្ងៃអង្គារ ៦កើត ខែបឋមសាណ ឆ្នាំឆ្លូវ ត្រីស័ក ព.ស២៥៦៥
ភ្នំពេញ ថ្ងៃទី១៥ ខែមិថុនា ឆ្នាំ២០២១

គោរពជូន


លោក ឃឹម សុខុម នាយកវិទ្យាល័យ ក្រពាំងឫស្សី

កម្មវត្ថុ៖ សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **នល់ សុនិទ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យ ក្រពាំងឫស្សី ក្នុងចន្លោះពីថ្ងៃទី ១៨ ខែមិថុនា ដល់ថ្ងៃទី៣០ ខែមិថុនា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយកឱ្យបានជ្រាបថា លោក **នល់ សុនិទ** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២នៃមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធានបទ **ស្វែងយល់ពីផលវិបាកនៃការរៀបចំការប្រលងប្រចាំខែរបស់គ្រួសារអប់រំក្នុងសង្គម កំឡុងពេលរៀនពីមធ្យមក្នុងបរិបទការរីករាលដាលនៃជំងឺកូវីដ-១៩**។ ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសផ្នែកប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យនេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមលើសពីនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការបង្រៀន និងរៀនកាន់តែប្រសើរឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ម៉ែន រ័ត្ន

ឯកសារ មសគថ.



មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី

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ភ្នំពេញ ថ្ងៃទី០៥ ខែសីហា ឆ្នាំ២០២១

គោរពជូន

លោក **អ៊ុក សាវុធ** នាយកវិទ្យាល័យ ទន្លេបិទ

កម្មវត្ថុ: សំណើសុំអនុញ្ញាតឱ្យគរុនិស្សិតឈ្មោះ **នល់ សុនិទ** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ
វិទ្យាល័យ ទន្លេបិទ ក្នុងចន្លោះពីថ្ងៃទី ០៥ ខែសីហា ដល់ថ្ងៃទី៣០ ខែសីហា ឆ្នាំ២០២១។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយកឱ្យបានជ្រាបថា
លោក **នល់ សុនិទ** ជាគរុនិស្សិតថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី២នៃ
មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើការសិក្សាមួយក្រោមប្រធាន
បទ **ស្វែងយល់ពីផលលំបាកនៃការរៀបចំការប្រលងប្រចាំខែរបស់គ្រួសារអច់គ្រួស កំឡុង
ពេលរៀនពីមធ្យមក្នុងបរិបទការរីករាលដាលនៃជំងឺកូវីដ-១៩**។ ដើម្បីសរសេរសារណាបញ្ចប់ការ
សិក្សាថ្នាក់បរិញ្ញាបត្រជាន់ខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ។ គោលបំណងនៃការចុះប្រមូលទិន្នន័យ
នេះគឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមលើសពីនេះ
លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះ ក៏អាចរួមចំណែកក្នុងការជម្រុញឱ្យការបង្រៀន និងរៀនកាន់តែប្រសើរឡើង
ផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះ
ប្រមូលទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំបាទ។

ប្រធានមជ្ឈមណ្ឌល

បណ្ឌិតសភាចារ្យ ប័ន្ត វ៉ែត

ឯកសារ មសគថ.

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