วารสารอิเล็กทรอนกส์
ทางการศึกษา

การนำเสนอแนวทางการพัฒนาหลักสูตรการฝึกหัดครูภาษาอังกฤษ
ระดับประถมศึกษาสำหรับวิทยาลัยการฝึกหัดครูระดับจังหวัดราชอาณาจักรกัมพูชา
PROPOSED GUIDELINES FOR DEVELOPING PRIMARY ENGLISH TEACHER TRAINING PROGRAMS
FOR PROVINCIAL TEACHER TRAINING COLLEGES, KINGDOM OF CAMBODIA

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บทคัดย่อ

งานวิจัยครั้งนี้มีวัตถุประสงค์เพื่อนำเสนอแนวทางการพัฒนาหลักสูตรการฝึกหัดครูภาษาอังกฤษระดับประถมศึกษา
สำหรับราชอาณาจักรกัมพูชา โดยมีวัตถุประสงค์ที่จะระบุเป้าหมาย สมรรถนะสำคัญ และขอบเขตเนื้อหาสำหรับการพัฒนา
หลักสูตรการฝึกหัดครูภาษาอังกฤษระดับประถมศึกษาสำหรับวิทยาลัยฝึกหัดครูระดับจังหวัด (PTTCs) สหราชอาณาจักร
กัมพูชา การศึกษานี้ใช้แบบสำรวจออนไลน์ตามวิธีเดลฟาย จำนวน 3 รอบ การสำรวจทั้ง 3 รอบนั้นนำมาใช้เพื่อบ่งชี้ จัดลำดับ
ก่อนหลัง และจำแนก เป้าหมาย สมรรถนะสำคัญ และขอบเขตเนื้อหา การสำรวจใช้เวลารวม 14 สัปดาห์ นักพัฒนาหลักสูตร
และนักการศึกษาด้านการฝึกหัดครูภาษาอังกฤษจากกระทรวงศึกษา เยาวชน และกีฬา ได้รับเชิญให้ร่วมเป็นผู้ทรงคุณวุฒิ
แบบสอบถามสร้างขึ้นจากการวิจัยเอกสารหลักสูตรฝึกหัดครูภาษาอังกฤษในกลุ่มประเทศอาเซียนหลายประเทศโดยอิงจาก
กรอบแนวคิด TPACK การวิเคราะห์ข้อมูลเป็นการวิเคราะห์ทั้งในเชิงปริมาณและเชิงคุณภาพ สถิติที่ใช้ได้แก่ ค่าเฉลี่ย ค่า
เบี่ยงเบนมาตรฐาน ร้อยละ และการวิเคราะห์เนื้อหา

ผลการวิจัยจากการสำรวจความเห็นของผู้ทรงคุณวุฒิตามวิธีเดลฟายสรุปเป็นแนวทางสำหรับการพัฒนาหลักสูตรการ
ฝึกหัดครูภาษาอังกฤษระดับประถมศึกษาสำหรับวิทยาลัยการฝึกหัดครูระดับจังหวัด ราชอาณาจักรกัมพูชา ประกอบด้วย
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Abstract

The purpose of this research was to propose guidelines for developing primary English teacher training programs in Cambodia. Specifically, the objective was to ascertain the aims, key competencies, and content domains for developing primary English teacher training programs for Provincial Teacher Training Colleges (PTTCs) in the Kingdom of Cambodia. The study employed three rounds of an online Delphi survey. The three rounds were used to identify, prioritize, and classify the aims with key competencies and content domains. The survey lasted for 14 weeks. A panel of English curriculum designers and English teacher trainers from the Cambodian Ministry of Education, Youth and Sports were invited to participate as the experts. The questionnaire was generated from documentary research of primary English teacher education programs in several ASEAN countries based on the TPACK framework. The data were analyzed quantitatively and qualitatively according to the responses received. Means, standard deviation, percentages and content analysis were employed in the data analysis.

The findings of the Delphi survey were used to propose the guidelines for developing primary English teacher training programs at PTTCs in Cambodia. The guidelines consist of 5 aims, 14 key competencies, and 15 content domains.

คำสำคัญ: การพัฒนาหลักสูตร/หลักสูตรฝึกหัดครูสอนภาษาอังกฤษระดับประถมศึกษา/วิธีเดลฟาย

KEYWORDS: CURRICULUM DEVELOPMENT/ENGLISH TEACHER TRAINING PROGRAMS/DELPHI METHOD

Introduction

Education is regarded internationally as an important field in ensuring the human resource development in order to meet national needs. While the world is changing, education reform is also needed. Each country has to develop human resources continuously to respond to the changes. In order to fulfill these needs, higher education plays a prominent role in responding to the changing of the society. Additionally, the experiences from developed countries in the world demonstrate that developing human resources in higher educational institutions is essential for advancing the country (Ministry of Education, Youth and Sport, 2010). Teacher education is viewed as one of the most critical processes of strengthening the education. It has been identified as a central variable in the transformation and reform of educational systems at national and local levels (Freeman, 2001). Several countries around the world have witnessed these major changes and development in teacher education (Sinlarat, 2003).

As the coming of the ASEAN Community in 2015, each ASEAN member state is preparing itself for the integration. The Educational system is expected to be changed to educate their citizens for this new community. Since the ASEAN Charter stated "The working language of ASEAN shall be English." (ASEAN Secretariat, 2008), to strengthen the integration, English is an

important subject to be reformed in non-English speaking member states. Being able to communicate directly with one another, people in the ASEAN countries need to be proficient in the English language (ASEAN Secretariat, 2009). Therefore, some ASEAN nations are concerned about amendments to the English curriculum since primary education level in preparation for the upcoming integration. In Cambodia, in particular, English is not included in their primary education. Therefore, the Ministry of Education, Youth and Sports (MoEYS) has initiated the idea to update their national curricula to equip Cambodian students with English ability from the primary school level.

To put this primary English education policy into practice, English teacher education system will need to be changed. Since, the English teacher training for primary education level is not yet included in the system, the Ministry of Education is preparing the Provincial Teacher Training Colleges (PTTCs) for training primary school English teachers. Furthermore, there has been no research study regarding to English teacher training programs for the primary education level in Cambodia. Thus, this research study investigated the current English teacher training programs in some of the ASEAN countries and the curriculum utilized in Cambodia. The ideas from the reviews were synthesized from English teacher educators as well as English curriculum developers and propose guidelines for developing primary English teacher training programs for the primary English teacher education at PTTCs in Cambodia.

Objective

The objective of this research study was to propose the guidelines for developing primary English teacher training programs for Provincial Teacher Training Colleges in Cambodia.

Methodology

An online Delphi method was employed to determine the most important key competencies required for primary English student teachers and ascertain sets of aims and content domains to develop guidelines for primary English teacher training programs at PTTCs in Cambodia. The policy Delphi was employed because the objective was to arrive at a consensus for proposing the foundations of guidelines for developing programs.

Delphi Method

The three-round online Delphi method was designed to obtain the experts' opinions about the aims, key competencies, and content domains for primary English teacher training programs. The first round questionnaire was generated from the reviews of primary teacher education in Singapore, the Philippines, Malaysia, Thailand, Vietnam, Lao PDR and lower

secondary English teacher training program in Cambodia. In each round the responses were summarized and used to generate a new questionnaire for the following round (see Figure 1):
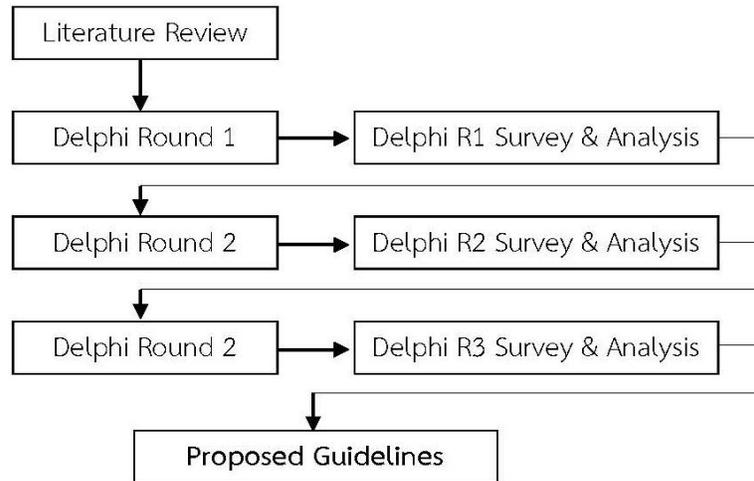

Figure 1. The Delphi process

Delphi Round 1

The objective of Round 1 of the Delphi was to generate a set of aims, key competencies, and content domains for the primary English teacher training programs at PTTCs. The participants were asked to rate the importance of aims, key competencies, and content domains on a four-point Likert scale ranging from Very Important (4), Important (3), Somewhat Important (2) to Not Important (1). They were also encouraged to give comments and suggestions regarding each item.

Delphi Round 2

The objectives of Round 2 were to encourage overall consensus among the participants and to prioritize the aims, key competencies, and content domains of primary English teacher training programs. The participants were asked to re-rate the importance of the aims, key competencies, and content domains. The researcher defined the criteria for consensus in this study as the agreement on a particular item by 75% of the participants as in Murry and Hammons (1995). Comments and suggestions of new aims, key competencies, and content domains accepted only if at least 3 respondents recommended. The descriptive statistics of the first round responses including mean, standard deviation and percentages for each aim, key competency and content domain were reported. This allowed the participants to reconsider their previous responses in Round 1 considering the opinions of the panel.

Delphi Round 3

The objective of Round 3 was to classify the aims with key competencies and content domains that received the most scores from the respondents from the previous round. In this round, the participants were asked to rate their agreement with the classification of the top prioritized aims, key competencies, and content domains, and to provide suggestions for making them more relevant and inclusive. This round, a different set of four-point Likert scale indicating the degree of agreement ranging from Strongly Agree (4), Agree (3), Disagree (2) to Strongly Disagree (1) was employed.

Population and Participants

Two groups of prospective panelists were purposively selected, the first group was the English curriculum developers from the Department of Curriculum Development and the Department of Teacher Training of the Cambodian MoEYS, and the second group included English teacher trainers from National Institute of Education (NIE), Regional Teacher Training Colleges (RTTCs) and PTTCs. A total of 27 potential participants, 8 were from the first group and 19 were from the second.

Delphi Panel Profile

Round 1 of this study included a section soliciting participants' profiles in terms of primary disciplinary expertise, years of professional experience, highest educational degree, and profession. A total of 59 email invitations were delivered to the potential participants, and 27 (46%) completed responses were received in Round 1. For Round 2 and Round 3, all 27 respondents of Round 1 survey were invited to participate. A total of 20 (74%) and 17 (85%) completed responses were received in Round 2 and Round 3 respectively. There was a notice of a drop out of participants across the three rounds, 7 participants (26%) from Round 1 to Round 2 and 3 participants (15%) from Round 2 to Round 3, resulting in an overall drop out of 10 participants (37%) from Round 1 to Round 3. However, the overall number of respondents remained acceptable and in line with other research studies such as Senyshyn (2002), Kantz (2004) and Clark (2005).

Table 1 presents the profile of the participants across the three Delphi rounds. In terms of professional experience, at least 53% of the respondents in all rounds had 10 or more years of professional experience. Likewise, more than half of the respondents (59%) had a master's or doctorate degree. There was slightly more representation of English teacher trainer professionals

(59%) in the last round. Remarkably, only 29% of respondents were from curriculum development disciplines which 41% of respondents were curriculum developer professionals.

Table 1

Profile of Participants in each round

	Round 1		Round 2		Round 3	
	f	%	f	%	f	%
Professional experience (years)						
5-9	14	52%	11	55%	8	47%
10-14	8	30%	4	20%	4	23%
15-20	3	11%	3	15%	3	18%
20+	2	7%	2	10%	2	12%
Highest educational degree						
Bachelor's	12	44%	6	35%	7	41%
Master's	14	52%	12	60%	9	53%
Doctorate	1	4%	1	5%	1	6%
Profession						
Curriculum Developer	8	30%	7	35%	7	41%
English Teacher Trainer	19	70%	13	65%	10	59%
Disciplinary expertise						
Curriculum Development	6	22%	5	25%	5	29%
TEFL	21	78%	15	75%	12	71%
Total	**27**	**100%**	**20**	**100%**	**17**	**100%**

Overall, respondents had advanced educational credentials in TEFL field with 71% of disciplinary expertise. They also possessed considerable professional and academic experiences in teacher education. This indicates that respondents had adequate disciplinary expertise, considerable experience, and diversity of viewpoints for contributing to the trustworthiness of this study.

Research Instruments

Three instruments that were referred to as Round 1 Questionnaire, Round 2 Questionnaire and Round 3 Questionnaire were used. Round 1 questionnaire was designed based on the review of the programs of primary teacher education in Singapore, the Philippines, Malaysia, Thailand, Vietnam, Lao PDR, and Cambodian lower secondary school teacher training program. Round 2 and 3 questionnaires were designed based on the responses received from their previous round.

The questionnaire was in electronic format (Ms Excel) and sent to participants via emails. The questionnaire for Round 1 consisted of 4 parts, Round 2 consisted of 3 parts and Round 3 consisted of the classification of aims with key competencies and content domains.

Data Collection Procedures

The data were collected in 2013 and lasted for 14 weeks. The invitation included the informed consent and Round 1 questionnaire. This Round 1 package was sent out to the panel members as e-mail attachments. The identities of the panel members were kept confidential throughout the study. In each round, the panelists were provided 10-day time for completing and returning the questionnaire. A reminder was sent to the non-respondent after 5 days and on the last day of the deadline. Each round took approximately one month. The data were analyzed based on the responses received and the subsequent rounds were conducted.

Data Analysis

The data analysis was conducted after each of the three rounds. Both quantitative and qualitative data analysis were employed. Quantitative data analysis was conducted in the form of statistical aggregation of group responses. Percentage was employed. Qualitative data analysis was conducted with the open-ended comments that were suggested by respondents. Based on the data analysis of this Delphi study, guidelines for developing primary English teacher training programs for Provincial Teacher Training Colleges were developed.

Results

A total of 27 potential participants responded in Round 1, 20 responded in Round 2, and 17 responded in Round 3.

Round 1 survey comprised of 5 aims, 16 key competencies, and 18 content domains allowed participants to rate and also suggest additional aims, key competencies and content domains to be included in the lists of relevancy. Based on the data analysis of Round 1 survey, two key competencies were modified and one content domain was added.

Round 2 survey was developed based on the responses of Round 1 and it comprised of 5 aims, 16 key competencies, and 19 content domains. Participants for Round 2 rated their responses again in the light of the group responses from Round 1. Based on the data analysis of Round 2 survey, two key competencies were merged to form one leading to the result of 5 aims, 14 key competencies, and 15 content domains achieved consensus and they were used to develop Round 3 survey.

Round 3 survey was to classify the 5 aims with the 14 key competencies and the 15 content domains identified and prioritized by the panel from the previous round. Participants were rated their degree of agreement with the classification was high with at least 94% of the

respondents agreed (3) or strongly agreed (4). Based on the data analysis of this round, 5 titles of aims and 1 title of content domain were modified on wording, 2 key competencies and 1 content domain were added, and 3 content domains were deleted.

To sum up, the expert panel participated in three rounds of the online Delphi survey and reached an overall consensus for a final list of the guidelines consisted of 5 aims, 14 key competencies, and 15 content domains for developing primary English teacher training programs at PTTCs in Cambodia.

Table 2 shows the classification of the aims with key competencies and content domains while Figure 2 shows the final list of 5 aims, 14 key competencies, and 15 content domains.

Table 2

Final Classification of Aims with Key Competencies and Content Domains

Aims	Key Competencies	Content Domains
1. To develop English professional teaching skills and teaching methodology consisting of teaching techniques, methodologies and approaches.	- Ability to produce effective instructional materials and learning resources. - Ability to cultivate knowledge regarding educational psychology, educational research, teaching-learning approaches and classroom management. - Ability to provide sufficient knowledge of subjects related to local syllabi and curriculum development. - Knowledge of planning, monitoring, assessing and reporting.	- Practicum - Educational Measurement and Evaluation - Instructional Material Development - Psychology for teachers - Theories, teaching techniques, methodologies, and approaches Educational Research Studies - Educational Innovation and Information Technology - Educational Leadership Management
2. To enhance the ability to effectively deal with the diversity of student learning needs, students' different socio-economic backgrounds as well as student interests.	- Being confident and understanding the work environment and teamwork, partnering community/society. - Talents in cultivating knowledge with subject mastery, initiative, critical thinking, creative teaching and future focus.	- Practicum - Instructional Material Development - Theories, teaching techniques, methodologies, and approaches

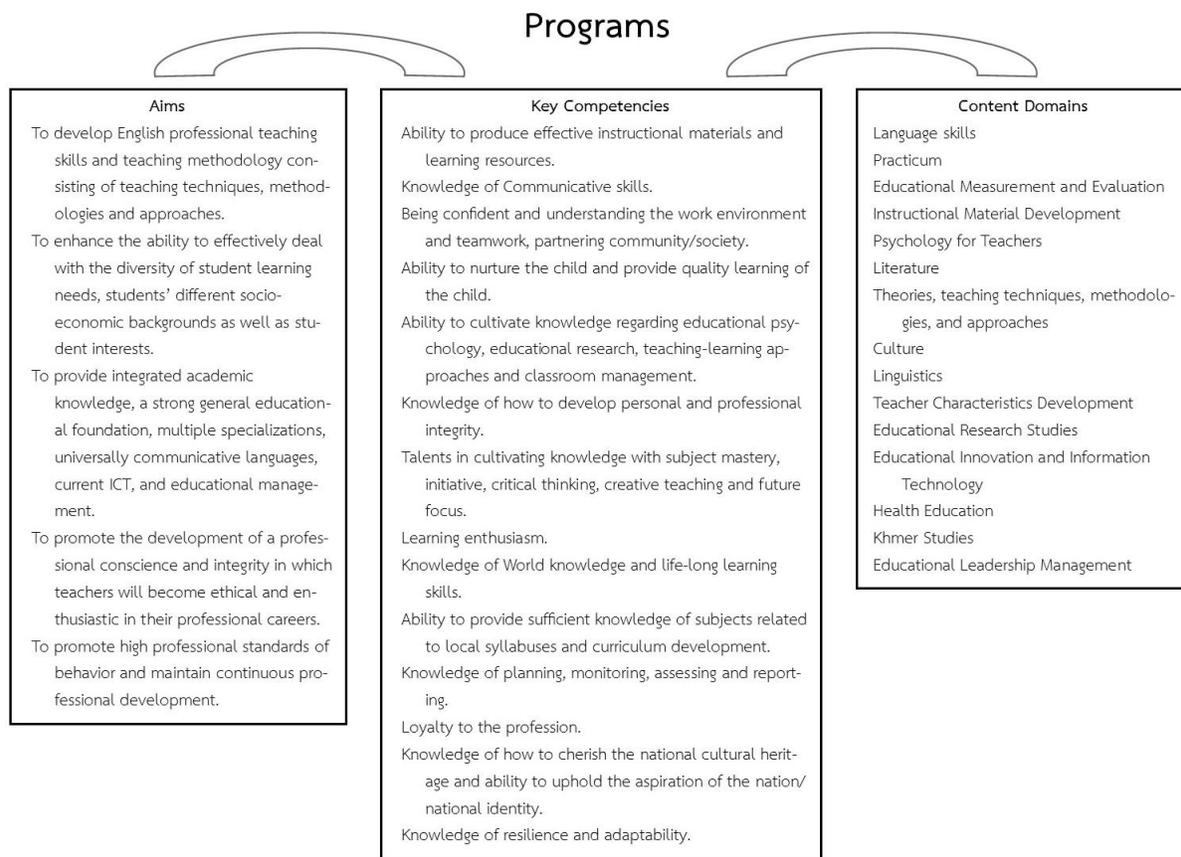|		
	- Ability to nurture the child and provide quality learning of the child.	
3. To provide integrated academic knowledge, a strong general educational foundation, multiple specializations, universally communicative languages, current ICT, and educational management.	- Knowledge of Communicative skills. - Ability to nurture the child and provide quality learning of the child. - Talents in cultivating knowledge with subject mastery, initiative, critical thinking, creative teaching and future focus. - Knowledge of World knowledge and life-long learning skills. - Knowledge of how to cherish the national cultural heritage and ability to uphold the aspiration of the nation/national identity.	- Language Skills - Literature - Culture - Linguistics - Educational Research Studies - Educational Innovation and Information Technology - Health Education - Khmer studies - Educational Leadership Management
4. To promote the development of a professional conscience and integrity in which teachers will become ethical and enthusiastic in their professional careers.	- Knowledge of how to develop personal and professional integrity. - Learning enthusiasm. - Loyalty to the profession. - Knowledge of resilience and adaptability.	- Practicum - Teacher Characteristics Development - Educational Leadership Management
5. To promote high professional standards of behavior and maintain continuous professional development.	- Learning enthusiasm. - Loyalty to the profession.	- Practicum - Teacher Characteristics Development

Programs

Aims	Key Competencies	Content Domains
To develop English professional teaching skills and teaching methodology consisting of teaching techniques, methodologies and approaches.	Ability to produce effective instructional materials and learning resources.	Language skills
To enhance the ability to effectively deal with the diversity of student learning needs, students' different socioeconomic backgrounds as well as student interests.	Knowledge of Communicative skills.	Practicum
	Being confident and understanding the work environment and teamwork, partnering community/society.	Educational Measurement and Evaluation
	Ability to nurture the child and provide quality learning of the child.	Instructional Material Development
To provide integrated academic knowledge, a strong general educational foundation, multiple specializations, universally communicative languages, current ICT, and educational management.	Ability to cultivate knowledge regarding educational psychology, educational research, teaching-learning approaches and classroom management.	Psychology for Teachers
	Knowledge of how to develop personal and professional integrity.	Literature
	Talents in cultivating knowledge with subject mastery, initiative, critical thinking, creative teaching and future focus.	Theories, teaching techniques, methodologies, and approaches
To promote the development of a professional conscience and integrity in which teachers will become ethical and enthusiastic in their professional careers.	Learning enthusiasm.	Culture
	Knowledge of World knowledge and life-long learning skills.	Linguistics
	Ability to provide sufficient knowledge of subjects related to local syllabuses and curriculum development.	Teacher Characteristics Development
To promote high professional standards of behavior and maintain continuous professional development.	Knowledge of planning, monitoring, assessing and reporting.	Educational Research Studies
	Loyalty to the profession.	Educational Innovation and Information Technology
	Knowledge of how to cherish the national cultural heritage and ability to uphold the aspiration of the nation/national identity.	Health Education
	Knowledge of resilience and adaptability.	Khmer Studies
		Educational Leadership Management

Figure 2. Final list of aims, key competencies, and content domains

Discussion and Recommendations

Discussion

Delphi research was described as a process of consensus-seeking (Gordon, 2003; Linstone & Turoff, 2002) and discovering mutual agreement among the members of a group (Scott & Flanigan, 1996). This group agreed on several items in accord with the literature, but there were a few items that did not meet consensus with the panelists on levels of importance. Therefore, the researcher decided to highlight only those items which the panels reached the consensus.

First of all, the three parts of aims, key competencies, and content domains accurately represented the consensus of the panel as critical areas for developing guidelines for primary English teacher training programs.

These research findings proposed that the guidelines for developing primary English teacher training programs were useful for the present context of Cambodia and it was consistent with Burns and Richards (2009) who mentioned that there have traditionally been

two strands of content in second language teacher education, one focusing on classroom teaching skills and pedagogical issues, and the other focusing on academic underpinning of classroom skills. Those strands were matched to all of the findings aims. Specifically, the first strand was matched to the findings of the first aim that focused on professional teaching skills and teaching methodology, and the third aim focused on integrated academic knowledge for the second strand, which accompanied by their key competencies and content domains.

Likewise, the findings about the content domains were also consistent with the TPACK framework of Mishra and Koehler (2006), which has been used in a number of pre-service teacher education programs. The panel in this study agreed upon the content domains that suit with the three components: content knowledge, pedagogical knowledge and technological knowledge in the TPACK framework.

Comparing to the existing two-year lower secondary school English teacher training programs that aimed at providing student teachers with general English language improvement, teaching methodology, and instructional evaluation, the guidelines proposed from the findings in this study showed differences in all components: aims, key competencies and content domains. For the aims, two prominent aspects of aims namely to enhance the ability to deal with learners and to provide ICT skills and educational management, were suggested to be included as the aims of the future primary English teacher training program. The finding about the first aim may due to the fact that classrooms have become more diverse in terms of cultures, knowledge, and behaviors. Thus, the ability to deal with learners was highlighted as an aim for the new teacher training program. In addition, this finding was consistent with the other teacher education programs in other ASEAN countries which highlight the teachers' ability to deal with learners. For the second aim proposed in this study, supports the ideas of other developed countries that promote ICT as a part of universal skills, which is significantly important for instructional activities. Teachers who possess ICT skills will be able to keep themselves up to date to the current world and conduct their teaching by using technology. Interestingly, in the findings, the experts did not rate the ICT skills as one of the key competencies, but they did rate ICT skills as one of the aims and content domains. As we are living in the technological era, experts may view that ICT skills are important. However, the limited resources regarding electricity and computers in Cambodian schools may be the major barriers in instilling this competence.

Regarding to the key competencies, the finding suggests including the ability to provide knowledge of subjects related to local syllabi and curriculum development, loyalty to the

profession, knowledge of how to cherish national cultural heritage and ability to uphold the aspiration of nation/national identity. The findings on the ability to provide knowledge of subjects related to local syllabi and curriculum development were in line with the current situation of education in many countries, where there are core standards prescribed at the national level and each school has to develop its own curriculum to suit its local contexts. Thus, it is necessary that teachers are able to develop their local curriculum. The proposal of the ability to develop local syllabi shows the shift of the reform of the curriculum policy and the decentralization of authority to grassroots level curriculum developers in Cambodia. Unlike in the past in which central curriculum was strictly used in all schools nationwide, the findings in this study confirms this new trend of localized curricula and the teachers' ability to design local curricula as the key competencies of the primary English teacher training program.

Regarding the content domains the finding suggests including the educational research study, literature, culture, and health education in the teacher training programs for English teachers. The finding was also in line with other developed countries that those contents are very important for primary teachers.

Over all, the new findings in this study suggest that the future primary English teacher training programs in Cambodia should include new aims, key competencies, and content domains that will equip the pre-service teachers with knowledge and skills necessary for future English teachers.

Recommendations

The results of this study proposed guidelines for developing primary English teacher training programs at Provincial Teacher Training Colleges in Cambodia. These guidelines can aid curriculum developers in designing the programs effectively. The new programs should aim to produce pre-service primary English teachers who are able to implement English language teaching methodology; deal with diverse learners; integrate content knowledge, pedagogical knowledge, ICT, and educational management; develop own professional conscience and integrity; and continuously develop themselves professionally.

In implementing this new teacher training program, PTTCs may need to change some instructional strategies such as integrating the use of ICT in their programs to model how ICT can aid instruction as well as to enhance ICT skills for the pre-service teachers, implementing curriculum design tasks to enhance the knowledge and skills of how to develop a local curriculum that suits with the context of the school and community, and direct exposing the pre-service teachers with direct classroom experiences to promote the understanding of the

learner and classroom so that the pre-service teachers will be able to design appropriate instruction and manage the classroom effectively, and last but not least, promoting the love for learning in the pre-service teachers in order to enhance their continuous professional development.

Limitations of the Study

Like any research study, this study has some limitations. Firstly, the limitations come from the use of the Delphi method. The purposeful sampling strategy and limited number of respondents restricted the possibility of conducting inferential statistical analysis.

Secondly, the Delphi study consisted of three rounds, of which first round provided to participants an initial list of aims, key competencies and content domains that were generated from the literature to provide a starting point for the participants to rate and add more aims, key competencies and content domains. It is possible that the items provided may bias some experts' thought process.

Finally, since the participants had different disciplinary backgrounds, their interpretations and understanding of aims and key competencies may not be consistent. The two groups of participants, English curriculum developers and teacher trainers with their diverse perspectives added to the content validity of this study.

Implications for Future Research

This study has several suggestions for future research. In terms of the study design, Delphi method was found to be highly appropriate for the exploratory nature of this study where the experts were geographically dispersed and no research was available on the topic of investigation. Future studies for program or curriculum development are encouraged to use the Delphi method. This study used Microsoft Excel to conduct the survey, which had its benefits and limitations. The benefits included the ability to add open-ended comments for each item and also include participants' individual responses along with the statistical summary of the group responses in Round 2 survey. In addition, in the context of Cambodia where Internet may not be easily accessed in all areas, Microsoft Excel served very well in this study. However, the limitation of using Microsoft Excel was time consuming for organizing multiple files for each respondent across three rounds and compiling data. Future studies may develop web-based survey instruments to specifically meet the needs of the Delphi method.

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