

# វិទ្យាស្ថានជាតិអប់រំ

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NEW GENERATION PEDAGOGICAL RESEARCH CENTER

ការបង្រៀន និងរៀនជំនាញសរសេរភាសាអង់គ្លេស៖ ករណី  
សិក្សានៅវិទ្យាល័យហ៊ុន សែនប្រសុតិ

Teaching and Learning Writing in English: A Case Study at  
Hun Sen Prasot High School

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

Sar Sophal

December 2022

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Teaching and Learning Writing in English: A Case Study at  
Hun Sen Prasot High School

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December 2022

## **មូលន័យសង្ខេប**

ភាសាអង់គ្លេសត្រូវបានដាក់បញ្ចូលនៅក្នុងកម្មវិធីសិក្សា នៅបណ្ណាប្រទេសជាច្រើន ក៏ប៉ុន្តែបញ្ហាប្រឈមជាច្រើននៅតែមាន ក្នុងការបង្រៀន និងរៀនភាសាអង់គ្លេស។ ការសិក្សាស្រាវជ្រាវមួយនេះគឺ ជាប្រភេទការស្រាវជ្រាវបែបគុណវិស័យ ដែលផ្ដោតទៅលើការសិក្សាពីបញ្ហាប្រឈម។ ការបង្រៀន និងរៀនជំនាញសរសេរភាសាអង់គ្លេស នៅសាលាធនធានកម្រិតមធ្យមសិក្សា នៃវិទ្យាល័យ ហ៊ុន សែន ប្រសូតិស្ថិតនៅខេត្តស្វាយរៀង ប្រទេសកម្ពុជា ។ នៅក្នុងការសិក្សានេះមានអ្នកចូលរួមចំនួន ១០ នាក់ ក្នុងនោះគ្រូភាសាអង់គ្លេស០២ នាក់ និងសិស្សចំនួន ០៨ នាក់ ដែលសិស្ស០៤ នាក់មកពីថ្នាក់ទី១០ និង ០៤ នាក់ទៀតមកពីថ្នាក់ទី១១ ។ ឧបករណ៍ដ៏សំខាន់សម្រាប់ប្រមូលព័ត៌មានក្នុងការសិក្សាស្រាវជ្រាវនេះគឺ ការធ្វើតេស្តសំណេរជាភាសាអង់គ្លេសសម្រាប់សិស្ស៧៣ នាក់ រួមមកធ្វើសម្ភាសន៍ ជាមួយសិស្ស និងគ្រូ ។ ការសិក្សាមួយនេះ បានរកឃើញបញ្ហាមួយចំនួនក្នុងការបង្រៀន និងរៀនជំនាញសរសេរភាសាអង់គ្លេស មានដូចជាសិស្សជ្រើសរើសមុខវិជ្ជាវិទ្យាសាស្ត្រជាអាទិភាព សិស្សគ្មានទំនុកចិត្តក្នុងការសរសេរ សិស្សចូលចិត្តធ្វើការជាលក្ខណៈឯកជន សិស្សមិនសូវដឹងពីរបៀបប្រើបច្ចេកវិទ្យាដើម្បីជំនួយក្នុងការសរសេរ ចំណេះដឹងជាមូលដ្ឋានរបស់សិស្សមានតិចតួច រួមនឹងវិធីសាស្ត្របង្រៀនរបស់គ្រូនៅមានកម្រិត។

ពាក្យគន្លឹះ៖ ជំនាញសរសេរជាភាសាអង់គ្លេស បញ្ហាប្រឈម

## **ABSTRACT**

English has been included in school curricula in many countries, but the challenges of learning and teaching English remained. This research is qualitative research focusing only on the study of challenges. Teaching and learning of English writing skills at the Secondary Resource School of Hun Sen Prasot High School in Svay Rieng Province, Cambodia. This study had ten participants, including two teachers of English and eight students, four from grade 10 and four from grade 11. An essential tool for gathering information in this research study is to do the free writing test for 70 students and then interview the students and teachers. This study has found some problems in teaching and learning English writing skills, such as students choose science subject as a priority, students feel lack of confidence in writing, students prefer to work privately, and students do not know how to use technology to assist in writing. In addition, students' basic writing knowledge is limited, and teachers' teaching methods are finite.

Keywords: English Writing Skills, Challenges

## **SUPERVISOR'S RESEARCH SUPERVISION STATEMENT**

TO WHOM IT MAY CONCERN

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

Name of candidate: Sar Sophal

Title of thesis: Teaching and Learning Writing in English: A Case study in Grades 10 and 11 at Hun Sen Prasot, high school.

It is to certify that the research carried out for the above-titled master's thesis was completed by the candidate mentioned earlier under my direct supervision. In addition, I played the following part in preparing this thesis: guidance in research problem development, literature review, methodology, data analysis, and discuss findings.

Supervisor (Name): Mr. Banh Hornmann

Supervisor (Sign): .....

Date: December 2022

**CANDIDATE'S STATEMENT**

TO WHOM IT MAY CONCERN

This is to certify that the thesis that I "Sar Sophal," hereby present, is entitled "Teaching and Learning Writing in English: A Case Study in Grades 10 and 11 at Hun Sen Prasot High School."

The degree of Master of Education major in mentoring at New Generation Pedagogical Research Center is entirely my work, and 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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# TABLE OF CONTENTS

<b>មូលដ្ឋានសង្ខេប</b>	I
ABSTRACT	II
SUPERVISOR'S RESEARCH SUPERVISION STATEMENT	III
CANDIDATE'S STATEMENT	IV
ACKNOWLEDGMENTS	V
LIST OF TABLES	VIII
LIST OF ABBREVIATIONS	IX
CHAPTER 1: INTRODUCTION	1
<b>1.1 BACKGROUND OF THE STUDY</b>	1
1.2 Statement of the Problem	3
1.3 Research Purposes	4
1.4 Research Objectives	4
1.6 Research Questions	5
1.7 Significance of the Study	5
1.8 Operational Definition of Key Terms	5
<b>CHAPTER 2: LITERATURE REVIEW</b>	7
2.1 Teaching Writing in EFL Contexts	7
2.2 EFL Teachers' Challenges in Teaching Writing Skills	8
2.3 Possible Solutions for Teaching Writing Challenges in EFL Contexts	9
2.4 Product-Based Approaches to Teaching Writing	10
2.5 Process-oriented Approaches to Teaching Writing	12
2.6 Summary of Literature Review	13
<b>CHAPTER 3: RESEARCH METHODOLOGY</b>	15
3.1 Research Design	15
3.2 Sample Size and Sampling Technique	15
3.3 Research Instrument	16
3.4 Data Collection Procedure	16
3.5 Data Analysis	16
3.6 Ethical Considerations	17
<b>CHAPTER 4: RESULTS</b>	18
<b>4.1 Background Information of the Participants</b>	18
<b>4.2 Teacher's Challenges in Teaching Writing</b>	19
4.2.1 Seat Arrangement	19
4.2.2 Science Subject Prioritization	20



4.2.3 Lack of Confidence	20
4.2.4 Students Work Individually	21
4.2.5 Limited Contents in Textbook	21
<b>4.3 Students' Challenges in Learning Writing</b>	<b>22</b>
<b>4.3.1 High Achievement Students</b>	<b>22</b>
4.3.1.1 Students' Use of the Electronic Device	22
4.3.1.2 Students' Knowledge of the Format of Writing	22
<b>4.3.2 Low Achievement Students</b>	<b>23</b>
4.3.2.1 Students' Background Knowledge in Vocabulary	23
<b>4.4 Students' Needs</b>	<b>23</b>
<b>4.4.1 High Achievement Students</b>	<b>23</b>
4.4.1.1 Vocabulary Teaching Technique	23
4.4.1.2 Writing Format	24
<b>4.4.2 Low Achievement Students</b>	<b>24</b>
4.4.2.1 How to Brainstorming Ideas for Writing	24
<b>CHAPTER 5: DISCUSSION</b>	<b>25</b>
5.1. What are the challenges of teaching writing at Hun Sen Prasot High School?	25
5.2. What are the high- and low- achieving students' challenges and need in learning English writing at Hun Sen Prasot High School?	27
<b>CHAPTER 6: CONCLUSION, LIMITATIONS, AND RECOMMENDATIONS</b>	<b>30</b>
6.1 Conclusion	30
6.2 Limitations	31
6.3 Recommendations	31
<b>References</b>	<b>33</b>
<b>APPENDICES</b>	<b>38</b>
APPENDIX A: ENGLISH INTERVIEW QUESTIONS FOR TEACHERS	38
APPENDIX B: ENGLISH INTERVIEW QUESTIONS FOR STUDENTS	40
APPENDIX C: KHMER INTERVIEW QUESTIONS FOR TEACHER	42
APPENDIX D: KHMER INTERVIEW QUESTIONS FOR STUDENTS	45
APPENDIX E: CONCENT FORM LETTER	48
APPENDIX F: Rubric for Pre-Writing Test in English	49
APPENDIX G: Rubric for Pre-Writing Test in Khmer	50
APPENDIX H: Writing Test for Grade 10	51
APPENDIX I: Writing Test for Grade 11	53
APPENDIX J: Writing Test Scores for Grade 10 F	54
APPENDIX K: Writing Test Scores for Grade 11 A	54

## **List of Tables**

Table1 .....	17
<i>Code, Gender, Age, Marital Status, Teaching Experience, and Teaching Level of the Teachers of English at Hun Sen Prasot high school</i>	
Table2 .....	18
<i>Code, Gender, Age, Learning Experience, Grades of the Students with the Highest and Lowest Scores at Hun Sen Prasot High</i>	

## List of Abbreviations

EFL	English as a Foreign Language	ភាសាអង់គ្លេសជាភាសាបរទេស
MoEYS	Ministry of Education Youth and Sport	ក្រសួងអប់រំ យុវជន និងកីឡា
NGS	New Generation School	សាលារៀនជំនាន់ថ្មី
NGPRC	New Generation Pedagogical Research Center	មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យ ជំនាន់ថ្មី
UNTAC	United Nations Transitional Authority in Cambodia	អាជ្ញាធរបណ្តោះអាសន្ន នៃអង្គការសហប្រជាជាតិប្រចាំនៅកម្ពុជា

## **CHAPTER 1: INTRODUCTION**

This chapter introduces the causes of how and why this study will happen.

Background information and the problem statement for the study, research purposes, objectives of the study, research questions, and the significance of the study are indicated to provide an overall view of the study.

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

The need to teach English as a foreign or second language has increased since it has become an international language (Fareh, 2010). The demand for English has risen to obtain good communication skills (Hashemi, 2011). Solak (2015) similarly stated that English is perceived as a communicative language of the world languages, and teaching and learning this language is essential. The significance of teaching and learning is to improve student's communication ability, provide both spoken and written knowledge, and make students understand the importance of English, which needs to be learned (Megaiab, 2014). English these days is recognized as the language of an economic system, international tourism, electronic information, and high education (Teevno, 2011). Cambodia's English language education and policy have a long history since the nineteenth century. From 1864 to 1953, a French-based educational system was practiced with the traditional method. But the French educational system did not touch the lives of Cambodia's peasantry, which continued to be educated at the temple schools (wat or pagoda) without such modern developments as curricula, timetables, inspections, or examinations. From the time of the French protectorate up to 1970, the foreign language in Cambodia was French (Mao, 2014). However, according to Neau (2010), beginning in 1989, Cambodia commenced teaching English as a foreign language from a shallow resource base: no curriculum, no textbooks, and few teachers of English. Between 1989 and 1990, Cambodia's government decided to change foreign language

instruction from Russian and Vietnamese to English and French, but there were very few teachers. Over the next four years, English classes were provided in some secondary schools, and in 1995 a learner-centered approach to teaching English was introduced. However, the country had very few qualified teachers. Moreover, with the formation of the Royal Government of Cambodia after the 1993 UNTAC-sponsored elections, Initially, the Ministry of Education, Youth, and Sport (MoEYS) introduced English as a foreign subject in the curriculum from lower-secondary schools to tertiary education institutions. English has been recognized as a vital language for Cambodian development and English learners (Moore & Bounchan, 2010). It has a significant vocabulary in Cambodia and is used for different purposes such as academic study, communication, research, career, and business. It has been employed in Cambodian public schools to improve students' foreign language knowledge from primary to high school. First, students can learn the English language, followed by the Ministry of Education, Youth and Sport curriculums consisting of four macros: reading, writing, speaking, and listening.

Even though all skills are equally necessary for language learning, writing becomes more important in the academic study since it is used to identify students' performance (Mohammad & Hazarika, 2016). Writing is a skill of the four basic skills in English, and it is a significant way to exchange ideas in social lives (Zeng, 2018). It is a capacity to indicate a thought, feeling, or experience that someone has written (Fitria,2019). Writing is a communication activity in which writers release their ideas in written forms to the readers (Hidayati, 2018). Learning how to write in English is a crucial skill. and also, the expression of the comprehensive ability to use a language (Fengijie et al., 2016). Moses and Mohamad (2019) mentioned that writing is one of the students' most vital academic subjects. However, learning to write is a long and

creative process that involves relative activities (Zeng,2018). Therefore, writing is generally considered one of the most challenging skills for foreign language learners (Inayah & Nanda, 2016; Javed et al., 2013).

Furthermore, it is a difficult skill for native and nonnative speakers since the writers have to consider multiple issues in their writing, including content, organization, purpose, audience, vocabulary, punctuation, spelling, and capitalization (Rass, 2015). Fitria (2018) claimed that writing is the most complex and complicated skill for learner at every level of education. Badi (2015) concluded that academic writing could be challenging since it contains different aspects of successful academic writing. Since writing is the most challenging skill, many students find it difficult to learn English writing as it requires better grammar, vocabulary, and other aspects to do better writing (Setiawan et al., 2014). Akhtar, et al. (2020) claimed that students are not interested in academic writing.

Moreover, some students are afraid of making mistakes and not interested in learning English writing (Abrar, 2016). Having a good essay is an excellent challenge for nonnative students and English foreign language learners (Nasser, 2019). However, the students' challenges also led to teachers' difficulties in teaching writing skills (Setiawan et al., 2014).

## **1.2 Statement of the Problem**

Students always face difficulty learning English writing, especially in elementary schools (Moses & Mohamad, 2019). Adam et al. (2021) implied that teachers face many barriers and problems teaching English writing skills. Afrin (2016) revealed that students encounter many problems with English writing, including sentence structures, motivation, organization partners of writing, grammar, vocabulary, and students' background knowledge. In addition, Hidayati (2018) found two factors that cause teaching English

writing difficult: internal and external. The internal factor refers to students' problems, and there are four factors native language interference, English competence (grammar knowledge, vocabulary mastery), motivation, and reading habit. For the external factor, there are three factors: class condition, the aids available for teaching, and time availability. More importantly, Chokewe (2013) claimed that students would face problems at higher levels if teaching writing at lower levels is not qualified enough.

### **1.3 Research Purposes**

This study intended to find out the challenges of teaching writing skills, how the high and low-achieving students have faced challenges in English Writing, and their needs at Hun Sen Prasot High School in Svay Reing province.

### **1.4 Research Objectives**

This research study aimed to explore the challenges in teaching and learning writing in English courses Hun Sen Prasot High School in Svay Reing province.

Therefore, the objectives of the study would present as follows:

- 1) To identify the challenges of Hun Sen Prasot high school teachers in teaching English writing.
- 2) To explore the high- and low-achieving students' challenges in learning English writing and their needs.

## 1.6 Research Questions

To achieve the objectives there were two main specific research questions were determined by the following:

1. What are the challenges of teaching writing at Hun Sen Prasot High School?
2. What are the high- and low-achieving students' challenges and needs in learning English writing at Hun Sen Prasot High School?

## 1.7 Significance of the Study

This study sincerely tried to comprehend teachers' and students' learning difficulties in writing so that appropriate answers and recommendations could be made based on the issues. The results of the current study would therefore have some positive effects on education, particularly for teachers who struggled to teach writing in English and for students who had trouble picking up the skill of writing in English. It was hoped that this study would assist teachers in understanding the causes of students' difficulties with English writing instruction. Hands-on activities or fresh instructional approaches would also engage the students who had trouble learning to write. Additionally, students themselves would comprehend the factors that contributed to their learning challenges in their English writing abilities and discover some new things.

## 1.8 Operational Definition of Key Terms

**English writing skills** are the abilities to express ideas, to informally communicate with peers, to take notes, and to answer questions in the exam.

**Challenges** refer to textbook contents, learning and teaching materials, classroom activities, class size, and students' self-learning attitudes are the main problems for teachers in teaching English writing skills, and teachers' qualities, background knowledge in



vocabulary, writing format, and knowledge of electronic device usage are students' face in English writing skills.

## CHAPTER 2: LITERATURE REVIEW

This chapter presents the teaching writing in EFL contexts, EFL teacher's challenges in teaching writing, possible solutions for writing challenges in EFL contexts, product-based approaches to teaching writing, and process-oriented approaches to teaching writing.

### 2.1 Teaching Writing in EFL Contexts

Writing is communicating with others in which a writer sends and expresses ideas and information through written forms. According to Hidayati (2018), writing is a written communication technique. There is also English competence in teaching writing, including learners' grammatical competence, vocabulary mastery, and how to organize a good English paragraph (p.233 as cited in Hidayati, 2018). Similarly, when students write ideas and information, teachers should provide guidance. In practical writing, the teacher requires several things to develop and build ideas, arguments, and communication (Ahlsén & Lundh, 2007). Furthermore, teachers should be aware of and pay attention to rhetorical patterns in writing English as a foreign language to facilitate the writing process for students in the classroom (Nassi & Nasser, 2018). Hyland (2003) states that as a primary language structure in teaching writing, there are four stage-processes, namely:

- a. Familiarization: the learners are usually taught specific grammar and vocabulary through a text.
- b. Controlled writing: Students work with pre-made substitution tables to manipulate predefined patterns.
- c. In guided writing, students copy sample texts.
- d. Free writing: The students use established patterns to create essays, letters, and other types of writing.

Teachers must equip themselves with knowledge and skills for teaching writing because most teachers believe that writing is a difficult skill to teach (Almubark, 2016). Teaching writing in a foreign language classroom entails linguistic knowledge, vocabulary selection, syntactic patterns, and cohesive devices, all of which are essential building blocks of texts (Hyland, 2003). In some countries, English is a foreign language that is only taught as a subject in schools; in secondary school, students are only given exercises to make some sentences, then paragraphs to manipulate the words grammatically (Widiati & Cahyono, 2006). They also noted that writing is taught at different levels in educational institutions. Meanwhile, the teacher is the center of attention of students in the classroom nowadays, which is known as teacher-centered, teachers become more active, and students are less likely to develop their ideas in writing skills (Ariyanti, 2016). Writing can be studied in institutes offering English language instruction to meet student demand. Writing can be studied in institutes offering English language instruction to meet student demand. to learn English, according to Liaghat and Biria (2018). They also mentioned several approaches to assisting the writing process in the classroom, such as teacher-student cooperation, feedback, collaboration, and mediation. Furthermore, teachers must access resources such as printed materials, electronic sources, peers, English teachers, or English native speakers (Dueraman, 2012).

## **2.2 EFL Teachers' Challenges in Teaching Writing Skills**

Teachers faced challenges in the EFL classroom due to a lack of technology, classroom management in a large class, and students' diverse learning styles (Ali & Ramana, 2018). Another challenge of teaching writing in an EFL context is feeling insecure, doubting oneself, and relying on traditional methods. For example, the teacher teaches writing skills using a single process (Nassi & Nasser, 2018). Furthermore, teachers encountered difficulties in developing English writing due to students' lack of

grammar and vocabulary knowledge, motivation, the topic in the textbook being uninteresting, and mother tongue interference among students, which is a troublesome element in writing instruction (Almubark, 2016).

Furthermore, the teachers faced challenges related to having a large class, which made the learning process ineffective, and the time for teaching writing was limited, making it difficult for students to understand the materials that were explained (Ariyanti, 2016; Andriani & Abdullah, 2017). According to Adas and Bakir (2013), there are causes of writing problems, such as English language learners with limited vocabulary and creativity. According to Rovikasari, Suparno, and Supriyadi (2019), teaching writing is a challenging assignment for an EFL teacher. For example, students' motivation, vocabulary, language use, organization, and feedback as a reflection for students' writing assignments related to different students' experiences when writing the work. Furthermore, Hidayati (2018) discovered that teachers faced internal challenges related to vocabulary mastery, grammar knowledge, student motivation, and reading habits. On the other hand, teachers faced external challenges such as the large classroom form, physical discomfort, intimidating atmosphere, and unbalanced attention and feedback.

### **2.3 Possible Solutions for Teaching Writing Challenges in EFL Contexts**

Internal and external factors can be used to identify problems in writing instruction. To overcome challenges when teaching writing, teachers can instruct their students to use the internet to learn English and create more creative exercises.

Additionally, parents should motivate their kids to use English at home by purchasing English books, magazines, and newspapers to ensure their children learn English regularly (Muhammad, 2018; Abdullah & Lulita, 2018). According to Adas and Bakir (2013), blended learning is one solution to teach writing. They stated that blended learning is a flexible approach that provides online English courses and can allow pupils

to write will aid them in developing their writing to continue learning with their teacher and classmates outside the classroom.

Furthermore, Adas and Bakir (2013) reported that students were asked to upload their written materials online in a well-organized manner using various activities such as online sessions. According to Rovikasari, Suparno, and Supriyadi (2019), for the indicator of vocabulary-related writing, teachers can provide a collection of vocabulary and meanings, ask students to translate words in a text, and drill vocabulary and definitions. They also reported solutions for language use, such as teachers explaining tenses about a text, providing feedback for students' writing assignments, and providing discussion and feedback to students who lack motivation (avoiding plagiarism). Furthermore, a collaborative strategy among students may help improve teaching writing, as may intensively writing exercises to identify students' weaknesses, the use of devices for learning in the classroom, and teachers' consistent training in teaching writing (Almubark, 2016).

#### **2.4 Product-Based Approaches to Teaching Writing**

Numerous studies have been conducted on writing skills from various perspectives, and the three approaches to teaching writing, namely product-based, process-based, and genre-based, have been the subject of numerous studies. Nunan (1991) and Ruiz-Funes (2001), for example, investigated the effects of the product-based approach on learners' overall writing performance and specific writing features, whereas Cavkaytar (2010) and Murray (1993) investigated the impact of the process-based approach on learners' overall writing performance and specific writing features. Furthermore, Luo and Huang (2015) investigated genre analysis to demonstrate the patterns, structures, and moves in a particular genre, whereas Ahn (2012), Elashri and Ibrahim (2013), and Reppen (2002) concentrated on how writing pedagogy and a certain

genre relate to one another. However, the lack of attention given to the comparative effects of the three approaches on learners' expository writing performance. Ibrahim (2013) and Reppen (2002) investigated the connection between a specific genre and writing pedagogy. However, there hasn't been much focus on the comparative effects of the three approaches on learners' expository writing performance.

The product-based approach gets its name from the conditional reflex of Pavlov's behaviorism (Ting, 2010), which hypothesized that learning is mostly based on stimulus and reaction. Students must begin with pre-writing, then write and revise their composition using the product approach (Tangpermpoon, 2008). The product approach, according to Kroll (1990), includes four steps: "presentation of writing rules, demonstration of a text for debate, analysis, student writing based on the text, and student paper revision (p. 130). Writing classes that use the product approaches focus on the teacher, with little interaction between students (Mourssi, 2006). This approach regards writing as a product that must be evaluated through explicit teacher feedback and mimicked, copied, and modified the examples provided in order to learn. The system emphasizes accuracy in using lexicon, grammar, and transitional words. Students write their thoughts down independently when the teacher presents a topic. before submitting them to the teacher, who evaluates them by giving general comments. As a result, there is little interaction or adequate feedback (Mourssi, 2013). According to Haiyan and Rilong (2016), one criticism of product-based writing instruction is that it views writing as a result.

A traditional product-based writing class guides students in writing similar texts by using standard model texts. In this instruction, students follow a model or sample to create a new product (Hasan & Akhand, 2010). Tangpermpoon (2008) believes this approach helps students learn rhetorical patterns, use appropriate vocabulary and

grammar, and develop an awareness of writing structures. Most product-based writing literature has compared the effects of the product approach versus other approaches. For example, Safari and Bagheri (2017) investigated second language learners' writing performance in terms of their IELTS writing strategies and discovered that the process strategy outperformed the product strategy. Ruiz-Funes (2001) examined the participants' written products and found no significant relationship between the participants' writing quality and the task's difficulty level in the second language. Based on a comparison of the product-focused and process-focused writing approaches. Haiyan and Rilong (2016) discovered that students showed a strong interest in reading materials and applied what they had learned while reading in their writing, particularly in terms of vocabulary selection, coherence, and verb tense. Pasand and Haghi (2013) also used a process-product approach and discovered that finishing an incomplete model rather than copying it improves learners' writing ability.

## **2.5 Process-oriented Approaches to Teaching Writing**

However, due to student-centered classes, the process approach arose from communicative theory, which focuses on thinking and creating ideas, writing, and revising (Rashtchi & Ghandi, 2011). Writing in the process-based approach is increasingly regarded as a set of interactive processes rather than a linear and straightforward activity composed of independent steps (Alodwan & Ibnian, 2014). According to Schmitt (2002), the approach has redefined writing as a recursive, explanatory, and generative process. As a result, as White and Arndt (1991) suggest, a comprehensive process-writing practice can include several stages such as "discussion (in class, small groups, pairs, or other settings), taking notes quickly, asking questions, choosing ideas, forming opinions, drafting, and self-evaluation (p. 7). The process approach emphasizes different tasks and skills such as planning, collaborative discussion,

and drawing while paying less attention to learners' grammatical knowledge (Badger & White, 2000). The approach emphasizes the process writers go through from start to finish of a written product. The students can learn in stages and experiment with various techniques and strategies with the help of their teachers or peers. Rashtchi and Beiki (2015), for example, found that learners were more successful in writing classes when brainstorming activities were implemented by peers rather than teachers in their study. The gradual involvement of the participants in the writing activity attributed to the process-based approach was one reason for such discovery. Many process-based studies have concentrated on the application of metacognitive skills. For example, Bengisu and Seyit (2016) discovered that implementing the approach and focusing on metacognitive skills could significantly progress the learners' narrative writing. Lam (2015) also investigated the impact of explicit teaching in process-oriented pedagogy on students' writing, metacognitive information, and self-regulation. He discovered that when the participants completed various writing tasks, their level of self-regulation increased. Mourssi (2013) demonstrated that metalinguistic teacher feedback helps learners write more accurately and fluently in process-based writing instruction. Sarhady (2015), Alodwan and Ibnian (2014), and Akinwamide (2012) discovered that process-based writing instruction was more effective than product-based writing instruction in improving writing ability.

## **2.6 Summary of Literature Review**

This section summarizes the results of the researcher's review of the pertinent literature on the subject. There are four stage-processes that the researcher examined about a primary language structure in writing instruction, namely: In controlled writing, students use pre-made replacement tables to alter established patterns. In guided writing, students replicate sample texts. Familiarization: The learners are typically taught specific



grammar and vocabulary through a text. When composing essays, letters, and other sorts of writing, the pupils follow set patterns.

Due to a lack of technology, difficult classroom management in a large class, and a variety of students' learning styles, teachers had difficulties in the EFL classroom. The insecurity, self-doubt, and reliance on conventional approaches that come with teaching writing in an EFL environment are additional difficulties. Teachers also had issues developing English writing because of students' poor grammar and vocabulary knowledge, lack of desire, the dullness of the textbook's subject, and interference from students' mother tongues, a problematic aspect of writing education. It was also difficult for the professors to effectively teach a huge class, and there was little time to teach writing, which made it challenging for the kids to comprehend the concepts that were explained.

Teachers might advise their pupils to use the internet to study English and come up with more imaginative exercises to get around difficulties in teaching writing. In order to ensure that their children frequently learn English, parents can encourage their children to use English at home by buying English books, periodicals, and newspapers. Blended learning is a different approach that can be used to teach writing. According to them, blended learning is a flexible strategy that offers online English classes and enables students in grades 9 to write, which will help them improve their written communication skills and enable them to continue learning with their teacher and classmates outside of the classroom. Additionally, a student-centered approach, intense writing tasks to pinpoint students' areas of weakness, and the use of technology for learning could all enhance the teaching of writing.

## **CHAPTER 3: RESEARCH METHODOLOGY**

This chapter describes the processes and practices to conduct the study successfully. It also presents the study methods, including the research design, simple sampling technique, instrument, data collection procedure, data analysis, and ethical considerations.

### **3.1 Research Design**

This study explored the challenges in teaching and learning and students' needs in writing in English. The study's qualitative research design included single case studies in this case. In addition, a case study is a qualitative research design in which a unit of study known as a bounded system is investigated (Mills & Gay, 2019). Therefore, the researcher used single case studies to explore teachers' challenges in teaching, the challenges of students learning writing English, and the needs in grades 10 and 11 at Hun Sen Prasot High School in Svay Reing province.

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

Two teachers of English teaching in grades 10 and 11 and eight students studying in grades 10 and 11 were asked to participate in the study. The key informants were selected based on the purposive sampling technique, in which the researcher asked for the supervisor's suggestion. The total number of selected participants with a purpose is 10. They were two teachers of English, one teacher teaching in grade 10 and the other teacher teaching in grade 11, from Hun Sen Prasot High School. Eight students, four of them were outstanding at writing, and four were slow learners of writing, studying in grades 10 and 11 from Hun Sen Prasot High School. The researcher interviewed two teachers and eight students from one high school after testing two classes' students pre-writing with 73 students. It was easy for the researcher to select four outstanding students with high result scores and four students who got the minor scoring in writing.

### **3.3 Research Instrument**

This study used a semi-structured interview to gather data. It was an interview that asked participants to demonstrate the complete information. Specifically, it could lead participants to share information about their teaching or learning deeply. The items were created into two question guides to interview two teachers and eight students. The two question guides are listed in Appendixes A and B. Finally, to maintain in reliability and validity of the items, supervisors and mini-thesis members who specialize in the methods, assessments, and evaluations are asked to check the question guide before interviewing.

### **3.4 Data Collection Procedure**

This section demonstrated the processes the researcher applied to collect the data. First, the researcher requested permission to conduct the data study for a one-target school from New Generation Pedagogical Research Center (NGPRC) by requesting formal letters issued by the Faculty of Education. Then, the researcher reached out and asked the supervisor, who supervises this study, and research members, who are also the teachers, teaching in grades 10 and 11, and students from grades 10 and 11 at Hun Sen Prasot High School, to process the requesting letter and select the critical informants for a sample of the study.

### **3.5 Data Analysis**

After collecting the data from the teacher and student- participants, the researcher started to organize the data. First, the researcher transcribed the data with video recordings and notes in this case. Then, the researcher typed the transcript because the database was not too extensive. Moreover, the researcher wanted to know the information about the participants deeply; therefore, the researcher could feel closer to the data. Next, the researcher started to code the data. Before coding the data, the researcher read the transcripts several times to understand the whole interview of the transcript for each

participant. In addition, after writing the transcripts for the interviews, the researcher asked the teachers and student- participants to check their information in the transcript and whether they agreed with it before the researcher finalized the data. Later, the researcher broke the news into text and labeled them into codes. Next, the researcher reviewed the principles and read and identified them carefully to reduce them into some central themes. Then, the researcher wrote vital information and evidence from the participants to support the main theme of this study. Finally, the researcher interpreted and represented the findings of this study.

### **3.6 Ethical Considerations**

Before conducting the study, the researcher asked permission from the school principal of Hun Sen Prasot High School to allow the teachers of English, teaching in grades 10 and 11, and eight students, studying in grades 10 and 11 to be the participants of this study. Further, the researcher also sent the consent letters to teacher and student- participants to clarify their responses to this study. In addition, before interviewing, the researchers informed the teachers and student- participants of the date and time and asked permission to record the interview. More and more, before finalizing the transcripts for the interviews, the researchers gave the transcripts to the teacher and student- participants to check to ensure that all the information was correct. More significantly, all the information about the teachers and student- participants of this study is kept confidential.

## Chapter 4: RESULTS

This chapter presents the findings of a data presentation collected at Hun Sen Prasot high school. This chapter briefly also presented the demographic information about the teachers and student- participants. In this study, there were ten participants, two teachers of English, one teaching in grade 10 and another in grade 11, and eight students from grade 10 and four from grade 11. Moreover, there were four interviews with four video recordings for collecting the data. This study covered the research findings, which consisted of two questions: 1. What are the challenges of teaching writing at Hun Sen Prasot High School? 2. What are the high- and low-achieving students' challenges and needs in learning English writing at Hun Sen Prasot High School?

### 4.1 Background Information of the Participants

Strongly involved in this study, ten participants, two teachers who are teachers of English, were interviewed for around 30 to 50 minutes individually on their current practices and challenges in teaching English writing skills at Hun Sen Prasot High School, as can be seen in table 1 below. And, eight students which four students from grade 10 and four students from grade 11 did a pre-writing test for 25 minutes, and they were selected from high and low scores students to interview for around 30 to 50 minutes individually on their current practices and challenges in learning English writing skills at Hun Sen Prasot High School, as can be seen in table 2 below.

Table 1

*Code, Gender, Age, Marital Status, Teaching Experience, and Teaching Level of the Teachers of English at Hun Sen Prasot high school*

Code	Gender	Age	Marital Status	Teaching Experience	Teaching Level
T1	M	37	Married	15	Grades 10, 9,7
T2	M	40	Married	19	Grades 12, 11

Table 2

*Code, Gender, Age, Learning Experience, Grades of the Students with the Highest and Lowest Scores at Hun Sen Prasot High School*

Code	Gender	Age	English Learning	Grade	Level of Scoring
S1	M	16	8	10	High Score Students
S2	F	15	7	10	High Score Students
S3	F	16	4	10	Low Score Students
S4	F	16	4	10	Low Score Students
S5	F	17	8	11	High Score Students
S6	M	18	6	11	High Score Students
S7	M	17	5	11	Low Score Students
S8	M	17	5	11	Low Score Students

## 4.2 Teacher's Challenges in Teaching Writing

Following the analytical process of data, the researcher had collected, this first main theme responded to the research question one of this study. Next, five sub-themes were drawn from the analysis of the participants' words, comprising seat arrangement, science subject prioritization, lack of confidence, students work individually, and limited content in textbook. The details of each sub-theme are shown below

### 4.2.1 Seat Arrangement

In the interview process, the participants were asked to describe the instructional activities to get students to seat that they had practiced physically so far. Basically, teachers of English need to lead students in some seat arrangement first before they allow students to study. All teacher-participants said that getting students to work in groups was tough because all tables in their class were difficult to arrange for students to sit in groups. approach that organizes students in groups to discuss questions. Moreover, In the

classroom, there are large numbers of students who hinder the organization of students as discussion groups. T1 said that, " there are 20 tables in my class; all tables were rectangular, and one table was for two students. Because the 20 tables were elongated, it was difficult for teachers to get students to move their tables to work".

#### **4.2.2 Science Subject Prioritization**

According to all teacher participants, most students prefer learning science subjects to English. They mentioned that most high school students regularly come, which was a good time. Students valued English as much as social studies, but if we compared it to science subjects, they were a little more satisfied with science subjects; they thought that English was a complex subject to score on exams. Teachers also mentioned that through the classes the teacher taught, students came regularly and participated in many activities. T2's words:

Students often set the condition for English learning, such as leaving English to study later and serve to take significant subjects for the exam, because English subjects could learn when the exam is over. Moreover, most students thought that those science subjects scored higher than English. (T2)

#### **4.2.3 Lack of Confidence**

During the English writing session, the teacher usually encouraged students to dare to write a lot and not be afraid of mistakes. The teacher also said that we could not correct anyone who had never been wrong; even in Khmer, we had to practice writing. Teachers also mentioned that students often complained that it was challenging to write, so teachers told them that learning to write is difficult at first, so first, we had to learn to write short, and if we wrote long, we could learn to write again and again; if we did not know the words, we could write in Khmer and skip to rewrite in English. Of course, you could search for that word by phone or ask a friend or teacher and then rewrite it

repeatedly, but if you do this, you need to spend a lot of time. T1 said that, " learning to write, most students did not dare to write because they did not know much vocabulary, how to use words, and sentences structures so they thought they could make some mistakes".

#### **4.2.4 Students Work Individually**

Although today we observe that the trend toward student group activities in the classroom has improved, and that is why some students still do not like working in groups. Teachers stated that some students still did not understand the importance of teamwork; it was challenging to work together, there were too many ideas, and difficult to synthesize a common belief, so they spent a lot of time dealing with them. T2 mentioned that:

Some students came from different Junior high schools, so they did not get in touch with others. As a result, they felt a bit nervous when teachers assigned them to work in a group, that's why they like working individually. (T2)

#### **4.2.5 Limited Contents in Textbook**

Another challenge for teachers in teaching English writing is the textbook. Since the coursebook was released more than ten years ago, none of its contents pertain to current knowledge. T1 stated that another issue he had with the book necessitated teaching to respond to the course syllabus. As a result, teachers needed additional research on grammar to add to the lessons since there was no grammar reference in the book, forcing them to choose which grammar lesson to teach under the material they were studying daily. T2 said that, "the textbook should include written examples such as complaints, requests, short texts, and sample paragraphs and essays".



### **4.3 Students' Challenges in Learning Writing**

#### **4.3.1 High Achievement Students**

##### **4.3.1.1 Students' Use of the Electronic Device**

Technology has changed every aspect of life as we know it, and the classroom is no longer what it was fifty or even ten years ago. Although it is a distraction, technology can help promote active learning in the school. Students can engage in engaging and enjoyable activities by using technology in the classroom, such as computers, tablets, and other gadgets. For example, student-participants mentioned that they were not good at using the telephone to search some information related to writing in English. Students also stated that they used their phones on YouTube to watch videos, but they did not know where to search for the meaning of new words and how to find the documents related to writing. S3 said that, "my teacher told me how to use the phone to search for documents associated with learning to write. Still, I could not use it because some programs seemed so complicated".

##### **4.3.1.2 Students' Knowledge of the Format of Writing**

Another challenge for student-participants in English writing was the format of the paper when the teacher got them to write a paragraph or a short text. S1 and S2 mentioned that they did not know precisely how to write sections, short texts, and essays, even if the teacher told them the instructions. Moreover, in all these forms of writing, they are indistinguishable. Furthermore, S7 and 8 stated that every time the teacher gave them a task, they said they kept writing without understanding how to write. S5 said that "I also noted that the writing style was tough to understand, and sometimes the teacher could not explain it clearly".

### **4.3.2 Low Achievement Students**

#### **4.3.2.1 Students' Background Knowledge in Vocabulary**

With a strong vocabulary, students may create more interesting sentences and refrain from using the exact words many times in a single sentence or piece. A more exciting sentence or paragraph that is simpler and more enjoyable to read can produce by the capacity to change the language and use other terms. S1 and S2 mentioned one of the challenges in learning writing is vocabulary competency. Some students stated that learning and using new words were complicated. When they discovered a new word, they could not grasp it and use it again, especially when it came to writing. S4 said that, "I could not identify the parts of speech or the meaning of the words in the sentence".

### **4.4 Students' Needs**

#### **4.4.1 High Achievement Students**

##### **4.4.1.1 Vocabulary Teaching Technique**

Vocabulary skills are critical to each student's academic achievement. In and out of the classroom, student success depends on grasping reading comprehension and English language development. Most student-participants mentioned that the technique of learning vocabulary was their main challenge in writing. For instance, S1, S2, and S3 stated that they wanted teachers to be creative in teaching language so that they could quickly understand it and use it in writing. In addition, students sometimes could use words spoken but not spelled correctly in the order of the sentences and the form. S4 said that, "I did not want teachers to teach the meaning of words but also how to use the word chronology, the synonym, and the opposite of the words".

#### **4.4.1.2 Writing Format**

Writing formats is a specific way of articulating thought or expressing ideas in a particular structure which can either per the type of writing or the hallmark of an individual writer or even reflect the stylebook of an organization for which the writer is working. Most student-participants noted that they did not know well about the writing format. S1, S3, and S4 stated that the knowledge of form in writing, such as paragraphs, short text, and essays, was fundamental in learning writing. Moreover, S5 and S6 also mentioned that even teachers who taught them did not have competence in writing format, so it was complicated for them to share how to write better. S7 said that, "writing process knowledge could help students become good writers in English, and it also".

#### **4.4.2 Low Achievement Students**

##### **4.4.2.1 How to Brainstorming Ideas for Writing**

Since ideas are the most important component of any communication, brainstorming is an essential step in the writing process. However, brainstorming can be challenging or even unpleasant for those who often wait around for ideas to come to them. S1 and S2 mentioned that the big problem for them in English writing was the way to gather the main ideas to write because it is a sentence that provides the subject for discussion; it is the topic sentence. S5 said that, "I could not identify the main ideas and give many detailed sentences to support them".

## CHAPTER 5: DISCUSSION

This chapter presented the analysis and interpretation of the research findings shown in chapter 4. First, the challenges of teachers teaching writing in grades 10 and 11 and students' needs in learning English writing found in this study were analyzed to compare with the literature review gathered in chapter 2. Next, as discussed, teachers' challenges in teaching, students learning writing, and students' needs. Finally, the data was collected through the students' free writing test and interviewed with two teachers and eight student- participants as described below.

### **5.1. What are the challenges of teaching writing at Hun Sen Prasot High School?**

After collecting the results, the process of teaching English writing skills at Hun Sen Prasot were shown uncertainties and faces many challenges. Firstly, the teachers struggled with getting students to work in a group was very difficult because there were a lot of tables, and they all were rectangular, so it was tough for teachers to get students to move their tables to work in groups discussion. In other words, the teacher and students spent much time arranging the seat, making it challenging to teach students in a student-centered. Furthermore, they thought that their strategies in teaching English writing skills were still limited that they needed to improve more. This is a factor that has hampered learning English in Cambodia's public schools. We noted that, there were many students in the classroom who make it difficult for students to form discussion groups. This finding supported Ariyanti, 2016; Andriani & Abdullah, 2017) who found the challenges that the teachers encountered difficulties due to the size of the class, which made the learning process ineffective, and the time available for teaching writing, which made it challenging for students to comprehend the materials that were explained. In addition, some students still dislike working in groups, despite the fact that we can see an improvement in the trend toward student group activities in the classroom nowadays.

They still did not get the value of teamwork; they had to spend a lot of time working with them because it was difficult to collaborate, there were too many ideas, and it was tough to synthesize a shared belief. It was found to be the same as (Rashtchi & Ghandi,2011; White & Arndt,1991). More and more, the majority of students who were learning to write were afraid to write because they might make mistakes. During the English writing class, the teacher frequently exhorted students to write boldly and without fear of making mistakes. The teacher said that even in Khmer, we had to practice writing because we couldn't correct someone who had never made a mistake. Students frequently grumbled about how difficult it was to write. The teacher explained that because learning to write is difficult at first, we must learn to write concisely. If we write lengthy sentences, however, we can learn to write again. This finding supported Rovikasari, et al. (2019), students' motivation, vocabulary, language use, structure, and feedback as a reflection for their writing tasks were related to various students' experiences when producing the work. Moreover, students valued English as much as social studies, but when compared to science, they were slightly more content with science; they believed that English was a difficult subject to perform well on tests. They thought that English subjects might be learned after the exam, students frequently set the conditions for English learning, such as leaving English to study later and serving to take important subjects for the exam. In addition, the majority of students believed that science had a higher-grade point average than English. Last but not least, it was the nature of the main textbooks. The English Grade Four and Five consisted of all four skills to teach; there was no specific English writing lesson, so the students did not have enough chance to practice writing. None of the information in the textbook is current because it was published more than ten years ago, so another problem he experienced with the book made it necessary for the teacher to adapt the curriculum. Since there was no writing format in the book, teachers were forced

to choose which writing format to teach in relation to the content that the students were studying on a daily basis.

## **5.2. What are the high- and low- achieving students' challenges and need in learning English writing at Hun Sen Prasot High School?**

The approach of learning English writing skills at Hun Sen Prasot was proven to have uncertainties and encounters many difficulties after the data were collected. Firstly, the students had difficulty with the use of electronic devices. The majority of students who took part in the survey acknowledged that they were not adept at using the telephone to look for material pertaining to English writing. They watched films on YouTube using their mobile devices, but they had no idea where to go for the definitions of unfamiliar words or how to locate writing-related publications. Additionally, the teachers frequently explained how to utilize a phone to look up documents related to writing instruction. Nevertheless, he was unable to use it since some programs seemed too challenging. This finding supported (Ali & Ramana, 2018). Another problem was when the teacher asked students to write a paragraph or a brief sentence, the format of the writing. Even though the teacher had given them the directions, they still did not fully understand how to compose parts, short paragraphs, and essays. They were also same in all of these types of writing. They also claimed that each time the teacher assigned a work, they continued to write despite not knowing how to do it, and the writing style was difficult to follow, and occasionally the teacher could not fully explain it. This finding supported (Hyland,2003), explains that there are four stage-processes that serve as the fundamental linguistic structure in the instruction of writing. Moreover, students who have a large vocabulary can write more engaging sentences and avoid repeating the same words in a single statement or piece. The ability to switch up the vocabulary and terminology can result in a more engaging sentence or paragraph that is easier to read. The majority of students who

took part in the survey indicated that learning vocabulary is difficult when learning to write. They claimed it was challenging to learn and use new words. They had trouble understanding new words and using them repeatedly, especially when it came to writing. They were unable to recognize the sentence's word meanings or its verb tenses. This finding supported (Almubark, 2016)

In the students' need, there were several techniques for finding which were similar to literature reviews. Firstly, student's ability to learn new words is essential to their academic success. Success for students both inside and outside of the classroom hinges on their ability to comprehend reading and improve their English. The majority of students who took part in the survey said that their biggest writing issue was vocabulary learning techniques. They desired creative language training methods so they could learn the language rapidly and use it in writing. Additionally, students occasionally used words that were uttered but were misspelled in the form and sentence structure. They also wanted teachers to only teach students the definition of words; wanted them to learn how to employ word chronology, synonyms, and the reverse of words. It was found to be the same as (Almubark,2016; Adas and Bakir,2013; Hidayati,2018). Last but not least, brainstorming is a crucial step in the writing process because ideas are the most crucial element of any message. However, for people who frequently wait for inspiration to strike, brainstorming can be difficult or even unpleasant. The technique to gather the primary ideas to write about since it is a sentence that gives the subject for discussion; it is the topic sentence. Students indicated that this was the big challenge for them in English writing, so they were unable to identify the primary ideas and provide numerous specific sentences to support them. It was found to be the same as (Ahlsen & Lundh,2007).

Totally, the discussion and analysis reflected the two research questions that have been described thoroughly. Furthermore, the findings of this study were mainly discussed one study at a time to make meaningful and respective view in the study. Next, the chapter below will conclude the whole study along with the limitation of the study, and recommendations for stakeholders of the educational sector.



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

This chapter concluded the study by summarizing the main research findings related to the research aims and questions. It also reviews the limitations of the study and purpose opportunities for a research study concerning teaching and learning writing in English at secondary school.

### **6.1 Conclusion**

This research aimed to study the challenges of teaching and learning writing in English, which happen to teachers and learners. A qualitative analysis of respondents showed that teaching and learning English writing skills at Hun Sen Prasot High School contained several challenges that teachers and students faced. For example, the challenges teachers have encountered are seat arrangements, students' science subject prioritization, students' lack of confidence, students working individually, and limited textbook content. For students' challenges are the low of students using electronic devices, students' background knowledge in vocabulary, students' understanding of the format of writing, and teachers' vocabulary teaching techniques. Due to the difficulties teachers and students faced, writing was the most challenging skill for most teachers and learners to acquire since it required the teachers to master other related elements such as teaching techniques in each skill, knowledge of writing format, classroom management, and how to get students to work in groups for better teaching writing skill. Likewise, students need to master the vocabulary, grammar, spelling, format of writing, and how to use an electronic device to learn writing for better writing.

## **6.2 Limitations**

There are some limitations in this case study. Firstly, in this study, there was a sample size. There were only two teachers of English and eight students in one school in Svay Rieng province, so some information could be included in the data collection. Secondly, using only research tools is also one of the limitations of this study. Moreover, because grades 9 and 12 are examination classes that could be disturbed in the process of teaching and learning, so the researcher could not collect data from them. Therefore, the researcher only collected data from grades 10 and 11 instead. Finally, this research study could not be generalized because of the abovementioned limitations. All the teachers and students at Hun Sen Prasot High School and other schools across Cambodia have faced the same challenges and used similar strategies in teaching techniques in the writing session. Still, it could be indicated to only some teachers and students of English teaching and learning in some classes at the Secondary level at Hun Sen Prasot High school.

## **6.3 Recommendations**

Regarding the respondents' findings, some recommendations can make teaching and learning English writing skills more effective. Firstly, teachers need to strengthen their ability in writing instruction to ensure they can deliver the content to students successfully. Moreover, teachers have to know clearly about the academic needs, capacity, and learning background attitude of each student in their class. They should know the theory of lesson preparation, including the need to have clear learning objectives and appropriate teaching methods. Teachers should use various teaching methods to facilitate students' learning and achieve learning objectives. They should be able to engage students according to their learning styles and needs by applying an appropriate range of teaching methods. Secondly, students need to understand the advantages of the English language, especially writing skills and how to learn it, so it will

encourage them to focus on acquiring this language and writing skills. Furthermore, they also need to practice writing anywhere, anytime they can, and read more with different types of content. Thirdly, the school principals have to observe teachers' teaching performance to find out their strengths and weakness to provide better ideas or solutions to increase the teaching ability of those teachers. Lastly, further research should focus on the other three skills of English which include reading, listening, and speaking, so we can identify the problems and provide valuable solutions.

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## APPENDICES

### APPENDIX A: ENGLISH INTERVIEW QUESTIONS FOR TEACHERS



#### NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Research Topic:** Teaching and Learning Writing in English: A Case Study in Grades 10 and 11 at Hun Sen Prasot High School in Svay Rieng Province

**Researcher:** SAR Sophal

**Supervisor:** Mr. Banh Hornmann

#### Interview Protocols (Semi-Structure)

##### Opening

Good morning, teacher! 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 Sar Sophal. I am currently pursuing M.Ed. in Mentoring at the New Generation Pedagogical Research Center (NGPRC) of the National Institute of Education (NIE). To complete my master's degree successfully, I am currently conducting a study entitled "**Teaching and Learning Writing in English: A Case Study at Hun Sen Prasot in Svay Rieng Province.**"

It is an excellent opportunity to let me ask questions regarding my topic. I appreciate your time for spending on this interview. Please note that all the information you have discussed will be kept confidential. Therefore, you can relax and enjoy answering the questions. If you do not want to answer any questions, you can skip it anytime. Do not be pressured. Please be comfortable. Are you ready? Shall we start now?

##### I. Introductory Questions

1. What is your name?
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 teaching English subjects?

6. Why do you want to be a teacher?

**II. Key Questions**

**For teachers**

<b>Teachers' Challenges in Teaching Writing</b>	
<b>Class Size</b>	
Q1	How many students are there in your class?
Q2	Do you think your classrooms have enough space for your students?
<b>Motivation and Perceived Value</b>	
Q3	Do your students come to the class very often? Do they value English subjects the same as other science and social science subjects? Why?
Q4	How motivated are students in English writing sessions? Please give some examples.
<b>Students Learning Style</b>	
Q5	Do most of your students like to listen to your instruction or do the assigned written tasks individually or collaboratively?
Q6	Do students mostly ask the questions or stay quiet during a writing session?
<b>Use of Technology in the Classroom</b>	
Q7	Do most students bring their smartphones and tablets into the classroom?
Q8	Do they use electronic devices to help them write in English? Why or why not?
<b>Overall Challenges</b>	
Q9	What are the main challenges you have encountered in teaching English writing to students so far?
<b>Closing</b>	
<p>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 the insightful information that you provided. Thank you so much. Please have a great day.</p>	

## APPENDIX B: ENGLISH INTERVIEW QUESTIONS FOR STUDENTS



### NEW GENERATION PEDAGOGICAL RESEARCH CENTER

**Research Topic:** *Teaching and Learning Writing in English: A Case Study on Grades 10 and 11 at Hun Sen Prasot High School in Svay Rieng Province*

**Researcher:** SAR Sophal

**Supervisor:** Mr. Banh Hornmann

### Interview Protocols (Semi-Structure)

#### Opening

Good morning, everyone! 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 Sar Sophal. I am currently pursuing M.Ed. in Mentoring at the New Generation Pedagogical Research Center (NGPRC) of the National Institute of Education (NIE). To complete my master's degree successfully, I am currently conducting a study entitled "**Teaching and Learning Writing in English: A Case Study in Grade 10 and 11 at Hun Sen Prasot in Svay Rieng Province.**"

It is an excellent opportunity to let me ask questions regarding my topic. I appreciate your time for spending on this interview. Please note that all the information you have discussed will be kept confidential. Therefore, you can relax and enjoy answering the questions. If you do not want to answer any questions, you can skip it anytime. Do not be pressured. Please be comfortable. Are you ready? Shall we start now?

#### Introductory Questions

1. What is your name?
2. Which grade do you study?
3. How many hours do you study English per week?
4. How many years do you experience learning English subject?
5. Do you want to be a teacher of English in the future?

## For students

<b>Students' Challenges in Learning English Writing and their Needs</b>	
<b>Class Size</b>	
Q1	How many people are there in your class?
Q2	Do you think your classrooms have enough space for you? Why and why not?
<b>Motivation and Perceived Value</b>	
Q3	Do you and your classmates come to the English class very often? Do you and your classmates value English subjects the same as other science and social science subjects? Why or why not?
Q4	Do you like English writing sessions? Why or why not?
<b>Students Learning Style</b>	
Q5	Do you like to listen to your English teacher's explanation or do the writing tasks individually or collaboratively? Why or why not?
Q6	Do you ask questions during the writing session? Why or why not?
<b>Use of Technology in the Classroom</b>	
Q7	Do you bring your smartphone and tablet into the classroom during a writing session? Why or why not?
Q8	Do you use an electronic device to help you to write in English? Why or why not?
<b>Overall Challenges</b>	
Q9	What are the main challenges you have encountered in learning English writing to you so far?
<b>Closing</b>	
<p>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 the insightful information that you provided. Thank you so much. Please have a great day.</p>	

APPENDIX C: KHMER INTERVIEW QUESTIONS FOR TEACHER



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យ ជំនាន់ថ្មី**

**ប្រធានបទស្រាវជ្រាវ៖ ការបង្រៀន និងរៀនជំនាញសរសេរភាសា  
អង់គ្លេស៖ ករណីសិក្សាថ្នាក់ទី១០ និងទី ១១ នៅវិទ្យាល័យហ៊ុន សែន ប្រសូតិ  
ខេត្តស្វាយរៀង**

**អ្នកស្រាវជ្រាវ៖ សរ សុផល**

**គ្រូជីកនាំ៖ បាញ ហនម៉ាន់**

**សំណួរសម្ភាសន៍**

**សេចក្តីផ្តើម**

ជម្រាបសួរលោកគ្រូ/អ្នកគ្រូ! តើលោកគ្រូ/អ្នកគ្រូសុខសប្បាយជាទេថ្ងៃនេះ? សូមអរគុណ ច្រើនដែលលោកគ្រូ/អ្នកគ្រូ បានយល់ព្រមចូលរួមក្នុងការសម្ភាសន៍ថ្ងៃនេះ។ ជាបឋម ខ្ញុំសូមណែនាំ ខ្លួនបន្តិច។ ខ្ញុំបាទឈ្មោះ សរ សុផល ខ្ញុំកំពុងតែបន្តការសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស ប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលគរុកោសល្យជំនាន់ថ្មីនៃវិទ្យាស្ថានជាតិអប់រំ។ ដើម្បីបញ្ចប់ កម្រិតបរិញ្ញាបត្រជាន់ខ្ពស់នេះដោយជោគជ័យ, ខ្ញុំកំពុងតែធ្វើការសិក្សាស្រាវជ្រាវមួយលើប្រធាន បទ “ការបង្រៀន និងរៀនជំនាញ សរសេរភាសាអង់គ្លេស៖ករណីសិក្សា នៅវិទ្យាល័យហ៊ុន សែនប្រសូតិ ខេត្តស្វាយរៀង”

ជាឱកាសដ៏រិសេសវិសាល ដែលលោកគ្រូ/អ្នកគ្រូបានអនុញ្ញាតិឱ្យខ្ញុំសួរនូវសំណួរមួយចំនួន ទាក់ទងជាមួយប្រធានបទរបស់ខ្ញុំ។ ខ្ញុំពិតជាថ្លែងអំណរគុណយ៉ាងក្រៃលែងចំពោះការចំណាយ ពេលរបស់លោកគ្រូ/អ្នកគ្រូក្នុងការធ្វើបទសម្ភាសន៍នេះ។ សូមលោកគ្រូ/អ្នកគ្រូចងចាំថា ព័ត៌មាន ដែលលោកគ្រូ/អ្នកគ្រូ បាននិយាយនឹងត្រូវបានរក្សាទុកជាសម្ងាត់។ លោកគ្រូ/អ្នកគ្រូអាចធ្វើ អារម្មណ៍ឱ្យធូរស្រាល ហើយរីករាយក្នុងការឆ្លើយនូវសំណួរ។ ប្រសិនបើលោកគ្រូ/អ្នកគ្រូ មិនចង់ ឆ្លើយនូវសំណួរណាមួយ លោកគ្រូ/អ្នកគ្រូអាចរំលង ឬមិនឆ្លើយនូវសំណួរនោះបានគ្រប់ពេល។ សូមលោកគ្រូ/អ្នកគ្រូ កុំមានអារម្មណ៍ថាតានតឹង។ សូមធ្វើតាមសម្រួលចុះ។ តើលោកគ្រូ/អ្នកគ្រូ ត្រៀមខ្លួនហើយឬនៅ? តើពួកយើងអាចចាប់ផ្តើមបានដែរឬទេ?

**I. ព័ត៌មានទូទៅ**

- ១. តើលោកគ្រូ/អ្នកគ្រូមានឈ្មោះអ្វីដែរ ?
- ២. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនថ្នាក់ទីប៉ុន្មាន ?
- ៣. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនប៉ុន្មានថ្នាក់ ?
- ៤. តើលោកគ្រូ/អ្នកគ្រូ បង្រៀនប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍ ?
- ៥. តើលោកគ្រូ/អ្នកគ្រូ មានបទពិសោធន៍បង្រៀនភាសាអង់គ្លេសរយៈពេលប៉ុន្មានឆ្នាំហើយ ?
- ៦. ហេតុអ្វីបានជាលោកគ្រូ/អ្នកគ្រូចង់ក្លាយជាគ្រូបង្រៀន ?

**II. សំណួរគន្លឹះ  
សម្រាប់គ្រូ**

<b>បញ្ហាប្រឈមរបស់គ្រូក្នុងការបង្រៀនជំនាញសំណេរភាសាអង់គ្លេស</b>	
<b>ទំហំថ្នាក់រៀន</b>	
Q1	តើនៅក្នុងថ្នាក់រៀនរបស់លោកគ្រូមានសិស្សប៉ុន្មាននាក់ដែរ ?
Q2	តើលោកគ្រូគិតថា នៅក្នុងបន្ទប់រៀនដែលលោកគ្រូបង្រៀន មានទំហំគ្រប់គ្រាន់សម្រាប់សិស្សដែរឬទេ ?
<b>ការលើកទឹកចិត្តនិងតម្លៃទទួលបាន</b>	
Q3	តើកូនសិស្សរបស់លោកគ្រូមករៀនទៀងទាត់ដែរឬទេ ? តើពួកគេឱ្យតម្លៃមុខវិជ្ជាភាសាអង់គ្លេសដូចនឹងមុខវិជ្ជាវិទ្យាសាស្ត្រសង្គម និងវិទ្យាសាស្ត្រពិតដែរឬទេ ?
Q4	តើសិស្សមានការលើកទឹកចិត្តយ៉ាងណាខ្លះ ក្នុងម៉ោងរៀនសរសេរភាសាអង់គ្លេស ? សូមលោកគ្រូផ្តល់ឧទាហរណ៍ខ្លះៗ។
<b>របៀបរៀនរបស់សិស្ស</b>	
Q5	តើសិស្សភាគច្រើនយកចិត្តទុកដាក់ស្តាប់ការពន្យល់របស់លោកគ្រូដែរទេ ? តើពួកគេចូលចិត្តធ្វើកិច្ចការជាលក្ខណៈបុគ្គល ឬសហការគ្នាជាក្រុម ?

Q6 តើសិស្សភាគច្រើនបានសួរសំណួរឬក៏អង្គុយនៅស្ងៀមស្ងាត់ក្នុងអំឡុងពេលម៉ោងរៀនសំណេរភាសាអង់គ្លេស? សូមលើកឧទាហរណ៍មួយចំនួនមកបញ្ជាក់។

**ការប្រើប្រាស់បច្ចេកវិទ្យានៅក្នុងថ្នាក់រៀន**

Q7 តើសិស្សភាគច្រើនយកទូរសព្ទដៃ និងកុំព្យូទ័របន្ទះចូលក្នុងថ្នាក់រៀនដែរឬទេ?

Q8 តើសិស្សមានប្រើឧបករណ៍អេឡិចត្រូនិច ដើម្បីជួយពួកគេក្នុងការសរសេរសំណេរជាភាសាអង់គ្លេសដែរឬទេ? តើហេតុអ្វីឬហេតុអ្វីមិនប្រើ?

**បញ្ហាប្រឈមជាទូទៅ**

Q9 តើអ្វីខ្លះជាឧបសគ្គចម្បងៗដែលលោកគ្រូ បានជួបប្រទះនៅក្នុងការបង្រៀនសំណេរជាភាសាអង់គ្លេសតាំងពីដើមរៀងមក?

**សេចក្តីបញ្ចប់**  
 តើលោកគ្រូ/អ្នកគ្រូមានសំណួរ ដើម្បីសួរបញ្ជាក់ឬទេ? ចង់បន្ថែមកន្លែងណាមួយដែរឬទេ? ឥឡូវនេះកិច្ចសម្ភាសន៍នេះ បានឈានមកដល់ទីបញ្ចប់ហើយ។ ខ្ញុំសូមថ្លែងអំណរគុណ លោកគ្រូ/អ្នកគ្រូ ដែលបានផ្តល់ព័ត៌មានដ៏មានសារៈសំខាន់មួយនេះ។ សូមគោរពជូនពរលោកគ្រូ/អ្នកគ្រូជូនប្រទះតែសេចក្តីសុខ និងជោគជ័យគ្រប់ការកិច្ច។

APPENDIX D: KHMER INTERVIEW QUESTIONS FOR STUDENTS



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**

**ប្រធានបទស្រាវជ្រាវ៖ ការបង្រៀន និងរៀនជំនាញសរសេរភាសា  
អង់គ្លេស៖ ករណីសិក្សាថ្នាក់ទី១០ និងទី ១១ នៅវិទ្យាល័យហ៊ុន សែន ប្រសូតិ  
ខេត្តស្វាយរៀង**

**អ្នកស្រាវជ្រាវ៖ សរ សុផល**

**គ្រូជីកនាំ៖ បាញ ហនម៉ាន់**

**សំណួរសម្ភាសន៍**

**សេចក្តីផ្តើម**

ជម្រាបសួរប្អូនៗទាំងអស់គ្នា! តើប្អូនៗសុខសប្បាយជាទេថ្ងៃនេះ? សូមអរគុណច្រើន ដែលប្អូនៗ បានយល់ព្រមចូលរួមក្នុងការសម្ភាសន៍ថ្ងៃនេះ។ ជាបឋម លោកគ្រូសូមណែនាំខ្លួនបន្តិច។ លោកគ្រូឈ្មោះ សរ សុផល លោកគ្រូកំពុងតែបន្តការសិក្សាបរិញ្ញាបត្រជាន់ខ្ពស់អប់រំ ឯកទេស ប្រឹក្សាគរុកោសល្យ នៅមជ្ឈមណ្ឌលគរុកោសល្យជំនាន់ថ្មី នៃវិទ្យាស្ថានជាតិអប់រំ។ ដើម្បីបញ្ចប់ កម្រិតបរិញ្ញាបត្រជាន់ខ្ពស់នេះដោយជោគជ័យ, លោកគ្រូកំពុងតែធ្វើការសិក្សាស្រាវជ្រាវមួយលើ ប្រធានបទ “ការបង្រៀន និងរៀនជំនាញ សរសេរភាសាអង់គ្លេស៖ ករណីសិក្សា នៅវិទ្យាល័យហ៊ុន សែនប្រសូតិ ខេត្តស្វាយរៀង”

ជាឱកាសដ៏វិសេសវិសាល ដែលប្អូនៗបានអនុញ្ញាត ឱ្យលោកគ្រូសួរនូវសំណួរមួយចំនួន ទាក់ទងនឹងប្រធានបទរបស់លោកគ្រូ។ លោកគ្រូសូមថ្លែងអំណរគុណ ចំពោះការចំណាយពេល របស់ប្អូនៗក្នុងការធ្វើបទសម្ភាសន៍នេះ។ សូមប្អូនៗចាំថា ព័ត៌មានដែលប្អូនៗ បានផ្តល់ជូនលោក គ្រូ ត្រូវបានរក្សាទុកជាការសម្ងាត់។ ប្អូនៗអាចធ្វើអារម្មណ៍ធម្មតា ហើយរីករាយក្នុងការឆ្លើយនូវ សំណួរនីមួយៗ។ ប្រសិនបើប្អូនៗ មិនចង់ឆ្លើយនូវសំណួរណាមួយ ប្អូនៗអាចរំលង ឬមិនឆ្លើយនូវ សំណួរនោះបានគ្រប់ពេល។ សូមប្អូនៗ កុំមានអារម្មណ៍ភ័យព្រួយ តែសូមសម្រួលអារម្មណ៍។ តើប្អូនៗ ត្រៀមខ្លួនហើយឬនៅ? តើលោកគ្រូអាចចាប់ផ្តើមបានដែរឬទេ?



**I. ព័ត៌មានទូទៅ**

- ១. តើប្អូនមានឈ្មោះអ្វីដែរ ?
- ២. តើប្អូនរៀនថ្នាក់ទីប៉ុន្មាន ?
- ៣. តើប្អូនរៀនភាសាអង់គ្លេសប៉ុន្មានម៉ោងក្នុងមួយសប្តាហ៍ ?
- ៤. តើប្អូនបានរៀនភាសាអង់គ្លេស រយៈពេលប៉ុន្មានឆ្នាំហើយ ?
- ៥. តើប្អូនចង់ក្លាយជាគ្រូបង្រៀនភាសាអង់គ្លេសឬទេ ?

**II. សំណួរគន្លឹះ**

**សម្រាប់សិស្ស**

<b>បញ្ហាប្រឈម និងតម្រូវការរបស់សិស្សក្នុងការរៀនជំនាញសំណេរភាសាអង់គ្លេស</b>	
<b>ទំហំថ្នាក់រៀន</b>	
Q1	តើនៅក្នុងបន្ទប់រៀនរបស់ប្អូនមានសិស្សប៉ុន្មាននាក់ដែរ ?
Q2	តើប្អូនគិតថា នៅក្នុងបន្ទប់រៀនរបស់ប្អូនមានទំហំគ្រប់គ្រាន់សម្រាប់សិស្សដែរឬទេ ?
<b>ការលើកទឹកចិត្តនិងតម្លៃទទួលបាន</b>	
Q3	តើប្អូនចូលរៀនម៉ោងភាសាអង់គ្លេសទៀងទាត់ដែរឬទេ ? តើប្អូននិងមិត្តភក្តិរបស់ប្អូន ឱ្យតម្លៃមុខវិជ្ជាភាសាអង់គ្លេស ដូចនឹងមុខវិជ្ជាវិទ្យាសាស្ត្រសង្គម និងវិទ្យាសាស្ត្រពិតដែរឬទេ ?
Q4	តើប្អូនមានការលើកទឹកចិត្តយ៉ាងណាខ្លះ ក្នុងអំឡុងម៉ោងរៀនសំណេរភាសាអង់គ្លេស ? សូមផ្តល់ឧទាហរណ៍ខ្លះៗ មកបញ្ជាក់។
<b>របៀបរៀនរបស់សិស្ស</b>	
Q5	តើប្អូនបានយកចិត្តទុកដាក់ស្តាប់ការណែនាំរបស់លោកគ្រូដែរទេ ? តើធ្វើកិច្ចការជាលក្ខណៈបុគ្គល ឬសហការគ្នា ជាក្រុម ? តើប្អូនគិតថាមួយណាផ្តល់សារៈសំខាន់ក្នុងការជួយសំណេរភាសាអង់គ្លេស ?

Q6	តើប្អូនបានសួរសំណួរទៅកាន់គ្រូ ឬក៏អង្គុយនៅស្ងៀមស្ងាត់ក្នុងអំឡុងពេលម៉ោងរៀនសំណេរភាសាអង់គ្លេស? សូមលើកឧទាហរណ៍មួយចំនួនមកបញ្ជាក់។
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**ការប្រើប្រាស់បច្ចេកវិទ្យា ICT នៅក្នុងថ្នាក់រៀន**

Q7	តើពេលប្អូនមករៀន មានបានយកទូរសព្ទដៃឬកុំព្យូទ័រ( បេបប្លេត ) ចូលក្នុងថ្នាក់រៀនដែរឬទេ?
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Q8	តើប្អូនមានបានប្រើឧបករណ៍អេឡិចត្រូនិចផ្សេងៗ ដើម្បីជួយក្នុងការសរសេរសំណេរភាសាអង់គ្លេសដែរឬទេ? តើហេតុអ្វី ឬហេតុអ្វីមិនបានប្រើ?
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**បញ្ហាប្រឈមជាទូទៅ**

Q9	តើអ្វីខ្លះជាឧបសគ្គចម្បងៗដែលប្អូនៗ បានជួបប្រទះនៅក្នុងម៉ោងរៀនសំណេរភាសាអង់គ្លេសតាំងពីដើមរៀនមក?
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**សេចក្តីបញ្ចប់**

តើប្អូនមានសំណួរ ដើម្បីសួររបៀបណាមួយទេ? ចង់បន្ថែមកន្លែងណាមួយដែរឬទេ? ឥឡូវនេះកិច្ចសម្ភាសន៍នេះ បានឈានមកដល់ទីបញ្ចប់ហើយ។ លោកគ្រូ សូមថ្លែងអំណរគុណប្អូនៗ ដែលបានផ្តល់ព័ត៌មានដ៏មានសារៈសំខាន់ៗទាំងនេះ។ សូមជូនពរឲ្យប្អូនៗ ជួបប្រទះតែសេចក្តីសុខ និងជោគជ័យគ្រប់ពេលវេលា។

APPENDIX E: CONCENT FORM LETTER



**មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី**  
**NEW GENERATION PEDAGOGICAL RESEARCH CENTER**

ថ្ងៃអង្គារ ១៥កើត ខែជេស្ឋ ឆ្នាំចាស់ ចត្វាស័ក ព.ស ២៥៦៦  
រាជធានីភ្នំពេញ ថ្ងៃទី១៤ ខែមិថុនា ឆ្នាំ២០២២

**គោរពជូន**


**លោក ចាន់ គីមសែន នាយកវិទ្យាល័យហ៊ុន សែនប្រសូតិ**

**កម្មវត្ថុ:** សំណើសុំអនុញ្ញាតឱ្យគន្លឹះស្រាវជ្រាវ: **សៈ សុផល** បានចុះប្រមូលទិន្នន័យស្រាវជ្រាវនៅ វិទ្យាល័យហ៊ុន សែនប្រសូតិ ក្នុងចន្លោះពីថ្ងៃទី ១៥ ខែមិថុនា ដល់ថ្ងៃទី ៣០ ខែកក្កដា ឆ្នាំ២០២២។

សេចក្តីដូចបានជម្រាបជូនក្នុងកម្មវត្ថុខាងលើ ខ្ញុំបាទសូមជម្រាបជូន លោកនាយក ឱ្យបានជ្រាបថា លោក **សៈ សុផល** ជាគន្លឹះស្រាវជ្រាវបញ្ជាក់បញ្ជីប្រធានខ្ពស់អប់រំឯកទេសប្រឹក្សាគរុកោសល្យ ជំនាន់ទី៣ នៃ មជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី។ លោកមានគម្រោងចុះស្រាវជ្រាវលើប្រធានបទ **ការបង្រៀន និង រៀនជំនាញសរសេរភាសាអង់គ្លេស: ករណីសិក្សាឆ្នាំទី១០ និងទី១១ នៅវិទ្យាល័យហ៊ុន សែនប្រសូតិ** ដើម្បីសរសេរសារណាបញ្ចប់ការសិក្សាបញ្ជាក់បញ្ជីប្រធានខ្ពស់អប់រំ។ គោលបំណងនៃការចុះ ប្រមូលទិន្នន័យនេះ គឺដើម្បីប្រមូលព័ត៌មានសំខាន់ៗដែលទាក់ទងទៅនឹងប្រធានបទស្រាវជ្រាវខាងលើ។ បន្ថែមពី លើនេះ លទ្ធផលនៃការសិក្សាស្រាវជ្រាវនេះក៏អាចរួមចំណែកក្នុងការ ជំរុញឱ្យការបង្រៀននិងរៀនកាន់តែប្រសើរ ឡើងផងដែរ។

អាស្រ័យហេតុនេះ សូមលោកនាយកមេត្តាអនុញ្ញាត និងជួយសម្រួលដល់និស្សិតរូបនេះបានចុះប្រមូល ទិន្នន័យដោយក្តីអនុគ្រោះ។

សូមលោកនាយកទទួលនូវការគោរពរាប់អានដ៏ស្មោះអំពីខ្ញុំ ។

សកល្យ វិ ធានា  
ឱ្យលោក ប្រធានមជ្ឈមណ្ឌលស្រាវជ្រាវគរុកោសល្យជំនាន់ថ្មី  
ចុះ: ១៥ មិថុនា ២០២២  
  
ចាន់ គីមសែន

**ប្រធានមជ្ឈមណ្ឌល**  
  
បណ្ឌិតសភាចារ្យ ម៉ែ ម៉ែ

ឯកសារ មសគថ.

អាសយដ្ឋាន: មហាវិថីព្រះនរោត្តម, វិទ្យាស្ថានជាតិអប់រំ, គោរ ១, រាជធានីភ្នំពេញ, សេចក្តីសេចក្តី និងគេហទំព័រ: ០១១៦៨៧០៣៧  
Address: #123, Preah Norodom Blvd, NIE, Building 1, Phnom Penh, Cambodia, www.ngprc.edu.kh, email: ngprc@moeys.gov.kh

## **APPENDIX F: Rubric for Pre-Writing Test in English**

- |                                |                   |
|--------------------------------|-------------------|
| <b>1. Introduction</b>         | <b>(06 marks)</b> |
| - General ideas                | (03 points)       |
| - Topic sentence               | (03 points)       |
| <b>2. Supporting sentences</b> | <b>(08 marks)</b> |
| - Vocabulary                   | (03 points)       |
| - Grammar                      | (03 points)       |
| - The flow of ideas            | (02 points)       |
| <b>3. Concluding sentences</b> | <b>(06 marks)</b> |
| - State the main points        | (03 points)       |
| - Give opinions                | (03 points)       |

**Total Scores: 20 points**

Moyes.(2015).*Handbook on English Language Preparation Examination in Secondary School*. Department of Examination Affairs.

**APPENDIX G: Rubric for Pre-Writing Test in Khmer**

- 1. សេចក្តីផ្តើម (06 marks)**
- លំនាំគំនិតទូទៅ (03 points)
  - ពន្លឺចប្រធានបទ (03 points)
- 2. ល្បះគាំទ្រប្រធានបទ (08 marks)**
- វាក្យសព្ទ (03 points)
  - វេយ្យាករណ៍ (03 points)
  - លំហូរនៃគំនិត (02 points)
- 3. សរុបសេចក្តី (06 marks)**
- ចំណុចសំខាន់ៗត្រូវលើកឡើង (03 points)
  - ផ្តល់គំនិតគាំទ្រ (03 points)

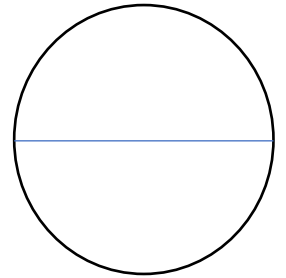
**ពិន្ទុសរុប: 20 points**

**APPENDIX H: Writing Test for Grade 10**

Name.....
Sex: .....
Class: .....

**Time allowed: 25 mins**

**Total Scores: 20**



**1. Writing (20 points)**

Write a short text about the advantages of studying English. Write at least 150 words.

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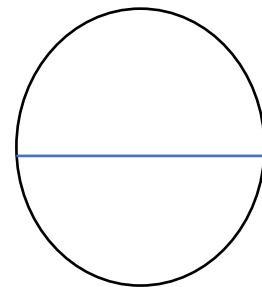
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APPENDIX I: Writing Test for Grade 11



Name.....
Sex: .....
Class: .....

**Time allowed: 25 mins**

**Total Scores: 20**

**2. Writing (20 points)**

Write a short text about 'What makes a good student?' Write at least 150 words.

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**APPENDIX J: Writing Test Scores for Grade 10 F**

No	Code	Score	Sex	Other
1	S01	17	M	<b>Selected to interview</b>
2	S02	16	F	<b>Selected to interview</b>
3	S03	14	F	
4	S04	14	F	
5	S05	14	F	
6	S06	13	F	
7	S07	12	F	
8	S08	11	F	
9	S09	10	F	
10	S10	10	F	
11	S11	9	F	
12	S12	8	M	
13	S13	7	M	
14	S14	7	F	
15	S15	7	F	
16	S16	6	M	
17	S17	6	M	
18	S18	6	M	
19	S19	6	M	
20	S20	6	M	
21	S21	5	M	
22	S22	5	M	
23	S23	4	F	
24	S24	4	M	
25	S25	4	M	
26	S26	4	M	
27	S27	3	M	
28	S28	3	F	
29	S29	3	F	
30	S30	3	M	
31	S31	3	M	
32	S32	3	F	
33	S33	3	M	
34	S34	2	F	
35	S35	2	F	<b>Selected to interview</b>
36	S36	1	F	<b>Selected to interview</b>

**APPENDIX K: Writing Test Scores for Grade 11 A**

No	Code	Score	Sex	Other
37	S37	17	F	<b>Selected to interview</b>
38	S38	16	M	<b>Selected to interview</b>
39	S39	16	M	
40	S40	16	F	
41	S41	15	F	
42	S42	14	F	
43	S43	14	M	
44	S44	14	F	
45	S45	14	M	
46	S46	13	F	
47	S47	13	F	
48	S48	13	F	
49	S49	12	M	
50	S50	11	F	
51	S51	11	F	
52	S52	10	F	
53	S53	10	F	
54	S54	10	F	
55	S55	9	F	
56	S56	9	M	
57	S57	8	M	
58	S58	8	M	
59	S59	7	M	
60	S60	7	F	
61	S61	7	M	
62	S62	7	M	
63	S63	6	F	
64	S64	6	F	
65	S65	6	F	
66	S66	6	M	
67	S67	5	F	
68	S68	5	F	
69	S69	5	M	
70	S70	4	F	
71	S71	4	F	
72	S72	4	M	<b>Selected to interview</b>
73	S73	3	M	<b>Selected to interview</b>

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