

Considerations for the continuation of blended learning and teaching modes in English education within Cambodian public schools

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Abstract

The global language of English is widely acknowledged for connecting people worldwide, including in Cambodia, where the field of English education has been working to incorporate blended learning (BL) and blended teaching modes into public schools. This integration is aimed at addressing the shortage of qualified English teachers and learning resources for English for specific purpose courses, showing significant potential in enhancing the educational experience for students. A comprehensive study was conducted to ensure the effectiveness and sustainability of this innovative approach, focusing on various aspects of English knowledge content delivery. The study revealed major concerns over the use of certain knowledge content websites, led by the European Union and the Cambodian government to act toward regulating and improving the quality of such sources; however, the primary responsibility for ensuring that selected knowledge content meeting the need of students lies in the schools themselves. It is essential to address the challenges and concerns related to the selection and preparation of English knowledge content sources to fully realize the potential of blended learning and teaching modes in English education in Cambodia. By collaborating with external stakeholders, schools can play a crucial role in providing students with high-quality and appropriate English content. Future studies can consider the effectiveness and concerns of BL in different educational settings using different research designs.

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1. Introduction

One possible administrator of a blended or distance education English program in public teacher education institutions might be a teacher considered as a professional teacher educator (Bragg et al., 2021; Quezada et al., 2020), which the acronym P-T.E. is applied to this study. Among both P.T.E.s and university students were enrolled in teacher training institution for bachelor or master degree programs, there exists a low level of exposure to and practical knowledge and experience of such online systems and their application to educational

instruction (Joshi et al., 2021; Oliveira et al., 2021). However, a 2020 national study on higher education e-learning concluded that the majority of institutions that responded to a questionnaire would like blended learning to increase and operationalize their responsibilities (Alqahtani & Rajkhan, 2020; Turnbull et al., 2021). Most of the universities included academics and candidates for bachelor and master of education degrees in additional academic programs, the position is perhaps additive (Kim et al., 2022; Lin et al., 2024). This study focuses on a group of foreign academics and students who finished work within a Bachelor of Education (psychology) over many university classroom themes to commerce a global component of Skype or other video conferences (Getie, 2020; Onishchuk et al., 2020). Cambodian higher education institutions have received increasing calls to further incorporate blended learning courses in the English educational curriculum through institution-specific Learning Management System software (L.M.S.) (Vann & Ziguras, 2017). Cambodia's major teacher activity institution is beginning to operate in this manner. Furthermore, some built lessons operated on other commercial L.M.S. programs are being carried for facilitation in real universities and youth educational centers in Phnom Penh (Peou, 2017; World Bank, 2021). There is an advancement from the face-to-face mode; nonetheless, blended learning modes, or possibly due online modes, are yet to be routine (Ban & Heng, 2023; Martin et al., 2013).

In recent years, blended learning, which originated in the face-to-face classroom and involves the deliberate integration of online and offline activities of learning with a focus on language, is an initiative that has been instigated under the Ministry of Education, Youth and Sports (MoEYS) in public schools across Cambodia (Heng & Koemhong, 2021; Sim & Em, 2023). The practice of students from multiple backgrounds actively involved and collaborative learning is demonstrated in the language classroom of a public school. In addition, blended learning serves as a position from which to prepare the English language and learning process through constructing a learning platform suitable for Cambodian background students to be ready for English and learning on the global stage (Ibrahim et al., 2024; Vireak et al., 2024). The consideration for this study has been prompted by the willingness of school leaders, local education authorities, and contributing students and volunteers to continue blended learning classes after participating in an initial pilot study. The shared motivation of key stakeholders to continue after a pilot study of provision is evident that blended learning has been received favourably among its Cambodian stakeholders (Reimers, 2022).

2. Background of English education in Cambodian public schools

Education throughout the mid to late 20th century struggled, with few citizens even able to read or write (Mandler, 2020; Woodson, 2023). Between 1979 and 1992, some public schools were established, with an estimated 90% of teachers having had very little or no formal pre-service teacher training (Özer & Torun, 2024). During this period, significant numbers of graduating students left Cambodia to study overseas, and similarly, foreign lecturers and educational professionals began to teach in Cambodia during the 1990s (Sok & Bunry, 2021; Un & Sok, 2022). In the 2008, Education Action Plan, the popularity of English as a foreign language subject and as a medium of instruction had been growing steadily (Lin et al., 2024; Zein et al., 2020). This was especially true for children in the major urban centres and for the children of the elite, who have private tutors. In the provinces, however, there were fewer opportunities, and outdated curricula and ELT materials prevented learners from developing their language skills. English language teaching has been embedded within Cambodia over a century (Chea & Kuon, 2024). For instance, in 1923, the Ministry of Education, Music and Fine Arts was established and included an incorporated English medium system of education to show how ingrained English teaching was within Cambodia (Philippe, 2020). In the early

1970s, the brutal regime of the Khmer Rouge, led by Pol Pot, aimed to systematically purge the country of any form of foreign influence or impurities (Khan, 2020). This resulted in the deaths of an estimated 1.7 million individuals, including many educationalists (Jacobs, 2019; Um, 2021; Williams & Keo, 2023). This genocide strongly shaped Cambodia and significantly stunted the country's development but also had a severe impact on the education system. After the Khmer Rouge eventually disintegrated, the Cambodian government persisted in using French as its first foreign language until it was officially replaced with English in 2002 (Honig, 2020; Lim, 2020; Moore & Bounchan, 2020). This shift was intended to align Cambodia with global trends and facilitate greater access to international communication and opportunities. The history of English in Cambodia is remarkable and goes back many years (Em et al., 2023; McFarland, 2021). The Lun Nol Period, when Lun Nol ruled Cambodia from 1970 to 1975 (Neau, 2003), is when it originally appeared. English was the most popular foreign language at the time and was used in schools as the primary foreign language of learning and teaching (Igawa, 2008; Tarnopolsky, 2016). The establishment of the Khmer Rouge dictatorship, however, caused a substantial change in Cambodia's linguistic environment in 1975 (Olson & Speidel, 2023). Intellectualism and foreign languages were prohibited during Pol Pot's cruel dictatorship (Kiernan, 1999). As a result, there was a halt in the teaching and study of English, and the language suffered. After the Khmer Rouge government was overthrown in 1979, Cambodia started to reconstruct its educational system (Frings, 2022). English reemerged as a significant foreign language. English became more significant in the 1990s as a result of the influx of foreign aid and the nation's reintegration into the world community (Ear, 2012). Then it came associated with chances for employment, advanced learning, and participation in the world market (Peou, 2017).

English has developed and grown quickly in Cambodia in recent years. Along with Khmer, the official language, it is now widely acknowledged as the second language of the nation (Rost, 2023). To meet the demand for English competence, English language schools, institutes, and private tutoring facilities have sprung up throughout the nation (Zhang & Bray, 2021). From primary through postsecondary education, English is currently a required subject in public schools in Cambodia so that English language instruction has received a lot of attention from the Ministry of Education, Youth, and Sports (MoEYS), which regards it as essential for the growth of the nation's economy and society (Chea & Lo, 2022). To standardize the teaching and learning process, English textbooks and curriculum materials have been designed and applied in public schools. The adoption of English language instruction in Cambodian public schools still faces obstacles, though. Effective English instruction is hampered by a lack of resources, including competent teachers, textbooks, and instructional aids. Due to infrastructure issues and teacher shortage, providing high-quality English instruction in rural locations frequently presents more severe challenges (Lor, 2021; Ravet & Mtika, 2024). Despite these difficulties, English is still highly viewed in Cambodian culture. Particularly, in industries like tourism, hospitality, and international organizations, proficiency in English is considered a path to increased work chances. The International English Language Testing System (IELTS) and the Test of English as a Foreign Language (TOEFL) are two well-known English language competency exams that Cambodian students and professionals take to study or work abroad (Petraki & Khat, 2022; Zein & Stroupe, 2019).

All in all, English has advanced considerably in Cambodia since it was first introduced. English has evolved from being a minor subject during the French colonial era to its current standing as a required subject in public schools. It now plays a crucial role in Cambodian society and education. Despite ongoing difficulties, there is a growing demand for English speakers, which highlights the language's significance for the nation's goals of development and global

integration. This section delves into the historical and contextual background of English education in Cambodian public schools. It may cover aspects such as the evolution of English language teaching in the country, the status of English education, and any pertinent challenges or achievements. Comprehending this history is vital in grasping the factors that have impacted the current condition of English education and the possible consequences of incorporating blended learning.

3. Blended learning: Definition and benefits

The benefits of blended learning within higher and K-12 education are visible, such as increasing flexibility and control of the schedule of a student. Others have noted that with properly implemented blended learning methods, it can improve student learning and engagement as well as reduce academic failure (Bazelais & Doleck, 2018; Oeun & Heng, 2024; Villanueva et al., 2022). The use of blended learning has also been noted to increase student academic outcomes, as shown by the work of Negash, Eshete and Hanago (2022). Blended learning is a potential solution that can be offered and implemented into the continuously growing infrastructure of Cambodian public schools. Contrary to blended learning from the education sector, this article will concern the relevance of blended learning as opposed to practice in the context of English education within Cambodia, with a specific focus on public schools (Boy & Water, 2023).

Some researchers have worked to classify blended learning within existing pedagogy and instructional methods. They have attributed blended learning to the combination of online and digital learning methods or utilizing digital technology during the learning and teaching process in addition to the traditional classroom-based learning methods (Vallée et al., 2020). Central to the definition provided, where blended learning is described as the effective combination of the right technology with the best facilitator to provide a superior and individualized learning experience (Kumar et al., 2021). This can also include learning that takes place within the context of onboarding and professional development of an organization or company. As with many things in technology and education, blended learning also reflects a wide spectrum of learning based on combinations of face-to-face and online components (Castillo, 2024).

4. Challenges and opportunities in implementing blended learning in Cambodian public schools

Despite these challenges, widespread support of blended learning through ICT has grown rapidly following the reactive methodology of lockdowns adopted nationally and internationally to combat the COVID-19 pandemic (Adarkwah, 2021; see Kumar et al., 2021). As such, the acceptance and practical experience of blended learning as a modality within these schools are prevalent. Both local, national, and Phnom Penh speakers agree that there are significant distinctions between fully online learning and the less engaging versions found in traditional face-to-face education (Müller & Mildemberger, 2021). Blended learning is considered more engaging and interactive than traditional face-to-face education in terms of increased creativity, group, and collaboration, and the benefit of the different types of learning activities is highly valued. It is also recognized as a significant benefit for those who are unwell or busy since the teaching can still take place. However, interestingly, blended learning activity as a version of online learning is not much appreciated and, perhaps rightly thought, to be no more beneficial than standard education (Mali & Lim, 2021; Soeung & Chim, 2022).

Thus far, we have established several critical insights regarding blended learning that might be undertaken as programs of continued operations as the government reopened schools throughout the whole elementary and secondary systems post-COVID-19. Before discussing such strategies and recommendations, it is critical that we understand the specific set of challenges of Cambodians, both public and private schools, and students face when considering the implementation of blended learning within a wider educational strategy, as well as the opportunities available. Public schools do have their set of challenges; they have limited infrastructure that provides internet access and ICT (Ork et al., 2024).

5. Pedagogical strategies for effective blended learning in English education

Algorithms are a systematic and automated process that is repeated and used to solve and execute solutions to a series of problems and dilemmas (Gad, 2022; Tsamados et al., 2021). In English skills, the guerrilla algorithms are introduced for the first time by national lecturers in the form of a storyline (Gigerenzer, 2022). Subsequently, the storyline is developed in the form of an algorithm. Algorithms-based teaching materials in English present a new method as a result of the development of a blended learning approach that allows for simultaneous learning to be carried out both face to face (offline) and via the internet (online) interrelatedly (Teo, 2021). This is done so that students can attempt to process the order of sequential steps of the algorithm. A constructive, cooperative, collaborative, and connective approach underlies the learning, teaching, and educative process of English studies which blended learning requires various pedagogical arrangements such as facilitation, opportunities for students to cooperate in collaborative learning, facilities to find out the students in the problem-based learning, and strategies to help the students with self-directed learning (Ashraf et al., 2022; Dridi et al., 2020; Yang et al., 2022). This eclectic study is aimed at producing English instruction with the concept of an algorithm in the form of blended learning, which is oriented toward the study abroad experience of students (Saint et al., 2022).

Blended learning, or the 'flipped classroom', allows for a combination of traditional face-to-face learning and independent studies through simulations, task completion, multimedia, and online initiatives (Le, 2024). For effective implementation of such a learning mode, an essential foundation must be made regarding a range of pedagogical strategies (Yung et al., 2024). These should align with various aspects of instruction and curriculum such as cooperative learning, literacy, adolescent general education, and content football. Constructivism is the foundation of instructional design theory, and the curriculum is constantly changing as it connects with students in their learning process, encouraging discovery, exploration, and the connection between new and existing knowledge to encourage deeper learning (Mohammed & Kinyo, 2020; Yunjo, 2020). With the encouragement of an increased focus on the use of meaningful ways, word lists can become more sustainable and interwoven with the close connection (Suhendi et al., 2021). Recent studies have shown that blended learning tends to be more effective than face-to-face instruction.

6. Technological infrastructure and resources for blended learning in Cambodian public schools

Correspondents found that although Cambodia has a reasonable supply of internet services in various forms, services at low prices (including external coverage) are limited, especially in rural areas where most public schools are located (Banihashem et al., 2022), while other digital devices are now starting to penetrate the Cambodian market, not all students have their own facility. Implicitly, documents written in support of the study of qualifications raise the

following findings, which can be followed. To be able to effectively deliver a blended learning experience, you must meet five basic technological building blocks.

Table 1. Five basic technological building blocks

Building blocks	What to consider
Internet access	At acceptable speed
Devices	Current and maintained devices of a reasonably consistent nature and age
Software	Ability to access easy-to-use, ‘off-the-shelf’ digital applications
Data	A simple reporting system that provides easy-to-read data on student progress and submits information back to a central location
Support	All employees should have the good knowledge and resources to provide technology advice and a robust level of technical support

Yes, technology can make a significant difference in the language learning experience. For English language teachers working in Cambodian public schools and considering moving forwards to blend ELT, there are several considerations that need to be researched/considered to set up a climate that is conducive (Jie et al., 2020). This section prompts you as a reader to think about a range of factors that need to be in place to get started. If you want to know what the future of Cambodian blended learning looks like, continue this also, to be clear about the potential this delivery mode has to support you as a driver of quality in operational schools (Gao, 2021). If there is a lack of promising prospects in English education for teaching and learning, it may be prudent to consider integrating somatic voice learning in order to sustain the relevance of human teachers in the future (Orak, 2021).

7. Professional development for teachers in blended learning environments

Teacher professional development: Professional development, when linked to the new teaching and learning model, was referred as unnecessary. Instead, plans which ensured that the teacher held up-to-date knowledge in their subject and grade level would be more beneficial. The new blended model was expected to benefit from two years of piloting and small remediations, meaning there would be no need for specific professional development (Donaher & Wu, 2020). However, when undertaken, continuous professional development was considered necessary in order to prepare teachers to use technology and to develop ICT skills (Sancar et al., 2021). Other impacts of professional development experiences were reported to focus almost exclusively on the current author's perspective. For example, Mohammadi & Zarei (2022) took part in an e-learning program and experienced a significant shift in their approach to ICT which was a strong emphasis on promoting independent thinking, collaboration, and respect among students, which resulted in noticeable improvements in their teaching methods. Plus, they also participated in a middle-management course and found that it helped them improve communication between management and teachers while also boosting their confidence. The narratives provided no evidence of significant pedagogical change or an improvement in the modernization of one's teaching approach. Asking to explain limitations of many bad quoted texts in the survey, both current and culminating authors argued that the research questions, and therefore the survey design, failed to elucidate reasons for identified opinions of poor

blending within the curriculum (Meades, 2021). However, there were queries, too, concerning the sampling size and processes. Very likely of more concern, as David suggested, is the fact that content analysis plays directly to the obligation to quote on categories generated by the researchers; here, the Liability and Barriers involved (Luo, 2021). Within a point of more positive application, it is argued that the way policies were being developed, and the opinions captured by their interviewees, were of very limited use to the organization seeking reliable data on which to plan changes (Meeson, 2021).

Since 'teaching skill' appears significantly correlated with student performance within blended learning contexts, it is imperative that teachers support in gaining expertise in blended learning, with emphasis on enabling effectively-designed planned integration, flexible teaching strategies, and active student interactions (Lynch, 2021). Teachers' 'Professional Development' (PD) is considered an integral component of the overall success of teacher retention in international and blended learning settings (Dong et al., 2023). PD programs developed to provide a student-centred orientation within Blended Learning Environments include training to create quality videos for students to engage with, as well as opportunities to co-develop lesson planning within blended coursework. The PD programs also provide cross-departmental teaching workshops around student-centred teaching strategies which can also align with best practice within Blended Learning Environments (Brown, 2021; Eastman et al., 2023). Blended learning and teaching modes have become an integral part of English education within Cambodian public schools, posing important considerations for their continuation.

8. Parental involvement

Parental involvement in students' blended learning experiences is indeed crucial for their educational success (Huot et al., 2024). When parents are actively engaged in their children's education, they become valuable partners in the learning process. To foster this involvement, schools should prioritize effective communication with parents. Regular and transparent communication channels can assist parents to stay informed about their child's curriculum, assignments, and progress (Ihmeideh et al., 2020; Kelty & Wakabayashi, 2020). One-way schools can promote parental involvement is by providing parents with comprehensive information about the curriculum and digital tools being used in the blended learning environment. By sharing this information, parents can better understand the educational goals and objectives set for their children (Martin et al., 2023). They can also familiarize themselves with the digital tools and resources used in the classroom, enabling them to support their children's learning at home more effectively.

Engagement between schools and parents should extend beyond mere information sharing. Schools can actively involve parents by organizing workshops, seminars, or training sessions focused on the blended learning environment. These events can help parents develop a deeper understanding of the teaching methods and strategies used in the classroom (see Kelty & Wakabayashi, 2020). By being knowledgeable about the educational approach, parents can provide targeted support to their children, aligning their efforts with what is being taught in school. Moreover, schools can encourage parents to actively participate in their children's learning at home. This involvement can take various forms, such as monitoring homework completion, discussing daily learning experiences, and maintaining open lines of communication with teachers (Bhamani et al., 2020). By engaging in these activities, parents can gain insights into their child's strengths and challenges, allowing them to provide personalized support and encouragement. Lastly, schools should create a welcoming and inclusive environment where parental involvement is valued. By fostering a sense of

partnership between schools and families, parents will feel more comfortable reaching out for assistance or sharing their ideas and concerns. When parents are empowered and actively involved, students are more likely to thrive academically, as they benefit from the consistent support and guidance received both at school and at home (Ribeiro et al., 2021).

In conclusion, parental involvement plays a key role in students' blended learning experiences. Schools should prioritize effective communication with parents, provide them with comprehensive information about the curriculum and digital tools, and engage them through workshops and training sessions. Encouraging parents to actively participate in their children's learning at home and creating a welcoming environment will strengthen the partnership between schools and families, ultimately enhancing the educational journey of the students.

9. Engagement and support for students in blended learning environments

This approach is essential for fostering this community of practice along with a commitment to upholding human-individual communication in addition to the use of existing digital tools provided (Lewis, 2021). A further strategic direction lies in the understanding of students on their own terms or placing them both in the centre of their learning while at the same time considering their external learning environment. Many students remain cautious about their return to in-person interactions and activities following long periods of limited engagement (Felson & Adamczyk, 2021; Theodosiou & Corbin, 2020). In the motivational approach, incorporating a variety of stimuli and community-centred goals that are project-based or inquiry-driven integrated with real-life experiences, supports the return to social communication and collaboration (Poland et al., 2021). Providing support and opportunities for digital literacy, students and teachers in schools can understand, or attempt to understand, distinct and sensitively marked differences within their technical approaches to learning (see Sim & Em, 2023). Providing guidance at the vocational, technical, and learning-oriented level builds community awareness and acceptance for all students (Susilowati & Suyatno, 2021).

"Engagement" and "Support" are words often mentioned when it comes to the effectiveness of adding additional technology into classrooms (also known as "Blended Learning") (Lane et al., 2021; Simbolon, 2021). The pedagogy of the English School Blended Teaching (ESBT) projects begins with and falls under the Cambodian school-based curriculum (see Lor, 2021; Ourn et al., 2023, 2023; Sol, 2023). If working with these support considerations is taken into account when planning and teaching in any blended learning classroom, students are more likely to feel engaged and supported in their learning environment and the projects in public schools, then the act of earmarking these considerations and inquiring after them should be able to be accounted for with ease and practicality (Brito et al., 2021; Chiu, 2021; Yang et al., 2021). Interaction to the support and engagement, whether by humans or technological software, is heavily reliant upon the desire to communicate and the necessity of seeing and hearing in order to do so, where provisions are made for this human and in-the-moment instruction, as well as where the very practical considerations regarding the computing devices used for facilitating digital access are deeply integrated into the design and implementation of these projects, student interaction and connectedness can be assured (Ahmed & Opoku, 2022; Ewing & Cooper, 2021; Nuere & Miguel, 2021; Yurtseven et al., 2020).

10. Monitoring and evaluation of blended learning programs

Monitoring and evaluation serve as crucial tools for gathering evidence on various aspects, including learners' motivation (see Huot et al., 2024; Tuong et al., 2022). Over the course of

an academic year, we are not only able to observe potential impacts on English literacy, but also gain insight into learners' attitudes towards learning and the participation of girls in technical subjects (Hirakawa & Taniguchi, 2021; Pov et al., 2021). Furthermore, we can gain a better understanding of the practicality of establishing assessment criteria and test various methods of data collection (Hirakawa & Taniguchi, 2021; Newman et al., 2021). Considering the diverse contexts of the schools involved in the current study, this would be an invaluable asset when planning for future research (Berlian & Huda, 2022; Rowan et al., 2021). Regrettably, the integration of feedback from monitoring and evaluation processes into the daily practices of teaching, interventions is not a common practice, and the feedback provided seldom contributes to shaping improvements or bringing about changes in organizational models and staff capacity (Edwards et al., 2020; Errida & Lotfi, 2021). We advocate for a problem-based approach to evaluation that is driven by the urgency to implement such changes. This approach would place less emphasis on the positivist paradigms dictated by what is being measured, and instead prioritize the production of contextually relevant outcomes that could drive continuous improvement (Sisternans, 2020; Tan, 2021). Although there is a growing amount of evidence regarding the impact of blended learning, there remains a scarcity of experimental studies investigating the effects of interventions in low-income nations (Bryan et al., 2021; Eriksen et al., 2021; Islam et al., 2020). In a chapter discussing the landscape of blended learning in Cambodia, various inquiries and suggestions were emphasized. It was proposed that data pertaining to these inquiries be gathered to more effectively address them with supporting evidence.

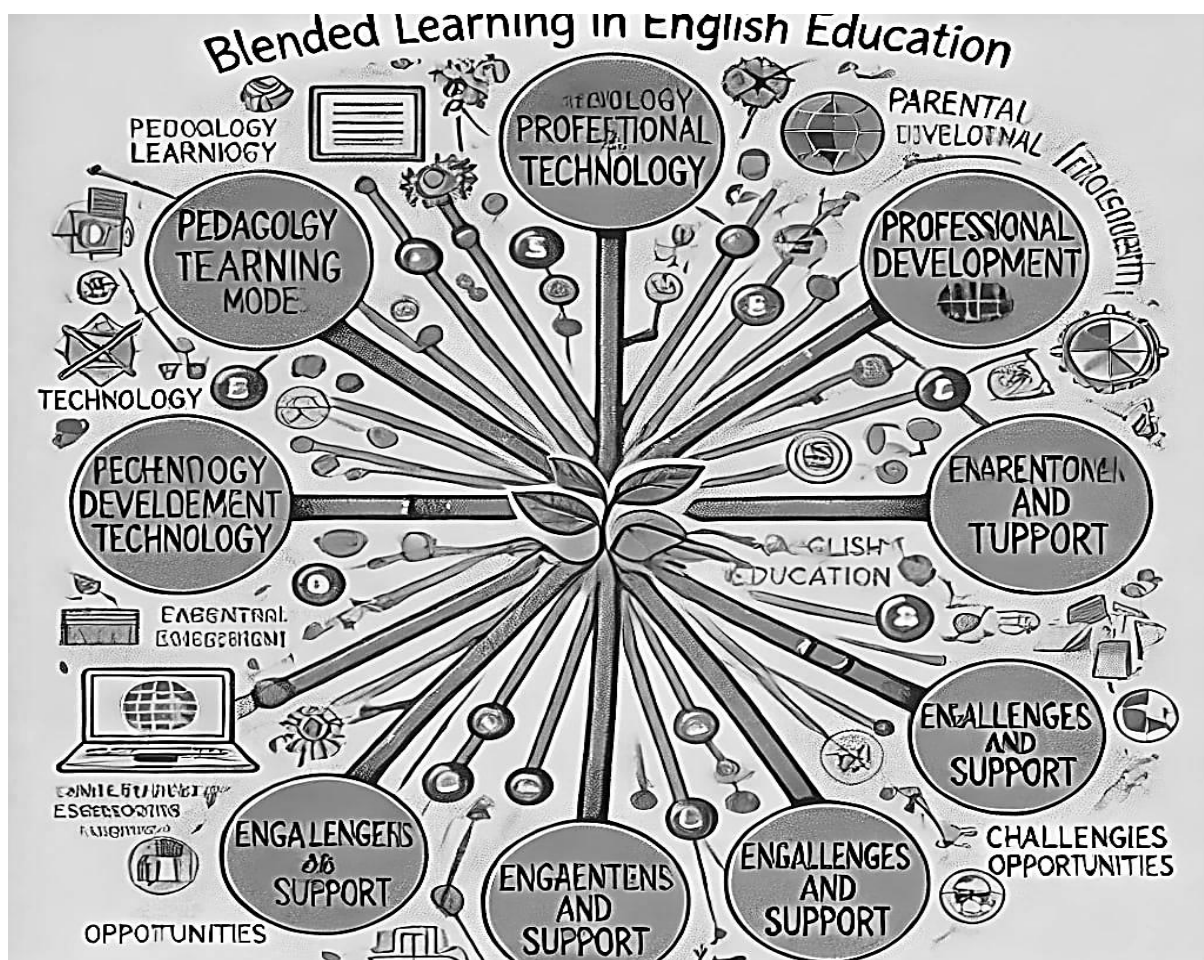


Figure 1. Conceptual figure of blended learning in English education

11. Policy recommendations for the integration of blended learning in English education in Cambodian public schools

Considering resource allocation, a financing strategy for empirical decision-making would be to fund a process for prioritizing incentivizing and promoting models of teacher support and training relevant for blended learning. The Ministry should consider a financing strategy for understanding the potential of online resources for student learning, and the utility of including them into an offer at all. We also suggest the Ministry could consider financing for performance evaluation of this policy experiment. If it is found that there was some association between parents not seeking fully online resources and factors such as poverty, areas under large lockdown, no English spoken in the home (and so on) then the Ministry could, depending on those results, shift the orientation of this strand of work to piloting some forms of subsidy for onsite hardware and online English learning content. Considering the teaching strategy, the Ministry should look into financing in order to support educators and educate Ministry's staff on potential IT solutions for mentoring, coaching, supervising. Providing resources for teachers to watch and learn from video examples of MCA approaches for blended learning, e.g., from large pilot schools could be an advantage that should be considered as well. Finally, identification of two pilot schools (from the aforementioned three) provides the potential decision to promote and evaluate the potential to include enhanced English language teacher support alongside the blended learning provisions which may further help to promote teacher competency overall.

Recommendations provided in this report make several concrete proposals that we hope will influence policy-decision makers and policymakers for the sustainable integration of blended learning for English education if/when action is taken up more generally in the education sector. A worthwhile starting point for those drafted to consider policy based around changes to teaching modalities in pilot schools is to attenuate some level of regulatory change to allow for the implementation of a blended learning approach pairing synchronous and asynchronous learning interventions, though this does little to guarantee the uptake of student attendance in such programming. This section outlines policy recommendations for the integration of blended learning of English language in the formal policies and systems of Cambodian public schools. In keeping with how blended learning is practiced, we provide suggestions for integrating some amount of online learning for offline teaching and learning methodologies. Recommendations have been grouped into possible regulatory changes, resource allocation, and possible alignment with educational objectives. We envision that allowed teachers could apply blended learning in their teaching and learning activities. Contextual variances existing in pilot schools also highlight the possible ways in which feasibility can be pursued in considering the introduction of blended approaches.

12. Conclusion and future directions

It is vital to appreciate the country of Cambodia's need for effective education systems that provide students with life skill development. From presenting participants with workshop information and following their discussions to the evaluation sheet, we feel that our aim was achieved to extend a foreign understanding of potential classroom dynamics. Therefore, cultural understandings were briefly touched upon by engaging in an educational and professional workshop in a country that possesses particular consideration for the introduction and use of blended learning modes of English language education. We hope that more Cambodian country-specific connections can be formed that will inform supportive environments in the best interests of the local student population. As a way forward, a study

exploring workshop design and implementation on a large scale could be explored. Such participants could include future English-language educators across all levels of the Cambodian educational system, from kindergarten through to post-bachelor studies. This would allow triangulation of findings and the preliminary exploration would become far-reaching. Given the time required to align regularity or participant numbers, it would be beneficial to begin organizational discussions. Moreover, it would be beneficial to engage in follow-up conversations with those involved in the present workshop to determine whether changes were discussed and whether there were general feelings of impact within classroom contexts.

The purpose of the present essay was to explore current exposure to technology in the classroom for Cambodian language educators and to provide a pedagogical training workshop to offer support for the introduction of blended learning modes into their current practices. Through discussion of relevant literature, links were made to possible connections between exposure to technology in the classroom and an increasing use of technology for professional and private communication. Strategies for the inclusion of blended learning and teaching modes were discussed, as well as the connections between these and theories of learning and teaching. Practical information and contexts were also included. As the findings revealed, participants were indeed quite familiar with technology in the form of a mobile phone for daily life and professional activities. Sentiments from our participants regarding the value of this pedagogical workshop supported the notion that our discussion concentrated on both contemporary and valid data. As a result, it may be beneficial to continue the identification of experiences, attitudes, and perspectives regarding the use of digital learning, teaching, or education within English academic contexts. Besides, it is equally as important to gain deeper insights into the reasons why increasing or decreasing experience with technology is held in particular regard by teachers.

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