

ENGLISH TEACHING AND TEACHER TRAINING

The English Teaching and Teacher Training Project has been cooperating with the Ministry of Education, Youth, and Sport in Cambodia since 2007. The project has worked to develop the English language and thinking skills of Cambodian students, teachers and community members to help them gain access to personal, professional, and academic opportunities.

Volunteers teach at Upper and Lower Secondary Schools and Teacher Training Centers. As requested by the Ministry of Education, Youth and Sport, Volunteers co-teach with a Cambodian national teacher. This practice benefits not only the students but also enhances the Cambodian teachers' language capacity and builds their technical classroom skills. By teaching alongside a Cambodian teacher, Volunteers share modern teaching practices, help design and deliver lessons, build communicative English language skills and introduce effective classroom management techniques. Volunteers also develop and enhance teaching and learning resources for the classroom including introduction of new technologies.

Since the project opened in 2007, more than 365 Education Volunteers have served in Cambodia.



Glynn Pogue teaches her primary school students.

ACCOMPLISHMENTS IN 2017

- ▲ **5,047** students demonstrated improved English proficiency based on class content through formal or informal assessments.
- ▲ **4,119** students increased confidence or motivation by participation in a class, club, or camps.
- ▲ **1,498** students demonstrated leadership in or out of the classroom through activities like peer teaching, coaching, or homework help.
- ▲ **4,522** students gained access to more reading materials or were better able to use and access electronic resources due to the creation or expansion of a school library or computer center.
- ▲ **52%** of teacher trainees improve their English skills by at least 10% as measured by formal assessments.
- ▲ **62%** of teachers improved their English teaching methodology.
- ▲ **42%** of teachers increased their participation in teacher professional development activities in English.
- ▲ **43%** of teachers conducted a higher proportion of their classes in English.
- ▲ **40%** of teachers introduced improved structures or routines to manage classroom interactions more effectively.
- ▲ **41%** of teachers increased their use of classroom-based assessments to monitor and inform student progress.
- ▲ **100%** of teachers increased their use of learning resources or classroom materials by creating, improving, or managing items such as lesson plans, posters, handouts, library books or other materials that support classroom learning.



Oscar Maciel Ruiz and his students.

English Students Nourea and Khan

James Dyer

Education Volunteer in Banteay Meanchey Province

Students Nourea and Khan at Hun Sen Mongkol Borei high school in Banteay Meachey remember when their teacher Vanak, working with a Peace Corps Volunteer, began dividing the classroom into smaller groups. At first, the groups felt strange, different, and new. Eventually they learned how the mixed-level groups helped them all learn better. Within each group, the advanced students would help the beginner level students. More advanced students like Nourea also received advanced language instruction that matched her level as she took on leadership roles by helping the others in the group. The small groups also allowed Khan to receive task-based instruction at a level he could absorb. Both student groups benefitted from this strategy.



Students practice speech they prepared.

Soon everyone could see the benefits and the increased English absorption in the classroom. Vanak and the PCV then decided to create new opportunities for the students to use what they had learned. One such activity allowed students to connect with high school biology students from

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When I wrote a letter it was my first time to let foreigners know about my country. Now when I go to visit in Siem Reap I always talk to the foreigners and tell them about my country. Writing to a foreign student in America about Cambodia helped me feel proud about my own culture.

– Nourea

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Lowell, Michigan through a pen pal letter exchange programs between students in America and Cambodia, facilitated by Peace Corps. Through these letters, Nourea, Khan and the other students in the class read in English about things like the Michigan forest ecosystem and American football games. They then replied in English sharing information with the students in Michigan about Khmer culture and the Khmer language, especially the history of the Angkor Wat and different Cambodian holidays and ceremonies.

Integrating authentic texts like letters into the language classroom spiked overall student motivation, something that was especially noticeable among students who otherwise hadn't been very interested in studying. Khan, a male student in 10 B, had never shown much interest in English before last year, but now he is a fixture at the school's weekly English club.



Students work together with teachers to plan a videotaped presentation to send back to America.