An Evaluation of Cambodian EFL
Pre-service Teacher Training Program
at National Institute of Education

The 1st Cambodia Education Research Forum
National Institute of Education, Cambodia

Presented by:
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Background & Rationale

• The qualifications of the teaching staff in Cambodia has been reported are not highly qualified (MoEYS, 2008).

• As reported by one administrator (Sep. 2010):
  “...we still need more researchers to evaluate so as to help us in finding out weaknesses, strengths and challenges, so that we could walk in the right way to meet our goals…”

• A former trainee (Feb. 2011)
  “...my English proficiency was not improved, program management was not really effective, and some trainers were not qualified enough…”
Background & Rationale (Con’t)

• Since the start of CEL-PTTP in 1996 until now, no formal evaluation done to find its effectiveness.

➢ EFL-PTT is needed to be evaluated its effectiveness to contribute to EFL teacher development in Cambodia.
Theory Adoption

  - Model 1: Reaction
  - Model 2: Learning (knowledge, skill, and attitude)
  - Model 3: Behavior
  - Model 4: Organizational results
1. To evaluate the effectiveness of EFL Pre-service Teacher Training Program at the National Institute of Education.

2. To propose appropriate guidelines to use for improving the EFL Pre-service Teacher Training Program.
Research Questions

1. To what extent is EFL Pre-service Teacher Training Program effective?

2. What are appropriate guidelines to use for improving the EFL Pre-service Teacher Training Program?
Significance

1. Provide judgment and worthiness of EFL-PTT.
2. Beneficial for trainees, trainers, and administrators of NIE to see as guidelines for their studies, teaching, management.
3. Useful for policy-makers at MoEYS to take into account of what parts of EFL-PTT they should improve.
4. Foster the quality of ELT and EFL teacher development in Cambodia.
Definition of Terms

• Evaluation
• Reaction
• Learning
• Knowledge
• Skill
• Attitude
• Behavior
• Results
• Effectiveness of EFL-PTT
Scope of the Study

• Cover only the 2010-2011 EFL-PTT Program at the National Institute of Education.
# Conceptual Framework

<table>
<thead>
<tr>
<th>Four-Level Model</th>
<th>Key Question</th>
<th>Indicators</th>
<th>Instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction</td>
<td>What was the trainee’ reaction toward the training program?</td>
<td>Satisfaction</td>
<td>Questionnaire</td>
</tr>
<tr>
<td>Learning</td>
<td>What did the trainee learn from the training program?</td>
<td>Knowledge, Skill, Attitude</td>
<td>Standardized English Test, TKT, Questionnaire</td>
</tr>
<tr>
<td>Behavior</td>
<td>Did the trainee apply his/her learning into the real job?</td>
<td>Behavior</td>
<td>Semi-structured Interview</td>
</tr>
<tr>
<td>Organizational Results</td>
<td>Did the organization receive benefit from the training program?</td>
<td>Organizational Result</td>
<td>Semi-structured Interview</td>
</tr>
</tbody>
</table>
Review of Literatures

• **Concepts of Training Evaluation**
  – Definition of Training
  – Purpose of Training
  – Evaluating Training and Development
  – Definition of Evaluation
  – Evaluation Types

• **Teaching and Learning Development**
  – Teaching Skills
  – Adult Learning Theory for Professional Development
  – Motivation of Adult Learning

• **Current and Future Status of Program Evaluation**
  – Kirkpatrick and Kirkpatrick’s (2006) Four-Level Model
  – Stufflebeam’s CIPP Model
  – Hamblin’s Model
  – Phillips’s Evaluation Approach
  – The CIRO Evaluation Approach
  – Scrivens’ Focus on Outcomes Model
Review of Literatures (Con’t)

• EFL Teacher Training Program
• Training Effectiveness
• Cambodian Educational System
  – History and Current Status of Cambodian Education
  – Overview of Cambodian Education System
  – Cambodian Education Indicator
  – Teacher Training in Cambodia
  – The National Institute of Education
• Status of English Language
  – English Language in the Globe Today
  – English Language in Asia
  – English Language in Cambodia
  – English Language in Cambodian Education
• Relevant Research Studies
  – Tunç (2010); Soontornwipast (2008); Chheang (2008); Kristin (2007); Meejeang (2006); Neau (2002); NCED of Nepal (2000); Bhasuk (1990); Bray & Howard (1990)
Population & Sample

• **Population**
  – Trainees: 89
  – Trainers: 17
  – Deputy & Director: 5

• **Sample**
  – Pilot questionnaire: 10 trainees (of 89)
  – Questionnaire = 79 trainees
  – Standardized English Test (SET) = 89 trainees
  – TKT’s test = 89 trainees
  – Semi-structured interview = 5 trainers (of 17); and 2 deputy/directors
Validity of the Instruments

a/ Checked by 3 experts in the field of EFL teacher training.

b/ IOC was used to evaluate the items of the questionnaire.
Reliability of the Instruments

a/ Pilot with 10 trainees
b/ Calculated using Cronbach’s alpha (α) (0.70).

<table>
<thead>
<tr>
<th>Item’s Theme</th>
<th>Cronbach's Alpha</th>
<th>Number of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reaction and Attitude</td>
<td>0.964</td>
<td>48</td>
</tr>
</tbody>
</table>
Quantitative Data Collection

• Administered questionnaire (48 items) = 64
  – Returned 57 (89%)
  – Duration = 60 minutes
• Administered SET (35 items) = 42
  – Returned 42 (100%)
  – Duration = 50 minutes
• Administered TKT’s test (80 items) = 53
  – Returned 53 (100%)
  – Duration = 90 minutes
Trainees Taking Tests @ NIE (July 2011)
Qualitative Data Collection

• Semi-structured interview
  – Trainer = 5
  – Administrator = 2
  – Duration = 50-60 minutes each

• Record voice

• Take note
Data Analysis

• QT: use descriptive statistics - frequency, minimum, maximum, percentage, mean, and standard deviation (S.D.).

• QL: use qualitative content analysis method - transcribing, coding, categorizing and interpretation.
Findings for Research Question # 1 & 2

Findings of Research Question # 1: To what extent is EFL Pre-service Teacher Training Program effective?

<table>
<thead>
<tr>
<th>Levels</th>
<th>Findings</th>
</tr>
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<tbody>
<tr>
<td>Reaction</td>
<td>Neutral</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
</tr>
<tr>
<td>Knowledge</td>
<td>Average</td>
</tr>
<tr>
<td>Skill</td>
<td>Average</td>
</tr>
<tr>
<td>Attitude</td>
<td>Positive Change</td>
</tr>
<tr>
<td>Behavior</td>
<td>Positive Change</td>
</tr>
<tr>
<td>Organizational Results</td>
<td>Positive Impact</td>
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Findings of Research Question # 2: What are appropriate guidelines to use for improving the EFL-PTT?

<table>
<thead>
<tr>
<th>Guidelines</th>
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</thead>
<tbody>
<tr>
<td>1) Improving Learning Environment</td>
</tr>
<tr>
<td>2) Reforming Training’s Curriculum</td>
</tr>
<tr>
<td>3) Upgrading Training Resources</td>
</tr>
<tr>
<td>4) Improving Program Management</td>
</tr>
</tbody>
</table>
Discussion

• Level 1: Reaction to the EFL-PTT
  – Trainee’s reaction was “Neutral” due to trainers and learning environment factors.

  – These confirmed Tunç (2010)’s study: an improvement in the physical conditions of the program was required to make the program more effective; Bhasuk (1990)’s study recommended that trainers should have more time to prepare themselves.
Discussion (Con’t)

• Level 2: Learning from the EFL-PTT
  – Trainee’s learning was not strongly improved because of trainee’s knowledge and skill.

  – These were consistent with NCED of Nepal (2000)’s found that trained teachers were found to be not quite competent; Bhasuk (1990) found that trainees were not good at teaching concerning methodology and language competence.

  – However, trainees demonstrated positive attitude to EFL-PTT that is in line with Kanchanarak (2002) who indicated that most of the officers had positive attitude toward the training; and Chheang (2008)’s found the trainees had positive attitude toward Khmer language software.
Discussion (Con’t)

• Level 3: Behavior after the EFL-PTT
  – Trainees would generally apply their learning in the real workplaces to some extent due to shortage of teaching and learning resources, large classes, and mixed ability classes.

  – During interview, T5 explained:
    “The trainees would have applied what they have learnt well. However, there had not been very easy for them to teach in the context of USSs in Cambodia because of (1) large classes, (2) mixed ability classes, and (3) lack of teaching and learning materials. For these reasons, I think the trainees probably could apply their learning well to some extent only.”
Discussion (Con’t)

• Level 4: Organizational Results from EFL-PTT
  – The findings asserted that USSs in Cambodia, more or less, gained benefits from the trainees who completed the EFL-PTT. In other words, USSs received positive impacts from the EFL-PTT especially in terms of quality improvement.

  – Chheang (2008) revealed the results of the training program were highly beneficial to improve the quality of IT staff’s job.
Recommendations for Further Research

➢ It is recommended to conduct formative evaluation which can cross-check these current research’s findings.

➢ Future researcher should collect data from both NIE and USSs, where trainees teach to probe more comprehensive data.

➢ Replication of this current study in the following academic years is strongly recommended so as to gain more confirmation.
References


Thanks for Your Attention!

Your Comments and Questions Are Appreciated.